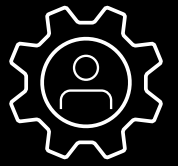


Draft Version
August 15, 2023



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**GENERAL
ASSEMBLY
HANDBOOK**



Welcome to General Assembly 2023!

Thank you for attending WSSDA's 2023 General Assembly, one of the most important school board events of the year. Your participation will shape the organization's position platform, which includes member-adopted permanent and legislative positions. The assembly is your opportunity to influence a variety of positions that are intended to serve as the foundation for WSSDA's principles and to inform advocacy efforts throughout the year.

At the WSSDA General Assembly, the delegate from each school board will vote on proposals related to:

- WSSDA's Bylaws and the establishment of annual dues. The WSSDA Board, elected by WSSDA members, provides recommendations for these proposals.
- WSSDA's core beliefs and values, called "permanent positions." The Resolutions Committee, elected by WSSDA members, provides recommendations for these proposals.
- WSSDA's advocacy interests, called "legislative positions." The Legislative Committee, also elected by WSSDA members, provides recommendations for these proposals.

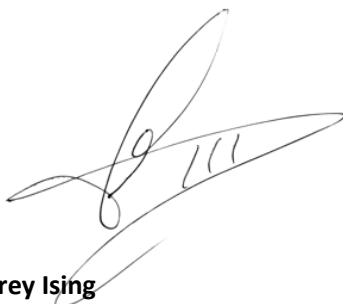
If passed by a majority of the voting delegates in attendance, these proposals become part of WSSDA's position platform, guiding the organization's statewide advocacy efforts throughout the year and especially during the legislative session. We anticipate the 2024 legislative session will continue to address issues carried from 2023, including student safety, staffing needs, school meals, transportation, and school construction. Your participation in General Assembly will inform how WSSDA responds to these, and other critical issues, during the upcoming and future sessions.

The Washington State School Directors' Association is *your* organization, representing each and every school director from across the state. Your voice at General Assembly is essential to the organization's advocacy efforts, as it ensures a representative position platform that reflects the interests of 295 school districts and the 1,477 school directors who were elected locally to serve and support them.

We appreciate your commitment to this important work and thank you for your continued service to your students, schools, and communities.



Ron Mabry
President, WSSDA Board of Directors
Kennewick School Board



Trey Ising
Chair, WSSDA Resolutions Committee
Cascade School Board



Rebecca Stillings
Chair, WSSDA Legislative Committee
Rainier School Board

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Rules of Procedure



WSSDA holds an annual General Assembly as set forth in the WSSDA Bylaws. The purpose of the General Assembly is to provide the state's 295 school boards an opportunity to vote on the proposals that guide WSSDA's work, decisions, and collective advocacy.

Proposals for voting upon at General Assembly must be initiated within the timelines stated in the WSSDA Bylaws or operating policies. Proposals to be voted on at General Assembly might include:

- Revising WSSDA's general business operations, including revising WSSDA's annual dues;
- Amending the Bylaws;
- Adopting new permanent positions;
- Amending existing permanent positions, including consolidating and/or retiring existing permanent positions;
- Adopting new legislative positions;
- Amending legislative positions, including consolidating and/or retiring existing legislative positions; and
- Voting on emergency matters from the Board of Directors, as authorized by Bylaws and operating policy.

The WSSDA Bylaws define quorum for its General Assembly as five (5) percent of WSSDA's regular membership at the onset of the meeting. Five percent of WSSDA's membership is representation from seventy-four (74) Washington school boards.

Delegates

- A. Every public-school board in the state is entitled to credential a school director from its board with authority to debate and vote at General Assembly. This credentialed school director is the delegate.
- B. To be the delegate, school directors must be sworn in and officially seated on their respective school boards.
- C. The delegate will be identified by an electronic identifier, such as a log-in requirement, both for purposes of debate and voting.
- D. Only one (1) school director from each school board may be the delegate (entitled to speak or vote) throughout completion of the voting on any given proposal. Between proposals, other officially seated school directors from the same school board may assume the role of delegate.
- E. School directors will be specifically instructed on how to use the electronic identifier before or at the start of General Assembly prior to any debate or voting.

Rules of Procedure *(continued)*



Regular Agenda

- A. The items for the regular agenda are identified in the General Assembly Handbook.
- B. All items on the regular agenda will be voted upon individually and will have opportunity for debate.

Debate

- A. Only the delegate of each school board may be the spokesperson for any given proposal. A delegate may not speak/debate a second time until all other delegates have had an opportunity to speak.
- B. Before speaking, the delegate shall enter the speaking queue by selecting “Request to Speak Pro” or “Request to Speak Con” from the delegate control panel, type their name into the text box, hit submit, and wait to be recognized. Upon being recognized to speak, the delegate will state their name for the record.
- C. Delegates who need parliamentary/procedural clarification may select “Ask a Clarifying Question” from the delegate control panel, type their name into the text box, and hit submit at any time. Any comments associated with a “Clarifying Question” must be a brief question. Delegates cannot use this process to speak in debate or to provide additional information.
- D. Delegates will be recognized to speak in the order in which they enter the speaking queue. While a delegate speaks, other delegates may select “Agree” or “Disagree” from the delegate control panel, type their name into the text box, and hit submit to indicate their support or opposition to what the current speaker is saying.
- E. Unless the assembly agrees to extend the time by two-thirds vote or general consent, the total time for speaking on any one proposal is limited to ten minutes, five (5) minutes for proponents and (5) minutes for those opposed.
- F. Using the virtual platform’s timekeeping mechanism, made visible to all participants, staff will serve as timekeepers and will monitor the debate time of both proponents and opponents.
- G. Clarifying comments and answers are not timed. The presiding officer may also recognize committee members or WSSDA staff for the purpose of clarification without being timed.

Amendment Process

To propose an amendment to a position proposal that is currently under debate by the assembly, the following process will apply.

- A. A delegate must select “Motion to Amend” from the dropdown menu in the delegate control panel, type their name into the text box, and hit submit.
- B. The “Motion to Amend” will go to the top of the speaker’s queue.

Rules of Procedure *(continued)*



- C. The delegate will be recognized by the president and must verbally present their amendment to the position proposal currently under debate.
- D. The proposed amendment will be displayed on the screen using track changes.
- E. The president will ask if there are at least four additional delegates who support the motion. Delegates must select “Second the Current Motion” from the dropdown menu in the Delegate control panel, type their name into the text box, and hit submit to express their support.
- A. If at least four additional Delegates “Second the Current Motion,” the debate timer for the position proposal currently under debate will be paused, and a new timer for amendment debate will begin, with 5 minutes for “Pro” and 5 minutes for “Con.”
- B. Debate for the amendment will follow the same process as debate for all other matters before the assembly, using the dropdown menu in the delegate control panel.
 - A secondary amendment may be made using the same process of selecting “Motion to Amend” from the dropdown menu in the delegate control panel, and four additional delegates must “Second the Current Motion.” A proposed secondary amendment will be displayed using a different color in track changes.
 - The assembly will only consider one secondary amendment at a time.
- C. At the end of debate, or once the time limit for amendment debate has ended, the body will vote on the amendment.
- D. The body will then resume debate, on either the original position proposal or the position proposal as amended, for the remainder of time left on the debate timer from that original position proposal.
- E. Any further amendments to the same position proposal must be made within the time remaining on the debate timer from that original position proposal and will follow the same process identified above.

Voting

- A. School boards that are not present at General Assembly may not vote. No absentee or proxy voting between or among districts is permissible. Delegates may vote only once per proposal.
- B. For all voting, the vote is a majority vote on the proposal in the final version of the Handbook or the proposal as amended through the amendment process; the vote is not on the committee’s recommendation.
- C. Voting will occur via a secure electronic voting system provided to the delegates.
- D. Delegates will be specifically instructed on how to use the electronic voting system at or before the start of General Assembly prior to any voting.
- E. Delegates will be prompted when to cast their vote. Upon closing the vote, the electronic system will tabulate the votes and display the results on the screen.

Rules of Procedure *(continued)*



- F. For proposals to revise the Bylaws, an affirmative vote of two-thirds of the delegates present is necessary for passage, and the change to the Bylaws will be effective immediately.
- G. For matters subject to weighted voting, delegates may call for a weighted vote after the regular vote if requested by at least five (5) school boards.
- H. Weighted voting is not permissible for votes setting the total amount of annual dues, general WSSDA business, or amendments to WSSDA's Bylaws.
- I. For all other matters, including how to assess WSSDA's dues, proposals related to permanent positions, and proposals related to legislative positions, weighted voting can be used. When a weighted vote is called, delegates shall receive the number of votes as set forth in the Bylaws.
- J. In the event of a weighted vote, a separate vote will be taken. Upon closing the weighted vote, the electronic system will attribute the correct weight to each district's response and display the results on the screen.
- K. The chair will announce the result of the vote, either regular or weighted, upon its completion.
- L. Any delegate may move to reconsider an agenda item for the current assembly that has already been considered. The motion can be made only by someone who voted on the prevailing side – voted yes on a motion that passed or no on a motion that did not pass. A majority vote may adopt the motion to reconsider, and the motion must be considered immediately as long as there is not a motion currently under consideration on the floor.

The General Assembly Handbook

The initial General Assembly Handbook is posted on WSSDA's website by August 15, 2023. The posted Handbook includes all proposals, except for any potential emergency proposals submitted by the WSSDA Board. Administrative errors identified in the Handbook, such as typos, punctuation, or clearly erroneous information, should be reported to WSSDA staff for correction.

Order and Conduct of Business

On September 22, 2023, the General Assembly commences. The WSSDA President or designee presides over the entirety of the General Assembly. The president may delegate the task of conducting portions of the General Assembly to another WSSDA Board Officer as needed/desired.

The General Assembly Handbook lists the order of business. As tasked by the WSSDA Bylaws, the Legislative and Resolutions Committees have reviewed the existing positions and reported their recommended revisions via the Handbook. As also tasked by the Bylaws, the committees have considered position proposals and reported their recommendations via the Handbook. The General Assembly Handbook includes all proposals that have not been withdrawn and are designated with the committees' recommendations of DO PASS or DO NOT PASS. The Handbook encompasses the committees' respective written reports to the WSSDA membership.

Rules of Procedure *(continued)*



The order of business pertaining to WSSDA positions is conducted in blocks based on the committees' recommendation and position category (i.e., Learning, Staff, Capital Facilities, Funding, and Governance). For orientation and clarity, between each block of voting, the Resolutions and Legislative Committees' chair or vice-chair will provide a brief verbal overview of the respective committee's report to the WSSDA membership.

If emergency proposals are brought to the General Assembly, delegates may propose amendments following the same amendment process as for other proposals. The operating policy and process for submitting an emergency proposal request to the WSSDA Board is included in the General Assembly Handbook. These rules of procedure hereby incorporate the process for submitting an emergency proposal to the WSSDA Board.

Parliamentary Authority

Parliamentary law and parliamentary procedure are the keys to order and fairness. By using parliamentary procedures properly, the WSSDA General Assembly can be conducted in an orderly, efficient, and fair democratic fashion.

The parliamentary authority shall be the current edition of *Robert's Rules of Order Newly Revised* (RONR) except as otherwise set forth in the WSSDA Bylaws, operating policies, or these rules of procedure (RONR 2:16). Special rules of order contained in the WSSDA Bylaws, operating policies, or these rules of procedure will supersede all other rules of parliamentary procedure.

By virtue of being the presiding officer, the WSSDA President has the authority and duty to make necessary rulings on questions of parliamentary law. In making any ruling, the WSSDA President may consult with anyone for parliamentary advice (RONR 23:17) and may consult with the Parliamentarian Advisory Committee, which was formed by the WSSDA Board to assist the WSSDA President. However, the voting delegates as a body are the final arbiter of parliamentary questions or points of order. Upon the motion and a second to do so, voting delegates may appeal parliamentarian decisions made by the WSSDA President to the voting delegates as a body. The parliamentarian decision as voted on by the voting delegates is final.

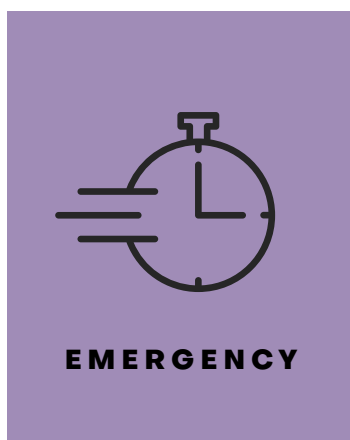
How to Read this Handbook



The permanent positions communicate WSSDA's foundational core principles on issues of widespread concern for students, its membership, other education organizations, and the general public. Permanent positions represent WSSDA's beliefs and values.



