



2018 LEGISLATIVE ASSEMBLY LISTING OF PROPOSALS & POSITIONS

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Contact Jessica Vavrus or Logan Endres if you have any questions!

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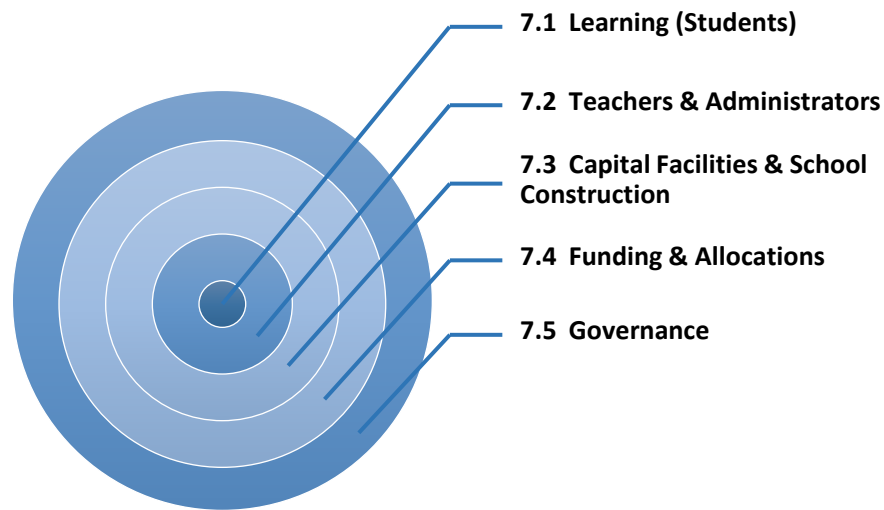
LISTING OF PROPOSALS & POSITIONS

<u>Regular Positions Calendar</u>	18
<u>Part One: Streamlining 1 – Amended or Clarified Positions</u>	18
1. A More Clearly Defined, Online High School and Beyond Plan for Every Student.....	18
2. Budgetary Cap on Salaries.....	19
3. Equity in Remediation Money.....	20
4. Fund Transitional Bilingual Instruction Program (TBIP) (ELL) and Learning Based Assistance (LAP) Based on Student Need.....	21
5. Increased Funding for High-Poverty Schools.....	22
6. K-8 World Language Instruction.....	22
7. Levy Rollbacks and Hold Harmless.....	23
8. Open Public Meetings Act.....	25
9. Public Records Act.....	26
10. Statewide Bargaining for Salaries.....	27
<u>Part Two: Streamlining 2 – Consolidations, Eliminations, and Discontinuations</u>	28
11. All Day Kindergarten.....	29
12. Attract and Retain High-Quality Staff.....	29
13. Defining a Minimum School Day.....	32
14. Early Childhood Education.....	33
15. Funding Education Support Services for Students.....	34
16. Levy Authority and Local Effort Assistance (LEA).....	36
<u>Part Three: New Position Proposals</u>	39
17. Comprehensive School Safety.....	39
18. Continue to Allocate K-3 Class-Size Reduction Funding.....	40
19. Education Effectiveness & Flexibility Act.....	40
20. Firearms-free schools.....	41
21. Improving School Safety.....	42
22. Gun Violence Prevention.....	42
23. Limiting School District Civil Liability.....	43
24. Linking Graduation Requirements to Career Pathways.....	44
25. Mitigate Regionalization Formula Inequities.....	45
26. Nourishing Public Schools and Police Partnerships.....	45
27. School Construction Revenue.....	46
28. School Day/Bell Day Flexibility.....	47
29. State Funding For Law Enforcement School Resource Officers.....	47
30. Statewide Salary Schedule.....	48
31. Trauma-Informed Practices and Supports for Students.....	48
<u>Part Four: Returning Positions</u>	50
32. Alternative Assessments for High School Graduation Requirements and Accountability.....	50
33. Expanding Access to and Equitable Funding for all Dual Credit Options.....	51
34. State Sales Tax Offset Dedicated to a School Construction Fund.....	52
35. Streamlining Summative Assessments.....	52
36. Community’s Secession from School Districts.....	53
37. Local Control to Sanction Educational Experiences.....	53
38. State Tribal Education Compact Schools.....	54

Standing Positions Calendar.....	55
39. Academic Rigor and Equity in Public Education.....	55
40. English Language Learners.....	55
41. Federal Funding Multipliers.....	56
42. Fully Fund Facilities for Mandated Class-Size Reduction.....	57
43. Regional Collaboration of Choice/Magnet Programs.....	58
44. Streamlining Reporting.....	58
FOR REFERENCE: 2018 Standing Legislative Positions (SLPs)	59
7.1 LEARNING	59
A. Basic Education	59
B. Essentials for Learning	60
C. High School Pathways, Assessments, & Graduation Requirements	61
7.2 TEACHERS & ADMINSTRATORS	61
A. Recruitment & Retention	61
B. Certification & Evaluation	61
C. Professional Development	62
D. Employment, Placement, & Bargaining	62
7.3 CAPITAL FACILITIES & SCHOOL CONSTRUCTION	64
7.4 FUNDING & ALLOCATIONS...	65
A. State Funding & Compensation	65
B. Local Funding	66
C. Transportation	66
7.5 GOVERNANCE	67
A. Local Control / General District Structures & Operations	67
B. State / Federal Government Requirements for School Districts & WSSDA	68

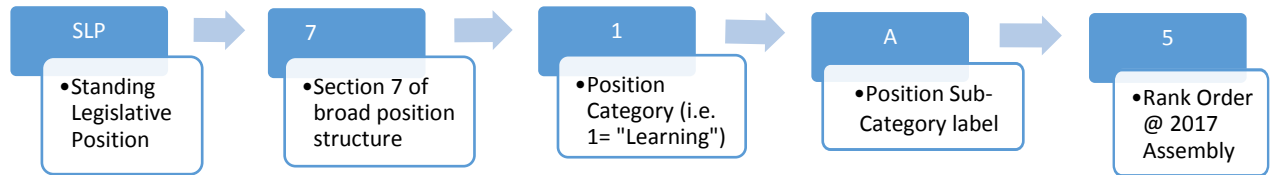
NOTE ABOUT NUMBERING

- Handbook Position Numbers:** Each of the positions/position groupings that will be voted on by the assembly have been assigned a number from one to 44. In addition, there are several Standing Legislative Positions (SLPs) that will not be voted on, but that districts should use when considering their top 15 position priorities.
- Position Organization Numbering:** Most of the positions in this handbook are positions that are continuing through the process to become SLPs. Positions that were part of WSSDA’s 2018 suite of legislative positions have number already associated with them. These positions are organized into five categories starting with those specific to students and student learning first, with the following categories as critical overarching supports and governance structures that are necessary for every student’s success. Positions begin with a label of either “SLP” (Standing Legislative Position) or “LP” (Legislative Position). LPs are new or continuing positions that have yet to be designated SLP. The middle numbers and letters represent the position category and sub-category for more precise organization and navigation; and the last number in each position’s numbering represents where in the rank order of position priorities that position was placed by the 2017 legislative assembly. Following is an overview of this system:

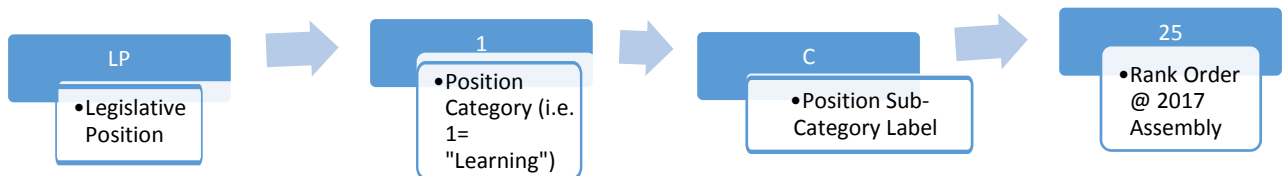


Examples:

SLP.7.1.A.5



LP.1.A.25



Once adopted and prioritized, new positions will be assigned a number within the structure of WSSDA’s suite of legislative positions for 2019.

REGULAR POSITIONS CALENDAR

Part One: Streamlining 1 – Amended or Clarified Positions

Summary: The proposals in this part represent Legislative Committee recommendations generated through the streamlining review process of all WSSDA legislative positions (SLPs and LPs) to clarify and/or make minor amendments to existing positions.

As a reminder, SLPs are considered “standing” or permanent legislative positions and, unless they are being amended, they are not revisited every year. Legislative Positions (LPs), on the other hand, are positions that have not yet achieved SLP status by being adopted by the Assembly over four consecutive years. *The ten position proposals (four SLPs and six LPs) in this part are listed alphabetically by position title.*

<p>1. A More Clearly Defined, Online High School and Beyond Plan for Every Student, LP.1.C.28</p> <p>Recommendation: DO PASS Submitted by: Legislative Committee</p>	
<p>Current Position Statement Introduced: 2016 Amended: N/A</p>	<p>Proposed Position Amendment (Track Changes)</p>
<p>WSSDA shall Initiate and/or support legislation that clarifies the minimum required components of a High School and Beyond Plan (HSBP). Inherent in this clarification will be encouragement for the development of, and free access to, an online HSBP that can be used as the framework for documenting students’ personalized pathway decisions and for providing career and college readiness curriculum to all students.</p>	<p>WSSDA shall Initiate and/or support legislation that <u>continues to</u> clarifies the minimum required components of a High School and Beyond Plan (HSBP). Inherent in this clarification will be <u>encouragement for the</u> development of, and free access to, an online HSBP that can be used <u>by districts as the framework</u> for documenting students’ personalized pathway decisions and for providing career and college readiness curriculum to all students.</p>
<p>Proposed Position Statement (Clean)</p>	
<p>WSSDA shall Initiate and/or support legislation that continues to clarify the minimum required components of a High School and Beyond Plan (HSBP). Inherent in this clarification will be development of, and free access to, an online HSBP that can be used by districts for documenting students’ personalized pathway decisions and for providing career and college readiness curriculum to all students.</p>	
<p>Argument For:</p>	
<p>Originally introduced in 2016, this position supports a more streamlined and accessible High School and Beyond Plan. Requiring the same minimum components of a HSBP will ensure that every student receives consistent, yet customized, guidance in exploring and establishing their personalized pathways. Although legislation that re-emphasizes the requirement of the HSBP as part of student pathway planning (ESHB 2224) passed in 2017, districts still need support with a HSBP framework to promote greater consistency in student supports and provide better access to resources. ESHB 2224 makes progress in developing prepared students, but a WSSDA position advocating for a HSBP framework is needed as a tool to increase successful implementation. OSPI provides a HSBP template on their site, but the template serves only as an example rather than a source of career and college guidance for students. An online framework would be the first step in making this information more accessible and relevant across the state. Therefore, the development of a FREE (to districts),</p>	

1. A More Clearly Defined, Online High School and Beyond Plan for Every Student, LP.1.C.28

Recommendation: DO PASS Submitted by: Legislative Committee

individualized, dynamic, on-line career and college readiness website as a framework for every student’s HSBP would provide students with up-to-date, relevant information on how to maximize their educational experience and make appropriate, informed choices regarding the post-high school option that is the best fit for them. This position advocates for continued investment in resources to help districts support every student with more individualized pathways based on their HSBP.

