



Washington State  
School Directors' Association

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509.910.0708

PRESIDENT-ELECT

Karen Madsen, Everett  
425.337.5552

VICE PRESIDENT

Deborah Heart, Goldendale  
509.773.6334

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360.387.7659

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253.670.4669

AREA III

Mary Fertakis, Tukwila  
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AREA IV

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253.566.6918

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Chris Stokke, Central Kitsap  
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AREA IX

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509.836.2948

AREA X

Andy James, Onion Creek  
509.732.4528

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Terry Densley, Wilbur  
509.647.5480

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EXECUTIVE DIRECTOR

Martharose Laffey

PHONE 360.493.9231

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FAX 360.493.9247

August 24, 2009

**TO:** All School District Legislative Representatives and Superintendents

**FROM:** Debbie Long, Legislative Committee Chair and  
Dan Steele, Assistant Executive Director, Governmental Relations

**RE:** 2009 WSSDA Legislative Assembly

Please find enclosed the proposals for consideration at the WSSDA Legislative Assembly to be held at the **Hilton Vancouver Washington Hotel on September 25-26, 2009. A copy of the registration form is enclosed.** (You may also register via the WSSDA Web site: [wssda.org](http://wssda.org), then click on "Conferences & Meetings.") Tentative agendas for the two-day conference are also enclosed for your information. The Pre-Assembly program will begin at 1:00 p.m. on Friday and includes regional caucus meetings, followed by a member reception in the evening, beginning at approximately 6:00 p.m. Directors are strongly encouraged to attend their director area meetings, listen to their colleagues and provide input into the discussion. The reception will provide a chance to network with other members from across the state. The official actions of the Assembly begin at 9:00 a.m. on Saturday, September 26 and should conclude by 4:00 p.m.

The Legislative Committee has proposed two calendars this year, a Regular Calendar that includes most proposals for the 2010 Legislature and a Positions Calendar. The enclosed *preliminary* manual also includes WSSDA's current Standing Legislative Positions. These are ongoing legislative positions of the Association which may be discussed if the delegates wish. These positions, together with any approved from the regular calendar will be included on the delegates' "Advisory Priority Ballot" which provides the delegates an opportunity to rank the issues as they determine their relative importance for the 2010 Legislature.

**Please review all of the materials with your fellow board members and encourage them to join you in attendance at the Legislative Assembly.** Your superintendent or other staff is welcome to attend as observers. Please remember that only one delegate to the Assembly from each school board is permitted to vote and participate in the debate on any one issue. (See *Rules of Procedure*, enclosed).

Please contact us at 360.252.3011 if you have any questions. We welcome your active participation in the development of WSSDA's Legislative Package for the 2010 Legislative session.

cc: WSSDA Board of Directors, Legislative Committee and  
Small Schools Task Force

Enclosures

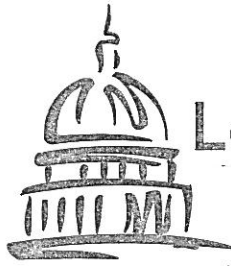
221 College Street NE  
Olympia, Washington 98516  
[wssda.org](http://wssda.org)



# WSSDA Legislative Committee

	DIRECTOR AREA	SCHOOL DISTRICT
Jeff Thorp.....	1 .....	Mukilteo
David Iseminger .....	1 .....	Lake Stevens
Doug Eglington.....	2 .....	Lake Washington
Nancy Merrill.....	2 .....	Enumclaw
Carol Van Noy .....	2 .....	Riverview
Mary Jane Glaser .....	2 .....	Tahoma
Ken Blair .....	3 .....	Bethel
Cindy Poysnick.....	3 .....	Puyallup
Cindy Kelly .....	4 .....	Port Angeles
Kathryn Simpson .....	4 .....	South Kitsap
Maree Quade.....	5 .....	Centralia
Karen Johnson .....	5 .....	Raymond
Frederick Striker.....	6 .....	Battle Ground
Patty Wood .....	6 .....	Kelso
Aurora Flores.....	7 .....	Manson
Dana Divis .....	7 .....	Brewster
Rocky Simmons .....	8 .....	Sunnyside
Walt Ranta.....	8 .....	Yakima
Debbie Long, Chair.....	9 .....	Central Valley (Spokane)
Joanne Greer .....	9 .....	Deer Park
Patti Ensor.....	10.....	Davenport
Dean Kinzer, Vice Chair.....	10.....	Pullman
Larry Ayre .....	11.....	Finley
Rick Jansons.....	11.....	Richland
Deborah Heart .....	8.....	Goldendale
WSSDA Vice President and Board Liaison		





# Legislative Assembly 2009

September 25-26, 2009  
Hilton Vancouver Washington Hotel

Washington State School Directors' Association

## The 2009 Legislative Assembly

The annual WSSDA Legislative Assembly is integral to the creation of the Association's legislative agenda for the coming year. WSSDA's Legislative Committee solicits input from all school boards in the state on legislative issues affecting public education. The committee meets twice during the summer to analyze these proposals and generate ideas and proposals of its own.

The Legislative Assembly acts on these proposals and creates a comprehensive legislative agenda, subject to final approval by the WSSDA Board of Directors.

The 2009 Legislative Assembly will be held at the Hilton Vancouver Washington Hotel. The Pre-Assembly program begins at **1:00 p.m. on Friday, Sept. 25**. The Assembly convenes from **9:00 a.m. to 4:00 p.m., Saturday, Sept. 26**.

## Planning for the Assembly

All school directors and school district staff are encouraged to attend the WSSDA Legislative Assembly, although it should be noted that only school directors may address the Assembly and only one director per district may vote on an issue. While Legislative Representatives from each district normally serve as delegates to the Assembly, it is permissible to appoint an alternate. Any of the district's directors may serve as an alternate, and if desired, a different alternate may be designated for each issue.

## Agenda

Agendas for the Legislative Assembly are not finalized until just prior to the meeting. Up-to-date information is accessible through the association Web site, [wssda.org](http://wssda.org).

## Registration

Registration is required to attend the Legislative Assembly. If you are paying by district purchase order, you may register online at [wssda.org](http://wssda.org) (under "Conferences and Meetings") or use the form below. The printed form is required for those paying by check.

Pre-registration is \$195 through Sept. 4. Late registration is \$220 and must be completed at the Assembly. Registration includes Friday evening reception/hors d'oeuvres, Saturday breakfast and lunch. There will be a \$50 charge for cancellations received after Sept. 4. No-shows are not eligible to receive refunds.

## Accommodations

Hotel arrangements can be made by calling the Hilton Vancouver Washington Hotel at 360.993.4500. Be sure to indicate that you are attending the WSSDA Legislative Assembly. Rates start at \$120 single/double occupancy per night, excluding applicable taxes, until Aug. 31, 2009, on a space-available basis.

## Questions?

For information or assistance, or if you have a disability or special need, contact Sheila Chard at 360.252.3011 or [S.Chard@wssda.org](mailto:S.Chard@wssda.org).

## Registration

The registration fee of \$195 is due by Sept. 4. After Sept. 4, the fee is \$220 and registration must be completed at the Assembly. A check made payable to WSSDA or a purchase order number is required.

Paying by  
purchase order?  
Register online at  
[wssda.org](http://wssda.org).



wssda  
Legislative Assembly  
2009

Name \_\_\_\_\_ Badge Name \_\_\_\_\_

School District \_\_\_\_\_

Director  Superintendent/Administrator  Other (Teacher, PTA, Parent, etc.) \_\_\_\_\_

Address \_\_\_\_\_

City/ZIP \_\_\_\_\_ Phone \_\_\_\_\_

E-Mail \_\_\_\_\_

Mail to: WSSDA  
221 College St. NE  
Olympia, WA 98516

Fax: 360.493.9247  
Attn: Sheila Chard

Enclosed payment:  
Check # \_\_\_\_\_  
P. O. # \_\_\_\_\_

## Basic Education funding

The 2009 Legislature enacted an ambitious commitment to K-12 finance reform; however, many of the details of a new finance system have not yet been developed and many difficult discussions and decisions lie ahead. What do school directors want new funding formulas to look like? What about sources of revenue? What are school director opinions about the local levy system? How about teacher certification and evaluation? And teacher compensation? Many of these questions will be addressed by the Assembly.

## State assessment system

OSPI and the State Board of Education have been charged with making changes to the current Washington Assessment of Student Learning; providing recommendations

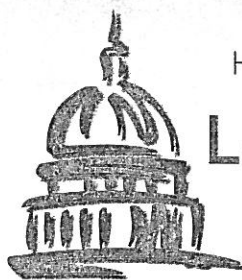
for improvements to alternative assessments; and implementing strategies to help districts improve the alignment of curriculum and effective programs. The Assembly will address these changes and debate other possible modifications to the state's assessment system.

## School district governance

The State Board of Education continues to discuss recommendations regarding the development of a new statewide public education accountability system. Included in the discussions have been possible interventions, which could range from the withholding of state apportionment, to forced curriculum changes, to "takeovers" of districts. The authority of elected school boards is being challenged on many levels. The Assembly will consider the challenges to local school board authority and discuss possible solutions.

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Organization  
U.S. POSTAGE  
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Permit No. 149

Washington State School Directors' Association  
221 College Street NE  
Olympia, Washington 98516-5313



September 25 -26, 2009  
Hilton Vancouver Washington Hotel

# Legislative Assembly 2009

## Pre-Assembly Agenda

Friday, September 25, 2009

Hilton Vancouver Washington Hotel

SUBJECT TO CHANGE

- 9:00 a.m. Registration opens
- 1:00 p.m. Welcome & Opening Remarks  
Martha Rice, WSSDA President
- Overview & Introductions  
Debbie Long, WSSDA Legislative Committee Chair
- Federal Relations Network Update  
Patty Wood, WSSDA Federal Relations Network (FRN) Chair
- (NOTE: Members interested in serving on the FRN are encouraged to attend tonight's 7:00 p.m. meeting, located in the Birch Room)*
- (Times approximate)*
- 1:20 p.m. State Superintendent's Update  
Randy Dorn, State Superintendent of Public Instruction
- 1:50 p.m. 2009 Voter Attitude Survey  
Annette Sommer, Seattle-Northwest Securities Corporation
- 2:15 p.m. National Standards – A Status Report  
Dr. Alan Burke, Deputy Superintendent, OSPI
- 2:45 p.m. 2010 Budget Outlook and Governor's Budget  
TBD, Office of Financial Management
- 3:00 p.m. BREAK
- 3:15 p.m. State Board of Education Update  
TBD, State Board of Education
- 3:35 p.m. K-12 Funding Litigation Update  
Linda Hanson, Network for Excellence in Washington Schools
- 3:45 p.m. Education Finance Reform – Quality Education Council Update  
Sen. Eric Oemig (D-Kirkland)  
Rep. Bruce Dammeier (R-Puyallup)
- 4:15 p.m. Implementing Education Reform: "Anatomy of Change"  
Greg Lynch, Superintendent, Central Kitsap School District
- 5:00 p.m. Adjourn for Caucus Meetings
- 5:10 p.m. Caucus Meetings
- 6:00 p.m. Hors D'oeuvres and Reception – Networking Opportunity for Attendees
- 7:00 p.m. FRN Informational Meeting *(Birch Room)*