The legislative positions communicate WSSDA's viewpoint (stance) on a spectrum of state and/or federal legislative issues. They are action-oriented and articulate desired legislative outcomes on behalf of the state's public school districts.



Emergency proposals might be for permanent or legislative positions but are not available for revisions to the Bylaws.

Process for Emergency Position Proposals

Requests for an emergency proposal must occur via the Emergency Proposal Form on the WSSDA website before 3:00 PM, Monday, September 18, 2023.

The WSSDA Bylaws provide that the WSSDA Board may submit emergency proposals for consideration at General Assembly. These emergency proposals may address matters of business, new or revised Permanent Positions, and new or revised Legislative Positions. Emergency proposals do not extend to amendments to the Bylaws.

Operating Policy 1281 – Emergency Proposals Submitted to the Board for General Assembly sets out parameters for submitting an emergency proposal to the WSSDA Board. It states,

Background:

WSSDA's Permanent and Legislative Positions are publicly available on the WSSDA website and members are encouraged to review them and consider whether revisions, removals, or new positions are necessary. Each school board is given ample notice regarding the annual spring window for submitting position proposals to the Resolutions and Legislative Committees to propose changes.

Each year after reviewing all proposals, the Resolutions and Legislative Committees present all proposals that were not retracted by the proposers to the General Assembly. Each proposal is designated with the respective committee's recommendation of "do pass" or "do not pass" and publicly posted on the WSSDA website at least 30 days before General Assembly. While the committees' recommendations are not determinative, the committees' familiarity with the positions and their work evaluating the proposals is informative and valuable to the WSSDA members.

Policy Statement:

Notice to members and committee preparation are foundational to General Assembly. However, emergency circumstances can still occur that require swift action at General Assembly. Article XI Section 2 of the Bylaws provide that the WSSDA Board may send emergency proposals to the WSSDA General Assembly for consideration by the WSSDA membership with a minimum of four (4) hours' notice. Emergency proposals may pertain to matters of business, new or revised Permanent Positions, and new or revised Legislative Positions. Emergency proposals do not pertain to amendments to the Bylaws.

Emergency proposals should not be used to circumvent the deliberative process of submitting position proposals to the Resolutions and Legislative Committees during the proposal window. If a Washington state school board believes that an emergency proposal is warranted, the school board must:

- Adopt a written emergency proposal, and
- Submit the written emergency proposal through the portal on WSSDA's website by the time and date and according to any instructions specified in that year's General Assembly Handbook.

No other submissions will be considered, including those from individual WSSDA members whose board has not voted to proceed with the emergency proposal submission.

For timely emergency proposals that have been offered by a school board, the Resolutions or the Legislative Committee, or both will consider the proposals and may contact the proposer(s) with questions. The

Process for Emergency Position Proposals *(continued)*

committee(s) will inform the WSSDA Board whether the committee(s) recommend: (1) submitting the emergency proposals to the General Assembly, (2) a "do pass" or "do not pass" designation, and (3) advise the WSSDA Board on any other related information.

The WSSDA Board will then determine whether to submit any emergency proposals received at the meeting held before the General Assembly. The WSSDA Board may designate any emergency proposal sent to the General Assembly with the Board's and/or committee(s)' "do pass" or "do not pass" recommendation. The WSSDA Board's determination is final.

If the WSSDA Board will submit any emergency proposals for voting at General Assembly, the emergency proposals will be posted on the WSSDA website no later than four (4) hours before the start of General Assembly.

The below Emergency Proposal Form is posted to the WSSDA website by September 1, 2023 and is available until 3:00 PM on September 18, 2023.

Emergency Proposal Form

CONTACT INFORMATION

School district:

Name, email, and phone number of board member serving as point of contact:

- Name:
- Email:
- Phone Number:

If more than one school board is seeking this emergency proposal, please identify and provide contact information.

Joining school district:

Name, email, and phone number of board member serving as point of contact:

- Name:
- Email:
- Phone Number:

(Additional pages available as needed)

Process for Emergency Position Proposals *(continued)*

SCHOOL BOARD APPROVAL STATUS

- I affirm that our board has adopted this emergency proposal request

If additional districts are making this emergency proposal request, please indicate the status of review and approval by those additional school boards:

- I affirm that the _____ board has adopted this emergency proposal request
- I am uncertain of whether the _____ school board has adopted this emergency proposal request

EMERGENCY PROPOSAL:

Short Title:

Emergency proposal: [“WSSDA believes” “WSSDA shall initiate and/or support legislation....”]

Please explain the issue or concern and your reasoning for requesting this emergency proposal. Consider including information about

- Why this issue is important to WSSDA,
- Statewide implications,
- Impact on students or student learning
- Impact on school districts, including local control, resources, funding, or capacity
- Consequences if this is not addressed at this General Assembly
- Other information the Resolutions Committee, Legislative Committee, or WSSDA Board should know as they discuss this proposal

EXISTING POSITIONS (if any)

Please identify any existing WSSDA position(s) related to the emergency proposal:

- Type of position
- Name
- Number

THANK YOU

Your emergency proposal will be presented to the Resolutions Committee, the Legislative Committee, or both. The WSSDA Board will consider your emergency proposal along with the committee(s) recommendation. Thank you.

bylaws proposals

**DO PASS
RECOMMENDATION**

Bylaws

Proposed Amendments to Existing Bylaws

01. Bylaws, Article XI. Meeting of WSSDA, Section 2, E and Section 3

The WSSDA Board of Directors Recommendation: Do Pass

Submitted by: Cascade School Board, Chehalis School Board, Concrete School Board, Darrington School Board, Eatonville School Board, Granite Falls School Board, Kennewick School Board, La Center School Board, Longview School Board, Onalaska School Board, Orcas Island School Board, Peninsula School Board, Prosser School Board, Richland School Board, San Juan Island School Board, Sultan School Board, Woodland School Board

Current Statement

Section 2. General Assembly

E. Every delegate shall have one vote or a weighted vote, if five (5) delegates call for a weighted vote:

1. On establishing or amending WSSDA's Permanent Positions or Legislative Positions; and
2. On matters relating to the process of how dues are assessed to individual districts.

Section 3. Weighted Vote

When a weighted vote is called, delegates shall receive the number of votes as set forth in the vote chart based on student enrollment on the first school day in October.

OSPI Headcount Enrollment	Votes
0 – 1,000	1
1,001 – 5,000	2
5,001 – 10,000	3
10,001 – 15,000	5
15,001 – 20,000	7
20,001 – 25,000	9
25,001 – 30,000	11
30,001 – 35,000	13
35,001 – 40,000	15
40,001 – 45,000	17
45,001 – 50,000+	19

Bylaws

Proposed Amendments to Existing Bylaws

Proposed Amendment

Section 2. General Assembly

E. Every delegate shall have one vote. ~~or a weighted vote, if five (5) delegates call for a weighted vote:~~

- ~~1. On establishing or amending WSSDA's Permanent Positions or Legislative Positions; and~~
- ~~2. On matters relating to the process of how dues are assessed to individual districts.~~

Section 3. Weighted Vote

~~When a weighted vote is called, delegates shall receive the number of votes as set forth in the vote chart based on student enrollment on the first school day in October.~~

OSPI Headcount Enrollment	Votes
0—1,000	1
1,001—5,000	2
5,001—10,000	3
10,001—15,000	5
15,001—20,000	7
20,001—25,000	9
25,001—30,000	11
30,001—35,000	13
35,001—40,000	15
40,001—45,000	17
45,001—50,000+	19

Clean Proposed Amendment Statement

Section 2. General Assembly

E. Every delegate shall have one vote.

Rationale

In Washington State, any school district over 2,000 pupils is a school district of the first-class, and any school district under 2,000 pupils is a school district of the second-class. There are 295 school districts in Washington State, with approximately 95 of those being first-class and 200 being second-class. Decisions and advocacy made by WSSDA impact every school district in the state. Currently, Article XI, Section 3 of the

Bylaws

Proposed Amendments to Existing Bylaws

WSSDA bylaws includes the following language for weighted voting during the General Assembly: “When a weighted vote is called, delegates shall receive the number of votes as set forth in a vote chart based on student enrollment on the first school day in October”. We move for the removal of weighted vote from the WSSDA bylaws to create a more inclusive and equitable WSSDA that supports a system that fully realizes the ideals of “One Board, One Vote”.

In 2020, WSSDA began using an electronic voting system that allowed for voting records to be archived. Prior to this, voting at General Assembly was done with a show of hands, using green and red cards. Therefore, data on the use of weighted voting only goes back to the 2020 General Assembly.

- [Use of Weighted Voting 2020](https://wssda.box.com/s/co1arg98if8ac05q58beu4duog0p9cr5)
<https://wssda.box.com/s/co1arg98if8ac05q58beu4duog0p9cr5>
- [Use of Weighted Voting 2021](https://wssda.box.com/s/i47i6qn6azt4m5b9y7ur9irg2u2ownau)
<https://wssda.box.com/s/i47i6qn6azt4m5b9y7ur9irg2u2ownau>
- [Use of Weighted Voting 2022](https://wssda.box.com/s/lajtjx5u4jdq7bqnvsekjwnva04vxd6)
<https://wssda.box.com/s/lajtjx5u4jdq7bqnvsekjwnva04vxd6>
- [Vote Weights by District – 2020 – 2021 – 2022](https://wssda.box.com/s/llm8911ypgrqwwaol4y8tk6f2okm5dx)
<https://wssda.box.com/s/llm8911ypgrqwwaol4y8tk6f2okm5dx>

position proposals



permanent & legislative

introduction



association operations



learning



staff



capital facilities & school construction



funding & allocations



governance

**DO PASS
RECOMMENDATION**

Voting Order for Positions with “Do Pass” Recommendation

Category: Association Operations

Amendments: Permanent Positions

2. Diversity – page 21

Category: Learning

Amendments: Permanent Positions

3. Achievement and Opportunity Gaps – page 23
4. Comprehensive School Safety – page 24
5. Expanding Basic Education – page 26

Amendments: Legislative Positions

6. Graduation Requirements and Pathways – page 27

New Position Proposals: Legislative Positions

7. Artificial Intelligence Technology – page 29
8. Physical Crisis Intervention – page 31
9. Transition to Kindergarten – page 32

Category: Staff

Amendments: Permanent Positions

10. Instructional Leadership – page 34
11. Negotiations and Collective Bargaining – page 35
12. Personnel Management – page 37
13. Resolution of Bargaining Disputes – page 38
14. Strikes and Labor Disputes – page 39
15. Teacher Certification and Professional Development – page 40
16. Teacher Certification – page 41

Proposed Retirement of Existing Position: Permanent Positions

17. Certified Employee Salaries – page 43
18. Employee Performance as a Factor in Calculating Salary – page 44
19. Insurance Benefits for School Employees – page 45
20. Precertification Training to Become Educators – page 46
21. Request for Employee References – page 47
22. Supplemental Contracts – page 48

Category: Capital Facilities and School Construction

New Position Proposals: Legislative Positions

23. Capital Construction Grant Programs – page 50

Voting Order for Positions with “Do Pass” Recommendation *(continued)*

Category: Funding and Allocations

Amendments: Permanent Positions

- 24. Management of Common School Trust Lands – page 52

Amendments: Legislative Positions

- 25. Amply Funded Staffing Levels (1) – page 54
- 26. Amply Funded Staffing Levels (2) – page 57
- 27. Equity-Based K-12 Education System – page 60
- 28. Funding for Unique and Necessary Programs – page 62

New Position Proposals: Legislative Positions

- 29. Assessed Valuation Basis for Local Effort Assistance – page 63
- 30. Equitable Funding for Regionalization and Staff Mix – page 64
- 31. Federal Poverty Rate Calculation – page 65
- 32. Language Access – page 66
- 33. Opposition to Prejudgment Interest – page 67
- 34. Pedestrian and Bicycle Safety – page 68
- 35. Preventing Self-Harm and Suicide – page 69
- 36. Preventing Substance Abuse and Overdoses – page 70
- 37. Safe Routes to School – page 71

Category: Governance

Amendments: Permanent Positions

- 38. Board Development – page 73

New Position Proposals: Permanent Positions

- 39. Student Civil Rights – page 74

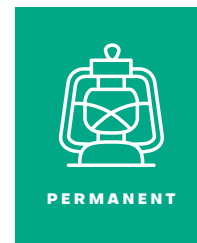
association operations



DO PASS
RECOMMENDATION

Category 0: Association Operations

Proposed Amendments to Existing Positions



02. Diversity

Resolutions Committee Recommendation: Do Pass

Submitted by: Resolutions Committee

Current Statement

Diversity

WSSDA believes in universal respect for all people. Further, school directors should preserve and promote respect for each individual and affirm that diversity is valuable, by adopting and periodically reviewing the board's policies relative to student and staff diversity.