2. Budgetary Cap on Salaries, LP.4.A.48

Recommendation: DO PASS Submitted by: Legislative Committee

Current Position		Proposed Position Amendment
Introduced: 2017	Amended: N/A	(Track Changes)
WSSDA shall oppose legislation that imposes an artificial cap on the portion of a school district budget that funds staff.		WSSDA shall oppose legislation that imposes an artificial cap on the portion of a school district budget that funds staff.

Proposed Position Statement (Clean)
WSSDA shall oppose legislation that imposes a cap on the portion of a school district budget that funds staff.

Argument For:

Originally introduced in 2017, this position addresses the need for school district control in determining staff salaries. As part of their process to determine the continuation of positions to the Legislative Assembly, the Legislative Committee agreed in the importance of continuing this position with a minor amendment. The legislative committee believes that it is important for WSSDA to have a strong statement on the importance allowing local school districts to make the staffing and salary decisions necessary to best meet their local needs. In today’s environment of ever-increasing focus on improving student learning, to establish an across-the-board cap on salaries as a proportion of a district’s overall budget is counterproductive and counterintuitive. By way of background, it is not uncommon for Washington school districts to spend 85%-90% of their total operating budgets on staffing. Since 2016, there has been a national movement to place an across-the-board cap on salaries.

This position maintains WSSDA’s position against a cap with a minor amendment to clarify the intent that any cap (artificial or otherwise) goes against the foundational premise of local control.

3. Equity in Remediation Money, LP.4.A.30

Recommendation: DO PASS Submitted by: Legislative Committee

Current Position Introduced: 2015 Amended: N/A	Proposed Position Amendment (Track Changes)
<p>WSSDA shall initiate and/or support legislation that equalizes the delivery of remedial money for poverty programs by using state Learning Assistance Program dollars to close the gap in per student funding among Title I qualified students, created by differing Title I funding formulas.</p>	<p>WSSDA shall initiate and/or support <u>federal</u> legislation that <u>equalizes-allows for flexibility in</u> the delivery of remedial money for <u>Title I services poverty programs</u> by <u>allowing the use of state using state Learning Assistance Program</u> dollars to <u>close-remove</u> the gap <u>created by differing federal Title I funding formulas</u> in per student funding <u>in order to mitigate inequities in among Title I qualified students, created by differing</u> Title I funding <u>formulas</u>.</p>

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

Argument For:
<p>Originally introduced in 2015, this position addresses Title I funding equity. This position was reviewed by the Legislative Committee as part of the 2018 annual position streamlining process. Through this process the need to amend this position in order to bring greater clarity was determined in light of:</p> <ul style="list-style-type: none"> • State legislation passed in 2017 (EHB 2242 and SB 5883) that made changes to the state Learning Assistance Program (LAP) allocation process, including district eligibility and distribution to eligible schools; and additional funding director to high-poverty schools; and • Federal ESSA legislation for Title I, Part A that provides greater flexibility to states with new supplement not supplant provisions. <p>The committee believes that this position is still necessary to affirm WSSDA’s position that state funding (LAP funds) should be used first to close the gap created by Title I funding formulas. This would entail a re-distribution of existing funds to bring equity in Title I funds before the rest of the LAP dollars are distributed. Since implementation of this new policy and state rules are still evolving, it is necessary to maintain attention to this issue to assure inequities in the distribution of funds do not continue. This amendment clarifies the wording in the position and specifies that the legislative policy adjustment needs to take place at the federal level.</p>

4. Fund Transitional Bilingual Instruction Program (TBIP) (ELL) and Learning Assistance Program (LAP) Based on Student Need, LP.4.A.42

Recommendation: DO PASS Submitted by: Yakima and Tukwila School Districts

<p align="center">Current Position</p> <p align="center">Introduced: 2016 Amended: N/A</p>	<p align="center">Proposed Position Amendment</p> <p align="center">(Track Changes)</p>
<p>WSSDA shall initiate and/or support legislation that allocates TBIP (ELL) and LAP (Learning Assistance Program) funds solely based on student need and not on staff mix.</p>	<p>WSSDA shall initiate and/or support legislation that allocates TBIP (ELL) and LAP (Learning Assistance Program) funds solely based on student need. and not on staff mix.</p>

<p align="center">Proposed Position Statement</p> <p align="center">(Clean)</p>
<p>WSSDA shall initiate and/or support legislation that allocates TBIP (ELL) and LAP (Learning Assistance Program) funds solely based on student need.</p>

<p align="center">Argument For:</p>
<p>Originally introduced in 2016, this position addresses equitable program funding. This position was submitted for continuation as a legislative position in 2019 with a minor amendment as a result of changes education funding formulas, specifically the elimination of “staff mix” in determining salary allocations for TBIP and LAP per EHB 2242 (2017).</p> <p>By way of background, WSSDA positions exist (<i>Achievement and Opportunity Gaps</i> (Permanent Position 3.1.4) and <i>Increased Funding for High Poverty Schools</i> (SLP.7.4.A.41)) that advocate for state funding formulas to provide more targeted basic education funding to address achievement and opportunity gaps. Within any plan to close these gaps, funding should be allocated based upon student need. Two state programs allocate resources to student groups that are on the low end of the achievement gaps: 1) TBIP (Transitional Bilingual Instructional Program) for English Language Learners (ELL); and 2) LAP (Learning Assistance Program). Historically both of these programs were allocated based on two factors: 1) the number of students in the category; and 2) the staff mix of the district. Staff mix is a measure of the seniority and education level of the certificated staff in the district. The allocation formulas did not take into account concentrations of students in the category nor the academic level of the students.</p> <p>In 2017, the Legislature passed EHB 2242 that, among many adjustments to basic education funding and policies, attempted to address this disconnect through more targeted allocation of LAP funding and elimination of the staff mix factor across the board in salary allocation methodologies. With this elimination of staff mix in salary allocation funding methodology, it is not necessary to maintain the language in the position. This proposal maintains the original intent of the position and proposes an amendment to remove reference to staff mix to avoid confusion.</p>

5. Increased Funding for High-Poverty Schools, SLP.7.4.A.41

Recommendation: DO PASS Submitted by: Legislative Committee

Current Position Adopted: 1991 Amended: 2012	Proposed Position Amendment (Track Changes)
<p>WSSDA shall initiate and/or support state and federal legislation that would provide sufficient additional direct funding for each student that qualifies for Free and Reduced Price meals to significantly close the achievement – opportunity gap. An even higher level of funding should be provided to schools with high concentrations of students that qualify for Free and Reduced Price meals.</p>	<p>WSSDA shall initiate and/or support state and federal legislation that would provide sufficient additional increased direct funding for each student that qualifies for Free and Reduced Price meals to significantly close the achievement – opportunity gap. An even higher level of funding should be provided to schools with high concentrations of students that qualify for Free and Reduced Price meals.</p>

Proposed Position Amendment (Clean)

WSSDA shall initiate and/or support state and federal legislation that would provide increased direct funding for each student that qualifies for Free and Reduced Price meals to significantly close the achievement – opportunity gap. An even higher level of funding should be provided to schools with high concentrations of students that qualify for Free and Reduced Price meals.

Argument For:

Originally introduced in 1991, this position addresses funding disparities between high- and low-poverty schools. This position was reviewed by the Legislative Committee as part of the 2018 annual position streamlining process. Through this review, the committee determined the need to adjust the wording slightly to allow for greater clarity to define “sufficient additional” funding in the original position. This proposal makes this clarification.

6. K-8 World Language Instruction, LP.1.B.40

Recommendation: DO PASS Submitted by: Legislative Committee

Current Position Introduced: 2016 Amended: N/A	Proposed Position Amendment (Track Changes)
<p>WSSDA shall initiate and/or support legislation that promotes innovative models and/or opportunities for world language instruction in kindergarten through eighth grades.</p>	<p>WSSDA shall initiate and/or support legislation that promotes and funds innovative models and/or opportunities for world language instruction in kindergarten through eighth grades.</p>

Proposed Position Amendment (Clean)

WSSDA shall initiate and/or support legislation that promotes and funds innovative models and/or opportunities for world language instruction in kindergarten through eighth grades.

Argument For:

Originally introduced in 2016, this position addresses world language instruction for K-8 students. As part of their process to determine the continuation of positions to the Legislative Assembly, the Legislative Committee agreed in the importance of continuing this position with a minor amendment. While innovative programming is already supported across the state and while many school districts

6. K-8 World Language Instruction, LP.1.B.40

Recommendation: DO PASS Submitted by: Legislative Committee

are working to integrate language programs in the early grades, these programs can sometimes be at odds with other required classes and limited staff capacity. In addition, while every state-funded full-day kindergarten program is required to provide “experiences” for students in a world language other than English (per RCW 28A.150.315), this requirement is implemented at varying levels of fidelity across the state. Further, language *instruction* is not required until high school as part of the 24 credits required for graduation. In an increasingly global world, it is critical that students have support throughout their K-12 experience to build their skills in languages other than English. This position and the proposed amendment emphasize the continued importance of world language programs in the early years, along with the importance of funding for such programs.

7. Levy Rollbacks and Hold Harmless, SLP.7.4.B.1

Recommendation: DO PASS Submitted by: Legislative Committee

<p style="text-align: center;">Current Position</p> <p style="text-align: center;">Adopted: 2016 Amended: 2017</p>	<p style="text-align: center;">Proposed Position Amendment</p> <p style="text-align: center;">(Track Changes)</p>
<p>WSSDA shall initiate and/or support legislation which would ensure districts are held harmless during:</p> <ul style="list-style-type: none"> • State budget cuts: ensures no school district loses levy authority if the district’s apportionment/budgets are decreased by the state. Districts should be held harmless for at least a two-year period. • State transitions from levy to state funding: ensure – during the state’s transition to full funding of educator compensation – no school district loses the funding necessary to maintain current compensation obligations. Levy amounts should only decrease to the extent that the state has fulfilled its responsibility to fund compensation. Districts should be held harmless to ensure that total funding is maintained or enhanced at the greater of the current aggregate or per pupil amounts increased annually by the Seattle CPI. 	<p>TITLE AMENDMENT: Levy Rollbacks and Hold Harmless</p> <p>POSITION AMENDMENT: WSSDA shall initiate and/or support legislation which would ensure districts are held harmless to ensure that funding of school district operations and program obligations necessary to deliver the program of basic education (i.e., state transportation, special education, MSOC) is maintained or enhanced during:</p> <ul style="list-style-type: none"> • State budget cuts: ensures no school district loses levy authority if the district’s apportionment/budgets are decreased by the state. Districts should be held harmless for at least a two-year period. • State transitions from levy to state funding: ensure – during the state’s transition to full funding of educator compensation – no school district loses the funding necessary to maintain existing basic education current compensation staffing, operations, and program obligations. fulfilled its responsibility to fund compensation. Districts should be held harmless to ensure that total funding is maintained or enhanced. Levy amounts should only

7. Levy Rollbacks and Hold Harmless, SLP.7.4.B.1

Recommendation: DO PASS Submitted by: Legislative Committee

~~decrease to the extent that the state has at the greater of the current aggregate or per pupil amounts increased annually by the Seattle CPI.~~

Proposed Position Amendment (Clean)

TITLE AMENDMENT:

Hold Harmless

POSITION AMENDMENT:

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

- **State budget cuts:** ensures no school district loses levy authority if the district's apportionment/budgets are decreased by the state.
- **State transitions from levy to state funding:** ensure – during the state's transition to full funding of educator compensation – no school district loses the funding necessary to maintain existing basic education staffing, operations, and program obligations.