## Director Area Caucus Agenda

### Discussion of Pre-Assembly Program

- Comments/Concerns

### Prioritizing positions and proposals

- Recommended priorities of all proposals (limited to 10)
- Current Standing Legislative Positions of the Association (will be included on prioritization ballot)

### Assembly procedures

- Speaking from the floor; how to make amendments; use of red/green cards; one director from each district per issue; time limits for arguments
- Positions calendar (debatable; voted upon individually; becomes part of the upcoming year's program)
- Regular calendar
- Late proposals

### Proposals

- Item-by-item review of legislative proposals

### Legislative Representative role

- Importance of the local Legislative Representative
- Appointments locally; when and for how long?
- Legislative proposal process
- Sharing with your board, parents and community
- IMPACT (weekly newsletter during session) and Daily Legislative Updates via Listserv

### WASA/WSSDA Legislative Conference, February 7–8, 2010, Olympia Red Lion

- Short session
- What to do between now and then (contact with legislators; media; tours in district; be familiar with WSSDA Legislative Positions; work on developing good communications)

### Annual Conference, November 19–21, 2009, Seattle Westin Hotel

- Legislative Advocacy training at Annual Conference (scheduled for Thursday, November 19, 3:45 p.m.)
- Delegate Assembly (debate on proposals for WSSDA Permanent Positions)

### CAUCUS ROOM LOCATIONS

(see floorplan, page 43)

Director Area 1	Discovery B Room
Director Area 2	Cedar Room
Director Area 3	Hemlock Room
Director Area 4	Parlor Suite 439
Director Area 5	Pine Room
Director Area 6	Spruce Room
Director Area 7	Ash Room
Director Area 8	Oak Room
Director Area 9	Board Room
Director Area 10	Birch Room
Director Area 11	Parlor Suite 539

## Legislative Assembly Agenda

Saturday, September 26, 2009

Hilton Vancouver Washington Hotel

SUBJECT TO CHANGE

- 7:30 a.m. Registration Opens  
Breakfast
- 9:00 a.m. Legislative Assembly Convenes
1. Call to Order and Flag Salute  
Debbie Long, Chair of the WSSDA Legislative Committee and Presiding  
Chair of Assembly
  2. Welcome  
Martha Rice, WSSDA President
  3. Announcement of WSSDA Officer Candidates for 2010  
Ted Thomas, WSSDA Immediate Past President
  4. Statement of Qualification to Act
  5. Report of Credentials Chairman
  6. Declaration of a Quorum  
Debbie Long, Chair of WSSDA Legislative Committee  
Introductions:
    - WSSDA Legislative Committee
    - Parliamentarian
    - Special Guests
  7. Adoption of Rules of Procedure
  8. Standing Legislative Positions
  9. Action on Positions Calendar
  10. Action on Legislative Proposals (Regular Calendar)
- 11:45 a.m. Lunch
- 1:00 p.m. 11. Action on Legislative Proposals (Continued)
- 4:00 p.m. 12. Other Business
13. Announcements and Adjournment





## Rules of Procedure

### Delegates:

- A. One voting delegate badge shall be issued to each school board represented at the Legislative Assembly.
- B. Only a single school director, wearing the district's voting delegate badge (hereinafter called the delegate), is permitted to participate in the proceedings and vote.
- C. One person shall be a district's delegate on any one agenda item and shall hold the delegate status until the vote has been completed on that item.

### Recognition:

- A. A delegate, speaking from the floor, shall first address the chair and, after being recognized, state his/her name and the name of his/her school district.
- B. The chair may request that any substantive motions and/or amendments must be presented to the chair and audio-visual person in writing and signed by the mover before the chair will state the motion.
- C. When a delegate has spoken on an agenda item, that delegate will not be recognized again for the same agenda item until all other delegates who wish to speak have spoken.

### Timing:

- A. The Legislative Committee Chair shall designate one or more official timekeeper(s).
- B. Mechanical timers shall be used, its face made visible to the voting membership. Its lights shall give warning of remaining or of expired time.
  - 1. One timer shall be designated as pro and one as con.
  - 2. The chair shall be notified when either pro or con debate has one minute left on the timer.
- C. The total time for speaking on any one issue or amendment shall be ten minutes unless time is extended by the assembly by a two-thirds vote or general consent.

- 1. Delegate(s) from the proposing board(s) shall have first opportunity to speak.
- 2. Pro and con speakers shall each have equal opportunity to be heard.
  - a. The maker and/or supporters of the issue may speak on its behalf for not more than a total of four minutes.
  - b. Opponents of the issue may speak against the motion for not more than a total of five minutes.
  - c. Proponents may then speak in closing debate for not more than a total of one minute.

- D. Members of the Legislative Committee and/or WSSDA staff may be recognized by the chair for purposes of clarification and shall not be included in the time allotted for the issue under consideration.
- E. Parliamentary Inquiries, Points of Information, Points of Order, or Appeals shall not be included in the total time unless determined by the chair to be applicable to debate limitations.

### Motions:

- A. **Positions Calendar:** A Standing Positions Calendar shall be proposed to the Legislative Assembly by the chair.
  - 1. Any concept with a "Do Pass" recommendation from the Legislative Committee that has passed the Legislative Assembly at least twice before will be included on the Standing Positions Calendar, if recommended by the Legislative Committee. Additionally, any recommendations from the Legislative Committee to amend or delete standing positions shall be included on the Standing Positions Calendar. The Standing Positions Calendar shall be handled prior to the Regular Calendar.
  - 2. All items passed as part of the Standing Positions Calendar will become part of the current year's WSSDA Legislative Advocacy Program.

3. Standing positions so adopted will be reviewed each year by the WSSDA Legislative Committee for possible recommendation to the Board of Directors for inclusion in the Association's active legislative package.
- B. Regular Calendar:** Issues not included in the Standing Positions Calendar will be placed in the Regular Calendar and presented for debate and vote by the Legislative Committee.
1. Each issue on the Regular Calendar shall be introduced, on behalf of the Legislative Committee, by a member of the committee.
  2. The committee member shall state the motion by number and title and state the committee recommendation
  3. The issue shall be debated and voted on based on the wording as printed in the assembly handbook, or subsequent amended language as approved by a majority vote. A majority vote on the legislative proposal will adopt the issue.
  4. At the close of debate, either by no one approaching the microphone or the closure by time, the chair shall then ask if the assembly is ready to vote.
    - a. If a delegate is not ready to vote, the member may request to place the item at the end of the calendar by a majority vote.
    - b. Regular debate rules, including limitations on debate, shall apply when the issue is again taken up on the calendar.
- C.** Any delegate may move to reconsider an issue that has already been considered.
- Reconsideration of an issue shall be adopted by a majority vote.
- Voting:**
- A.** Voting on issues, with the exception of challenged votes, shall be by voice vote, colored cards, or a standing vote.
1. The vote on all issues will be on the legislative assembly proposal rather than on the committee's recommendation.
  2. Challenged votes shall be conducted as a standing vote or a weighted vote as prescribed in Article XI of the WSSDA Bylaws.
  3. Any delegate may call for a weighted vote, before, during, or after a standing vote is taken on an issue.

A delegate's call for a weighted vote supersedes a call for a standing vote.
- B.** The assembly room shall be closed during a standing vote or weighted vote.
- Parliamentary Authority:**
- A.** The parliamentary authority shall be Robert's Rules of Order Newly Revised, 10th edition.

*(Revised September 2007)*



### Roberts Rules of Order – Parliamentary Motions

Privileged Motions	Requires Second	Debatable	Amendable	Vote Required	Can Interrupt
Fix the Time to Adjourn	Yes	No	Yes	Majority	No
Adjourn	Yes	No	No	Majority	No
Recess	Yes	No	Yes	Majority	No
Question of Privilege	No	No	No	None	Yes
Call for the Orders of the Day	No	No	No	None	Yes (2/3 to overrule)
Subsidiary Motions	Requires Second	Debatable	Amendable	Vote Required	Can Interrupt
Lay on the Table	Yes	No	No	Majority	No
Previous Question	Yes	No	No	2/3 Majority	No
Limit or Extend Debate	Yes	No	Yes	2/3 Majority	No
Postpone Definitely	Yes	Yes	Yes	Majority	No
Refer to Committee	Yes	Yes	Yes	Majority	No
Amend the Amendment	Yes	Yes	No	Majority	No
Amend or Substitute	Yes	Yes	Yes	Majority	No
Postpone Indefinitely	Yes	Yes	No	Majority	No
Main Motions	Requires Second	Debatable	Amendable	Vote Required	Can Interrupt
Original Main Motion	Yes	Yes	Yes	Majority	No
Reconsider	Yes	Yes	No	Majority	No
Take from the Table	Yes	No	No	Majority	No
Rescind	Yes	Yes	Yes	Majority	No
Incidental Motions	Requires Second	Debatable	Amendable	Vote Required	Can Interrupt
Parliamentary Inquiry	No	No	No	None	Yes
Point of Order	No	No	No	None	Yes
Appeal from Decision of the Chair	Yes	Yes	No	Majority	Yes (at time of ruling)
Division of the Assembly	No	No	No	None	Yes
Suspend the Rules	Yes	No	No	2/3 Majority	No
Modify or Withdraw a Motion	No	No	No	Majority	
Divide a Motion	Yes	No	Yes	Majority	No
Point of Information	No	No	No	None	Yes
Create a Blank	Yes	No	No	Majority	No
Object to Consideration	No	No	No	2/3 Majority	Yes (before debate)

Robert’s Rules of Order was taken from the WSSDA’s *Parliamentary Procedures — A Guide for School Board Members* handbook.

## Formulating WSSDA's Legislative Priorities

The Washington State School Directors' Association prioritizes its legislative program each year in order to focus attention on a few major education issues. WSSDA will support all issues approved by the Legislative Assembly, but five to seven issues annually will receive more emphasis in WSSDA's materials.

Using the parameters shown at right, delegates to the Legislative Assembly are asked to select the ten positions/ proposals they feel are most important for the 2010 Washington State Legislature and then prioritize them. This prioritization includes both the Association's Standing Legislative Positions and the proposals adopted from the Assembly's Regular Calendar. These recommended priorities, with comments and recommendations from staff and the WSSDA Legislative Committee, are then forwarded to the WSSDA Board of Directors for consideration. The Board of Directors then makes the final decision as to what the Association's top priorities will be for the upcoming legislative session.