Proposed Amendment

WSSDA believes that learning standards, curriculum and school districts' policies and practices should be inclusive and reflect the integration of experiences, contributions, and histories of the diverse communities that helped form Washington State, the United States, and the greater global community. We believe students need to have the opportunity to learn from and about diverse communities and voices, broadening their understanding of the interconnectedness of us all.~~in universal respect for all people. Further, school directors should preserve and promote respect for each individual and affirm that diversity is valuable, by adopting and periodically reviewing the board's policies relative to student and staff diversity.~~

Clean Proposed Amendment Statement

WSSDA believes that learning standards, curriculum and school districts' policies and practices should be inclusive and reflect the integration of experiences, contributions, and histories of the diverse communities that helped form Washington State, the United States, and the greater global community. We believe students need to have the opportunity to learn from and about diverse communities and voices, broadening their understanding of the interconnectedness of us all.

Committee Rationale

A vote for this proposal will amend the existing position. After reviewing all the submissions on diversity, the committee has amended the current Diversity statement to be inclusive and not limiting. The committee also believes this statement should not be limited to the Learning category but should apply to all aspects of what we do as school directors.

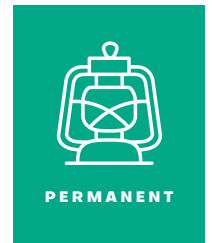


learning

**DO PASS
RECOMMENDATION**

Category 1: Learning

Proposed Amendments to Existing Positions



03. Achievement & Opportunity Gaps

Resolutions Committee Recommendation: Do Pass

Submitted by: Resolutions Committee

Current Statement

Achievement & Opportunity Gaps

WSSDA believes that in order to disrupt the systems that perpetuate achievement and opportunity gaps, local school boards should develop and adopt a comprehensive equity policy which directs school districts to put in place strategies and engagement practice where diverse voices and perspectives are included.

Proposed Amendment

Addressing Learning Achievement & Opportunity Gaps

WSSDA believes that in order to disrupt the systems that perpetuate achievement and opportunity gaps, local school boards should develop and adopt a comprehensive equity policy which directs school districts to put in place strategies and engagement practice where diverse voices and perspectives are included.

Clean Proposed Amendment Statement

Addressing Learning Achievement & Opportunity Gaps

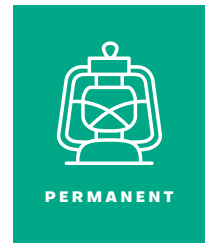
WSSDA believes that in order to disrupt the systems that perpetuate achievement and opportunity gaps, local school boards should develop and adopt a comprehensive equity policy which directs school districts to put in place strategies and engagement practice where diverse voices and perspectives are included.

Committee Rationale

A vote for this proposal would amend the current position title. The Resolutions Committee has revised the position title to decrease confusion between the two identically titled positions.

Category 1: Learning

Proposed Amendments to Existing Positions



04. Comprehensive School Safety

Resolutions Committee Recommendation: Do Pass

Submitted by: Seattle Public Schools

Current Statement

WSSDA believes that all students and staff are entitled to a safe learning and working environment. WSSDA believes that every school board should adopt locally relevant, comprehensive school safety plans that address:

- All-hazards approach for geographical/environmental crises
- All school facilities, transportations, activities, and school-related student interactions
- On-site security services
- Prevention of, and effective responses to, threats, bullying, harassment, intimidation, and all acts of violence; inclusive of those which occur online and digitally
- Comprehensive social-emotional and mental health services
- A safe and accepting school climate

Proposed Amendment

WSSDA believes that all students and staff are entitled to a safe learning and working environment. WSSDA believes that every school board should adopt locally relevant, comprehensive school safety plans that address:

- All-hazards approach for geographical/environmental crises
- All school facilities, transportations, activities, and school-related student interactions
- On-site security services
- Prevention of, and effective responses to, threats, bullying, harassment, intimidation, and all acts of violence; inclusive of those which occur online and digitally
- Approaches to discipline and intervention that reduce or eliminate unnecessary or unreasonable restraint, restraint devices, isolation and other uses of physical crisis intervention
- Comprehensive social-emotional and mental health services
- A safe and accepting school climate

Clean Proposed Amendment Statement

WSSDA believes that all students and staff are entitled to a safe learning and working environment. WSSDA believes that every school board should adopt locally relevant, comprehensive school safety plans that address:

- All-hazards approach for geographical/environmental crises
- All school facilities, transportations, activities, and school-related student interactions
- On-site security services
- Prevention of, and effective responses to, threats, bullying, harassment, intimidation, and all acts of violence; inclusive of those which occur online and digitally
- Approaches to discipline and intervention that reduce or eliminate unnecessary or unreasonable restraint, restraint devices, isolation and other uses of physical crisis intervention
- Comprehensive social-emotional and mental health services

Category 1: Learning

Proposed Amendments to Existing Positions



- A safe and accepting school climate

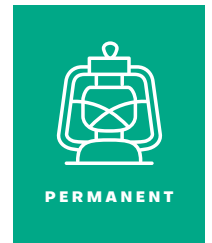
Rationale

A school where some students feel afraid of punishment or use of physical force is not a safe school. To support students and staff, and safe working and learning environments, comprehensive safety plans need to include approaches to discipline and intervention that decrease the likelihood of injury to staff and students and that support the whole child. Proactive behavior management and intervention instead of reactive physical intervention is healthier for students and staff. Report findings show that restraint and isolation have no educational or therapeutic benefits but have profound disabling effects and result in lifelong harm, especially for students with disabilities who are low-income, live in foster care or are homeless, are Black or multiracial, and are in Kindergarten or elementary school.

<https://www.disabilityrightswa.org/reports/restraint-and-isolation/>

Category 1: Learning

Proposed Amendments to Existing Positions



05. Expanding Basic Education

Resolutions Committee Recommendation: Do Pass

Submitted by: Resolutions Committee

Current Statement

Expanding Basic Education

WSSDA believes in expanding basic education to include:

- citizenship,
- digital citizenship,
- social and emotional learning, and
- environmental education.

WSSDA encourages local school boards to incorporate instruction and materials to support these subject areas.

Proposed Amendment

Expanding Basic Education

WSSDA believes local school boards should incorporate instruction and materials related to social and emotional learning, environmental education, and respectful engagement within your community and online as part of basic education.~~in expanding basic education to include:~~

- ~~• citizenship,~~
- ~~• digital citizenship,~~
- ~~• social and emotional learning, and~~
- ~~• environmental education.~~

~~WSSDA encourages local school boards to incorporate instruction and materials to support these subject areas.~~

Clean Proposed Amendment Statement

Expanding Basic Education

WSSDA believes local school boards should incorporate instruction and materials related to social and emotional learning, environmental education, and respectful engagement within your community and online as part of basic education.

Committee Rationale

A vote for this proposal would amend the current position. The Resolutions Committee recommends the revisions to this position to reflect the debate at General Assembly 2022 where delegates voiced concern that the term “citizenship” could not be defined and may not be seen as inclusive because a number of districts serve students and families who are not US citizens.

Category 1: Learning

Proposed Amendments to Existing Positions



06. Graduation Requirements and Pathways

Legislative Committee Recommendation: Do Pass

Submitted by: Central Valley School district

Current Statement

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

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

Proposed Amendment

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

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

Clean Proposed Amendment Statement

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

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- Provides multiple pathway options.
- Expand career and technical educational opportunities.

Category 1: Learning

Proposed Amendments to Existing Positions



- Support the implementation of the Mastery-Based Learning Working Group recommendations submitted to the Legislature in December 2020.
- Allow for other course equivalencies for personalized pathways.
- Award a high school diploma based on successful attainment of state-mandated credit requirements.

Rationale

The Washington state legislature has proposed unique and flexible graduation pathway options during recent legislative sessions. This amendment would enable WSSDA to weigh in more readily on supporting increased flexibility in meeting students' academic interests and career opportunities as they change over time.

Category 1: Learning

New Position Proposals



07. Artificial Intelligence Technology

Legislative Committee Recommendation: Do Pass

Submitted by: Shoreline School District

Proposed Statement

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

- A regulatory authority that establishes, and provides ongoing oversight of, standards for ethics, content, interaction requirements, and privacy for these technologies; including:
 - Full disclosure of source data/content used, noting specifically any violent, abusive, explicit and/or copyrighted / trademarked content;
 - Privacy practices employed and full disclosure on how anything input during each interaction will be used, stored, and/or managed;
 - Affirmative consent by the user before first use, and an easily accessed way to deny that consent if so desired;
 - Documentation on what kinds of things it tends to get wrong and inherent biases it contains;
 - The ability to turn it off when embedded into other applications.
- Amply funds professional development for educators and staff on understanding how these technologies work, how to recognize and counteract the inherent biases and issues that exist within them, and how to use them as effective and ethical learning and teacher resource tools.

Rationale

Artificial Intelligence (AI) is a broadly adopted technology used daily by almost everyone. If you have a word processing application that offers you autocompletion for words or sentences, a phone where you can write a message using voice dictation, an in-home device that you can interact with to get answers and connect with the Internet or other applications (e.g. Alexa), or you use interactive maps to help you navigate getting places - you already use AI, and so do our students.

In late 2022/early 2023, an emerging form of AI called Generative AI quickly exploded in release and adoption across the Internet. From an explanatory article in TechTarget*: "Generative AI is a type of artificial intelligence technology that can produce various types of content, including text, imagery, audio and synthetic data. [...] The rapid advances in so-called large language models (LLMs) -- i.e., models with billions or even trillions of parameters -- have opened a new era in which generative AI models can write engaging text, paint photorealistic images and even create somewhat entertaining sitcoms on the fly."

With the release and adoption of many Generative AI applications, questions around content, bias, privacy, and ownership/copyright have emerged. All these concerns intersect with key learning, education, and safety concerns for our students. While this emerging technology has exciting opportunities that can support teaching and learning, it also creates educational challenges around issues of verifiability of sources, inherent biases and existing misconceptions perpetuated by the source data/content, quick and easy ways for students to bypass their own critical thinking and skill development, normalization of a limited scope of voice and perspective, and concerns over content authorship and user data privacy.

Category 1: Learning

New Position Proposals



With the rapid development and release of these generative technologies, teachers and staff need ample professional development to support a comprehensive understanding of these tools, their possibilities and inherent challenges, and guidance on how to best incorporate them in lesson planning as well as in instruction to support students learning how to use them as ethical and productive supports.

This technology is moving fast. Legal frameworks are being considered for guidance and regulation of these technologies**. Education partners and school directors in charge of policy and governance need to be at the table as legislation is considered. This technology will shape our shared future - most importantly that of our students.

In addition to being part of good governance of this technology as it pertains to public education, our schools need support to be ready to incorporate and adapt to it in lesson planning, curriculum, as well as rubrics and evaluation with knowledge and integrity. Ample funding is needed to ensure widespread professional development support across all districts.

We are submitting this proposal on May 12 and, by the time WSSDA membership is considering this at General Assembly, this technology will have already evolved several times. We need this position to support WSSDA in engaging our government, funding, and education partners to ensure a positive, ethical, just, and safe approach is supported for how this technology moves forward in our schools and communities.

* <https://www.techtargget.com/searchenterpriseai/definition/generative-AI>

** <https://www.unesco.org/en/articles/artificial-intelligence-unesco-calls-all-governments-implement-global-ethical-framework-without>

<https://www.weforum.org/projects/ai-ethics-framework>

Category 1: Learning

New Position Proposals



08. Physical Crisis Intervention

Legislative Committee Recommendation: Do Pass

Submitted by: Seattle Public Schools, Spokane School District

Proposed Statement

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

Rationale

Adopting this position would allow WSSDA to advocate more strongly for the elimination of isolation, the limited emergency use of restraint, and for funding to provide training to staff and support to districts to shift away from these harmful practices and towards preventive and proactive behavior management and discipline and improved positive school climates.

Category 1: Learning

New Position Proposals



09. Transition to Kindergarten

Legislative Committee Recommendation: Do Pass

Submitted by: Sequim School District

Proposed Statement

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

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

Rationale

In past legislative sessions, there have been attempts to alter this program that would prohibit districts from being able to continue offering these services.