Argument For:

Originally introduced in 2016, this position addresses school districts' ability to provide basic education during budget cuts and funding transitions. This position was reviewed by the Legislative Committee as part of the 2018 annual position streamlining process in which all current WSSDA legislative positions that address state levy and local effort assistance policies, as well as hold harmless were reviewed for redundancy and relevance in relation to new education funding policies (per EHB 2242 (2017) and ESSB 6362 (2018)). The committee is proposing several adjustments to the positions on these topics for greater clarity. A separate, consolidated position is proposed in Part Two that addresses levy authority and local effort assistance (LEA) policies.

There has been considerable discussion and confusion related to holding district budgets harmless as significant changes to basic education funding and policies take place. The new policies and state budget instated four types of "hold harmless":

1. Districts (typically grandfathered salary districts) that would receive an average state salary less than the prior formulas would have provided are provided the state basic education salary amount from the prior formula plus annual inflation. This impacts the most districts, especially those with grandfathered salaries for CAS (administrative) staff. This provision was provided only in the budget and expires at the end of the 2019 fiscal year, unless it is continued through the budget or codified into state law.
2. Districts with a total final salary (basic education plus enrichment obligations) that was more than the new state salary allocation received an additional 6% salary factor. This provision impacts about 27 districts and will phase out over three years for some districts and six years for other districts.

7. Levy Rollbacks and Hold Harmless, SLP.7.4.B.1

Recommendation: DO PASS Submitted by: Legislative Committee

3. Districts receiving less revenue in total than the prior formulas from state and local sources will be given the amount provided by the old formulas plus annual inflation. This provision impacts about four districts and will phase-out over the next six years unless it is continued through the budget or codified into state law.
4. One district (Tacoma) received a \$12M hold harmless payment because their levy and LEA were reduced by half and they have assessed property values of more than \$20B. This provision is only for the 2018-19 school year.

Specifically, the amended position and its new title clarifies the desired scope of hold harmless provisions for school districts and removes confusing and/or contradictory language with other WSSDA positions.

8. Open Public Meetings Act, SLP.7.5.B.76

Recommendation: DO PASS Submitted by: Legislative Committee

Current Position		Proposed Position Amendment (Track Changes)
Adopted: 2011	Amended: N/A	
WSSDA shall initiate and/or support legislation that maintains the current provisions of the Open Public Meetings Act, including without limitations those that allow for confidential executive sessions of the governing board for specified purposes, that allow for the presence of necessary individuals other than board members, and that do not require minutes, taping or any other record of the discussions that transpire in sessions.		<p>TITLE AMENDMENT ONLY: Open Public Meetings Act Pertaining to Executive Sessions</p> <p>NO CHANGES PROPOSED TO POSITION CONTENT.</p>

Proposed Position Amendment (Clean)
<p>TITLE AMENDMENT ONLY: Open Public Meetings Act Pertaining to Executive Sessions</p> <p>NO CHANGES PROPOSED TO POSITION CONTENT.</p>

Argument For:
Originally introduced in 2011, this position addresses support for the Open Public Meetings Act in executive sessions. This position was reviewed by the Legislative Committee as part of the annual position streamlining process. Through the 2018 review process it was evident that there was misalignment between the title and the targeted focus of the position. This proposal simply amends the title to provide more specificity to assist school directors and stakeholders to navigate and understand the scope of the position.

9. Public Records Act, SLP.7.5.B.16

Recommendation: DO PASS

Submitted by: Legislative Committee

<p align="center">Current Position</p> <p>Adopted: 2012 Amended: 2017</p>	<p align="center">Proposed Position Amendment</p> <p align="center">(Track Changes)</p>
<p>WSSDA shall initiate and/or support legislation that includes provisions for:</p> <ul style="list-style-type: none"> • Accountability: <ul style="list-style-type: none"> - a process for determining when public record requests are frivolous or harassing; and - a process for determining when public records requests are data-mining expeditions for commercial purposes. - that would allow public agencies to require a requestor to use an internal administration review process within the agency itself prior to being able to seek daily penalties for a violation of the Public Records Act. • Executive Sessions: <ul style="list-style-type: none"> - clarifying that any notes taken or electronic recordings made during an executive session are exempt from disclosure under the Public Records Act. 	<p>WSSDA shall initiate and/or support legislation that includes provisions for:</p> <ul style="list-style-type: none"> • <u>Requestor Aa</u>accountability: <ul style="list-style-type: none"> - a process for determining when public record requests are frivolous or harassing; <u>and</u> - a process for determining when public records requests are data-mining expeditions for commercial purposes; <u>and-</u> - <u>a process</u> that would allow public agencies to require a requestor to use an internal administration review process within the agency itself prior to being able to seek daily penalties for a violation of the Public Records Act. • Executive Sessions: <ul style="list-style-type: none"> - clarifying that any notes taken or electronic recordings made during an executive session are exempt from disclosure under the Public Records Act.

Proposed Position Amendment (Clean)

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

- Requestor accountability:
 - a process for determining when public record requests are frivolous or harassing; and
 - a process for determining when public records requests are data-mining expeditions for commercial purposes; and
 - a process that would allow public agencies to require a requestor to use an internal administration review process within the agency itself prior to being able to seek daily penalties for a violation of the Public Records Act.
- Executive Sessions:
 - clarifying that any notes taken or electronic recordings made during an executive session are exempt from disclosure under the Public Records Act.

Argument For:

Originally introduced in 2012, this position addresses the need for legislation specifying both accountability within and executive sessions' exemption from the Public Records Act. This position was reviewed by the Legislative Committee as part of the annual position streamlining process. The position was amended in 2017 in order to consolidate the then three legislative positions addressing the topic of public records requests and to remove content in the positions that was resolved by recent public records act legislation from 2017 ([ESHB 1594](#) and [EHB 1595](#)). During the 2018 review process, the committee recommended minor wording amendments intended to provide greater clarity in the position statement. This proposal clarifies the intended audience for the "accountability" section of the position and makes additional and slight grammatical edits.

10. Statewide Bargaining for Salaries, LP.2.D.11

Recommendation: DO PASS Submitted by: Legislative Committee

Current Position Introduced: 2016 Amended: N/A	Proposed Position Amendment (Track Changes)
<p>WSSDA shall initiate and/or support legislation that transfers authority for bargaining basic education salaries for classified, certified, and administrative school employees from local bargaining units to the state, including an immediate moratorium on all current bargaining while the details are determined, and that retains local authority for bargaining of all non-basic education enhancements.</p>	<p>WSSDA shall initiate and/or support legislation that transfers authority for bargaining basic education salaries for classified <u>and</u>, certified, and administrative school employees from local bargaining units to the state, <u>and including an immediate moratorium on all current bargaining while the details are determined,</u> and that retains local authority for bargaining of all non-basic education enhancements.</p>

Proposed Position Amendment (Clean)
<p>WSSDA shall initiate and/or support legislation that transfers authority for bargaining basic education salaries for classified and certified school employees from local bargaining units to the state, and retains local authority for bargaining of all non-basic education enhancements.</p>

Argument For:
<p>Originally introduced in 2016, this position addresses school employee salary bargaining and proposes that it be statewide with local control over bargaining for all non-basic education enhancements. This position was reviewed by the Legislative Committee as part of the 2018 annual position streamlining process due to potential conflict with an existing WSSDA Permanent Position (4.2.3 State and Local Responsibility for Salaries). Through this review process, it was determined that adjustments should be considered for both the Legislative Position and the Permanent Position to bring them into greater alignment. Recommendations to modify the Permanent Position will be proposed through the Delegate Assembly process in November.</p> <p>The proposed adjustments to the Legislative Position primarily consist of clarification to the types of school employee salaries the position applies to and removal of language that is no longer pertinent due to passage of EHB 2242 (2017) and ESSB 6362 (2018). In addition, the committee identified a gap in legislative positions related to a statewide salary schedule. As a result, a new position will be proposed in Part Three related to this topic.</p>

Part Two: Streamlining 2 – Consolidations, Eliminations (of SLPs), and Discontinuations (of LPs)

Summary: The position proposals in this part consist of recommendations for consolidations, eliminations (of Standing Legislative Positions [SLPs]), and discontinuations (of Legislative Positions [LPs]) of existing legislative positions generated through the 2018 streamlining review process. ***The six groupings of proposed position consolidations in this part are listed alphabetically by position title and propose elimination of seven SLPs and discontinuation of five LPs.***

Each of the groups of position proposals contains the following:

1. Recommended consolidated position and title (including the “Argument For” and original SLP and/or LP wording);
2. Any position eliminations and/or discontinuations necessary as part of the recommended consolidation; and
3. The 2018 position number in which the last number in the sequence represents the rank order of the position as prioritized by the 2017 Legislative Assembly.

As a reminder, SLPs are considered “standing” or permanent legislative positions and unless they are being amended they are not revisited every year. Legislative Positions (LPs), on the other hand, are positions that have not yet achieved SLP status by being adopted by the assembly over four consecutive years. As such, the recommendations for the original positions will either be to eliminate the SLPs and/or discontinue the LPs as a result of the proposed consolidated position. ***Since the proposed consolidated positions incorporate components of all of the original positions, when the assembly acts on each group of positions, the vote will be to adopt the proposed consolidation AND to eliminate/discontinue the necessary related positions.***

Fourteen total positions were considered for consolidation. These positions comprise the six groupings of proposed position consolidations and include seven SLP eliminations and five LP discontinuations. **The positions in this part are listed alphabetically by the consolidated position’s title with one exception. Number 16 “Levy Authority and Local Effort Assistance” is listed last in this section as a segue to *Part Three: New Position Proposals.***

11. All-Day Kindergarten, SLP.7.1.A.68

Recommendation: DO PASS

Submitted by: Legislative Committee

NOTE: This proposal proposes the elimination of SLP.7.1.A.68 (*All-Day Kindergarten*) as the original goal of the position has been accomplished through state funding of space allocations for all-day Kindergarten. Further explanation is provided in the “argument for” this position’s elimination.