When prioritizing issues, carefully consider the following:

1. Does the proposal affect kids? (As opposed to business procedures, for example.)
2. Does the proposal affect all school districts, or only a few?
3. Is the proposal consistent with WSSDA's mission, vision and goals?
4. Is the proposal realistic? (Does it have a chance of being enacted?)

If WSSDA is to represent its membership accurately, and if others are to view WSSDA as a major leader in education policy, legislative proposals require serious attention and publicity from Assembly representation.

The results of the Legislative Assembly are scrutinized by many. School boards, individually and collectively, are judged by the results of your votes.



**Legislative Assembly 2010**

# Mark your calendars!

**September 24-25, 2010**  
**Hilton Vancouver Washington Hotel**

## Standing Legislative Positions

### 7.1 FINANCE

#### Legislative Funding Philosophy

In addition to the legislative positions of WSSDA, the following statements, individually and collectively, form the basic philosophy of school funding — as determined by school board members in Washington. While not technically a “legislative position,” this philosophy guides members and the WSSDA staff as we work cooperatively with state officials on a variety of school funding issues.

#### School Funding Philosophy

Providing quality public education to the children of Washington is essential to the well-being of our state and its citizens ... today and into the future.

This responsibility is clearly proclaimed in our Washington Constitution as the state’s “paramount duty.” School funding must be stable, sufficient and equitable — in order to achieve maximum results and efficiencies. Local levies should only enhance and never replace the financial responsibility of the state.

Demands of public education continue to increase. All students can learn, but the cost of educating students increases with their individual needs. In particular, students with special needs comprise a growing share of the student population; their needs are expensive.

Quality staff, a rich array of programs and all support or incidental services must be funded properly.

Local school boards are in partnership with the state — a partnership based on trust and commitment to provide the best possible education for all children of Washington, to ensure the common good ... today and into the future.

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#### 7.1.1 School Year

The WSSDA shall initiate and/or support legislation which provides state funded training and planning time for staff and more academic time for students, in the following manner:

- Provide for summer school programs;
- Substantially increase the length of the students’ school year;
- Assure that staff has planning and in-service time in excess of the students’ calendar year; and
- Provide financial flexibility and incentives for local districts to operate year-round instruction in any or all of their school buildings.

*(Adopted 1988; Amended 1990, 1992 and 2005)*

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#### 7.1.2 Levy Equalization/Levy Lid

The WSSDA shall initiate and/or support legislation which would increase the percent of levy impacted by levy equalization (local effort assistance) from 12 percent to 20 percent. The WSSDA opposes raising or repealing the levy lid; however, if an increase in the levy lid were adopted by the Legislature, WSSDA supports requiring that levy equalization be fully funded and a commensurate increase in levy equalization be included.

*(Adopted 1994; Amended 1999 and 2005)*



**7.1.3 Tax Reform**

The WSSDA shall initiate and/or support legislation to restructure the Washington State tax system to establish a stable, broad-based, flexible source of revenue for the State of Washington which is equitable and adequate, in order to ensure better educational funding as well as to provide other essential state services. This tax reform may include a tax on income.

*(Adopted 1989)*

**7.1.4 Unfunded Mandates**

The WSSDA shall initiate and/or support a requirement that all legislation mandating K-12 programs or services provide full funding for all costs including incidental, administrative and non-employee and other related costs of the programs or services.

*(Adopted 2005)*

**7.1.5 NERC Funding**

The WSSDA shall initiate and/or support legislation and appropriations which recognize that school districts' abilities to maintain and enhance quality educational opportunities, for a changing student population, are inhibited by the state's inadequate funding for Non-Employee Related Costs (NERCs). WSSDA supports enhanced NERC funding. NERC funding should be regularly increased recognizing inflationary costs.

*(Adopted 2005)*

**7.2 PROGRAM FUNDING**

**7.2.1 Poverty-Impacted Areas**

The WSSDA shall initiate and/or support legislation that would provide additional direct state funding to schools or school districts which are located in areas of extreme poverty.

*(Adopted 1991)*

**7.2.2 Special Education Funding**

The WSSDA shall initiate and/or support legislation which requires full funding for mandated Special Education (handicapped) programs and services; such programs and services should maximize assistance to children rather than to their various categorizations and assessments. Any state funding formula shall: recognize that costs will vary according to the needs of every child, and therefore, for every district, based upon the I.E.P. of each student; provide adequate funding for all of the required services for eligible special education students without imposing an artificial cap; exclude from any special education program enrollment funding caps, students for whom districts do not receive an annual basic education allocation; and recognize that any funding formula based upon the assumption that every district has the same budget percentage costs for special education is inherently flawed and will not work.

*(Adopted 1988; Amended 1990, 1996 and 2005)*

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## 7.2.3 Education for Gifted

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

*(Adopted 1987; Amended 2005)*

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## 7.2.4 Special-Needs and At-Risk Students

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The WSSDA shall initiate and/or support legislation that will provide enhanced funding for programs for special-needs and at-risk students and for those districts with proportionately higher numbers or higher costs of such students. Increased funding would include such programs as:

- Counselors and other counseling services at elementary schools;
- Bilingual programs;
- Drug/alcohol prevention, intervention and aftercare programs; and
- Dropout prevention programs.

*(Adopted 1990)*

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## 7.2.5 Early Childhood Education

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The WSSDA shall initiate and/or support legislation which would provide funding for all early childhood education and assistance programs.

*(Adopted 1991)*

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## 7.2.6 All-Day Kindergarten

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

*(Adopted 1990; Amended 2004 and 2006)*

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## 7.2.7 Full-Time-Equivalent Computation

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The WSSDA shall initiate and/or support legislation which would modify the method of computing a full-time-equivalent secondary student for the purpose of state apportionment for those students who are enrolled in more than twenty-five hours of instruction per week.

*(Adopted 1987)*

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## 7.2.8 Learning Improvement Allocations

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The WSSDA shall initiate and/or support ongoing implementation of HB 1209 including continued and enhanced funding of learning improvement allocations.

*(Adopted 1996; Amended 1999)*



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**7.2.9 Funding for Technology**

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The WSSDA shall initiate and/or support legislation that will assure a revision of funding formulas that will allow implementation of the K-20 technology program for school districts on a consistent and equitable basis.

*(Adopted 1998)*

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**7.2.10 Desegregation Funding**

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The WSSDA shall initiate and/or support legislation which will provide funds to assist local school districts' efforts to desegregate their schools through voluntary strategies to meet the laws and regulations of the State of Washington.

*(Adopted 1990)*

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**7.2.11 Remote and Necessary Schools**

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The WSSDA shall initiate and/or support legislation which continues to recognize the high-cost nature of providing educational programs and services to school plants designated as being remote and necessary. WSSDA supports the current concept of additional funding for these school plants.

*(Adopted 1991)*

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**7.2.12 Staffing Ratios**

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The WSSDA shall initiate and/or support legislation which would improve the basic education funding formula regarding staffing ratios. Priority for such improvements should be given to the primary/elementary levels; should include commensurate increases in the formula for administrative and classified staff; but most importantly, should recognize that the formula is for allocation purposes only, and should therefore result in a lower number of pupils per adults rather than specifying classifications of employees.

*(Adopted 1988; Amended 1990)*

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**7.2.13 Sick Leave Cash Out**

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The WSSDA shall initiate and/or support legislation which would fund the sick leave cash-out program to the full extent of financial impact to the school districts of Washington State.

*(Adopted 1987)*

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**7.2.14 Administration Funding**

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The WSSDA shall initiate and/or support legislation designed to reduce or eliminate the inequities and underfunding in the current state funding formula for administration.

*(Adopted 1995)*

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**7.2.15 Administrators for Small Schools**

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

*(Adopted 1990)*



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## 7.3 ELECTIONS

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### 7.3.1 Passage of School Finance Issues

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

*(Adopted 1977; Amended 2000 and 2001)*

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### 7.3.2 Consolidation/Erosion of School Districts

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

*(Adopted 1982; Amended 1986 and 1994)*

## 7.4 SCHOOL CONSTRUCTION

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### 7.4.1 School Construction

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The WSSDA supports "ample provision" for school construction through state policies that:

- Fund school construction needs when districts are determined eligible;
- Maintain a reliable system of funding that supports adequate planning at the local level;
- Provide specific sources of revenue to support and enhance state trust revenue;
- Give highest priority to projects that address unhoused student needs, either through new construction or remodeling
- Allocate square footage to meet current and future program needs;
- Recognize realistic construction costs including mandated green building costs; and
- Equalize funding for modernization of existing school facilities in lieu of abandonment and new construction.

*(Adopted 2001; Amended 2008)*

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### 7.4.2 Building Improvements

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The WSSDA shall initiate and/or support legislation to permit school districts in the state of Washington to make limited improvements of not more than 10% of the current value of the facility, such as energy retrofits, in existing facilities without requiring a review and/or upgrading of the entire building to meet current codes in other areas.

*(Adopted 1992)*

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### 7.4.3 School Construction Funding

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The WSSDA shall support an increase to the state's funding formulas for school construction so that the allocation of square feet per student at least meets the national average and the cost per square foot allocation reflects actual costs.

*(Adopted 2005; Amended 2008)*



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## 7.5 TRANSPORTATION

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### 7.5.1 Transportation

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

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

*(Adopted 2001)*

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## 7.6 PERSONNEL

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### 7.6.1 Diversity Training

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The WSSDA shall initiate and/or support legislation and/or regulations that includes an academic experience of diversity requirements of certification for all new teachers, administrators and educational staff associate preparation programs.

Additionally, continuing education programs will offer diversity training classes.

*(Adopted 1995; Amended 2003)*

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## 7.7 EMPLOYMENT

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### 7.7.1 School Employee Salaries

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The WSSDA shall initiate and/or support legislation which would require parity for all educational employee groups whenever state salary increases are provided and which would assure the state of Washington of having salaries for education personnel that would allow them to remain competitive with other states and commensurate with comparable professions.

*(Adopted 1988; Amended 1990)*

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## 7.8 CONTRACTS AND NEGOTIATIONS

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### 7.8.1 Bargaining Exclusions

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The WSSDA shall initiate and/or support legislation which makes nonnegotiable under RCW 41.59 (the Collective Bargaining Law) the final responsibilities of boards of directors found in RCW 28A.150.230 (the Basic Education Act).

*(Adopted 1989)*

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## 7.8.2 Exclude School Calendar from Mandatory Negotiations

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The WSSDA believes that the school calendar is a matter of public concern and should not be a mandatory subject of collective bargaining.

*(Adopted 1979; Amended 2001)*

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## 7.8.3 Strikes and Labor Disputes

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The WSSDA is opposed to strikes as a means of settling disputes in public education. The WSSDA strongly supports decisions by Washington courts that strikes by public employees are illegal. Participants in strikes should suffer economic losses or professional sanctions.