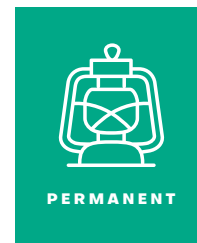
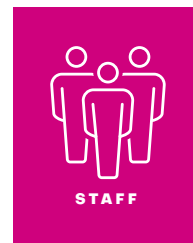


staff

**DO PASS
RECOMMENDATION**

Category 2: Staff

Proposed Amendments to Existing Positions



10. Instructional Leadership

Resolutions Committee Recommendation: Do Pass

Submitted by: Resolutions Committee

Current Statement

WSSDA believes that instructional leadership is the shared responsibility of district and building leaders as well as the superintendent. The school board remains the vested authority of the establishment of policy. Under the supervision of the superintendent and in accordance with local school district policies, principals shall assume building level administrative authority and responsibility. The principal shall be accountable for instructional leadership in the planning, management, supervision and evaluation of the educational program and personnel in their building.

Proposed Amendment

WSSDA believes that instructional leadership is the shared responsibility of school boards, the superintendent, district and building leaders ~~as well as the superintendent. The school board remains the vested authority of the establishment of policy. Under the supervision of the superintendent and in accordance with local school district policies, principals shall assume building level administrative authority and responsibility. The principal shall be accountable for instructional leadership in the planning, management, supervision and evaluation of the educational program and personnel in their building.~~

Clean Proposed Amendment Statement

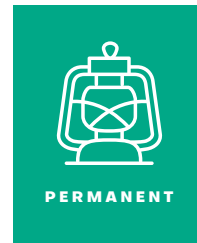
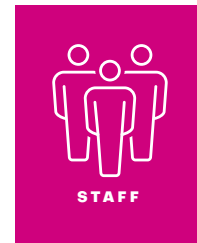
WSSDA believes that instructional leadership is the shared responsibility of school boards, the superintendent, and building leaders.

Committee Rationale

The Resolutions Committee believes school boards share in the responsibility of instructional leadership. Policy piece is covered under governance. The remaining was prescription to how. This position is being moved to Learning category, since it does not apply to staffing.

Category 2: Staff

Proposed Amendments to Existing Positions



11. Negotiations and Collective Bargaining

Resolutions Committee Recommendation: Do Pass

Submitted by: Resolutions Committee

Current Statement

WSSDA recommends that when negotiating with representatives of employee groups, the local school board (or its representatives) should:

- Strive to ensure continual improvement of student achievement;
- Be collaborative;
- Identify and understand key issues and goals;
- Be responsive to the community;
- Ensure that management rights and responsibilities are preserved;
- Be aware of statewide consequences;
- Comply with the law; and
- Be fiscally responsible based on a working knowledge of the district's budget.

The bargaining process should:

- Maintain an atmosphere of mutual respect, trust and confidence;
- Define ground rules for negotiations;
- Anticipate needs and ensure an adequate number of negotiation sessions;
- Use clear and concise contract language;
- Allow renegotiation of agreements which are not in the best interest of students; and
- Strive for multi-year collective bargaining agreements.

Proposed Amendment

WSSDA believes school directors should support the collective bargaining process by trusting the process and creating a climate of transparency, respect and collaboration in the service of students. ~~recommends that when negotiating with representatives of employee groups, the local school board (or its representatives) should:~~

- ~~• Strive to ensure continual improvement of student achievement;~~
- ~~• Be collaborative;~~
- ~~• Identify and understand key issues and goals;~~
- ~~• Be responsive to the community;~~
- ~~• Ensure that management rights and responsibilities are preserved;~~
- ~~• Be aware of statewide consequences;~~
- ~~• Comply with the law; and~~
- ~~• Be fiscally responsible based on a working knowledge of the district's budget.~~

~~The bargaining process should:~~

- ~~• Maintain an atmosphere of mutual respect, trust and confidence;~~
- ~~• Define ground rules for negotiations;~~

Category 2: Staff

Proposed Amendments to Existing Positions



- ~~• Anticipate needs and ensure an adequate number of negotiation sessions;~~
- ~~• Use clear and concise contract language;~~
- ~~• Allow renegotiation of agreements which are not in the best interest of students; and~~
- Strive for multi-year collective bargaining agreements.

Clean Proposed Amendment Statement

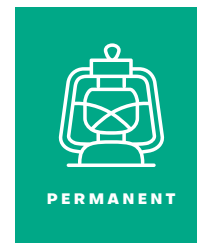
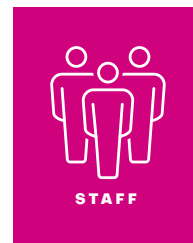
WSSDA believes school directors should support the collective bargaining process by trusting the process and creating a climate of transparency, respect and collaboration in the service of students.

Committee Rationale

A vote for this proposal would amend the current position. School directors don't usually negotiate. The language removed was prescriptive to a process school directors should not be involved with.

Category 2: Staff

Proposed Amendments to Existing Positions



12. Personnel Management

Resolutions Committee Recommendation: Do Pass

Submitted by: Resolutions Committee

Current Statement

WSSDA recommends that school directors develop policy for a coordinated personnel management system which:

- Establishes high priority for the recruiting, interviewing and selection of personnel who are highly qualified and reflect the diversity of the school and community population;
- Ensures that all those involved in the personnel selection process have the recruiting and interviewing skills necessary to select qualified personnel;
- Provides for regular supervision and performance evaluations including those required by state law; and
- Encourages professional development for all staff for continued growth that is flexible and responsive to individual and district needs.

Proposed Amendment

WSSDA ~~believes~~**recommends** that school directors should develop policy for a coordinated personnel management system which:

- ~~E~~**establishes** a high priority for the recruiting, interviewing, selecting, and retaining selection of personnel who are highly qualified and reflect the diversity of the school and community population.;
- ~~Ensures that all those involved in the personnel selection process have the recruiting and interviewing skills necessary to select qualified personnel;~~
- ~~Provides for regular supervision and performance evaluations including those required by state law; and~~
- ~~Encourages professional development for all staff for continued growth that is flexible and responsive to individual and district needs.~~

Clean Proposed Amendment Statement

WSSDA believes that school directors should develop policy for a coordinated personnel management system which:

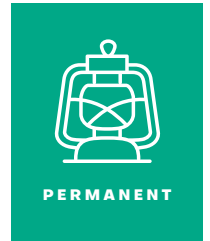
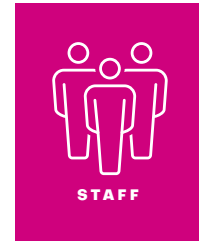
- establishes a high priority for the recruiting, interviewing, selecting, and retaining of personnel who are highly qualified and reflect the diversity of the school and community population.

Committee Rationale

A vote for this proposal would amend the current position. The Resolutions Committee revised this position to shift focus to school boards and the policies they control, since there is already a position on professional development.

Category 2: Staff

Proposed Amendments to Existing Positions



13. Resolution of Bargaining Disputes

Resolutions Committee Recommendation: Do Pass

Submitted by: Resolutions Committee

Current Statement

WSSDA urges the Public Employment Relations Commission to promptly resolve disputes on mandatory and permissive subjects of bargaining.

Proposed Amendment

WSSDA ~~believes that all parties should act~~ ~~urges the Public Employment Relations Commission to~~ promptly ~~to~~ resolve disputes on mandatory and permissive subjects of bargaining.

Clean Proposed Amendment Statement

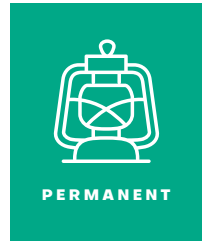
WSSDA believes that all parties should act promptly to resolve disputes on mandatory and permissive subjects of bargaining.

Committee Rationale

A vote for this proposal would amend the existing position. The Resolutions Committee recommends to remove the reference to PERC, because there are a number of organizations that could help resolve disputes and turned this into a belief statement instead of a demand of PERC.

Category 2: Staff

Proposed Amendments to Existing Positions



14. Strikes & Labor Disputes

Resolutions Committee Recommendation: Do Pass

Submitted by: Resolutions Committee

Current Statement

WSSDA is opposed to strikes as a means of settling disputes in public education as referenced in RCW 41.56.120.

Proposed Amendment

WSSDA ~~believes that is opposed to~~ strikes ~~are not~~ a healthy means of settling disputes in public education ~~as referenced in RCW 41.56.120.~~

Clean Proposed Amendment Statement

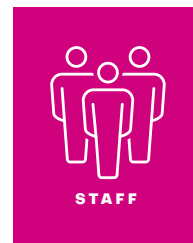
WSSDA believes that strikes are not a healthy means of settling disputes in public education .

Committee Rationale

A vote for this proposal would amend the existing position. The amendments to this position are general housekeeping. The Resolutions Committee recommends removing the reference to the RCW to create an enduring belief statement. Further amendments remove negative wording.

Category 2: Staff

Proposed Amendments to Existing Positions



15. Teacher Certification and Professional Development

Resolutions Committee Recommendation: Do Pass

Submitted by: Resolutions Committee

Current Statement

Teacher Certification and Professional Development

WSSDA encourages teacher preparation programs to actively recruit a diverse pool of candidates. WSSDA supports collaboration among colleges and universities, state educational agencies, school districts, and professional associations in developing, evaluating and recommending standards for professional educator programs.

WSSDA believes statutory authority for the certification of teachers and paraeducators, and educational staff associates; and accountability for the certification and professional preparation program standards should remain at the state level.

To assure effective access to colleges and universities by certificated educators in need of continuing professional development, WSSDA believes the Student Achievement Council should consider the in-service training needs of school personnel in developing its long-range plans.

Proposed Amendment

~~Teacher Certification and Professional Development~~

~~WSSDA encourages teacher preparation programs to actively recruit a diverse pool of candidates. WSSDA supports collaboration among colleges and universities, state educational agencies, school districts, and professional associations in developing, evaluating and recommending standards for professional educator programs.~~

WSSDA believes statutory authority for the certification of ~~educator~~teachers and paraeducators, and educational staff associates; and accountability for the certification and professional preparation program standards should remain at the state level.

~~To assure effective access to colleges and universities by certificated educators in need of continuing professional development, WSSDA believes the Student Achievement Council should consider the in-service training needs of school personnel in developing its long-range plans.~~

Clean Proposed Amendment Statement

Certification

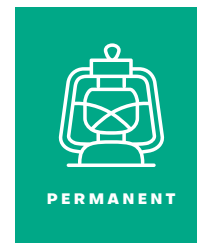
WSSDA believes statutory authority for the certification of educators; and accountability for the certification and professional preparation program standards should remain at the state level.

Committee Rationale

A vote for this proposal would amend the existing position. The amendments to this position change this position to a belief statement about certification because the previous statement read more like a demand of

Category 2: Staff

Proposed Amendments to Existing Positions



16. Teacher Certification

Resolutions Committee Recommendation: Do Pass

Submitted by: Resolutions Committee

Current Statement

Teacher Certification

WSSDA supports:

- The basic requirement of a baccalaureate degree and teachers' certification; State and federal requirements for highly qualified status;
- Alternative routes to certification for individuals with professional and/or work- related expertise; and
- Continuing education requirements for educators related to their teaching assignments.

Proposed Amendment

Alternative Routes to ~~Teacher~~ Certification

WSSDA believes in alternative routes to professional certification that meet state and federal requirements.~~supports:~~

- ~~• The basic requirement of a baccalaureate degree and teachers' certification; State and federal requirements for highly qualified status;~~
- ~~• Alternative routes to certification for individuals with professional and/or work- related expertise; and~~
- ~~• Continuing education requirements for educators related to their teaching assignments.~~

Clean Proposed Amendment Statement

Alternative Routes to Certification

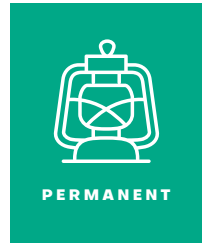
WSSDA believes in alternative routes to professional certification that meet state and federal requirements.

Committee Rationale

A vote for this proposal would amend the existing position. The amendments to this position update the focus on support for alternative routes for all educators, not just teachers. Paraeducators, principals and superintendents are also required to have certification and the state should have robust alternative routes to these certifications as well. The language deleted is no longer necessary because the state has these requirements.

Category 2: Staff

Proposed Amendments to Existing Positions



state agencies and boards, which is not foundational or a core belief. Also expanded to include the certification of paraeducators, principals and superintendents, not just teachers. This position would also be moved to the category of Governance.