Positions considered for consolidation, elimination, and/or discontinuation	
Original Position	Proposed Elimination
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.	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.
Argument For:	
<p>This position was reviewed by the Legislative Committee as part of the 2018 annual position streamlining process. Through this process and through additional research on state facilities funding for all-day Kindergarten, the group determined that since the space allocation funding formula for all-day Kindergarten has been updated and provided for in the state budget, the position is no longer necessary.</p> <p>A vote for this proposal does the following:</p> <ol style="list-style-type: none"> 1. Eliminates SLP.7.1.A.68 (<i>All-Day Kindergarten</i>) 	

12. Attract and Retain High-Quality Staff, LP.2.A.4

Recommendation: DO PASS

Submitted by: Legislative Committee

NOTE: This proposal proposes the consolidation of six positions into one, new LP, using LP.2.A.4 as the basis. The six positions are listed below and are followed by the proposed consolidated position in track changes and its “argument for”.

Positions considered for consolidation, elimination, and/or discontinuation	
<p>Attract and Retain High-quality Staff, LP.2.A.4 (Introduced 2015, Amended 2017)</p> <p>WSSDA shall initiate and/or support legislation that encourages equity across the state and removes barriers that further staffing shortages including efforts to:</p> <ul style="list-style-type: none"> • enhance the ability of hard-to-staff, small, or property-poor districts to attract and retain staff; • promote state-to-state reciprocal agreements and eliminate additional testing for recent out-of-state graduates to significantly increase the pool of available teachers and reduce the teacher shortage; and • create state-level incentives for teachers and support staff to consider hard-to-staff schools that would help reduce the “bidding wars” that pit one district against others. • Recruit and hire individuals who have graduated from qualified international or out-of-state college/university teacher preparation programs. 	<p>Conditional Scholarships, SLP.7.2.B.86 (Adopted 2011)</p> <p>WSSDA shall initiate and/or support legislation that provides policy change to link state conditional college scholarships and loan repayment with federal conditional scholarship and loan repayment programs. Both programs provide scholarship and loan repayment in exchange of teaching service in Washington state’s public K-12 schools in high-need areas — including high-need areas of teaching, such as special education, math, science and teachers with bilingual abilities and high-need districts of the state. These two programs should be linked to maximize the benefit of state dollars.</p> <p>Alternative Routes to Teacher Certification, SLP.7.2.B.86 (Adopted 2012)</p> <p>WSSDA shall initiate and/or support legislation that maintains or increases funding for alternative routes to teacher certification in state-identified shortage areas, particularly for those routes that allow Para- Educators and other classified instructional employees to attain a teaching certificate.</p>

12. Attract and Retain High-Quality Staff, LP.2.A.4

Recommendation: DO PASS

Submitted by: Legislative Committee

NOTE: This proposal proposes the consolidation of six positions into one, new LP, using LP.2.A.4 as the basis. The six positions are listed below and are followed by the proposed consolidated position in track changes and its “argument for”.

- Change PESB rules to allow for emergency certification of qualified candidates, including those with baccalaureate degrees from out-of-state or international institutions.

Recruit and Retain Diverse Teachers, LP.2.A.18

(Introduced 2016)

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

Encouraging Diverse Students to Pursue the

Teaching Profession, LP.2.A.47 (Introduced 2016)

WSSDA shall initiate and/or support legislation that proactively promotes and encourages opportunities for students of color, bilingual students, and/or students from diverse backgrounds to explore the teaching profession when they are in high school.

Alternative Routes to Principal Certification,

SLP.7.2.B.86 (Adopted 2014)

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

Current Position

Proposed Refined Title and Consolidated Position (Track Changes)

Attract and Retain High-quality Staff, LP.2.A.4

(Introduced 2015, Amended 2017)

WSSDA shall initiate and/or support legislation that encourages equity across the state and removes barriers that further staffing shortages including efforts to:

- enhance the ability of hard-to-staff, small, or property-poor districts to attract and retain staff;
- promote state-to-state reciprocal agreements and eliminate additional testing for recent out-of-state graduates to significantly increase the pool of available teachers and reduce the teacher shortage; and
- create state-level incentives for teachers and support staff to consider hard-to-staff schools that would help reduce the “bidding wars” that pit one district against others.
- Recruit and hire individuals who have graduated from qualified international or out-of-state college/university teacher preparation programs.
- Change PESB rules to allow for emergency certification of qualified candidates, including those with baccalaureate degrees from out-of-state or international institutions.

REFINED TITLE: Attract, Recruit, and Retain High-Quality, Diverse Staff

CONSOLIDATED POSITION:

WSSDA shall initiate and/or support legislation and initiatives that promote innovative and intentional strategies to prepare, recruit, and retain teachers individuals from diverse backgrounds including people of color that better reflect the student populations that they serve and encourages equity across the state and removes barriers that further staffing shortages. Including efforts to:

- Enhance the ability of hard-to-staff, small, or property-poor districts to attract and retain staff.;
- Promote state-to-state reciprocal agreements and eliminate additional testing for recent out-of-state graduates to significantly increase the pool of available teachers and reduce the teacher shortage.;
- Create state-level incentives for teachers and support staff to consider hard-to-staff schools that would help reduce the “bidding wars” that pit one district against others.

12. Attract and Retain High-Quality Staff, LP.2.A.4

Recommendation: DO PASS

Submitted by: Legislative Committee

NOTE: This proposal proposes the consolidation of six positions into one, new LP, using LP.2.A.4 as the basis. The six positions are listed below and are followed by the proposed consolidated position in track changes and its “argument for”.

- [Recruit and hire](#) individuals who have graduated from qualified international or out-of-state college/university teacher preparation programs.
- [Change PESB rules to allow for emergency certification of qualified candidates, including those with baccalaureate degrees from out-of-state or international institutions.](#)
- [Maintain or increase funding for alternative routes to teacher certification that allow pathways for classified instructional employees to attain a teaching certificate and to principal certification that allow districts the option of hiring school principals who have not worked in a classroom, as long as they are enrolled in an alternative route program and meet the experience and leadership requirements of the district.](#)
- [Link state conditional college scholarships and loan repayment with federal conditional scholarship and loan repayment programs in exchange of teaching service in high need K-12 schools - including areas such as special ed, math, science and teachers with bilingual abilities. Linkage would maximize the benefit of state dollars.](#)
- [Proactively promote and encourage opportunities for students of color, bilingual students, and/or students from diverse backgrounds to explore the teaching profession when they are in high school.](#)

Proposed Refined Title and Consolidated Position (Clean)

REFINED TITLE: Attract, Recruit, and Retain High-Quality, Diverse Staff

CONSOLIDATED POSITION:

WSSDA shall initiate and/or support legislation and initiatives that promote innovative and intentional strategies to prepare, recruit, and retain individuals from diverse backgrounds including people of color that better reflect the student populations that they serve and encourages equity across the state and removes barriers that further staffing shortages. Including efforts to:

- Enhance the ability of hard-to-staff, small, or property-poor districts to attract and retain staff.
- Promote state-to-state reciprocal agreements and eliminate additional testing for recent out-of-state graduates to significantly increase the pool of available teachers and reduce the teacher shortage.
- Create state-level incentives for teachers and support staff to consider hard-to-staff schools that would help reduce the “bidding wars” that pit one district against others.
- Hire individuals who have graduated from qualified international or out-of-state college/university teacher preparation programs.
- Change PESB rules to allow for emergency certification of qualified candidates, including those with baccalaureate degrees from out-of-state or international institutions.
- Maintain or increase funding for alternative routes to teacher certification that allow pathways for classified instructional employees to attain a teaching certificate and to principal certification that allow districts the

12. Attract and Retain High-Quality Staff, LP.2.A.4

Recommendation: DO PASS

Submitted by: Legislative Committee

NOTE: This proposal proposes the consolidation of six positions into one, new LP, using LP.2.A.4 as the basis. The six positions are listed below and are followed by the proposed consolidated position in track changes and its “argument for”.

option of hiring school principals who have not worked in a classroom, as long as they are enrolled in an alternative route program and meet the experience and leadership requirements of the district.

- Link state conditional college scholarships and loan repayment with federal conditional scholarship and loan repayment programs in exchange of teaching service in high need K-12 schools - including areas such as special ed, math, science and teachers with bilingual abilities. Linkage would maximize the benefit of state dollars.
- Proactively promote and encourage opportunities for students of color, bilingual students, and/or students from diverse backgrounds to explore the teaching profession when they are in high school.

Argument For:

These positions were reviewed by the Legislative Committee as part of the 2018 annual position streamlining process. Through this process the group determined there is a need to consolidate several like positions. The *Attract and Retain High-Quality Staff* position was introduced in 2015 in an effort to address the many challenges districts face in recruiting and retaining staff. The position was combined with WSSDA’s position on teacher shortages in 2017 through that year’s position streamlining process. During the 2018 position streamlining review process, five additional and related positions were identified that suggest strategies to also address broad recruitment and retention of staff. As such, districts have been faced with so many positions that address similar topics that differentiating among them and prioritizing them has been a challenge. This proposal consolidates all of these related positions to allow for a more streamlined and coherently organized position “package” focused on the full spectrum of recruiting and retaining staff.

A vote for this proposal does the following:

1. Consolidates the six positions into one new LP that encompasses the overall content of all positions;
2. Refines the title of LP.2.A.4 to better represent the full content of the consolidated position;
3. Eliminates three SLPs (*Conditional Scholarships, Alternative Routes to Teacher Certification, and Alternative Routes to Principal Certification*); and
4. Discontinues two LPs (*Recruit and Retain Diverse Teachers and Encouraging Diverse Students to Pursue the Teaching Profession*)

13. Defining a Minimum School Day, SLP.7.5.A.86

Recommendation: DO PASS

Submitted by: Legislative Committee

NOTE: This proposal proposes the elimination of SLP.7.5.A.86 (Defining a Minimum School Day) based on its original intent and due to its redundancy with SLP.7.2.C.26 (Professional Development). The two positions are listed below. Further explanation is provided in the “argument for” this position’s elimination.

Positions considered for consolidation, elimination, and/or discontinuation

Defining a Minimum School Day, SLP.7.5.A.86

(Adopted 2016)

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

Professional Development, SLP.7.2.C.26 (Adopted 2015;

Amended 2016)

WSSDA shall initiate and/or support legislation that fully funds time and training costs a minimum of 80 hours of annual district-directed or approved professional development, collaboration outside the school day, and classroom preparation time (with an additional 16 hours of cultural competency and equity education, for a total minimum of 96 hours) for each certificated classroom teacher in Washington State. This professional

13. Defining a Minimum School Day, SLP.7.5.A.86

Recommendation: DO PASS

Submitted by: Legislative Committee

NOTE: This proposal proposes the elimination of SLP.7.5.A.86 (Defining a Minimum School Day) based on its original intent and due to its redundancy with SLP.7.2.C.26 (Professional Development). The two positions are listed below. Further explanation is provided in the “argument for” this position’s elimination.

development will align with the adopted state definition of professional learning pursuant to HB 1345 (2016).

Proposed Elimination

Eliminate SLP.7.5.A.86, Defining a Minimum School Day.