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

In order to minimize strikes, penalties should be imposed upon either party who fails to participate in impasse processes and other required procedures designed to promote agreement before the beginning of school.

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

*(Adopted 2001)*

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## 7.8.4 Continuing Employment Contracts

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The WSSDA shall initiate and/or support legislation that will revise the continuing employment contract laws so that certificated employees contracts may have a term length of three years. With board approval, a contract can be extended for an additional one year after an annual review of the certificated employee's performance or nonrenewed after three years with probable cause, solely at the discretion of the board.

*(Adopted 1999)*

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## 7.8.5 Fiscal Nonrenewal Date

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The WSSDA shall initiate and/or support legislation to change the May 15 deadline for staff nonrenewal notification, due to fiscal reasons (such as enrollment decline or loss of revenue), to June 15 or 30 days after the governor signs the budget, whichever occurs last.

*(Adopted 1993)*

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## 7.8.6 Principals, Transfer to Subordinate Positions

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The WSSDA shall initiate and/or support legislation which would permit districts to transfer principals to subordinate certificated positions on the same terms as other administrators.

*(Adopted 1994)*

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## 7.8.7 Teacher Provisional Status

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The WSSDA supports a period of three years before a teacher is considered to have a continuing contract in the educational system of Washington State (Continuing Contract Act, RCW 28A.405.210). A continuing-contract teacher who transfers from one school district in the state to another shall be deemed to be a provisional employee for one year.

*(Adopted 2001)*



## 7.9 STATE RELATIONS

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### 7.9.1 Fiscal Note

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The WSSDA supports requiring identification of the local cost of compliance (fiscal notes) for any proposed state laws or administrative rules which would affect educational programs or services, as a means of avoiding unfunded mandates.

*(Adopted 1978; Amended 2002)*

## Proposals for Consideration by the Assembly

The handbook for legislative proposals is divided into two sections or “calendars.”

1. **Positions Calendar** – Proposals that are considered so important and/or so universally accepted by school directors as to become part of WSSDA’s ongoing positions. If approved by the Legislative Assembly, these proposals become part of the Association’s standing legislative positions. As such, the proposals would not be reintroduced every year, but would be part of our legislative package every year.
2. **Regular Calendar** – Most proposals, including those which are recommended “do not pass.”

In an effort to provide more complete information, proposals will have “arguments” for the opposing point of view (“do pass” or “do not pass”) when there was a substantial minority vote by the Legislative Committee on the recommendation. Thus, some proposals with “do pass” recommendations will have printed “ARGUMENTS AGAINST;” proposals with “do not pass” recommendations will show “ARGUMENTS FOR” the proposition. Arguments were prepared by combining ideas submitted by the proposing district with discussion that occurred in a Legislative Committee meeting.

### 1. POSITIONS CALENDAR

Proposals to be considered in this section affect the Standing Legislative Positions of WSSDA. Standing Legislative Positions are those legislative issues which reflect the ongoing values of WSSDA members. They need not be debated annually, but are prioritized each year.

New, amended and deleted Standing Legislative Positions must be approved by the Legislative Assembly. New Standing Legislative Positions must be passed at least two times at previous Assemblies.

This year’s Positions Calendar has one part: amendments. There are no proposed additions or deletions to Standing Legislative Positions this year.

Note: The following current Standing Legislative Positions are reprinted with their current position number (from the WSSDA Positions book); new language is **bold and underlined**, while language recommended for deletion is shown in ~~(strikethrough)~~.

#### Part I: Amendments to Standing Legislative Positions

##### 7.1.2 Levy Equalization/Levy Lid

The WSSDA shall initiate and/or support a requirement that all legislation which would increase the percent of levy impacted by levy equalization (local effort assistance) from 12 percent to 20 percent. The WSSDA ~~(opposes raising or repealing the levy lid; however,)~~ **supports legislation promoting levy equity**. If an increase in the levy lid were adopted by the Legislature, WSSDA supports requiring that levy equalization be fully funded and a commensurate increase in levy equalization be included.

*(Adopted 1994; Amended 1999 and 2005)*

Submitted by: Vashon Island School District

Legislative Committee Recommendation: “DO NOT PASS”

##### ARGUMENTS FOR:

The proposing district believes that their constituents are prepared to provide additional funding for the children of their district through an increased levy. Because the district is at their levy cap, however, the current levy lid law prevents these constituents from providing additional assistance. This law, the proposing district believes, has led to a failure in their district (and others) to serve their students adequately.



The proposing district believes that WSSDA's position opposing the repeal of the levy lid is at odds with the Association's belief in local control. Further, they believe that WSSDA is not being an advocate for all children when they hold the welfare of some children hostage in order to benefit others. In other words, the "property poor" districts are holding districts at their levy cap hostage in the hopes that this might help their students eventually. This is the prerogative of those districts, but WSSDA shouldn't make itself an instrument for such a special interest agenda.

The proposing district believes they should be allowed to ask their voters for more in the way of M&O levies; however, they also strongly support providing assistance to less affluent districts via Local Effort Assistance. They believe this modification in WSSDA's Standing Legislative Position would be more closely aligned with WSSDA's values and would better support district needs.

#### ARGUMENTS AGAINST:

The Legislative Committee believes that there is already an over-reliance on local levies and this proposed Position would continue that trend. Presently, there are funding inequities across the state; raising the levy lid (or far worse, eliminating the lid) would only serve to exacerbate those inequities. Many districts can only pass a minimal levy (if any at all); increasing (or repealing) the levy lid would not help these districts at all ... while allowing the more "property rich" districts that are already at their levy lid limit to raise even more local money.

The Legislative Committee also believes that increasing or repealing the local levy lid — especially during bad budget times — relieves pressure on the Legislature to provide adequate state funding for education. How the state funds our schools should be our major concern. This proposed amendment, then, goes in the wrong direction.

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#### 7.1.4 Unfunded Mandates

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The WSSDA shall initiate and/or support a requirement that all legislation mandating K-12 programs or services provide full funding for all costs including incidental, administrative, non-employee and other related costs of the programs or services. **Additionally, if adequate funding is not provided to school districts to comply with currently mandated programs or services, those mandates should be eliminated.**

*(Adopted 2005)*

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

#### ARGUMENTS FOR:

This position used to be a major component of WSSDA's Standing Legislative Position on Education Funding, but it was deemed important enough to warrant individual attention. After being highly prioritized by WSSDA's Legislative Assembly for several years, in 2005 the Legislative Committee recommended the position become a Standing Legislative Position. Now, the Legislative Committee believes the position needs to be amended to more clearly and strongly state that school board members not only oppose new unfunded mandates, they also seek full funding — or the repeal — of current unfunded (or under-funded) mandates.

## 2. REGULAR CALENDAR

(NOTE: Several proposals in the Regular Calendar refer to the Washington Assessment of Student Learning (WASL). OSPI is in the process of altering the assessment system with the intention of making the assessments an online, computer-based system. Additionally, it is anticipated the grade 4 and grade 7 WASL will be renamed the Measures of Student Progress (MSP) and the grade 10 WASL will be renamed the High School Proficiency Exam (HSPE). For purposes of consistency, all assessment-related proposals in this Handbook refer to the WASL, rather the MSP/HSPE.)

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## 1. Open Public Meetings Act (1)

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The WSSDA shall initiate and/or support legislation that maintains the current provisions of the Open Public Meetings Act.

Submitted by: Spokane School District

Legislative Committee Recommendation: "DO PASS"

### ARGUMENTS FOR:

Recently, so-called "open government" advocates — supported by the State Auditor and the State Attorney General — have strongly supported legislation to restrict elected governing bodies (including school boards) from meeting in executive session to conduct the limited business authorized by the Open Public Meetings Act (OPMA). These efforts include attempts to limit the issues that may be discussed, who may be present in executive sessions and proposals to require taping of the sessions.

The information discussed in executive sessions is for the purpose of educating policy makers prior to their ultimate public decision-making. The executive session provisions of OPMA are purposefully very limited. Further restricting the topics which can be discussed or limiting the persons who can attend executive sessions, however, would ultimately harm the public which elected governing bodies serve.

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## 2. Open Public Meetings Act (2)

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The WSSDA shall initiate and/or support legislation that protects the current provisions of the Open Public Meetings Act that allow for confidential executive sessions of the governing board for specified purposes, that allows for the presence of necessary individuals other than board members and does not require minutes, taping or any other record of the discussions that transpire in sessions.

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

### ARGUMENTS FOR:

Recently, so-called "open government" advocates — supported by the State Auditor and the State Attorney General — have strongly supported legislation to restrict elected governing bodies (including school boards) from meeting in executive session to conduct the limited business authorized by the Open Public Meetings Act (OPMA). These efforts include attempts to limit the issues that may be discussed, who may be present in executive sessions and proposals to require taping of the sessions.

The information discussed in executive sessions is for the purpose of educating policy makers prior to their ultimate public decision-making. The executive session provisions of OPMA are purposefully very limited. Further restricting the topics which can be discussed or limiting the persons who can attend executive sessions, however, would ultimately harm the public which elected governing bodies serve.

This proposal is very similar to the previous proposal (Proposal #1, Open Public Meetings Act (1)), but more explicitly spells out the provisions of OPMA that need to be protected.



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### 3. Attorney/Client Privileges

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The WSSDA shall initiate and/or support legislation that ensures school districts retain access to the attorney/client and attorney work product privileges that protect all citizens.

Submitted by: Spokane School District

Legislative Committee Recommendation: "DO PASS"

#### ARGUMENTS FOR:

Because school districts are subject to civil litigation, it is essential to the protection of the taxpayers' interests that communications between a district's officials and their attorneys be protected by the current privilege that extends to everyone. The proposing district opposes legislation that would erode the attorney/client privilege and current law related to the non-disclosure of attorney work product and other communications between the district and its legal counsel. The Legislative Committee agrees.

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### 4. Public Records Act

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

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

#### ARGUMENTS FOR:

Some attorneys believe that the Public Records Act trumps the Open Public Meetings Act when it comes to executive session discussions. If notes are taken in an executive session, they would argue that the notes must be disclosed under the Public Records Act. This would defeat the intent of the Open Public Meetings Act and would force public bodies, including school boards, to meet in executive session without the benefit of notes — or face the consequences of disclosure.

Keeping notes of executive session discussions can assist in good decision-making and can be helpful in ensuring organized conduct of the public's business. If those notes must be disclosed, then public entities would cease taking notes and may end up in more confused closed session discussions.

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### 5. Legal Notices Web Site

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The WSSDA shall initiate and/or support legislation requiring the development of a state-maintained Web site for school districts' required legal notices.