Category 2: Staff

Proposed Retirement of Existing Positions



17. Certificated Employee Salaries

Resolutions Committee Recommendation: Do Pass

Submitted by: Resolutions Committee

Current Statement

Certificated Employee Salaries

WSSDA believes in order to attract highly qualified people into the teaching profession and serve the needs of the students and community:

Teacher salaries should start at a competitive level and keep pace with the changes in the cost of living; and throughout their careers, remain comparable to those available to college graduates with baccalaureate or graduate degrees with similar responsibilities, time demands, job security and insurance and retirement benefits.

Proposed Amendment

~~Certificated Employee Salaries~~

~~WSSDA believes in order to attract highly qualified people into the teaching profession and serve the needs of the students and community:~~

~~Teacher salaries should start at a competitive level and keep pace with the changes in the cost of living; and throughout their careers, remain comparable to those available to college graduates with baccalaureate or graduate degrees with similar responsibilities, time demands, job security and insurance and retirement benefits.~~

Clean Proposed Amendment Statement

Committee Rationale

A vote for this proposal will delete this existing position. The Resolutions Committee recommends deleting this position because the committee sees this as part of the bargaining agreement and operational in nature. The Permanent Positions include positions on fully funding education, which is how WSSDA would affect employee salaries.

Category 2: Staff

Proposed Retirement of Existing Positions



18. Employee Performance as a Factor in Calculating Salary

Resolutions Committee Recommendation: Do Pass

Submitted by: Resolutions Committee

Current Statement

Employee Performance as a Factor in Calculating Salary

WSSDA recommends that both state and local policies require that employee performance, training, experience and National Board Certification be used in establishing employee salaries.

Proposed Amendment

~~Employee Performance as a Factor in Calculating Salary~~

~~WSSDA recommends that both state and local policies require that employee performance, training, experience and National Board Certification be used in establishing employee salaries.~~

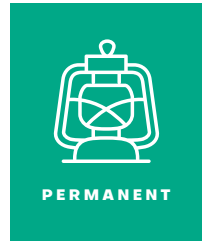
Clean Proposed Amendment Statement

Committee Rationale

A vote for this proposal would delete the current position. The Resolutions Committee recommends to delete this position because the committee sees this as part of the bargaining agreement and operational in nature.

Category 2: Staff

Proposed Retirement of Existing Positions



19. Insurance Benefits for School Employees

Resolutions Committee Recommendation: Do Pass

Submitted by: Resolutions Committee

Current Statement

WSSDA shall take leadership with statewide school administrative and employee groups in seeking the most comprehensive insurance benefits program that can be obtained for state school employees within the funds provided by the Legislature.

Proposed Amendment

~~WSSDA shall take leadership with statewide school administrative and employee groups in seeking the most comprehensive insurance benefits program that can be obtained for state school employees within the funds provided by the Legislature.~~

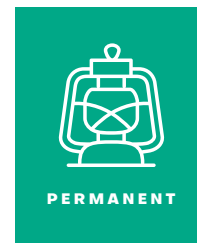
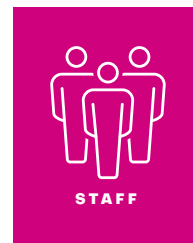
Clean Proposed Amendment Statement

Committee Rationale

A vote for this proposal would delete this current position. The Resolutions Committee recommends deleting this position since it is covered under Legislative Position, Amply Funded Staffing Levels.

Category 2: Staff

Proposed Retirement of Existing Positions



20. Precertification Training to Become Educators

Resolutions Committee Recommendation: Do Pass

Submitted by: Resolutions Committee

Current Statement

Precertification Training to Become Educators

WSSDA recommends institutions work with school districts to cooperatively provide precertification training for educators that will:

- Provide an educator preparation program as defined by the Professional Educator Standards Board, resulting in quality, qualified educators equipped to support social- emotional learning and behavioral supports, English Language Learners, Special Education students, cultural competence, equitable practices, and versed in interpreting and applying assessment data;
- Ensure appropriate time is made available for on the job practice training; and
- Require that the cooperating classroom teachers and teacher trainee supervisors are experienced and have demonstrated exceptional skills in areas covered by the certification system.

Proposed Amendment

~~Precertification Training to Become Educators~~

~~WSSDA recommends institutions work with school districts to cooperatively provide precertification training for educators that will:~~

- ~~• Provide an educator preparation program as defined by the Professional Educator Standards Board, resulting in quality, qualified educators equipped to support social- emotional learning and behavioral supports, English Language Learners, Special Education students, cultural competence, equitable practices, and versed in interpreting and applying assessment data;~~
- ~~• Ensure appropriate time is made available for on the job practice training; and~~
- ~~• Require that the cooperating classroom teachers and teacher trainee supervisors are experienced and have demonstrated exceptional skills in areas covered by the certification system.~~

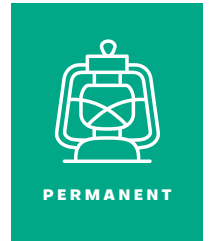
Clean Proposed Amendment Statement

Committee Rationale

A vote for this proposal would delete the current position. The Resolutions Committee recommends deleting this position because the committee sees this as a demand of higher education institutions instead of a belief statement. In addition, the committee sees this as operational in nature and now common practice so a position is no longer necessary.

Category 2: Staff

Proposed Retirement of Existing Positions



21. Request for Employee References

Resolutions Committee Recommendation: Do Pass

Submitted by: Resolutions Committee

Current Statement

Requests for Employee References

WSSDA recommends that:

- In responding to inquiries about school personnel for employment, administrators give honest, full and fair appraisals of the candidate's job-related ability, character, and qualifications based upon verifiable information;
- During the hiring process direct contacts should be made with former employers, other community members and professional associations and institutions; and
- All employment interviews, contacts, references and inquiries must comply with current fair employment practices.

Proposed Amendment

~~Requests for Employee References~~

~~WSSDA recommends that:~~

- ~~• In responding to inquiries about school personnel for employment, administrators give honest, full and fair appraisals of the candidate's job-related ability, character, and qualifications based upon verifiable information;~~
- ~~• During the hiring process direct contacts should be made with former employers, other community members and professional associations and institutions; and~~
- ~~• All employment interviews, contacts, references and inquiries must comply with current fair employment practices.~~

Clean Proposed Amendment Statement

Committee Rationale

A vote for this proposal would delete the current position. The Resolutions Committee finds that while WSSDA supports reference checks, the committee sees this as operational in nature and now considered a common practice, therefore a position is no longer necessary.

Category 2: Staff

Proposed Retirement of Existing Positions



22. Supplemental Contracts

Resolutions Committee Recommendation: Do Pass

Submitted by: Resolutions Committee

Current Statement

WSSDA believes that the special duties and assignments of certificated employees should be included in supplemental contracts rather than in the basic teaching contracts.

Proposed Amendment

~~WSSDA believes that the special duties and assignments of certificated employees should be included in supplemental contracts rather than in the basic teaching contracts.~~

Clean Proposed Amendment Statement

Committee Rationale

A vote for this proposal would delete the existing position. The Resolutions Committee finds that this position is no longer necessary due to being placed in RCW.



capital facilities & school construction

DO PASS
RECOMMENDATION

Category 3: Capital Facilities & School Construction

New Position Proposal



23. Capital Construction Grant Programs

Legislative Committee Recommendation: Do Pass

Submitted by: Sequim School District

Proposed Statement

WSSDA shall initiate and/or support legislation that expands capital construction grant programs to include districts with a headcount of up to 3000 students providing that the district meets the following requirements:

- The school district is in an educational service district with rural communities that experience prohibitive access to skill centers or other workforce development facilities or programs.
- The school district has been unable to secure voter approval to issue bonds for capital purposes in the prior 25 years and has had at least three bond measures rejected by voters in consecutive years during that 25-year period.
- The school district has instructional buildings that do not meet structural, capacity, environmental, or emergency requirements.

Rationale

There are districts who are not eligible for small school grant funding that still have construction needs, but also do not have the same advantages of larger districts.

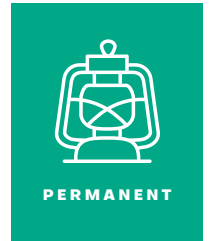


funding & allocations

DO PASS
RECOMMENDATION

Category 4: Funding & Allocations

Proposed Amendments to Existing Positions



24. Management of Common School Trust Lands

Resolutions Committee Recommendation: Do Pass

Submitted by: Resolutions Committee

Current Statement

The Enabling Act of 1889 creating the State of Washington establishes that these lands shall be held in perpetuity for the benefit of the common schools. WSSDA believes trust lands shall be sustainably managed to provide maximum revenue for the public common schools and:

- A sustainable revenue shall be generated from the common school trust lands;
- There shall be compensation to the common school trust from conserving, preserving, or compromising the lands' ability to generate a fair financial return; The Trust shall be managed in a manner that ensures intergenerational equity;
- A diversity of assets is needed to maintain revenue sustainability;
- A dedicated fund for common school trust revenue is essential;
- The purchase or exchange of lands shall be done if it is in the best interest of the trust; and
- That trust lands shall provide multi-use purposes as long as it enhances or does not compromise revenue or value of land.

Trust revenue should not be used to supplant basic education revenue.

Proposed Amendment

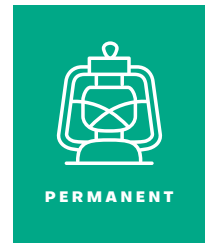
~~The Enabling Act of 1889 creating the State of Washington establishes~~WSSDA believes that ~~these common school trust lands must~~shall be held in perpetuity ~~for the benefit of the common schools. WSSDA believes trust lands shall~~and ~~must~~ be sustainably managed with the fiduciary interest of beneficiaries at the forefront. The fiduciary interest of beneficiaries includes diverse assets and intergenerational equity and sustainability and results in maximized ~~to provide maximum~~ revenue for the public common schools that does not supplant basic education revenue.and:

When the above principles are followed, WSSDA believes that trust lands can be purchased or exchanged and have multi-use purposes. However, long term leases or contracts on trust lands must provide sustainable revenue without compromising current or future revenue opportunities, the value of the land, or the corpus of the trust. When trust land is conserved, preserved, environmentally compromised, or otherwise is constrained or prevented from its ability to generate a fair financial return, WSSDA believes the common school trust must be fully compensated.

- ~~A sustainable revenue shall be generated from the common school trust lands;~~
- ~~There shall be compensation to the common school trust from conserving, preserving, or compromising the lands' ability to generate a fair financial return; The Trust shall be managed in a manner that ensures intergenerational equity;~~
- ~~A diversity of assets is needed to maintain revenue sustainability;~~

Category 4: Funding & Allocations

Proposed Amendments to Existing Positions



- ~~• A dedicated fund for common school trust revenue is essential;~~
- ~~• The purchase or exchange of lands shall be done if it is in the best interest of the trust; and~~
- ~~• That trust lands shall provide multi-use purposes as long as it enhances or does not compromise revenue or value of land.~~

~~Trust revenue should not be used to supplant basic education revenue.~~

Clean Proposed Amendment Statement

WSSDA believes that common school trust lands must be held in perpetuity and must be sustainably managed with the fiduciary interest of beneficiaries at the forefront. The fiduciary interest of beneficiaries includes diverse assets and intergenerational equity and sustainability and results in maximized revenue for the public common schools that does not supplant basic education revenue.

When the above principles are followed, WSSDA believes that trust lands can be purchased or exchanged and have multi-use purposes. However, long term leases or contracts on trust lands must provide sustainable revenue without compromising current or future revenue opportunities, the value of the land, or the corpus of the trust. When trust land is conserved, preserved, environmentally compromised, or otherwise is constrained or prevented from its ability to generate a fair financial return, WSSDA believes the common school trust must be fully compensated.

Committee Rationale

This proposed amendment is an attempt by the Trust Lands Advisory Committee to update the position based on recent policy proposals and re-organize the language for readability. The new language in this proposal extends conditions on the sale or transfer of trust land to include long-term leases or contracts.

Category 4: Funding & Allocations

Proposed Amendments to Existing Positions



25. Amply Funded Staffing Levels (1)

Legislative Committee Recommendation: Do Pass

Submitted by: Sequim School District

Current Statement

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

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

Legislation should:

- Create and maintain a process for a statewide, bi-annual review of, and recommendations regarding, statewide staffing salaries/benefits/pension allocations, regionalization needs, and cost of living adjustments (IDP/COLA).
- Amply fund the School Employee Benefits Board (SEBB) benefits for eligible school district employees, including both full-and part-time, ensuring school districts do not incur costs for employees who decline benefits.
- Provide the needed flexibility for staff assignment decisions made by district administration, to ensure efficient and effective placements are based on qualifications and fit to the individual school needs as codified in RCW 28A.150.230.
- Ensure that no school district be adjacent to another school district with a difference of regionalization factors greater than 6%.
- Amply and equitably fund staffing for high poverty schools to close the racial and income opportunity gaps in the state.