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

Argument For:

These positions were reviewed by the Legislative Committee as part of the 2018 annual position streamlining process. Through this process the group determined there is a need to consolidate and/or eliminate like positions. The *Defining a Minimum School Day* position was adopted as an SLP in 2016. During the 2018 position streamlining review process, the committee identified potential redundancy between this position and several others based either on the title and/or the position content. It was determined that, while the title of the position does not adequately describe the primary intent of the position, as written, the position’s objective is to assure the provision of professional development and collaboration time for teachers. This purpose is redundant with the content and primary purpose of the already existing Professional Development position (SLP.7.2.C.26). Finally, discussion on this position resulted in a newly proposed position specifically focused maintaining school districts’ ability to define their school day/bell schedules locally. That new position is proposed in Part Three.

A vote for this proposal does the following:

1. Eliminates SLP.7.5.A.86 (*Defining a Minimum School Day*)

Note: Since the *Professional Development* position is already an SLP and no changes are being proposed to it, no additional action is needed to maintain that legislative position.

14. Early Childhood Education, SLP.7.1.B.43

Recommendation: DO PASS

Submitted by: Legislative Committee

NOTE: This proposal proposes the consolidation of two positions into one using SLP.7.1.B.43 as the basis. The positions considered are listed below and are followed by the proposed refined position title and consolidated position statement in track changes, along with its “argument for”.

Positions considered for consolidation, elimination, and/or discontinuation

Early Childhood Education, SLP.7.1.B.43 (Adopted 1991; Amended 2011)
WSSDA shall initiate and/or support legislation which would provide funding for public early childhood education and assistance programs.

Kindergarten Preparedness, SLP.7.1.A.58 (Adopted 2016)
WSSDA shall initiate and/or support policies or legislation that provide resources for kindergarten preparedness, especially for children in poverty or for whom English is not their primary language.

Current Title and Position

Proposed Refined Title and Consolidated Position (Track Changes)

Early Childhood Education
WSSDA shall initiate and/or support legislation which would provide funding for public early childhood education and assistance programs.

REFINED TITLE:
Early Childhood Education / [Kindergarten Preparedness](#)

14. Early Childhood Education, SLP.7.1.B.43

Recommendation: DO PASS

Submitted by: Legislative Committee

NOTE: This proposal proposes the consolidation of two positions into one using SLP.7.1.B.43 as the basis. The positions considered are listed below and are followed by the proposed refined position title and consolidated position statement in track changes, along with its “argument for”.

CONSOLIDATED POSITION:

WSSDA shall initiate and/or support legislation which would provide funding for public early childhood education [including kindergarten preparedness](#) and assistance programs, [especially for children in poverty or for whom English is not their primary language](#).

**Proposed Refined Title and Consolidated Position
(Clean)**

REFINED TITLE:

Early Childhood Education / Kindergarten Preparedness

CONSOLIDATED POSITION:

WSSDA shall initiate and/or support legislation which would provide funding for public early childhood education including kindergarten preparedness and assistance programs, especially for children in poverty or for whom English is not their primary language.

Argument For:

These positions were reviewed by the Legislative Committee as part of the 2018 annual position streamlining process. Through this process the group determined there is a need to consolidate like positions. The *Early Childhood Education* position was last amended in 2011 to update the position with current research and early childhood program terminology. The *Kindergarten Preparedness* position was adopted as an SLP in 2016. During the 2018 position streamlining review process, the committee identified important and related content between these two current positions. This consolidation allows for a stronger and more inclusive legislative position.

A vote for this proposal does the following:

1. Consolidates the two positions into one that encompasses the overall content and intent of both positions, and provides greater clarity;
2. Refines the title of SLP.7.1.B.43 to better represent the full content of the consolidated position; and
3. Eliminates one SLP (*Kindergarten Preparedness*, SLP 7.1.A.58)

15. Funding Education Support Services for Students, SLP.7.1.B.12

Recommendation: DO PASS

Submitted by: Legislative Committee

NOTE: This proposal proposes the consolidation of two positions into one using SLP.7.1.B.12 as the basis. The two positions are listed below and are followed by the proposed consolidated position in track changes and its “argument for”.

Positions considered for consolidation, elimination, and/or discontinuation

Social-Emotional Learning (SEL) and Behavioral Support for Students, LP.1.B.10 (Introduced 2015)
WSSDA shall initiate and/or support legislation and funding for Social-Emotional Learning (SEL) and behavioral support for P-12.

Funding Education Support Services for Students, SLP.7.1.B.12 (Adopted 2015, Amended 2017)
WSSDA shall initiate and/or support legislation and ample funding for social-emotional and behavioral support services based on individual student needs and aligned with national model standards and recommendations. The state will help every school build

15. Funding Education Support Services for Students, SLP.7.1.B.12

Recommendation: DO PASS

Submitted by: Legislative Committee

NOTE: This proposal proposes the consolidation of two positions into one using SLP.7.1.B.12 as the basis. The two positions are listed below and are followed by the proposed consolidated position in track changes and its “argument for”.

	capacity for wrap-around services by enhancing the prototypical school funding formula for support service staffing (including but not limited to school nurses, social workers, counselors, and psychologists). Districts will have the flexibility to increase support personnel through local funding and grants.
Current Position	Proposed Refined Title and Consolidated Position (Track Changes)
WSSDA shall initiate and/or support legislation and ample funding for social-emotional and behavioral support services based on individual student needs and aligned with national model standards and recommendations. The state will help every school build capacity for wrap-around services by enhancing the prototypical school funding formula for support service staffing (including but not limited to school nurses, social workers, counselors, and psychologists). Districts will have the flexibility to increase support personnel through local funding and grants.	<p>REFINED TITLE: Funding Education-Behavioral Support Services and Social Emotional Learning (SEL) for Students</p> <p>CONSOLIDATED POSITION: WSSDA shall initiate and/or support legislation and ample funding for Social-Emotional Learning (SEL) and behavioral support services for P-12 based on individual student needs and aligned with national model standards and recommendations. The state will help every school build capacity for wrap-around services by enhancing the prototypical school funding formula for support service staffing (including but not limited to school nurses, social workers, counselors, and psychologists). Districts will have the flexibility to increase support personnel through local funding and grants.</p>

Proposed Refined Title and Consolidated Position (Clean)

REFINED TITLE: Funding Behavioral Support Services and Social Emotional Learning (SEL) for Students

CONSOLIDATED POSITION:
WSSDA shall initiate and/or support legislation and ample funding for Social-Emotional Learning (SEL) and behavioral support services for P-12 based on individual student needs and aligned with national model standards and recommendations. The state will help every school build capacity for wrap-around services by enhancing the prototypical school funding formula for support service staffing (including but not limited to school nurses, social workers, counselors, and psychologists). Districts will have the flexibility to increase support personnel through local funding and grants.

Argument For:

These positions were reviewed by the Legislative Committee as part of the 2018 annual position streamlining process. Through this process the group determined there is a need to consolidate like positions. The *Funding Education Support Services for Students* position was adopted as an SLP in 2015 and amended in 2017 through that year’s position streamlining review process to include substantially similar content from a position focused on funding for school nurses, social workers, counselors, and psychologists. During the 2018 position streamlining review process, the committee identified important and related content between these two current positions. This consolidation allows for a stronger and more inclusive legislative position that includes the “what” (SEL) and the “how” (more funding for wrap-around staffing and services).

15. Funding Education Support Services for Students, SLP.7.1.B.12

Recommendation: DO PASS

Submitted by: Legislative Committee

NOTE: This proposal proposes the consolidation of two positions into one using SLP.7.1.B.12 as the basis. The two positions are listed below and are followed by the proposed consolidated position in track changes and its “argument for”.

A vote for this proposal does the following:

1. Consolidates the two positions into one that encompasses the overall content of both positions;
2. Refines the title of SLP.7.1.B.12 to better represent the full content of the consolidated position; and
3. Discontinues one LP (*Social Emotional Learning (SEL) and Behavioral Support for Students*)

16. Levy Authority and Local Effort Assistance (LEA), LP number To Be Determined

Recommendation: DO PASS

Submitted by: Legislative Committee, Onion Creek, and Ocean Beach School Districts

NOTE: This proposal proposes the consolidation of three existing positions and one newly proposed position into one, new LP (number to be determined). The positions considered are listed below and are followed by the proposed consolidated position and its “argument for”.

Positions considered for consolidation, elimination, and/or discontinuation

Levy Equalization Funding and Formulas, LP.4.B.13 (Introduced 2015)

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

Use of Levy Funds for Non-Basic Education Programs, LP.4.3.22 (Introduced 2015)

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

Levy Equalization / Levy Lid / Grandfathered Inequities, SLP.7.4.B.51 (Adopted 1994; Amended 1999, 2005, 2010 and 2016)

WSSDA shall initiate and/or support legislation which would

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

WSSDA opposes reining in or repealing the levy lid; however, if an increase in the levy lid were adopted by the Legislature, WSSDA supports requiring that LEA be fully funded and a commensurate increase in LEA be included.

2018 New Position Statement Proposal (Ocean Beach):

WSSDA shall initiate and/or support legislation whereas the levy cap is raised from \$1.50/1,000AV to \$2.00/1000AV.

16. Levy Authority and Local Effort Assistance (LEA), LP number To Be Determined

Recommendation: DO PASS

Submitted by: Legislative Committee, Union Creek, and Ocean Beach School Districts

NOTE: This proposal proposes the consolidation of three existing positions and one newly proposed position into one, new LP (number to be determined). The positions considered are listed below and are followed by the proposed consolidated position and its "argument for".

Proposed New / Consolidated Position

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

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

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

- Raising the amount of maximum levy funding available to districts from \$1.50/1,000AV to \$2.00/1000AV, or \$2,500 per student, whichever is greater;
- Increasing the per-pupil guarantee for LEA to an amount that would assure greater equity across districts; and
- Aligning the growth factors used to calculate levy and LEA annually to assure greater stability and reliability.

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

Argument For:

WSSDA's positions related to levy authority and local effort assistance (LEA) policy were reviewed for redundancy and relevance by the Legislative Committee as part of the 2018 annual position streamlining process. In addition, one district (Ocean Beach) submitted a new legislative position proposal regarding district levy authority, and several others expressed interest in developing a more updated and comprehensive legislative position. Through this process the districts agreed to come together in consolidating the like-positions and creating a new position that is more proactive and responsive with regard to the wide variance of district impacts of new levy/LEA funding policies as a result of EHB 2242 (2017).

In order to assure continuation of programs and services important to each school district's local community, districts need stability from year to year in their ability to access to local levy resources. The new maximum levy rate of \$1.50/\$1,000AV (assessed value) or \$2,500/student, whichever is more, combined with a LEA match of up to \$1,500 per pupil creates an inequitable gap of \$1,000 per student resulting in extreme differential access of districts to levy and LEA resources. In order to assure equity across the state, it is essential for the per-pupil guarantee for LEA to increase.