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

#### ARGUMENTS FOR:

School districts are required to place legal notices in local newspapers for a wide variety of activities, including: advertising for bids; budget hearings; I-728 hearings; SEPA notices for construction and facility plans; and school closure hearings. Typically, local newspapers charge exorbitant fees for these required notices, yet they reach fewer and fewer citizens because of declining readership.

If the state established a Web site specifically for school district notices, school districts could drastically reduce required expenditures — even if the state charged districts a nominal fee to make this program cost neutral to the state. In addition, a potentially larger number of citizens could be reached using this mechanism.



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## 6. Undocumented Students — Legal Status

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The WSSDA shall initiate and/or support the enactment of Development, Relief, and Education of Alien Minors (DREAM) Act and/or the Student Adjustment Act, allowing immigrant students to become lawful U.S. residents.

Submitted by: Pasco School District  
Yakima School District

Legislative Committee Recommendation: "DO PASS"

### ARGUMENTS FOR:

In 2003, WSSDA and many other education associations successfully advocated on behalf of legislation granting "undocumented" students resident status for the purpose of higher education tuition. These students can now attend our public colleges and universities at a reasonable rate, yet they will still be unable to live and work here after college unless there are changes to federal law. In fact, these students still live in fear that at any time they could be deported.

This proposal seeks to take the next step and supports legislative action (probably a Memorial) urging Congress to enact the DREAM Act and/or the Student Adjustment Act. Either of these pieces of federal legislation would allow these "undocumented" students to qualify for conditional permanent resident status. Both bills clearly exclude students with criminal records or those considered to be a security risk.

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## 7. Improved School Facility Space

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The WSSDA shall initiate and/or support the creation of a special formula to calculate the adequate facility space needs of small, non-high school districts.

Submitted by: Onion Creek School District

Legislative Committee Recommendation: "DO PASS"

### ARGUMENTS FOR:

Along with classroom space, all schools require basic and necessary spaces (e.g., library, gym, cafeteria, maintenance, office/storage space) to provide students with a complete educational program. Beyond a certain point, the space required for these basic areas does not shrink proportionately to the student population in small school districts. The state has partially addressed this problem by providing small high schools with a special funding formula to calculate state matching funds for new construction.

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## 8. School Repair and Renovation

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The WSSDA shall initiate and/or support legislation to statutorily establish and make permanent the Washington Small Repair Grant Program.

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

### ARGUMENTS FOR:

In 2001, Congress authorized and funded a one-time only federal Emergency School Repair and Renovation Grant Program (known as "Ren. Grants"). Through the program, 97 school districts in Washington received almost \$9.5 million for urgent health and safety risks, fire and building code deficiencies, access for disabled students and asbestos abatement or removal. Without this grant funding, many of the districts would have been unable to complete the needed repairs/renovations.

The Legislature has included funding for the Small Repair Grant Program in the 2005-07, the 2007-09 and the 2009-11 Capital Budgets, but the program will expire if not included in future budgets. A state-level "Ren. Grant" program



should continue to be funded and be made permanent by putting the program in statute. This will assist districts in meeting emergent health and safety facility concerns. The program will especially assist those districts that have difficulty passing bond issues.

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### 9. Community Schools

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The WSSDA shall initiate and/or support legislation to encourage and incentivize cooperative partnerships and/or joint use of facilities with the local community, such as early learning providers, social service providers, community and technical colleges, and public baccalaureate institutions. The legislation should include revisions in the current calculation of "instructional space" so school districts are not penalized by the loss of any state construction funding due to the facilities partnership.

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

#### ARGUMENTS FOR:

In many areas of the state, the local community revolves around the school district. Community meetings may be held in school district facilities; local sports teams may use school district gyms, weight rooms and ball fields; and adult education classes may use classrooms in the evenings.

Often, it is advantageous for a school district, as the center of the community, to build facilities with the knowledge that a portion of the building's use will be from members of the community and not exclusively students and staff of the district. Unfortunately, these "extra" spaces count against the school district when school construction assistance is calculated by the state. This discourages school districts from entering into these types of partnerships that can benefit both school districts and the local community.

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### 10. In-house Repairs

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The WSSDA shall initiate and/or support legislation which increases the in-house repair limit from \$40,000 to \$75,000.

Submitted by: Yakima School District

Legislative Committee Recommendation: "DO PASS"

#### ARGUMENTS FOR:

Current law allows school districts to approve, without public bids, property improvements or repairs through a district's shop and repair department when the cost of those repairs or improvements does not exceed \$40,000. The proposing district believes, and the Legislative Committee agrees, this is an excessively low threshold and does not allow for instances where a school district may have employed staff who are qualified to make repairs or improvements which are in excess of the \$40,000 level.

Some school districts maintain staffing and expertise which would allow them to complete projects of a larger scale than \$40,000. Public funds could be saved if a school district was allowed to make the best use of available staff.

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### 11. All-Day Kindergarten

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The WSSDA shall initiate and/or support legislation that will allow eligible schools to provide all-day kindergarten programs to the extent that space is available or adequately fund the construction of sufficient additional classrooms. All top priority schools should be funded immediately.

Submitted by: Pasco School District

Legislative Committee Recommendation: "DO PASS"

## ARGUMENTS FOR:

The 2007-09 Operating Budget includes funding to allow schools with the highest levels of poverty to provide full-day kindergarten programs. OSPI, however, has interpreted the applicable budget proviso to mean that a school must provide a full-day program to all the children eligible or funding will not be provided. The proposing district has schools eligible for all-day kindergarten funding, yet space limitations preclude them from offering an all-day program to all eligible students — which means they are unable to secure any of the funding.

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## 12. Tax Exemptions (1)

The WSSDA shall initiate and/or support the elimination of sales and/or use taxes for all energy purchases (for example, diesel for boilers, natural gas for boilers, propane for boilers and electricity).

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

## ARGUMENTS FOR:

In recent years energy costs have far exceeded normal inflationary adjustments. Therefore, many districts' energy costs have far exceeded the portion of state funding for Non-Employee Related Costs (NERCs) intended to be used for school district energy purchases. One way to assist districts with the rising costs of energy is to exempt energy purchases from the state sales and use tax. This would prevent at least a portion of NERC funding intended for supplies and materials from being directed to energy costs.

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## 13. Tax Exemptions (2)

The WSSDA shall initiate and/or support legislation to exempt all school district operations and the labor portion of construction expenditures from sales and use taxes.

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

## ARGUMENTS FOR:

Collection of sales taxes on school district operations needlessly inflates school expenditures and diverts instructional funds to other purposes.

The sales tax on construction drastically increases the cost of school facilities projects. The second part of the proposal applies only to a large percentage of the construction costs (the "labor" portion) due to a U.S. Supreme Court decision; if the sales tax exemption applied to all capital costs, then the same exemption would apply to all federal construction. The total loss of revenues to the state General Fund would become cost-prohibitive.

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## 14. Transportation Funding

The WSSDA shall initiate and/or support legislation to adjust the state funding formulas to fully fund actual student transportation costs.

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

## ARGUMENTS FOR:

Although student transportation (like many other programs) is supposed to be fully funded by the state, local districts are required to subsidize the program, due to inadequate and unrealistic funding formulas. An analysis of 2002-03 transportation funding for 35 Puget Sound area school districts revealed that the state reimbursed districts for approximately 60 percent of transportation costs. Local districts (and local taxpayers through levies) were forced to subsidize more than 40 percent of the program. Of course, when districts are required to use their limited resources



to make up for the state's shortfall, locally determined needs go unmet. The Legislature provided additional funding for pupil transportation in the 2007-09 Operating Budget; however, the additional funding still does not fully meet districts' needs. In 2009, the Legislature authorized a new pupil transportation funding formula; however, it will not begin to be phased in until at least the 2013-14 school year.

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### 15. Technology Funding

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

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

#### ARGUMENTS FOR:

Technology is an integral part of our lives in the 21st century and can play a valuable role in educating our students. Even though laptop computers, cell phones and PDAs are commonplace today, the availability of this type of technology was not even considered when the Legislature revised the state's K-12 funding system in the late 1970s. To fund technology, some districts are forced to seek technology levies — tapping additional resources from local property taxes. Other districts are forced to divert money from NERCs — a limited pool of money that districts use to pay for costs other than salary and benefits, including instructional supplies, textbooks and utility expenses.

Funding for technology should be provided to all districts, allowing them to expand instructional options and learning opportunities, without eliminating other essential items.

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### 16. Higher Education Funding

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The WSSDA shall initiate and/or support legislation that would encourage and fund higher education to increase the number of opportunities of college students to graduate in areas of study that are in high demand for K-12.

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

#### ARGUMENTS FOR:

School districts are in need of high quality teaching staff — especially in areas of study that are in high demand. Some state universities and colleges have limited the offering of certain programs in an effort to help ensure degree recipients have employment opportunities. This is beneficial to those students and future school district employees — but is detrimental to the overall K-12 system.

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### 17. Enrollment Decline

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

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

#### ARGUMENTS FOR:

This proposal seeks to reduce — if not eliminate — the negative fiscal impact on districts when an unexpected and dramatic decline in enrollment occurs. The state once had an "enrollment decline factor" as part of the school apportionment formula. This proposal would allow districts experiencing substantial enrollment loss to continue to receive at least some of the state apportionment they might otherwise lose, in order to pay various fixed costs that do not diminish proportionally to actual student enrollment.

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## 18. Truancy Becca Funding

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The WSSDA shall initiate and/or support legislation that: (1) provides adequate state compensation to school districts for additional secretarial and administrative time to monitor truanancies, send letters, prepare court documents and truancy petitions, attend court hearings and provide follow-up supervision for Becca compliance; or (2) eliminate the Becca law if the funding is not continually forthcoming.

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

### ARGUMENTS FOR:

The process of implementing the Becca law for truancy petitions is costly to school districts. The cost of this process is more than the state is providing for this purpose. The law may be a good idea, but when the state fails to compensate for its actual costs, districts are forced to divert funds from other programs. This is another example of an underfunded mandate which should be eliminated if not fully funded.

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## 19. Career and Technical Education Funding

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The WSSDA shall initiate and/or support legislative action that will sufficiently fund career and technical education for seventh through twelfth grade, including appropriate staff and equipment.

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

### ARGUMENTS FOR:

Support for career and technical education programs has decreased as the state focuses on the Essential Learnings. Career and technical education is an important element to maintain in school districts, though, because of the positive effects such programs have on student performance.

The public wants to see that public education has a practical side and they want to see students graduate with specific skills. Offering career and technical education at the middle school level allows students to be exposed to practical, hands-on courses at a younger age. In the last few years, the Legislature has provided some enhanced funding for some specific career and technical programs at middle schools; however, the needs continue to be much greater than the resources provided.

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## 20. School Breakfast/Lunch Programs

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The WSSDA shall initiate and/or support legislation or budget provisions to eliminate the reduced price lunch co-pay for pre-K and grade 4-12 students, as the state has done for students in grades K-3.