Proposed Amendment

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

- Teaching and learning staff: teachers, teaching assistants, instructional coaches, librarians, English Learner/Multilingual Learner instruction, occupational therapy/physical therapy staff, and special education support staff.

Category 4: Funding & Allocations

Proposed Amendments to Existing Positions



- Building administration and support staff: principals, assistant principals, deans, counselors, psychologists, nurses, front office staff, custodians, safety and security staff, social workers, and family engagement coordinators.
- Central administration and operational support staff: superintendent, teaching and learning director, finance director, equity director, operations director, teachers on special assignment (TOSAs), assessment and data support, human resources, payroll and benefits staff, IT and technology, facilities/maintenance/grounds, warehouse/laborer/mechanics, bus drivers, nutrition and food service staff.

Legislation should:

- Create and maintain a process for a statewide, bi-annual review of, and recommendations regarding, statewide staffing salaries/benefits/pension allocations, regionalization needs, and cost of living adjustments (IDP/COLA).
- Amply fund the School Employee Benefits Board (SEBB) benefits for eligible school district employees, including both full-and part-time, ensuring school districts do not incur costs for employees who decline benefits.
- Provide the needed flexibility for staff assignment decisions made by district administration, to ensure efficient and effective placements are based on qualifications and fit to the individual school needs as codified in RCW 28A.150.230.
- Ensure that no school district be adjacent to another school district with a difference of regionalization factors greater than 62%.
- Amplify and equitably fund staffing for high poverty schools to close the racial and income opportunity gaps in the state.
- Align regionalization with rebase committee recommendations.

Clean Proposed Amendment Statement

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

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

Legislation should:

- Create and maintain a process for a statewide, bi-annual review of, and recommendations regarding, statewide staffing salaries/benefits/pension allocations, regionalization needs, and cost of living

Category 4: Funding & Allocations

Proposed Amendments to Existing Positions



adjustments (IDP/COLA).

- Amply fund the School Employee Benefits Board (SEBB) benefits for eligible school district employees, including both full-and part-time, ensuring school districts do not incur costs for employees who decline benefits.
- Provide the needed flexibility for staff assignment decisions made by district administration, to ensure efficient and effective placements are based on qualifications and fit to the individual school needs as codified in RCW 28A.150.230.
- Ensure that no school district be adjacent to another school district with a difference of regionalization factors greater than 2%.
- Amply and equitably fund staffing for high poverty schools to close the racial and income opportunity gaps in the state.
- Align regionalization with rebase committee recommendations.

Rationale

The [K-12 Basic Education Compensation Advisory Committee](#) was tasked with reviewing the regionalization data and mitigate boundary effects of regionalization policies. Adjusting this from 6% to 2% ensures that WSSDA's position is aligned with the K-12 Basic Education Compensation Advisory Committee recommendation.

Category 4: Funding & Allocations

Proposed Amendments to Existing Positions



26. Amply Funded Staffing Levels (2)

Legislative Committee Recommendation: Do Pass

Submitted by: Shoreline School District, Edmonds School District

Current Statement

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

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

Legislation should:

- Create and maintain a process for a statewide, bi-annual review of, and recommendations regarding, statewide staffing salaries/benefits/pension allocations, regionalization needs, and cost of living adjustments (IDP/COLA).
- Amply fund the School Employee Benefits Board (SEBB) benefits for eligible school district employees, including both full-and part-time, ensuring school districts do not incur costs for employees who decline benefits.
- Provide the needed flexibility for staff assignment decisions made by district administration, to ensure efficient and effective placements are based on qualifications and fit to the individual school needs as codified in RCW 28A.150.230.
- Ensure that no school district be adjacent to another school district with a difference of regionalization factors greater than 6%.
- Amply and equitably fund staffing for high poverty schools to close the racial and income opportunity gaps in the state.

Proposed Amendment

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

- Teaching and learning staff: teachers, teaching assistants, instructional coaches, librarians, ~~English Learner~~/Multilingual Learner (MLL) instruction, occupational therapy/physical therapy staff, and special education support staff.

Category 4: Funding & Allocations

Proposed Amendments to Existing Positions



- Building administration and support staff: principals, assistant principals, deans, counselors, credit recovery / academic support staff, McKinney/Vento liaisons, psychologists, nurses, front office and department support staff, custodians, safety and security staff, social workers, and family engagement coordinators.
- Central administration and operational support staff: superintendent, teaching and learning director, finance director, equity director, operations director, teachers on special assignment (TOSAs), assessment and data support, human resources, payroll and benefits staff, IT and technology, facilities/maintenance/grounds, warehouse/laborer/mechanics, bus drivers, nutrition and food service staff.

Legislation should:

- Create and maintain a process for a statewide, bi-annual review of, and recommendations regarding, statewide staffing salaries/benefits/pension allocations, regionalization needs, and cost of living adjustments (IDP/COLA).
- Amply fund the School Employee Benefits Board (SEBB) benefits for eligible school district employees, including both full-and part-time, ensuring school districts do not incur costs for employees who decline benefits.
- Provide the needed flexibility for staff assignment decisions made by district administration, to ensure efficient and effective placements are based on qualifications and fit to the individual school needs as codified in RCW 28A.150.230.
- Ensure that no school district be adjacent to another school district with a difference of regionalization factors greater than 6%.
- Amply and equitably fund staffing for high poverty schools to close the racial and income opportunity gaps in the state.

Clean Proposed Amendment Statement

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

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

Category 4: Funding & Allocations

Proposed Amendments to Existing Positions



Legislation should:

- Create and maintain a process for a statewide, bi-annual review of, and recommendations regarding, statewide staffing salaries/benefits/pension allocations, regionalization needs, and cost of living adjustments (IDP/COLA).
- Amply fund the School Employee Benefits Board (SEBB) benefits for eligible school district employees, including both full-and part-time, ensuring school districts do not incur costs for employees who decline benefits.
- Provide the needed flexibility for staff assignment decisions made by district administration, to ensure efficient and effective placements are based on qualifications and fit to the individual school needs as codified in RCW 28A.150.230.
- Ensure that no school district be adjacent to another school district with a difference of regionalization factors greater than 6%.
- Amply and equitably fund staffing for high poverty schools to close the racial and income opportunity gaps in the state.

Rationale

This revision works to clean up some duplicative language around ELL/MLL students and to add some staffing positions into those which are identified as needing to be funded to create robust staff supports that ensure student success.

Category 4: Funding & Allocations

Proposed Amendments to Existing Positions



27. Equity-Based K-12 Education System

Legislative Committee Recommendation: Do Pass

Submitted by: Yakima School District

Current Statement

Equity Based K-12 Education System

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

Proposed Amendment

Equity Based PK-12 Education System

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

Clean Proposed Amendment Statement

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

Category 4: Funding & Allocations

Proposed Amendments to Existing Positions



FUNDING &
ALLOCATIONS



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

Rationale

An equitable funding model guarantees a more realistic and sensible approach to providing an appropriate level of education funding for all students, including those who are marginalized or disadvantaged. It also allows for a more individualized level of funding by school or program for each and every student. The current prototypical school funding model is far from equitable as it does not take student need into consideration and works from a presumption that all students and districts are the same as every other one across the state.

Category 4: Funding & Allocations

Proposed Amendments to Existing Positions



28. Funding for Unique and Necessary Programs

Legislative Committee Recommendation: Do Pass

Submitted by: Legislative Committee

Current Statement

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

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

Proposed Amendment

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

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

Clean Proposed Amendment Statement

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

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

Rationale

The Legislative Committee proposed this seemingly small, but important, amendment to the existing position language to align with changes in state statute regarding the Transition to Kindergarten program (formerly referred to as “transitional kindergarten”).

Category 4: Funding & Allocations

New Position Proposals



29. Assessed Valuation Basis for Local Effort Assistance

Legislative Committee Recommendation: Do Pass

Submitted by: Central Valley School District

Proposed Statement

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

Rationale

Local Effort Assistance (LEA) is reduced when the assessed value of the property within the school district increases. Property valuations are set at the end of a calendar year for the following year. This timing coincides with the middle of the school year. School districts are required to adopt their budgets by August 31 of each year. This means that if the district did not correctly estimate any change in the assessed value of the property in the district it can see a significant reduction in LEA, coming in the middle of the school budget year. This has happened to many districts in recent years. Basing LEA on the assessed property value at the time the budget is set (i.e., the year before it is received from the State) will allow district to adopt an accurate and stable budget.

Category 4: Funding & Allocations

New Position Proposals



30. Equitable Funding for Regionalization and Staff Mix

Legislative Committee Recommendation: Do Pass

Submitted by: Sequim School District

Proposed Statement

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

Rationale

The [K-12 Basic Education Compensation Advisory Committee](#) recommended regionalization and staff mix funding improvements to the legislature in 2022 that have not been adopted.

Category 4: Funding & Allocations

New Position Proposals



31. Federal Poverty Rate Calculation

Legislative Committee Recommendation: Do Pass

Submitted by: Shoreline School District, Edmonds School District

Proposed Statement

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

Rationale

The federal government currently has only one calculation it uses to determine a student's level of poverty, which is then used to identify if the student should receive additional learning, food, and funding support. The current system of using a national poverty threshold fails to capture the nuances and disparities that exist across different regions. By shifting to a regional approach, the allocation of resources can be more accurately tailored to the specific needs and challenges faced by students in different areas.

Regional poverty levels consider factors such as cost of living, housing expenses, and local economic conditions, which significantly impact the well-being of students and their families. By using a regional poverty calculation, education funding can be better targeted to address the unique challenges and barriers faced by students in high-poverty regions. This approach ensures that resources are distributed in a more equitable manner, recognizing that the same income level may have vastly different implications depending on the cost of living in a particular area.

Category 4: Funding & Allocations

New Position Proposals



32. Language Access

Legislative Committee Recommendation: Do Pass

Submitted by: Shoreline School District, Edmonds School District

Proposed Statement

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

Rationale

It is incumbent upon the state legislature to fully fund state-required mandates.

RCW Chapter 28A 2022 c 107: "(1) The legislature finds that: (a) It is the policy of the state to welcome and encourage the presence of diverse cultures and the use of diverse languages and modalities of communication in business, government, and private affairs in this state....the legislature intends to require public schools to implement a language access plan and program for culturally responsive, systemic family engagement developed through meaningful stakeholder engagement."

While the one-time funding allocated in the 2023 session is a good start, districts need the state legislature to create persistent, ample funding to support this important element of student and family access in our schools.

Category 4: Funding & Allocations

New Position Proposals



33. Opposition to Prejudgment Interest

Legislative Committee Recommendation: Do Pass

Submitted by: Legislative Committee

Proposed Statement

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

Rationale

Legislation has been consistently introduced that would impose prejudgment interest on school districts. This interest is unnecessary as school districts support and follow through with payment on judgments in a timely fashion. Risk pools pay out on behalf of districts often within six months of claim. No other government entities pay out on prejudgment interest.

Category 4: Funding & Allocations

New Position Proposals



34. Pedestrian and Bicycle Safety

Legislative Committee Recommendation: Do Pass

Submitted by: Shoreline School District, Edmonds School District

Proposed Statement

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

Rationale

Safety measures for pedestrians and bicycle riders around all public schools are of paramount importance as they prioritize the well-being of students and promote a safe and inclusive community. By implementing measures such as designated crosswalks, traffic signals, and bike lanes, schools ensure the physical safety of students while instilling responsible habits that extend beyond the school premises. These measures not only reduce the risk of accidents and injuries but also encourage active modes of transportation, reduce traffic congestion, and contribute to a cleaner and healthier environment.

Currently, funding for sidewalks and traffic/safety measures is not part of funding provided by the state. While grant programs exist, this is an essential need for student, family, staff, and community safety around our schools in every district. To that end, a specific position on these important capital investments will support advocacy to elevate these specific physical safety aspects which remain unaddressed by the state legislature in their funding of schools.