Additionally, and central to this proposal is the need to assure equal opportunities for districts to access sufficient local levy and LEA funding. The position consists of two primary advocacy goals:

1. **Revise how levy authority is calculated**, to be calculated based on a percentage of a district's budget and for LEA to provide equalization on a portion of that base; **or**
2. If the current levy policy in EHB 2242 remains in place and is calculated based on assessed value, **modify the current formula**, including a commensurate increase in the LEA per-pupil threshold for districts in an effort to provide greater, and more equitable access to levy and LEA resources.

The position is grounded in recommendations from the Levy and Local Effort Assistance Technical Working Group (2011) that was established by ESHB 2261 (2009) and SHB 2776 (2010). Specific recommendations from

16. Levy Authority and Local Effort Assistance (LEA), LP number To Be Determined

Recommendation: DO PASS

Submitted by: Legislative Committee, Union Creek, and Ocean Beach School Districts

NOTE: This proposal proposes the consolidation of three existing positions and one newly proposed position into one, new LP (number to be determined). The positions considered are listed below and are followed by the proposed consolidated position and its “argument for”.

the Technical Working Group’s Final Report (2011, pp.1, 2, 4) that resonated with the committee and reflected in the new position include:

- Levies are a core component of community support for schools and provide an opportunity for communities to fund their priorities and affirm their support for education.
- Levy authority appropriate to economic conditions during periods of state and federal funding reductions should be maintained. The Legislature should continue this well-established precedent. Without the maintenance of local authority, significant budget reductions would occur at the district level.
- Levy and levy equalization calculations and formulas should continue to recognize the needs of small schools.
- Levy equalization is an important component of the local levy system as it provides both property tax relief and mitigates the effect that above-average property tax rates have on districts’ ability to raise local revenues. The original intent of levy equalization was to provide property tax relief. The Working Group reaffirms this intent. Further, the Working Group asserts that the state should establish a goal of equalizing 100 percent of the total amount levied.
- The rejection of reductions or modifications to the levy equalization formula, such as pro-rating or applying tiered cuts to the formula.

This proposal consolidates all of these related positions to allow for a more streamlined and coherently organized position “package” focused on the full spectrum levy authority and LEA policies that are critically linked to assure equity in access to local funding for districts across the state.

A vote for this proposal does the following:

1. Consolidates four current positions and one new proposals into one new LP that encompasses the overall content of all positions for greater clarity and reduced redundancy;
2. Eliminates one SLP (*Levy Equalization / Levy Lid / Grandfathered Inequities*); and
3. Discontinues two LPs (*Levy Equalization Funding and Formulas* and *Use of Levy Funds for Non-Basic Education Programs*).

Part Three: New Position Proposals

Summary: The proposals in this part represent all new position proposals submitted by individual school directors, school boards, WSSDA committees, and/or the Legislative Committee in 2018. *The 16 position proposals in this part are listed alphabetically by position title.* Each position, if adopted by the assembly, will be incorporated into WSSDA’s full suite of legislative positions and categorized accordingly following the assembly.

17. Comprehensive School Safety

Recommendation: DO PASS

Submitted by: Issaquah, Bellevue, Mercer Island, and Snoqualmie Valley School Districts

Position Statement

WSSDA shall initiate and/or support legislation that will provide stable and adequate funding for local discretionary use to:

- Support all-hazards approach for planning for and managing school crises, including but not limited to expanding staff trainings, coordinating with mental health professionals, coordinating with community partners and law enforcement, and promoting student awareness, and engagement.
- Support social emotional learning, mental health professionals and services in schools, expanded instruction on digital citizenship, bullying prevention programs, threat assessments, and interventions for at-risk students.
- Retrofit school buildings for safety and security purposes.
- Provide for School Resource Officers in all school districts, according to local needs.
- Promote gun violence prevention by adequately funding public-health research and education on firearms-related issues.

Argument For:

Sustained and coordinated efforts including the necessary funding are required to increase school safety. Every student who attends K-12 school in the state of Washington deserves to attend a safe school. Nationwide, more than 150,000 students attending more than 170 K-12 schools have experienced a shooting on campus since Columbine High School in 1999. Gun violence is the second leading cause of death in adolescents. In addition to local school shooting events in a number of Washington schools, districts across the state have extreme facility limitations that limit their ability to retrofit buildings for improved safety and security, and many, if not most, schools are experiencing dire shortages in important behavioral and mental health support systems for their students. Every district needs to be prepared for and to be able to respond to all safety concerns in a comprehensive manner.

Support needs to come at the state-level to districts with policies that that address the breadth of issues associated with improving student and school safety in a comprehensive manner. These include comprehensive safety plans and staff training, social-emotional curriculum K-12, access to mental health supports, improvements to building infrastructure, and access to guns. This position advocates for a comprehensive and coordinated approach that addresses all of these areas.

18. Continue to Allocate K-3 Class-Size Reduction Funding

Recommendation: DO PASS Submitted by: Issaquah School District

Position Statement

WSSDA shall initiate and/or support legislation that will delay the implementation of the K-3 class-size funding restrictions, and provide flexibility to local districts to hire and fund teachers to reach the 17:1 overall ratio despite the actual class-size, should classroom space not be available.

Argument For:

This position proposal addresses the continued need for local flexibility in implementing new K-3 class-size reduction funding. Since 2016 the legislature has provided K-3 class-size reduction funding to districts even in cases where additional classroom space is not available. For the past two years this funding and flexibility regarding the variety of district challenges has been appreciated. We know that increased funding is essential to lowering class-sizes in the early grades which is essential for providing a foundation of life-long learning.

Continued funding for K-3 class-size reduction is essential for districts who cannot meet the strict state guidelines for class-sizes because of: (1) fast growing districts who cannot build schools and classrooms fast enough, (2) districts who cannot pass capital bond or levies to increase capacity, (3) districts who cannot hire enough teachers because of the ongoing teacher shortage. As school districts and local school boards who understand the needs of our community, we want the opportunity to offer creative solutions, including: offering roving teachers or certified specialists, using paraprofessionals, and offering before and after school supports/programs that will meet the needs of students in spite of space or staff capacity limitations.

19. Education Effectiveness & Flexibility Act

Recommendation: DO PASS Submitted by: Legislative Committee

Position Statement

WSSDA shall initiate and/or support legislation that requires an automatic review of the efficacy of new legislated demands placed on our K-12 system after the first 3 years of implementation. This would include an initial review of legislated demands implemented between 2008 – 2015 to bring us current with a review.

Argument For:

This position proposal addresses the effectiveness of legislation affecting the K-12 education system. In Washington State, we are blessed with a strong coalition of passionate people interested in public education. Each brings good ideas for things we ought to include in our public education system. But the constant addition of new initiatives is at odds with the limits we have on time and funding and for our need to be flexible to address each individual child. We need a way to ensure that we are doing the right things with the time and resources we have available. We need a process that allows us to step back and review all the well-intentioned additions to make sure they are being effective and not interfering with our ability to do other important work.

We recommend an automatic review of new mandates 3 – 5 years after implementation to be assessed for impact and efficacy. Each mandate should be reviewed against a criteria to include a rating for:

- The outcomes. Are we getting what we expected to get? How much are we gaining by doing it? Does it address other goals beyond academics like engagement and safety?
- Does it fit the mission of public education? Is there anyone else who could provide this piece?

19. Education Effectiveness & Flexibility Act

Recommendation: DO PASS Submitted by: Legislative Committee

- The level of funding (unfunded or fully funded mandate)
- Unintended consequences; what it displaces
- The cost impact including funding and the time it takes for staff
- The paperwork impact

The position advocates a regular mechanism for assessing the demands being placed on public schools so we can decide what to stop doing in order to do new things and/or focus on our top priorities.

20. Firearms-free schools

Recommendation: DO PASS Submitted by: Dan Hansen, West Valley School Board Director

Position Statement

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

Argument For:

This position proposal addresses the need to maintain existing firearm restrictions on school grounds. One response to recent school shootings has been proposals to weaken or repeal the federal Gun-Free School Zones Act of 1990 (GFSZA) and Gun-Free Schools Act of 1994 (GFSA), as well as RCW 9.41.280, which prohibits lethal weapons on any Washington public primary or secondary school premises, or on school-provided transportation. Such proposals include Washington's proposed Student Safety and Protection Act, as well as S.2486 in the U.S. Senate, H.R. 34 in the U.S. House, and informal proposals by the President and U.S. Secretary of Education.

Some proposals would allow anyone with a concealed weapons permit (CCW) to possess a gun on school property. In Washington, as in most states, virtually anyone can obtain a CCW permit if they are 21 or older and not a convicted felon. Approximately 1 in 12 Washington residents holds a CCW license. There is no required training or proof of competency to obtain a CCW permit, or to buy or use a firearm. There are no license requirements to open-carry a firearm.

Other proposals have emerged proposing the allowable use of state and/or federal education money to train and equip school staff for carrying firearms in the classroom.

The National Association of School Resource Officers (NASRO) holds the position that any measure resulting in more civilian guns on school facilities endangers staff, students, and visitor safety, and greatly complicates the work of law enforcement during a live shooter situation. The NASRO notes that firearms skills degrade quickly, and law officers undergo rigorous ongoing training to be both skilled marksmen and mentally prepared to make life and death decisions under extreme stress that can reduce fine motor skills and cognitive functioning.

21. Improving School Safety

Recommendation: DO PASS

Submitted by: Bellevue School District

Position Statement

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

- Promote gun violence prevention, adequately funds public-health research and education on firearms-related issues, and materially advances the coordinated delivery of mental health prevention and intervention programs between schools and communities, as they are likely more effective than stand-alone programs.
- Rejects arming of any additional (beyond current laws) school staff for any purpose, and will maintain existing regulation of firearms at school and will NOT support any effort to arm educators and staff.
- Support the existing regulation banning firearms from schools as detailed under RCW 9.41.280 and support additional legislation that reduces risk of mass casualty events such as safe storage of firearms and limiting access to large capacity weapons and magazines.

Argument For:

This position proposal addresses the need for school safety legislation that prevents gun violence, does not arm educators or staff, and limits access to large capacity weapons and magazines in order to protect youth from school shootings.

- **Note:** the highlighted text represents the only difference between this position and number 22.

Every student who attends K-12 school in the state of Washington deserves to attend a safe school. More than 150,000 students attending more than 170 K-12 schools have experienced a shooting on campus since Columbine High School in 1999. Gun violence is the second leading cause of death in adolescents.

Efforts to improve school safety will require sustained and coordinated efforts that include public policy that addresses access to guns, social-emotional curriculum K-12, access to mental health supports, improvements to building infrastructure, and comprehensive safety plans and staff training.

22. Gun Violence Prevention

Recommendation: DO PASS

Submitted by: Issaquah and Mercer Island School Districts

Position Statement

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

- Promote gun violence prevention, adequately funds public-health research and education on firearms-related issues, and materially advances the coordinated delivery of mental health prevention and intervention programs between schools and communities, as they are likely more effective than stand-alone programs.
- Rejects arming of any additional (beyond current laws) school staff for any purpose, and will maintain existing regulation of firearms at school and will NOT support any effort to arm educators and staff.
- Support the existing regulation banning firearms from schools as detailed under RCW 9.41.280 and support additional legislation that reduces risk of mass casualty events such as safe storage of firearms.