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

### ARGUMENTS FOR:

Recently, the state provided additional funding to eliminate the reduced price lunch co-pay for students in grades K-3. This proposal requests that funding be provided to eliminate co-pays for all students.



**21. Levy Lids**

The WSSDA shall initiate and/or support legislation to increase all school districts' levy lids (as defined in RCW 84.52.053) and, in conjunction with the action, provide for a commensurate increase in Local effort Assistance provided to the state in support of eligible school districts. LEA funds provided by this provision shall not supplant full LEA funding as currently defined by the state.

Districts shall be allowed to collect funds above the 2008-09 levy authority already voter-approved for the 2010 (and later) collection if supported by the increased levy authority.

Legislation should also provide for review of the levy authority defined in RCW 84.52.053 yearly in conjunction with Basic Education Task Force progress towards full funding of basic education (changes in basic education funding formulas etc).

Submitted by: Vashon Island School District

Legislative Committee Recommendation: "DO NOT PASS"

**ARGUMENTS FOR:**

All districts are suffering due to budget shortfalls and lack of full basic educational funding from the state. While this proposal does not fix the state funding gap, it will provide some short-term relief more quickly than the state legislature will provide via changes to basic education funding through the established basic education task force.

It is important to react quickly because every day, week and month of education is critical to our children — especially children in special education programs, in early years of development, and dealing with learning differences.

Passing this proposal as part of the 2010 legislative session would potentially allow an operational levy to pass in the Fall of 2010 for collection in 2011. (In addition, some districts may be allowed to collect funds above the current levy authority already voter-approved for 2010.)

**ARGUMENTS AGAINST:**

The Legislative Committee believes further tinkering with school district levy lids is the wrong approach. At best, it is a band-aid answer that isn't a real long-term solution; at worst, it could further exacerbate current school district financial difficulties. The Committee continues to believe that WSSDA should advocate for a comprehensive fix to K-12 education financing formulas — a solution that would assist all districts in the state.

Even though this proposal takes a creative approach to redistribute a portion of increased levy funds in the form of Local Effort Assistance, it is still contrary to WSSDA's Standing Legislative Position 7.1.2 (Levy Equalization/Levy Lid), which opposes raising the levy lid. If the proposal were to be enacted, it would result in increased LEA — but school district levy lids would increase in an equal amount, continuing (if not exacerbating) current inequities among school districts.

In addition to the request of an increase in school districts' levy lids and LEA, this proposal also includes two additional pieces: (1) a request to prevent levy rollbacks; and (2) a request to review levy authority. The Legislative Committee addresses these two issues in the following proposals: Proposal #22, Levy Rollbacks, and Proposal #23, Levy Review.

**22. Levy Rollbacks**

The WSSDA shall initiate and/or support legislation which would ensure that no school district would lose levy authority if the district's maintenance level budgets are reduced by the state.

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

**ARGUMENTS FOR:**

The Legislative Committee continues to strongly oppose the increase of school district levy lids; however, they believe school districts' current levy authority should not be reduced if the state reduces the districts' funding.

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## 23. Levy Review

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The WSSDA shall initiate and/or support legislation requiring an annual review of levy authority, in conjunction with the effort to develop and fully implement a new Basic Education finance system, as enacted by the 2009 Legislature in ESHB 2261.

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

### ARGUMENTS FOR:

The Legislative Committee believes an annual review of levy authority would be appropriate and beneficial — especially as the state begins to implement a new Basic Education finance system.

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## 24. Accountability through Local Governance

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The WSSDA shall initiate and/or support legislation that retains local control over restructuring efforts (school/district improvement). Specifically, all mandated corrective action shall be solely authorized and implemented by the local school board. The local board may seek assistance and support from the Office of Superintendent of Public Instruction and/or the State Board of Education.

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

### ARGUMENTS FOR:

The Legislature and the State Board of Education continue to discuss the development of a statewide public education accountability system, which WSSDA supports. A key focus of accountability systems in other states (and the federal No Child Left Behind Act) has been state-level intervention. Interventions can range from the withholding of state apportionment, to forced curriculum changes, to state "takeovers" of districts or schools (although SBE has removed the "takeover" issue from its current discussions). Any required corrective actions should not diminish local control; all corrective actions should be authorized and implemented by local school boards.

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## 25. National Standards

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The WSSDA shall support federal actions which support state and local efforts to provide students with an education that is appropriately focused on the skills and uses of knowledge needed for success in the global and technological world of the 21st century by funding multiple education entities to develop model standards for voluntary adoption. The WSSDA supports: federal funding of research; financial assistance to states to assist them in developing and implementing standards around the skills and uses of knowledge that students will need in the 21st century; and direct financial assistance to states or groups of states to assist them in developing and implementing content standards. However, the WSSDA shall oppose any effort to make these activities mandatory on states or local school districts or as a condition for the receipt of other federal aid. Further, the WSSDA opposes efforts to involve the federal government directly or indirectly to develop mandatory or model national content standards or to mandate the development of common content standards among groups of states.

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

### ARGUMENTS FOR:

The Legislative Committee is concerned about the current, intensifying discussion about national standards and national "common core" standards. They oppose any federal mandate to develop national standards — or national assessments. However, they would welcome state or federal assistance to states which desire to collaborate on model standards for voluntary adoption. This proposal was developed using the National School Board Association's position on national standards.



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## 26. State Board of Education Membership

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The WSSDA shall initiate and/or support legislation to change the composition of the State Board of Education so that the majority be elected by school directors.

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

### ARGUMENTS FOR:

The State Board of Education used to be mainly comprised of members elected by school directors from each of the state's nine Congressional districts. Since the SBE's reconstitution in 2005, the majority of the Board consists of political appointees. Unfortunately, it has taken a long time for these appointees to come up to speed regarding Washington's education system. This has slowed progress in a number of educational areas. Additionally, because most of the appointees come from outside the education system, they arrived to the Board with many preconceived (and not necessarily accurate) ideas about K-12 education.

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## 27. Education Finance Implementation (1)

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The WSSDA shall initiate and/or support legislation that implements all aspects of Washington's redefined program of Basic Education as outlined in ESHB 2261.

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

### ARGUMENTS FOR:

The Legislative Committee is pleased the Legislature finally stepped up to address Washington's antiquated education finance system. Even with the adoption of ESHB 2261, we are a long way from the realization of a new system. The Committee believes the pressure needs to remain on the Legislature to ensure all aspects of the redefined program of Basic Education are fully implemented.

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## 28. Education Finance Implementation (2)

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The WSSDA shall initiate and/or support legislation ensuring that school directors are included on all committees and working groups involved in the implementation of the new Basic Education finance system, as enacted by the 2009 Legislature in ESHB 2261.

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

### ARGUMENTS FOR:

The Legislative Committee understands we are a long way from seeing a new Basic Education system from being implemented. They strongly believe school directors, the locally elected policy makers, need to be fully involved and represented on any committee or working group that is established to assist with the implementation of ESHB 2261.

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## 29. OSPI Requirements

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The WSSDA shall initiate and/or support legislation mandating OSPI to review all reporting requirements for school districts and eliminate all unnecessary reports.

Submitted by: North Kitsap School District

Legislative Committee Recommendation: "DO PASS"



## ARGUMENTS FOR:

The proposing district believes that as budgets continue to be tight, district budgets must be more focused on priorities and not on unrelated or unnecessary reporting requirements. The 2009 Legislature enacted SSB 5738 which requires OSPI to review all annual compliance reports required of school districts and make recommendations on which should be discontinued. This proposal would keep the pressure on OSPI.

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## 30. Education Reform Planning and Implementation

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The WSSDA shall initiate and/or support the designation of one agency within the state to plan and coordinate all K-12 related issues that will impact school districts.

Submitted by: Central Kitsap School District

Legislative Committee Recommendation: "DO NOT PASS"

## ARGUMENTS FOR:

The proposing district believes Washington needs a statewide K-12 planning system, with a single agency that has overall responsibility for the planning, implementation and integration of all education initiatives. The current system is unmanageable and places unreasonable workloads on school districts. A statewide system must address how the Legislature, OSPI, the State Board of Education and other state agencies meld what may appear to be singularly helpful initiatives into effective plans that advance student achievement throughout the state — rather than place further burdens on school districts which limit their ability to enhance student achievement.

## ARGUMENTS AGAINST:

The Legislative Committee agrees with the concept of this proposal, but believes it is unrealistic for a single state agency to coordinate all education initiatives. Additionally, Committee members were concerned about providing a state agency that level of authority over the education system.

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## 31. Core 24 Graduation Requirements

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The WSSDA shall initiate and/or support legislation providing for the full funding of existing unfunded mandates before the adoption or implementation of Core 24.

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

## ARGUMENTS FOR:

The State Board of Education recently took action to adjust and increase minimum high school graduation requirements. The plan, called "Core 24," will require school districts to make available additional classes and hire additional teachers, and will have potential large fiscal impacts. This proposal requests that the Legislature fully fund current unfunded mandates before implementing Core 24 — and then only if the plan is fully funded.

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## 32. Core 24 Implementation

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The WSSDA shall initiate and/or support legislation that will first evaluate Core 24 within five to 10 diverse districts for several years prior to implementing a state requirement.

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

## ARGUMENTS FOR:

The Legislative Committee believes that Core 24 should be fully evaluated through a pilot project before it is ever implemented. Because the implications and impacts of the program are unknown, it should be piloted to ensure it can be implemented without major negative consequences to districts — and their students.



**33. WASL Reporting**

The WSSDA shall initiate and/or support legislation that provides that if a student does not take the WASL, and has an appropriate written excuse from a parent or guardian, their zero score will not be included in the district scores for any purpose.

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

**ARGUMENTS FOR:**

The "penalties" for districts not reaching Adequate Yearly Progress (AYP) under the federal No Child Left Behind Act are significant. Additional accountability measures being discussed in Washington are major. When a student doesn't take the WASL (due to illness or protest or other reason), a zero score has a dramatic impact and can skew the overall test scores. It is not appropriate for a school or district to be penalized if a student does not even take the test. To ensure that teachers or others do not encourage some students to skip the assessments as a way to inflate a school's scores, the Legislative Committee believes students who miss the assessments need an appropriate reason provided by a parent or guardian.

**34. WASL Accommodations**

The WSSDA shall initiate and/or support math and science WASL assessments in the six most common non-English languages shall be available for United English speaking students. Such assessment shall be fully funded by the Legislature, and school district staff shall be adequately trained in both the administration and evaluation of the assessments. Priority for administration and use shall be in the 10th grade WASL, and such assessments shall satisfy the academic assessment requirements for graduation.