Category 4: Funding & Allocations

New Position Proposals



35. Preventing Self-Harm and Suicide

Legislative Committee Recommendation: Do Pass

Submitted by: Spokane School District, Edmonds School District, Shoreline School District

Proposed Statement

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

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

Rationale

Regional, state, and national trends in student mental health show a consistent increase in depression, anxiety, and considering/attempting self-harm or suicide. Students have been consistently advocating for more mental health support at school; including being able to take a mental health day as an excused absence from school. As our students spend as many or more awake hours at school than they do at home, our schools are a key place where they can be seen, build trusted relationships, and receive support as they face mental health challenges and/or begin down a path of self-harm or suicide ideation. In an analysis of self-injury across more than 40 countries* found that:

- About 17% of all people will self-harm during their lifetime
- The average age of the first incident of self-harm is 13
- About 50% of people seek help for their self-harm but only from friends instead of professionals
- Not only is self-harm prevalent, but rates are increasing. According to emergency room trends, there's been a 50% increase in reported self-injury among young females since 2009.

In the 2021 Washington Healthy Youth Survey**, 19-24.6% of 6th/8th/10th/12th grade students responding that they had contemplated suicide and 7-9%; with only 50-60% saying they feel like they have a trusted adult they can turn to when they are feeling sad or depressed.

Students have identified a desire to have more peer training in being able to recognize warning signs with, and ability to respond to, their peers when they begin to withdraw, become depressed, and start expressing thoughts of self-harm.

Our students are clear in their experience and needs; and our schools need more support to meet those needs and be part of the prevention and response systems that can be earlier identifiers and responders as kids start to be, or are in, crisis. With the shortage of mental health professionals and support outside of schools, bolstering support within schools can not only get the education and supports directly to where kids are, but also relieve some of the larger healthcare system strain occurring across our state.

* <https://pubmed.ncbi.nlm.nih.gov/30274648/>

** <https://www.askhys.net/SurveyResults/DataDashboard>

Category 4: Funding & Allocations

New Position Proposals



36. Preventing Substance Abuse and Overdoses

Legislative Committee Recommendation: Do Pass

Submitted by: Edmonds School District, Shoreline School District, Spokane School District

Proposed Statement

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

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

Rationale

In the 2021 Washington Healthy Youth Survey, of the ~31,000 students in grades 6, 8, 10, and 12 surveyed statewide, the following were responses around use of nicotine, alcohol, recreational and illegal drugs:

- 9-32% had smoked a cigarette or used an e-cigarette
- 21-50% had drunk more than a sip or two of beer, wine, or hard liquor 4-34% had used marijuana
- .2-.7% had used heroin or methamphetamines (speed, meth, crystal meth, ice, crank) within the last year
- 3.3% of 6th graders reported using some other illegal drug

The pervasive and long-lasting harmful effects of all these substances on youth, combined with the rise in the use of opioids and increase in prevalence of fentanyl leads to a moment when more education and awareness is needed to prevent use, abuse, overdose, and death due to these substances.

Education materials and response training all require staff and material resources often not available in existing district budgets. In a time when our students are facing increased mental health impacts and harmful substance use and abuse, we need the state to fund and support education and response methods that can help us prevent use and keep our children healthy and safe.

Category 4: Funding & Allocations

New Position Proposals



37. Safe Routes to School

Legislative Committee Recommendation: Do Pass

Submitted by: Legislative Committee

Proposed Statement

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

Rationale

Thousands of Washington students walk to and from schools or bus stops every school day. Quite often those students must walk through dangerous neighborhoods or on less than adequate pedestrian byways, such as streets or roads without sidewalks. School districts do not have the capacity, resources, or ability to correct these conditions. Since districts cannot bus students who live less than a mile from school or a school bus stop, the state must ensure that our students are able to travel safely from home to school and back every day.

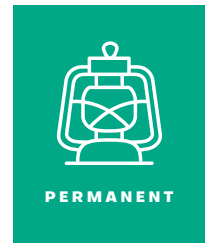


governance

DO PASS
RECOMMENDATION

Category 5: Governance

Proposed Amendments to Existing Positions



38. Board Development

Resolutions Committee Recommendation: Do Pass

Submitted by: Seattle Public Schools and Shoreline School District

Current Statement

WSSDA believes that board orientation and continuing education are essential. Local boards should allocate funds and regularly participate in training sessions, self-studies and conferences to assure a high level of competency for each school director.

Proposed Amendment

WSSDA believes that board orientation and continuing education are essential for effective board governance. Local boards should allocate funds and regularly participate in training sessions, self-studies and conferences to assure a high level of competency in best practices for each school director and for the board as a whole, in support of positive outcomes for students.

Clean Proposed Amendment Statement

WSSDA believes that board orientation and continuing education are essential for effective board governance. Local boards should allocate funds and regularly participate in training sessions, self-studies and conferences to assure a high level of competency in best practices for each school director and for the board as a whole, in support of positive outcomes for students.

Rationale

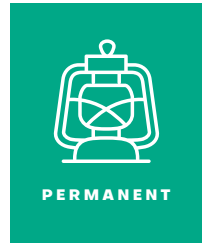
Extensive research exists that shows a correlation between student outcomes and board behavior. Board development is important and the content and quality of training and development matters. In order to do our best work as boards and board directors for the children of Washington state, and to provide effective oversight for the use of taxpayer dollars, board development should be focused on training and education that are proven to support effective practices of boards.

<https://www.nsba.org/-/media/NSBA/File/cpe-eight-characteristics-of-effective-school-boards-report-december-2019.pdf>

<https://files.eric.ed.gov/fulltext/ED521566.pdf>

Category 5: Governance

New Position Proposals



39. Student Civil Rights

Resolutions Committee Recommendation: Do Pass

Submitted by: Tukwila School District

Proposed Statement

WSSDA believes that the education system should support the civil rights of all students and that local control cannot be used to violate those rights.

Rationale

This will help clarify the limits of local control. Local control must not be used to violate the civil rights of our students.

position proposals

permanent & legislative



introduction



learning



funding & allocations



governance

**DO NOT PASS
RECOMMENDATION**

Voting Order for Positions with “Do Not Pass” Recommendation

Category: Learning

Amendments: Permanent Positions

- 40. Achievement and Opportunity Gaps – page 78
- 41. Achievement and Opportunity Gaps (Title) – page 79
- 42. Diversity – page 80

New Position Proposals: Permanent Positions

- 43. Comprehensive Multi-Heritage Instructional Materials – page 81
- 44. Diversity and Inclusive Education – page 82
- 45. Equipping Students with Skills and Tools to Navigate Technologies Safely – page 84

Proposed Retirement of Existing Position: Permanent Positions

- 46. At-Risk Children – page 85

Category: Funding and Allocations

Amendments: Legislative Positions

- 47. Amply Funded Staffing Levels (3) – page 87

Category: Governance

New Position Proposals: Legislative Positions

- 48. Local Control – page 91

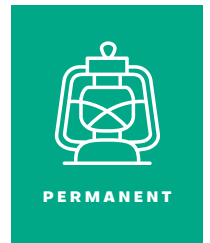


learning

**DO NOT PASS
RECOMMENDATION**

Category 1: Learning

Proposed Amendments to Existing Positions



40. Achievement and Opportunity Gaps

Resolutions Committee Recommendation: Do Not Pass

Submitted by: Tukwila School District

Current Statement

WSSDA believes that in order to disrupt the systems that perpetuate achievement and opportunity gaps, local school boards should develop and adopt a comprehensive equity policy which directs school districts to put in place strategies and engagement practice where diverse voices and perspectives are included.

Proposed Amendment

WSSDA believes that in order to disrupt the systems that perpetuate achievement and opportunity gaps, local school boards should develop and adopt a comprehensive race and equity policy which directs school districts to put in place strategies and engagement practice where diverse voices and perspectives are included.

Clean Proposed Amendment Statement

WSSDA believes that in order to disrupt the systems that perpetuate achievement and opportunity gaps, local school boards should develop and adopt a comprehensive race and equity policy which directs school districts to put in place strategies and engagement practice where diverse voices and perspectives are included.

Rationale

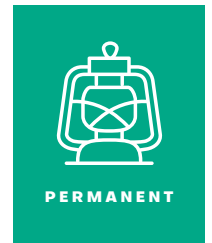
Given the history of the United States, race needs to be an elevated part of any equity policy. The students in the Tukwila School District advocated to include race in the Race and Equity policy of the Tukwila School District. It is important to respect student voice on this issue.

Committee Rationale

The Resolutions Committee recognizes that race is an important factor in equity, and to this end, we have a Racial Equity and Cultural Competency position, and the WSSDA Equity Statement, so this change would be duplicative. In addition, this position is about learning gaps and not district equity policies.

Category 1: Learning

Proposed Amendments to Existing Positions



41. Achievement and Opportunity Gaps

Resolutions Committee Recommendation: Do Not Pass

Submitted by: Tukwila School District

Current Statement

Achievement and Opportunity Gaps

WSSDA believes that in order to disrupt the systems that perpetuate achievement and opportunity gaps, local school boards should develop and adopt a comprehensive equity policy which directs school districts to put in place strategies and engagement practice where diverse voices and perspectives are included.

Proposed Amendment

~~Achievement and Opportunity Gaps~~ Comprehensive Equity Policy

WSSDA believes that in order to disrupt the systems that perpetuate achievement and opportunity gaps, local school boards should develop and adopt a comprehensive equity policy which directs school districts to put in place strategies and engagement practice where diverse voices and perspectives are included.

Clean Proposed Amendment Statement

Comprehensive Equity Policy

WSSDA believes that in order to disrupt the systems that perpetuate achievement and opportunity gaps, local school boards should develop and adopt a comprehensive equity policy which directs school districts to put in place strategies and engagement practice where diverse voices and perspectives are included.

Rationale

There are two permanent positions, one entitled "Achievement & Opportunity Gaps" and one entitled "Achievement and Opportunity Gaps". This causes confusion. Given the text of the one entitled "Achievement & Opportunity Gaps", this one should more appropriately be titled "Comprehensive Equity Policy", since that is what it calls for.

Committee Rationale

The Resolutions Committee does not believe this revision addresses the real intent of the position on learning. Resolutions Committee has put forth a title change to decrease confusion.

Category 1: Learning

Proposed Amendments to Existing Positions



42. Diversity

Resolutions Committee Recommendation: Do Not Pass

Submitted by: Edmonds School District and Shoreline School District

Current Statement

WSSDA believes in universal respect for all people. Further, school directors should preserve and promote respect for each individual and affirm that diversity is valuable, by adopting and periodically reviewing the board's policies relative to student and staff diversity.

Proposed Amendment

WSSDA believes ~~in universal respect for all people~~ that diversity is an important and valuable part of the learning and work environments in our schools. To this end Further, school directors should ~~preserve and promote respect for each individual and affirm that diversity is valuable, by adopting~~ adopt and periodically reviewing the board's policies which promote and protect diversity through affirming the humanity of each person, and supporting the safety, dignity, access, belonging, and success of all present and future ~~relative to students, families, and staff diversity.~~

Clean Proposed Amendment Statement

WSSDA believes that diversity is an important and valuable part of the learning and work environments in our schools. To this end, school directors should adopt and periodically review the board policies which promote and protect diversity through affirming the humanity of each person, and supporting the safety, dignity, access, belonging, and success of all present and future students, families, and staff.

Rationale

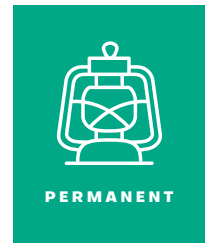
This revision builds on the positive revision the Resolutions Committee did last year on this position and centers diversity as the element that is valued in our schools. In addition, it expands the position through naming the important policy aspects which should be considered by boards that are the key contributors to fostering, supporting, and protecting diversity amongst students, families, and staff.

Committee Rationale

After reviewing all the submissions on diversity, the Resolutions Committee has created a Diversity statement that strives to be inclusive and not limiting.

Category 1: Learning

New Position Proposals



43. Comprehensive Multi-Heritage Instructional Materials

Resolutions Committee Recommendation: Do Not Pass

Submitted by: Bellevue School District

Proposed Statement

WSSDA believes instructional materials, particularly in history and literature, should be inclusive and should integrate the experiences, contributions, and histories of the diverse communities across Washington state and the United States. This diversity includes, though is not limited to, Native American, African American, Asian American, Native Hawaiian, other indigenous, African, Asian, Black, European, LatinX, Middle Eastern, Pacific Islander and other backgrounds. Students should have opportunities to learn from an inclusive, multicultural curriculum that helps connect students to themselves and to each other through empathy and understanding. Students should recognize that Americans are made up of a diversity of races, ethnicities, and cultures, and that immigrants contribute significantly to the American experience.