22. Gun Violence Prevention

Recommendation: DO PASS Submitted by: Issaquah and Mercer Island School Districts

Argument For:

This position proposal advocates for broad legislation addressing several policy areas aimed to reduce gun violence in an effort to protect youth from campus shootings. Every student who attends K-12 school in the state of Washington deserves to attend a safe school. More than 150,000 students attending more than 170 K-12 schools have experienced a shooting on campus since Columbine High School in 1999. Gun violence is the second leading cause of death in adolescents.

Efforts to improve school safety will require sustained and coordinated efforts towards public policy that addresses access to guns, a social-emotional curriculum, K-12 access to mental health supports, improvements to building infrastructure, and comprehensive safety plans and staff training.

23. Limiting School District Civil Liability

Recommendation: DO PASS Submitted by: Eastmont School District

Position Statement

WSSDA shall initiate and/or support legislation that limits the civil liability of public school districts from lawsuits so as to protect the economic resources of state school districts, safeguards the investment of tax payers therein, and/or shield districts from liability for civil damages resulting from criminal acts committed by any of their students that occur outside of the district's custody and/or supervision.

Argument For:

This position proposal addresses the need for legislation that limits school district liability in the event where students commit crimes when not supervised or under the custody of the school district. Every school district in the state is potentially at risk for insolvency associated with ruinous or shattering monetary awards.

The *McCleary* decision and its attendant increase in funding for education in Washington State makes school districts attractive targets for civil litigation. Therefore, taxpayer dollars intended to educate our children could instead be lost to cover legal judgments that in no way serve the best interests of our students or state taxpayers.

In 2017 SB 5896 was introduced in an effort to address this challenge for local governments. The bill relied on the legal theory of "sovereign immunity" and proposed to cap jury awards (at \$1.5M for non-economic damages) and provide real economic relief to school districts in the form of reductions in insurance premiums due to the lessening of economic risk associated with unpredictable jury awards. Unfortunately SB 5896 did not pass the legislature, however it is important for WSSDA to support legislation that would place reasonable caps on civil litigation awards to shield districts from unwieldy civil damages and yet, at the same time provide plaintiffs, who may have a legitimate claim, with fair compensation.

24. Linking Graduation Requirements to Career Pathways

Recommendation: DO PASS

Submitted by: Legislative Committee

Position Statement

WSSDA shall initiate and/or support legislation that awards a high school diploma based on successful attainment of state-mandated credit requirements and allows for a district-directed credit waiver option upon successful completion of a career connected pathway program aligned with each student's High School and Beyond Plan.

Argument For:

This position proposal addresses career accessibility by suggesting adjustments to graduation requirements to prepare students for life beyond high school. Districts throughout the state have long expressed interest in greater breadth of broader state-recognized career-connected pathway options for graduation requirements. Current state graduation requirements include earning specific high school credits, passing state tests or approved alternatives, and participation in post-high school planning by completing a *High School and Beyond Plan* (HSBP). Many districts have made innovative progress locally, but the graduation requirement system has yet to catch up. As a result, students are caught in the middle with insufficient opportunities to find relevance and meaning in current requirements.

In 2017, the Legislature attempted to create greater flexibility with more opportunities and pathways for students to successfully graduate high school prepared for their next steps by adopting ESHB 2224. While the bill increased options and local flexibility for school districts regarding assessments for graduation purposes and created a more career-pathway focus for high school and beyond planning starting in eighth grade. However, it did not address the state-mandated credits required for graduation. Graduating students now need 24 credits to graduate, unless the State Board of Education grants a waiver to a district.

Current WSSDA legislative positions address the need to “delink” state-required assessments from graduation requirements, and the need for a robust and supported HSBP system, however the association has few legislative positions regarding the credit requirements.

This position enhances the currently available credit waiver process by advocating for an explicit graduation connection to the High School and Beyond Plan, to bring greater student focus to the Plan. Through successful completion of locally-developed career-connected pathway options, such as apprenticeships, internships, or work experiences directly aligned with the requirements of living-wage employment and/or post-secondary college admissions, a student will be able to see the point of the coursework.

By adopting this position, WSSDA will be able to add strength to the “delinking” position by enhancing the relevance of the credit-requirement system for students and emphasizing showing employers and educators a better way to evaluate the high school diploma than a standardized test cut-score.

25. Mitigate Regionalization Formula Inequities

Recommendation: DO PASS Submitted by: Legislative Committee

Position Statement

WSSDA shall initiate and/or support legislation that establishes a state-level process for regular review of and recommendations regarding statewide salary allocation methodologies. This includes, but may not be limited to, review of regionalization and other adjustment factors. Among these are annual cost-of-living adjustments and overall impacts on school districts to ensure the state basic education educator compensation levels are equitable and competitive in order to recruit and retain qualified educators statewide. This shall be a transparent process using research-based data for making recommendations for changes.

Argument For:

This position proposal addresses the vast disparity in the methodology and application of new salary regionalization policy introduced in 2017 via EHB 2242, and modified slightly in 2018 via ESSB 6362. EHB 2242 created and applied a new approach called “regionalization” in an attempt to acknowledge challenges some school districts have in recruiting and retaining educators. Regionalization factors range from 0% to 24% across the state and was generally based on housing values of homes within 15 miles of the school district. Unfortunately there is uneven and unclear rationale related to the assignment of a given regionalization to a given district, especially in the case of adjacent districts where one district may receive no regionalization funding, while their neighboring district might receive anywhere from six to 12 to 24%. To address this disparity, ESSB 6362 (2018) the regionalization factor was “corrected” in an attempt to “smooth” the differences by allowing a difference of no greater than one tercile among neighboring districts. While this provided much needed relief for six school districts, it did not address regionalization methodology more broadly. In addition, an “experience factor” was also added to salary calculations. Combined the new salary factors (regionalization, experience, and provisions related to hold harmless) phase-out differently over the next few years. As such, great inequities among districts still exist and significantly impacts the ability of districts across the state to attract and retain educators.

The intent of this position proposal is advocate for immediate evaluation and correction of current regionalization methodology and application. In addition, the position advocates for an explicit and ongoing process by which several factors are included in the process to assure regionalization funding is applied in a transparent and equitable manner.

26. Nourishing Public Schools and Police Partnerships

Recommendation: DO PASS Submitted by: Eastmont School District

Position Statement

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

Argument For:

This position proposal advocates a change in state law that would allow law enforcement to accept food service items from schools to encourage relationship-building between them and students. Adjusting the language in RCW 42.23.070 (2) to allow law enforcement officers to accept limited gratuities (such as a cup of coffee or school meal) from school districts would be a step toward improving overall school safety and climate.

26. Nourishing Public Schools and Police Partnerships

Recommendation: DO PASS Submitted by: Eastmont School District

Currently RCW 42.23.070 (2) reads; "No municipal officer may, directly or indirectly, give or receive or agree to receive any compensation, gift, reward, or gratuity from a source except the employing municipality, for a matter connected with or related to the officer's services as such an officer unless otherwise provided for by law." While many districts across the state would like to increase the profile of law enforcement officers on school campuses to build positive relationships, the Washington State Attorney General's Office has identified the above-referenced statute as a legal barrier for school districts.

Specifically, Eastmont school district would like to begin a program intended to increase law enforcement's profile on our campuses in a relational way rather than an overtly or expressly enforcement manner. This program would encourage local law enforcement officers to come on to our campuses to complete paperwork, or simply stop by to make positive connections with our students, by offering them a free cup of coffee or school meal. The presence of law enforcement on our campuses in this manner can create an environment that fosters real, meaningful, communication between students, staff, and law enforcement. The benefits of these interpersonal connections include increased school security and safety, the exchange of useful information that can reduce and possibly prevent school violence, and the break-down of barriers between community members and law enforcement. In an era of seemingly endless increased violence on school campuses nationwide, this simple and inexpensive approach could produce profound improvements to school safety and overall student/staff well-being.

27. School Construction Revenue

Recommendation: DO PASS Submitted by: Legislative Committee

Position Statement

WSSDA shall initiate and/or support legislation that establishes an ongoing, sustainable, and dedicated source of revenue that, when combined with Common School Trust revenue, will fully fund the state's responsibility for school construction.

Argument For:

This position proposal addresses the need for a dependable source of revenue for school construction. The state's debt limit results in an intense competition for state bonds. WSSDA's permanent position regarding the *Management of Common School Trust Lands* (3.3.3) helps sets the course for broad advocacy, however even with proper management, trust revenue will likely continue to fall short of the revenue needed to fund school construction. Adequate state funding for school construction will require more than available school trust land revenue and the likely K-12 share of state bonds. An additional source of dedicated revenue is required to bridge that gap.

This proposal creates a standalone legislative position to signal legislative actions needed related to a new source of money flowing into school construction.

28. School Day/Bell Schedule Flexibility

Recommendation: DO PASS Submitted by: Legislative Committee

Position Statement

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

Argument For:

This position proposal replaces the prior, *Defining a Minimum School Day* position that was eliminated in Part Two. The prior position was unclear in that it did not communicate that the intended goal to allow local school districts local flexibility to determine their school-day bell schedules, including whether or not to provide for early releases and/or late starts.

School districts should be able to locally establish the schedules necessary to meet their instructional obligations to students, as well as how they support the growth and development of their educators. This position proposal enforces this as an important local decision.

29. State Funding For Law Enforcement School Resource Officers

Recommendation: DO PASS Submitted by: Northshore School District

Position Statement

WSSDA shall initiate and/or support legislation that will provides full funding for School Resource Officers in all school districts, according to local needs.

Argument For:

This position proposal advocates funding for school resource officers in order to increase schools' access to them and therefore create safer learning environments. Since the school shooting in Columbine, CO in 1999, school districts across Washington State have increased safety and security programs to protect the welfare of students and staff. These programs have included, amongst many measures, contracting with local law enforcement agencies to provide School Resource Officers ("SROs"). SROs provide valuable safety services for school districts, including: serving as a vital in-building link with law enforcement; lending expertise to school safety procedure planning; building person-to-person relationships with students to foster a climate of trust to encourage students to "See Something, Say Something"; and being a visible presence on campus to lower anxiety levels of students to allow them to focus fully on their studies. As noted in a report by the National Association of School Resource Officers, "incidences of school-associated deaths, violence, nonfatal victimization and theft have all diminished since local police began partnering with school officials."

[\(https://nasro.org/nasro-testimony-senate/\)](https://nasro.org/nasro-testimony-senate/)

Over the past 20 years, as deadly school shootings have continued, districts have used local levy funds to fund SRO contracts. With passage of EHB 2242, the Washington State legislature has committed to providing a fully funded educational system in Washington State. The funding of SROs is not currently in the definition of "basic education", leaving school districts with an unstable funding model. With this current funding framework, districts may be forced to not provide this vital resource due to lack of funding. While local needs may not warrant an SRO in every school, districts should be afforded a consistent and reliable source of funding to secure SRO support based on their local needs.