Submitted by: Pasco School District  
Yakima School District

Legislative Committee Recommendation: "DO PASS"

**ARGUMENTS FOR:**

Funding was provided in the 2008 Supplemental Operating Budget to allow the math and science WASL to be translated into the six most prevalent languages (besides English) in Washington. The proposing districts, however, are concerned that those assessments might not be fully funded or be allowed to be fully implemented. This proposal seeks to ensure proper funding of the assessments — as well as adequate funding to ensure staff are properly trained in the administration and evaluation of the assessments.

**35. Assessment Delays**

The WSSDA shall initiate and/or support legislation to delay by at least one year the current math and science graduation requirements to allow adequate time for new math and science standards to be fairly implemented.

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

**ARGUMENTS FOR:**

The Legislative Committee remains committed to education reform and high standards for Washington's students. They believe, however, that math and science graduation requirements should be delayed to allow adequate time for the new standards to be fairly implemented.

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## 36. WASL Graduation Requirement

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The WSSDA shall initiate and/or support the removal of the WASL as a graduation requirement, replacing it by making it an endorsement on the high school diploma.

Submitted by: Naches Valley School District

Legislative Committee Recommendation: "DO PASS"

### ARGUMENTS FOR:

The proposing district believes in high standards for students — in fact, the district's graduation standards are higher than state requirements. They believe that if the WASL was used as an endorsement on a student's diploma, rather than as a high-stakes graduation requirement, students would be more apt to stay in school, while allowing them to take vocational courses and classes in the performing arts. Additionally, students would have less stress about school and not have a fear of failure. It would also remove the stigma of students not being as successful as their peers. Finally, school boards' local control would be preserved.

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## 37. Student Contact Time

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The WSSDA shall initiate and/or support legislation that allows school districts to meet the requirements of state law for funding purposes through the use of student contact time rather than student contact days without having to seek waivers from either SBE or OSPI.

Submitted by: Lynden School District

Legislative Committee Recommendation: "DO PASS"

### ARGUMENTS FOR:

The current waiver process is time consuming and does not address local needs. Research has clearly shown that student contact time is directly related to student achievement yet any significant change to the school calendar that could increase student contact time while decreasing the number of school days must go through a bureaucratic maze to gain approval, thus taking valuable resources of time and energy from school operations.

Currently, all school districts in the state must hold school for 180 days each year in order to receive full state funding. The extreme variation in the school district models within the state — large to small, urban to rural, wealthy to poor, arid to rain forest — means one model does not fit all needs. By going to a contact hour model, local control of the school year would make it possible for school boards to adopt a calendar that would best meet local needs. For example, calendars could be developed that would be easy to modify if weather or other emergencies interrupted the school year or that met special, local needs. If a district desired, a longer school day could be substituted for fewer days in the school year without having to seek waivers.

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## 38. School Calendar Option

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The WSSDA shall initiate and/or support legislation that allows school districts to have the option to choose between operating and educating all students on the extended day or the standard 180 day calendar.

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

### ARGUMENTS FOR:

The current waiver process is time consuming and does not address local needs. Research has clearly shown that student contact time is directly related to student achievement yet any significant change to the school calendar that could increase student contact time while decreasing the number of school days must go through a bureaucratic maze to gain approval thus taking valuable resources of time and energy from school operations.



Currently, all school districts in the state must hold school for 180 days each year in order to receive full state funding. The extreme variation in the school district models within the state — large to small, urban to rural, wealthy to poor, arid to rain forest — means one model does not fit all needs. By going to a contact hour model, local control of the school year would make it possible for school boards to adopt a school calendar that would best meet local needs. For example, calendars could be developed that would be easy to modify if weather or other emergencies interrupted the school year or that met special, local needs. If a district desired, a longer school day could be substituted for fewer days in the school year without having to seek waivers.

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### 39. Salaries — Experience Recognition

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

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

#### ARGUMENTS FOR:

The social issues faced by school districts and students today require skilled and experienced employees, such as speech pathologists and occupational therapists. Under current law, it is difficult to attract these educational staff associates with expertise in specialized areas. Their experience is an invaluable resource for school districts and they should be paid based on their employment experience, even if that employment was in the private sector. Being able to pay these professionals based on their experience would allow districts to compete with other potential employers and assist in districts' recruitment and retention efforts.

After several years of requests, the 2007 Legislature finally adopted a bill to provide recognition of non-school professional experience; however, the years of service allowed to be counted is limited to two. Additionally, career/technical certified instructors were not included in the list of staff positions eligible for non-school experience recognition.

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### 40. Salary Equity

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The WSSDA shall initiate and/or support legislation that treats all school districts equally when allocating revenue for salaries for certificated, classified and administrative staff. The uniform salary revenue allocation should be set using the highest revenue allocation currently applicable to districts receiving the highest allocation in each of the three categories.

Submitted by: Everett School District

Legislative Committee Recommendation: "DO PASS"

#### ARGUMENTS FOR:

There is an unequal distribution of state tax dollars for educational employee salaries. Some years ago, several districts were "grandfathered" and allowed to pay salaries above the Salary Allocation Model. This leaves the remaining districts at a disadvantage when attempting to attract, hire and retain new staff — especially if the grandfathered and non-grandfathered districts are located in the same area. If these inequities are not addressed, bargaining negotiations will continue to be difficult, with teacher strikes becoming more inevitable. The intent of this proposal is to bring the non-grandfathered districts up to par, rather than bringing the grandfathered districts down.

The 2007-09 Operating Budget included assistance to reduce the gap between the top grandfathered districts and the rest of the state. Even though the Legislature — for the first time in years — provided this extra assistance, significant steps are still needed to eliminate the current salary inequities.

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## 41. Seniority RIF

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The WSSDA shall initiate and/or support exploration of policy to determine what options may exist that would permit districts to consider other variables, in addition to teacher seniority, when faced with a reduction in teacher force. We need to be able to have this conversation and consider what options may exist.

Submitted by: Yakima School District

Legislative Committee Recommendation: "DO NOT PASS"

### ARGUMENTS FOR:

The current budget crisis has forced many school districts to lay off teachers and it is anticipated that additional Reductions In Force will be necessary in the next couple of years. The proposing district is concerned about the consequences of RIFing primarily by seniority. They believe the practice of laying off teachers using seniority as the basis for decision making does not necessarily serve the needs of students or districts as they seek to provide the highest quality education to students. The proposing district does not advocate for abandoning seniority as a consideration in teacher layoffs; however, they do believe that in these times of increasing accountability for student achievement, other variables, in addition to teacher seniority, should be considered as well when teacher layoffs are required. Rather than seeking a specific legislative remedy, this proposal requests a study of the issue.

### ARGUMENTS AGAINST:

The Legislative Committee agrees with the concerns regarding teacher seniority and the almost-standard policy of making RIF decisions based on seniority. Committee members, however, disagree that requesting that the Legislature study the issue is the right approach. Additionally, staffing decisions based on seniority is not a legislative issue; no current law or rule requires a "seniority rules" policy. Laying off teachers based on seniority is a collective bargaining issue that can already be addressed by individual districts.

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## 42. Retirement Incentives

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The WSSDA shall initiate and/or support legislation which modifies RCW 28A.400.220 such that retirement incentives are not precluded from use as a tool for business management and long term talent retention purposes. Legislation shall include provisions which prevent abusive use of such a tool (for example, preventing use of this tool to target an individual employee for early retirement).

Submitted by: Vashon Island School District

Legislative Committee Recommendation: "DO NOT PASS"

### ARGUMENTS FOR:

In the current tough economic environment, all districts are suffering significantly due to budget shortfalls and a lack of full Basic Education funding from the state. Most districts are making reductions to their educational staff, and most districts are eliminating their least senior teachers. The proposing district believes many senior teachers closer to retirement would consider an economic incentive to retire early if the district was allowed to provide such an incentive. If districts had this tool at their disposal, they could maintain a healthy balance of less senior and more senior staff.

### ARGUMENTS AGAINST:

Legislative Committee members were concerned about the potential abuses that could come with the provision of this kind of tool. Some of the abuses of the current retire/rehire program were cited as evidence of the potential pitfalls that could materialize if districts were given this tool. Additionally, Committee members questioned whether this proposal was realistic. The state could not afford to provide early retirement incentives and there were concerns about whether or not individual districts would be able to participate.



**43. National Board Certification**

The WSSDA shall initiate and/or support legislation that provides policy change to address the maldistribution of the most qualified teachers. It furthers public policy goals to incentivize National Board Certified teachers working in our highest need schools. 1) Create an additional incentive for teachers with National Board Certification to teach in school buildings with the most children living in families with incomes <100% FPL. 2) Provide funding to high need districts to support high quality teachers who already teach in our highest need schools to access National Board Certification. These teachers have already demonstrated their commitment to our highest need students through their choice of teaching assignments, and should be supported to access this demonstrated level of teaching quality.

Submitted by: Yakima School District

Legislative Committee Recommendation: "DO NOT PASS"

**ARGUMENTS FOR:**

There is a significant shortage of qualified educators with specialized certification and skills in Washington state, as is true elsewhere in the nation. Highly talented and experienced educators tend to self-sort into the lower poverty districts among the state, and, within districts, to the lower poverty school buildings. Students in the highest need districts in our state, and highest need buildings within Washington school districts, need access to the highest quality teachers our state can provide. One measure of teacher quality that has been demonstrated by research to be associated with higher academic achievement among students is National Board Certification. While Washington state currently provides two levels of incentives for public school teachers to become National Board Certified teachers, the current incentives are not sufficient to attract the large numbers of such teachers required in our state's highest need districts and buildings.

**ARGUMENTS AGAINST:**

The National Board program is expensive and the state's education dollars can be more wisely spent elsewhere. The state should not be paying teachers to attain this "extra" certification.

**44. Employee Dismissal**

The WSSDA shall initiate and/or support revising the system for termination of certificated staff to ensure that the property and procedural rights of staff are protected and, at the same time, school districts are not required to pay a terminated employee's salary during pendency of a terminated employee's appeal.

Submitted by: Spokane School District

Legislative Committee Recommendation: "DO PASS"

**ARGUMENTS FOR:**

Public school districts are required to pay a terminated employee's salary during the pendency of an appeal. These appeals can drag on for months or years. No other public employee group in Washington continues to be paid after they've been fired or suspended. Teachers are not a "protected class" and a district's hands shouldn't be tied as they decide whether or not they can "afford" to terminate an employee.

Employees have, and should have, procedural rights; however, under the current system, a terminated employee has no incentive to process their appeal quickly. This can be a huge drain on a district's budget, especially in many smaller districts where an open position due to termination cannot be filled until an appeal is complete because the district is still paying the "fired" employee.

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## 45. Unprofessional Conduct

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The WSSDA shall initiate and/or support legislation which would mandate certificate revocation for any certificated employee who indecently exposes or condones the indecent exposure of a student as a part of a joke, prank, punishment or initiation rite.