Rationale

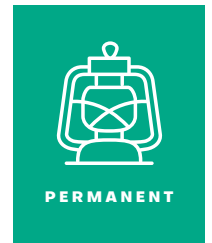
In our increasingly diverse society, it is essential that our students not only feel a sense of belonging and inclusion, but have the capacity and skills to understand multiple perspectives and to participate productively in a diverse workforce and multicultural community. When curriculum does not include diverse perspectives, it limits relevance and effectiveness and prolongs fear, stereotypes, miscommunication, and intolerance. More inclusive curriculum builds understanding, connections, trust, empathy, and inclusive communities where students feel like they belong.

Committee Rationale

The Resolutions Committee has found that the list is not inclusive and labels are not correct. Further, after reviewing all the submissions on diversity, the committee has created a Diversity statement that strives to be inclusive and not limiting.

Category 1: Learning

New Position Proposals



44. Diversity and Inclusive Education

Resolutions Committee Recommendation: Do Not Pass

Submitted by: Edmonds School District, and Shoreline School District

Proposed Statement

WSSDA believes that learning standards, curriculum, and materials should be inclusive and reflective of the full diversity of the community each district serves, as well as the global community, in order to best prepare our students to be responsible, respectful, just, and caring participants in society, now and in the future.

Rationale

Students have been sharing widely that one of the most important aspects to support their learning and feeling safe at school is to see themselves reflected in their curriculum and learning materials. They cite feeling more connected and engaged with their learning, able to be their authentic selves, and how having a broader diversity of experiences and perspectives reflected in their learning better prepares them for their anticipated futures in the global community.

The Legislative Youth Advisory Council (LYAC) - the official nonpartisan youth advisory body to the state legislature, comprised of 14-18 year-old student members from a wide variety of geographic, political, and socioeconomic backgrounds across Washington - had diverse and inclusive learning standards as their top priority for the 2023 session for all of the above reasons.

In addition, a 2022 study from the American Psychological Association* shared that inclusive learning provides global academic benefits, such as improved critical thinking, higher overall achievement levels for both majority and minority group members, and an increase in student interest in improving the lives of people in their communities.

Finally, RCW 28A.150.210, defines the goal of school districts in providing basic education to be:
...an evolving program of instruction that is intended to provide students with the opportunity to become responsible and respectful global citizens, to contribute to their economic well-being and that of their families and communities, to explore and understand different perspectives, and to enjoy productive and satisfying lives....

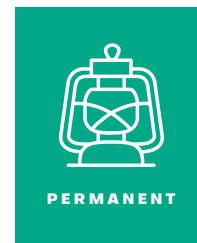
This permanent position supports creating welcoming, supportive, engaging, diverse, and safe learning environments for our existing and future students through a commitment to learning standards, curriculum, and materials that fulfill our legal mandate, support improved critical thinking and academic achievement for all students, and directly responds to our students' requests to have the full diversity of their humanity – and that of their peers - included in what they learn.

*<https://www.apa.org/ed/precollege/psychology-teacher-network/introductory-psychology/benefits-of-diversity>

Committee Rationale

Category 1: Learning

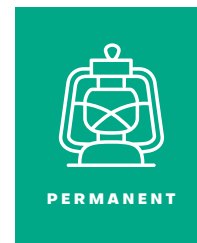
New Position Proposals



After reviewing all the submissions on diversity, the Resolutions Committee has created a Diversity statement that strives to be inclusive and not limiting.

Category 1: Learning

New Position Proposals



45. Equipping Students with Skills and Tools to Navigate Technologies Safely

Resolutions Committee Recommendation: Do Not Pass

Submitted by: Bellevue School District

Proposed Statement

WSSDA believes that as technology is used for instructional and other purposes, it should be utilized in tandem with grade-appropriate instruction around technologies':

- (i) responsible uses, including but not limited to understanding around malware, phishing, and other risks of oversharing in social media and communicating with unknown persons online; and best practices to protect oneself;
- (ii) potentially harmful effect on learning, social development, as well as mental health when used without adequate boundaries; and best practices to support one's social, academic, and mental well-being.
- (iii) its misuses in the form of disinformation, misinformation, and other forms of technological deception; and best practices to ascertain truthful information.

Rationale

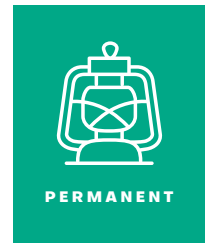
Our students use multiple forms of technology at an increasingly early age. The pandemic opened the door, for better and worse, on the ubiquitous use of technology in education, as well as its prevalent role in social media as a nexus between students and their peers. We have also witnessed how, with every leap in technological advance, there's an abusive pattern that can inflict as much harm as good. We need to equip our students with the knowledge of how to navigate a world where technology is woven into how they learn academically, engage socially, and make choices as citizens and leaders based on information that is almost always brought to them through technological means. Moreover, although packets of cigarettes carry health warnings, there are none that accompany a mobile phone or PC. As educators, we must ensure our students understand from the earliest moments technology is introduced to them, where and how it can be used and consumed safely, as well as its boundaries and limits, and why one's mental health requires intentional time without it.

Committee Rationale

The Resolutions Committee has found that the proposed position is unclear. The Resolutions Committee believes there are other core beliefs that could be amended to reach the goal of this statement.

Category 1: Learning

Proposed Retirement of Existing Positions



46. At-Risk Children

Resolutions Committee Recommendation: Do Not Pass

Submitted by: Seattle Public Schools

Current Statement

WSSDA believes when children are at risk it adversely affects their ability to learn in school. To promote opportunities for student success, WSSDA encourages school districts to identify at-risk children and to facilitate access to available services and intervention programs in their communities.

Proposed Amendment

~~WSSDA believes when children are at risk it adversely affects their ability to learn in school. To promote opportunities for student success, WSSDA encourages school districts to identify at-risk children and to facilitate access to available services and intervention programs in their communities.~~

Clean Proposed Amendment Statement

Rationale

Proposal to repeal this position as "at-risk" is outdated language and labels students as a category (that is not defined in this position). "Risk" should define a condition or situation, and should not be used to describe people. If the intent of this position was to acknowledge and respond to circumstances that impact children disproportionately, various other equity positions do that.

Committee Rationale

The Resolutions Committee agrees that the term "at-risk" is problematic and the committee will review this language next year. We believe the weight of the intent is needed as a stand-alone position separate from the Achievement and Opportunity Gaps, Assessing Student Learning and Development, and the WSSDA Equity Statement.



funding & allocations

**DO NOT PASS
RECOMMENDATION**

Category 4: Funding & Allocations

Proposed Amendments to Existing Positions



47. Amply Funded Staffing Levels (3)

Legislative Committee Recommendation: Do Not Pass

Submitted by: San Juan School District

Current Statement

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

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

Legislation should:

- Create and maintain a process for a statewide, bi-annual review of, and recommendations regarding, statewide staffing salaries/benefits/pension allocations, regionalization needs, and cost of living adjustments (IDP/COLA).
- Amply fund the School Employee Benefits Board (SEBB) benefits for eligible school district employees, including both full-and part-time, ensuring school districts do not incur costs for employees who decline benefits.
- Provide the needed flexibility for staff assignment decisions made by district administration, to ensure efficient and effective placements are based on qualifications and fit to the individual school needs as codified in RCW 28A.150.230.
- Ensure that no school district be adjacent to another school district with a difference of regionalization factors greater than 6%.
- Amply and equitably fund staffing for high poverty schools to close the racial and income opportunity gaps in the state.

Proposed Amendment

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

- Teaching and learning staff: teachers, teaching assistants, instructional coaches, librarians, English Learner/Multilingual Learner instruction, occupational therapy/physical therapy staff, and special education support staff.

Category 4: Funding & Allocations

Proposed Amendments to Existing Positions



- Building administration and support staff: principals, assistant principals, deans, counselors, psychologists, nurses, front office staff, custodians, safety and security staff, social workers, and family engagement coordinators.
- Central administration and operational support staff: superintendent, teaching and learning director, finance director, equity director, operations director, teachers on special assignment (TOSAs), assessment and data support, human resources, payroll and benefits staff, IT and technology, facilities/maintenance/grounds, warehouse/laborer/mechanics, bus drivers, nutrition and food service staff.

Legislation should:

- Create and maintain a process for a statewide, bi-annual review of, and recommendations regarding, statewide staffing salaries/benefits/pension allocations, regionalization needs, and cost of living adjustments (IDP/COLA).
- Amply fund the School Employee Benefits Board (SEBB) benefits for eligible school district employees, including both full-and part-time, ensuring school districts do not incur costs for employees who decline benefits.
- Provide the needed flexibility for staff assignment decisions made by district administration, to ensure efficient and effective placements are based on qualifications and fit to the individual school needs as codified in RCW 28A.150.230.
- Ensure that no school district be adjacent to another school district with a difference of regionalization factors greater than 6%.
- Amplify and equitably fund staffing for high poverty schools to close the racial and income opportunity gaps in the state.
- Regardless of adjacencies, regionalization adjustments should be made to account for the unique circumstances of districts, including those in a high property tax area, (or near one), or in a community with the lack of access to housing or affordable housing. These circumstances make it difficult to recruit and retain staff due to the high cost of housing, the distance to travel from home to district, and/or a reliance on specific modes of transportation or transportation logistics.

Clean Proposed Amendment Statement

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

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

Category 4: Funding & Allocations

Proposed Amendments to Existing Positions



service staff.

Legislation should:

- Create and maintain a process for a statewide, bi-annual review of, and recommendations regarding, statewide staffing salaries/benefits/pension allocations, regionalization needs, and cost of living adjustments (IDP/COLA).
- Amply fund the School Employee Benefits Board (SEBB) benefits for eligible school district employees, including both full-and part-time, ensuring school districts do not incur costs for employees who decline benefits.
- Provide the needed flexibility for staff assignment decisions made by district administration, to ensure efficient and effective placements are based on qualifications and fit to the individual school needs as codified in RCW 28A.150.230.
- Ensure that no school district be adjacent to another school district with a difference of regionalization factors greater than 6%.
- Amply and equitably fund staffing for high poverty schools to close the racial and income opportunity gaps in the state.
- Regardless of adjacencies, regionalization adjustments should be made to account for the unique circumstances of districts, including those in a high property tax area, (or near one), or in a community with the lack of access to housing or affordable housing. These circumstances make it difficult to recruit and retain staff due to the high cost of housing, the distance to travel from home to district, and/or a reliance on specific modes of transportation or transportation logistics.

Rationale

Regionalization in the State of Washington does not reflect economic differences between school districts. The result is a lack of parity. Therefore, the intent of this resolution is to ensure that districts in areas with a high cost of living are provided with the necessary financial resources to offer a quality education. RCW 28A.150.412 clearly identifies that allocations will be based on the median residential value, regardless of adjacencies to other districts. The current practice of identifying proximate districts contributes to inequitable allocations, ultimately hindering recruitment and retention. Making regionalization adjustments based on this resolution can help to ensure schools in regions with higher cost of living or other regional factors receive sufficient funding to provide high quality education. This will reduce disparities in educational resources between regions and improve educational outcomes for students.

Committee Rationale

The Legislative Committee had a lengthy discussion about the merits of this amendment and ultimately voted a do not pass recommendation as the voting majority believed that the amendment language was unnecessary given the existing position language and would potentially dilute the impact of the position's intent.



governance

**DO NOT PASS
RECOMMENDATION**

Category 5: Governance

New Position Proposals



48. Local Control

Legislative Committee Recommendation: Do Not Pass

Submitted by: Eastmont School District

Proposed Statement

WSSDA shall initiate and/or support legislation that promotes local control of curriculum, programs, funding while upholding the civil rights of each and every student.

Rationale

WSSDA has a permanent position regarding local control, it clearly explains that belief, and the importance of local control. This legislative position proposal is based on that belief, or permanent position. If "WSSDA believes local control is essential to public education and therefore laws, regulations and policies should be written to support the public election of local school directors and boards", then we must have a legislative position that says as much. A legislative position is required for WSSDA to support or oppose any piece of legislation. Local control is essential for districts to retain their individual culture and commitment to the values and priorities of their communities.

Committee Rationale

There is an existing permanent position titled, "Local Control", that speaks to the same interest of this proposed position. The proposal is therefore duplicative. To create a streamlined and succinct advocacy platform, the committee is working to avoid duplications. The Do Not Pass recommendation was put forward in an effort to focus on the existing position language. The position already adopted by the members can be used to advocate for bills that support or against bills that challenge local control.

emergency position proposals

Emergency Position Proposals



EMERGENCY

If any emergency proposals are forwarded to the Assembly by the WSSDA Board of Directors, they will be provided via separate PDF documents posted to the WSSDA General Assembly webpage at least 4 hours prior to the start of the General Assembly.