Submitted by: Onion Creek School District

Legislative Committee Recommendation: "DO PASS"

### ARGUMENTS FOR:

Current sanctions against employees or volunteers who indecently expose a student as a part of a joke, prank, punishment or initiation rite are inadequate. Current rules (WAC 9A.88.010 – Indecent Exposure) sanction this act as a misdemeanor offense. OSPI's Office of Professional Practices sanctions this act with a stayed suspension of a teacher's license. Neither of these sanctions reflect the degree of seriousness the act deserves. Indecently exposing a student should be considered a civil rights violation and be sanctioned appropriately. Schools should be protecting students by taking a strong stance against this kind of unprofessional conduct. Our message to students should be that appropriate physical privacy is an expectation in our state's schools.

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## 46. Hazing

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The WSSDA shall initiate and/or support legislation which would make hazing a criminal offense when it occurs in any public or private primary or secondary school in the state of Washington.

Submitted by: Onion Creek School District

Legislative Committee Recommendation: "DO NOT PASS"

### ARGUMENTS FOR:

Hazing has no place in any school, public or private. Tolerating hazing undermines the responsibility of all schools to ensure a safe, civil and respectful learning environment to maximize all students' academic and emotional growth.

Nationally, 39 of 50 states have laws specifically prohibiting hazing, with 32 of those 39 states prohibiting hazing in K-12 and institutions of higher education. Washington is one of only seven states that address hazing at the post-secondary level only. This makes no sense. Hazing is more prevalent than most people think and WSSDA should stand up and demand that all of Washington's students be protected from this type of activity.

Finally, some believe that this position is unnecessary because Washington already has laws prohibiting harassment, intimidation and bullying. Hazing, however, is usually part of an initiation into a group and, therefore, is very different from bullying behavior.

### ARGUMENTS AGAINST:

Legislative Committee members believe the term "hazing" is too broad and undefined. Additionally, making hazing a criminal offense goes too far. Committee members also argue that Washington already has laws prohibiting bullying, so this position is unnecessary.



**47. Alternative Routes to Teacher Certification**

The WSSDA shall initiate and/or support legislation that maintains or increases funding for alternative routes to teacher certification in state-identified shortage areas, particularly for those routes that allow paraeducators and other classified instructional employees to attain a teaching certificate.

Submitted by: Yakima School District

Legislative Committee Recommendation: "DO PASS"

**ARGUMENTS FOR:**

School districts have difficulty filling teaching positions in identified shortage areas, specifically: math, science, special education and ESL. Because of this difficulty, the Legislature established the Alternative Routes to Teacher Certification program.

The program has assisted paraeducators and other classified instructional staff to attain teaching certification, which has eased the difficulty in filling teaching positions. Unfortunately, the program has not been sufficiently funded and funding has been unstable. Increased or, at least, stable funding of the program would assist districts in finding additional high quality teachers.

**48. Conditional Scholarships**

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

Submitted by: Pasco School District  
Yakima School District

Legislative Committee Recommendation: "DO PASS"

**ARGUMENTS FOR:**

The Legislature has recognized teacher shortages in the public school system and has created a "Conditional Scholarship" for future teachers; however, the funding for this program is not permanent, even though districts' need for teachers in shortage areas continues to grow. This proposal will help ensure that more teachers with endorsements in fields such as math, science and special education, and teachers with bilingual abilities, will be available for our classrooms.

**49. Counseling Services**

The WSSDA shall initiate and/or support legislation that will increase basic education funding to include funds targeting counseling services at a ratio of no greater than 400 students per counselor AND to include specific funding targeting school nurse services at a ratio of no greater than 1,000 students per school nurse — without reducing the SEA ratio of classroom instructors per student.

Submitted by: Yakima School District

Legislative Committee Recommendation: "DO PASS"

**ARGUMENTS FOR:**

Research increasingly demonstrates that in Washington, as across the nation, low-income students who continue to fail to experience academic success often also have unmet health needs (including mental health). School nurses and school counselors are professional staff often called on to address increasing health issues that contribute to aca-



demographic failure, but funding does not allow school districts to staff counselors and nurses at a sufficient level to meet these needs. In order to support acceptable student-per-counselor and student-per-nurse ratios, school districts must use Basic Education funds, thereby reducing the ratio of classroom teachers to students. Some school districts use levy funding to supplement BEA funding to provide an acceptable student/counselor ratio at the expense of other priorities.

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## 50. Pension Funding

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The WSSDA shall initiate and/or support legislation or budget provisions requiring the state to adequately fund pension programs.

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

### ARGUMENTS FOR:

The escalating cost of state retirement programs is one of the major reasons local school districts are in financial difficulties. When stock market returns were greater than anticipated, the Legislature lowered pension contributions and neglected to sufficiently increase those contributions when the economy cooled. Now the state's unfunded pension liability is very high and pension rates for both employers and employees are increasing. This causes pressure on local budgets — and on local bargaining.

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## 51. Health Care Bargaining

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The WSSDA shall initiate and/or support legislation which would exclude funding of health benefits from being negotiated in school district's collective bargaining agreements.

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

### ARGUMENTS FOR:

Employee compensation is the duty of the state, not local districts. Compensation includes health benefits. Health care reform legislation in the '90s allowed employee unions to bargain local levy money for added health benefits. Local levies cannot be used for across-the-board salary increases; neither should they be used for across-the-board benefit increases. That's the state's responsibility.

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## 52. Student Newspapers

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The WSSDA supports local school districts' offering journalism classes or clubs and student newspapers to enhance students' understanding of journalism and the principles of freedom of the press. However, student newspapers are not independent papers but school-sponsored papers. They are paid for by the school, written and edited in class or an after-school setting, and distributed to school staff and students. Therefore, WSSDA will oppose any legislation that would eliminate the ability of school staff to review, supervise, direct or edit a school-sponsored newspaper.

Submitted by: Legislative Committee

Legislative Committee Recommendation: "DO PASS"

### ARGUMENTS FOR:

Legislation was introduced in the 2007, 2008 and 2009 Legislative sessions which, if adopted, would have stripped educators of the ability to make editorial decisions in school newspapers. The bills were intended to counteract a 1988 U.S. Supreme Court ruling that said administrators have the right to exercise editorial judgment over school-affiliated publications if they could demonstrate an educational reason for doing so. While journalism teachers could

still have taught grammar and the basics of journalism, the bills would have prohibited those teachers from censoring any student media — effectively prohibiting them from teaching journalistic “intangibles” such as editorial judgment.

Supporters of the bills argued that student journalists should have the same freedoms as their professional colleagues; however, even the work of professional journalists is subject to the review of editors, managers and even the newspaper’s owners. Student newspapers are, in fact, “school” newspapers — prepared and published with taxpayer resources — and, therefore, are subject to additional scrutiny that a private newspaper would not receive. What if a student newspaper ran an editorial supporting (or even opposing) the school district’s levy? Would this be considered a use of public resources to campaign, which is prohibited by law?

(NOTE: This proposal is not intended to provide school staff with authority to oversee or interfere with truly independent or so-called “underground” student newspapers.)



# Legislative Issues Advisory Priority SAMPLE Ballot

Listed below are the WSSDA legislative positions and proposals presented to the Legislative Assembly.

**Please select 10, no more, no less (or your ballot will be invalidated).** Place a 1 in the column left of the issue passed by the Assembly you believe is the single highest priority for WSSDA. Then, a 2 for the issue that should be the second highest and so forth, until you have chosen 10. **Do not vote for issues that did not pass the Assembly.**

Priority	Position/Proposal	Priority	Position/Proposal
	<i>Standing Legislative Positions</i>		
		7.4.1	School Construction
	7.1.1 School Year	7.4.2	Building Improvements
	7.1.2 Levy Equalization/Levy Lid	7.4.3	School Construction Funding
	7.1.3 Tax Reform	7.5.1	Transportation
	7.1.4 Unfunded Mandates	7.6.1	Diversity Training
	7.1.5 NERC Funding	7.7.1	School Employee Salaries
	7.2.1 Poverty-Impacted Areas	7.8.1	Bargaining Exclusions
	7.2.2 Special Education Funding		Exclude School Calendar from Mandatory
	7.2.3 Education for Gifted	7.8.2	Negotiations
	7.2.4 Special-Needs and At-Risk Students	7.8.3	Strikes and Labor Disputes
	7.2.5 Early Childhood Education	7.8.4	Continuing Employment Contracts
	7.2.6 All-Day Kindergarten	7.8.5	Fiscal Nonrenewable Date
	7.2.7 Full-Time-Equivalent Computation		Principals, Transfer to Subordinate
	7.2.8 Learning Improvement Allocations	7.8.6	Positions
	7.2.9 Funding for Technology	7.8.7	Teacher Provisional Status
	7.2.10 Desegregation Funding	7.9.1	Fiscal Note
	7.2.11 Remote and Necessary Schools	<i>Regular Calendar Proposals</i>	
	7.2.12 Staffing Ratios	1.	Open Public Meetings Act (1)
	7.2.13 Sick Leave Cash Out	2.	Open Public Meetings Act (2)
	7.2.14 Administration Funding	3.	Attorney/Client Privileges
	7.2.15 Administrators for Small Schools	4.	Public Records Act
	7.3.1 Passage of School Finance Issues	5.	Legal Notices Web Site
	Consolidation/Erosion of School	6.	Undocumented Students — Legal Status
	7.3.2 Districts	7.	Improved School Facility Space
		8.	School Repair and Renovation

Priority	Position/Proposal	Priority	Position/Proposal
	9. Community Schools		36. WASL Graduation Requirements
	10. In-house Repairs		37. Student Contact Time
	11. All-day Kindergarten		38. School Calendar Option
	12. Tax Exemptions (1)		39. Salaries — Experience Recognition
	13. Tax Exemptions (2)		40. Salary Equity
	14. Transportation Funding		41. Seniority RIF
	15. Technology Funding		42. Retirement Incentives
	16. Higher Education Funding		43. National Board Certification
	17. Enrollment Decline		44. Employee Dismissal
	18. Truancy Becca Funding		45. Unprofessional Conduct
	19. Career and Technical Education Funding		46. Hazing
	20. School Breakfast/Lunch Programs		47. Alternative Routes to Teacher Certification
	21. Levy Lids		48. Conditional Scholarships
	22. Levy Rollbacks		49. Counseling Services
	23. Levy Review		50. Pension Funding
	24. Accountability through Local Governance		51. Health Care Bargaining
	25. National Standards		52. Student Newspapers
	26. State Board of Education Membership		
	27. Education Finance Implementation (1)		
	28. Education Finance Implementation (2)		
	29. OSPI Requirements		
	30. Education Reform Planning and Implementation		
	31. Core 24 Graduation Requirements		
	32. Core 24 Implementation		
	33. WASL Reporting		
	34. WASL Accommodations		
	35. Assessment Delays		