30. Statewide Salary Schedule

Recommendation: DO PASS Submitted by: Legislative Committee

Position Statement

WSSDA shall initiate and/or support legislation that establishes, maintains, and fully funds a statewide salary schedule for certificated instructional staff (CIS) and classified staff (CLS).

Argument For:

This position proposes reinstating the statewide salary schedule. In order to achieve our state’s basic education learning goals, it is critical for school districts to be able to hire and retain qualified staff, have a balance of experience represented, and a workforce that is continually growing in pedagogy and skill.

Despite strong recommendations and models presented by the legislated Compensation Technical Working Group (2012) and strong district advocacy, in 2017 EHB 2242 eliminated the statewide salary schedule and associated staff mix factor as a means for allocating funds for educator compensation to school districts. As a result, it is now left up to each individual school district to establish a salary schedule to accomplish this. Washington State has 295 school districts ranging from eight students to 50,000+ students.

In December 2017, the OSPI Salary Grid Workgroup (2017), also made strong recommendations for re-instituting a simplified statewide salary schedule, however the 2018 Legislature took no further action. With no direct control of funding or market conditions for hiring, and differences in funding per district across the state, it is a monumental burden for districts to establish a salary schedule that can be sustained year after year, to be competitive in hiring, retain quality staff, and promote skill growth.

Rather than fostering a system that will create further inequities and competition for quality staff between districts, the state should define and maintain a statewide salary schedule and fund it in a manner that promotes a workforce pipeline, retention of qualified staff, and skill growth, allowing all districts, regardless of size, access to the workforce needed to provide the education every child in Washington is promised by our state’s constitution. This position does just that.

31. Trauma-Informed Practices and Supports for Students

Recommendation: DO PASS Submitted by: Yakima School District

Position Statement

WSSDA shall initiate and/or support legislation for funding and implementation of school-based trauma-informed practices and supports to assist students who suffer from a variety of trauma within their lives.

Argument For:

This position proposal addresses implementing support programs for students affected by trauma to help them process and grow from their experiences. Today’s students are increasingly affected in negative ways by trauma in their lives. Schools have little ability to eliminate the trauma inflicted on these students; however, supports for these students can be put into place within the school system to help develop coping mechanisms in the students and assist school staff members in understanding the challenges faced by their students. Support programs have proven to be effective but they are insufficiently funded and as a result do not reach all affected students.

31. Trauma-Informed Practices and Supports for Students

Recommendation: DO PASS Submitted by: Yakima School District

Today's students face immeasurable types of traumas and challenges and in many cases are ill-prepared to deal with them. Some examples include homelessness, harassment, bullying, intimidation, violence, various types of physical and emotional abuse, social pressures, divorce, deaths of family members or friends, drug use/abuse, poverty, neglect, teen pregnancy, mental illness, abandonment, domestic violence, and parental unemployment. Students facing any of these challenges cannot focus on their learning and these challenges are essentially speed bumps in students' road to learning. Counselors, psychologists, social workers, behavior specialists are critical staff necessary in schools but funding and staffing formulas have not kept current with the student needs.

This position focuses on providing ongoing support and funding to school districts for creating the necessary trauma-informed infrastructures within school buildings.

Part Four: Returning Positions

Summary: This part consists of returning positions that were adopted by the 2016 and 2017 assemblies that have not yet become SLPs and that either the submitting board or the Legislative Committee recommends continue in WSSDA’s suite of legislative positions. ***The seven position proposals in this part are listed first chronologically by the year in which they were first introduced, then alphabetically within that year’s grouping.***

32. Alternative Assessments for High School Graduation Requirements and Accountability, LP.1.C.35

Recommendation: DO NOT PASS

Submitted by: Spokane Public Schools

Current Position

Introduced: 2016

WSSDA shall initiate and/or support legislation that allows individual school districts to utilize the SAT and the ACT assessments for high school students to earn the certificate of academic achievement for graduation purposes and to meet the federal and state school accountability requirements at high school.

Argument For:

Originally introduced in 2016, this position addresses local control/maximum flexibility to choose the manner in which high school students are evaluated. The SAT and ACT are rigorous and reliable, provide access to post-secondary opportunities, and do not force educators to “teach to the test.” Both tests are highly reliable and are recognized across the country: the SAT has updated its content to align with the Washington State Learning Standards (WSLS) and the ACT has substantively increased its rigor. In August 2016 Washington’s State Board of Education adopted equivalent cut-scores for both assessments as graduation alternative assessments that correlate with the threshold scores for the Smarter Balanced Assessments in English language arts and mathematics. In addition, several states have sought approval from the US Department of Education to utilize the SAT and/or ACT for federal accountability purposes and some have already been granted permission. The current testing regime can be onerous for students, teachers and districts, especially lost instructional time that is currently dedicated to the logistical challenges posed by Smarter Balanced assessment coordination. This proposal does not dictate what each district should do; rather it mirrors the direction of many other states to ensure local governance to determine the best evaluation system to meet the varied needs of their respective student populations.

Argument Against:

The Legislative Committee recommends a “Do not pass” for this proposal. Current policy allows the SAT or ACT as alternative assessment options for students not meeting standard on the Smarter Balanced high school assessments (SBA). Adding the SAT and ACT as alternative assessments for graduation purposes for all students and allowing districts to decide which tests to use for federal accountability would add to current confusion over high school testing. Students, districts, and the state would then have to navigate different assessments at the elementary, middle, and high school levels, depending on their districts.

Washington’s State Plan for implementing Every Student Succeeds Act (ESSA) maintains the Smarter Balanced Assessments (SBA) for English language arts, mathematics, and the comprehensive science test (under development) for federal accountability. The SBA system has been developed with attention to equity and access for every student to successfully participate in the assessments. There is a wide variety of accommodations available allowing for fair access for students. While the SAT and ACT tests support measuring students’ knowledge and skills for college entrance purposes, the tests

32. Alternative Assessments for High School Graduation Requirements and Accountability, LP.1.C.35

Recommendation: DO NOT PASS

Submitted by: Spokane Public Schools

do not include the full spectrum of accommodations. In addition, there would likely be additional costs associated with the transition to different assessments.

Although utilizing a nationally recognized test for federal accountability is an option under ESSA, any such test must still meet the rigorous requirements outlined in the law. Neither the SAT nor ACT have been officially approved to meet these requirements.

33. Expanding Access to and Equitable Funding for all Dual Credit Options, LP.1.C.32

Recommendation: DO PASS

Submitted by: Legislative Committee

**Current Position
Introduced: 2016**

WSSDA shall initiate and/or support legislation that provides a stable and equitable funding system for all of Washington’s Dual Credit options. Every student who chooses to take a dual credit option should have all of the costs (tuition, books, fees & transportation) paid for as is the case for students who choose to take classes solely through their public high school. The dual credit funding should apply, but not be limited to, classes taken through the AP/IB/Cambridge systems, Running Start, Tech Prep, College in the High School, on-line college coursework and participating classes at our state’s Skill Centers.

Argument For:

Originally introduced in 2016, this position addresses equitable funding for all dual credit options. Under our current funding system, there is a lack of equity in funding of all dual credit options (i.e., AP/IB/Cambridge/Running Start/College in the High School). Students qualifying for Free or Reduced Price Lunch (FRPL) can take AP/IB/Cambridge exams for a reduced fee and some assistance is provided to students in rural schools and FRPL students for College in the High School tuition costs. All students engaging in Running Start can get the equivalent of full-time enrollment tuition paid; however, the costs of transportation, books and other fees can be a barrier for many families and only students receiving FRPL can access additional fee waivers from the college.

With all of these dual credit programs, unless the school district chooses to pay for the unpaid costs not covered by the state, students and families are held responsible for at least some part of the costs associated with participation. This inequity in funding makes for an unfair and inaccessible system for many students who could benefit the most from the programs. This position advocates for a stable and equitable funding source to cover the expenses of taking dual credit for all students choosing to access these options while in high school. .

With all current dual credit programs, unless the school district chooses to pay for the unpaid costs not covered by the state, students and families are held responsible for at least some part of the costs associated with participation. This inequity in funding makes for an unfair and inaccessible system for many students who could benefit the most from the programs.

This position advocates for a stable and equitable funding source to cover the expenses of taking dual credit for all students choosing to access these options while in high school.

34. State Sales Tax Offset Dedicated to a School Construction Fund, LP.1.39

Recommendation: DO PASS Submitted by: Legislative Committee

Current Position

Introduced: 2016

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

Argument For:

Originally introduced in 2016, this position addresses new state funding for school construction. Each year school districts in our state spend approximately \$1B on goods and services out of their general fund. A large portion of this spending is on construction projects and most construction expenditures are subject to state sales taxes. Since the largest source of construction funding is via local bond measures, local tax payers end up being taxed twice by paying for sales tax on any construction bond they approve, including taxes on the interest to service the bond. This is bad tax policy and needs to be addressed.

While it is not feasible to exempt sales tax on school construction projects given that it is one of the reasons the state of Washington is able to charge sale tax to the federal government, this position would dedicate any state sales tax school districts pay to a special construction fund dedicated for school construction. And, given the challenge many districts have in passing bond measures, the funds in this dedicated account would be accessible regardless of the passage of a bond.

35. Streamlining Summative Assessments, LP.1.C.8

Recommendation: DO PASS Submitted by: Legislative Committee

Current Position

Introduced: 2016

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

Argument For:

Originally introduced in 2016, this position addresses the inefficiency of the state's summative assessment system. WSSDA believes that it is important to collect summative data to assess educational effectiveness; and that assessments should be balanced across hard skills such as math, English language arts, and science, as well as soft skills such as creativity, innovation, collaboration, and communication. Currently, the amount of time statewide testing is taking from student instructional hours is excessive and does not return enough value for the time taken. While Smarter Balanced Assessments provide the right foundation for gathering this information, they need to be reviewed in light of local assessments and condensed for greater efficiency in the time needed to administer the assessments.

36. Community's Secession from School Districts, LP.5.A.83

Recommendation: DO PASS Submitted by: Legislative Committee

Current Position

Introduced: 2017

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

Argument For:

Originally introduced in 2017, this position advocates for proactive legislation regarding communities seceding from school districts. Secession is a growing trend across our country where local communities secede from their local school district and seek to establish a public school district specifically for the students of that community. These secession efforts usually result in a less diverse student body – either ethnically, racially, culturally, or socio- economically (as seen in states such as Tennessee, Louisiana, and Colorado, according to EdBuild) and inhibit equity by moving the tax dollars of the wealthy to the new school district.

With the growing awareness and recognition of the benefits of a diverse student (and staff) population, these secession efforts move the clock backwards.

Washington state law does not prohibit communities from seceding from their local school district and establishing a new public school district specifically for that community. In light of this gap in state law and due to the growing national trend of secession, it is important that WSSDA maintain a clear position, articulating that a negotiated process is required as part any secession proceedings.

37. Local Control to Sanction Educational Experiences, LP.5.A.30

Recommendation: DO PASS Submitted by: Legislative Committee

Current Position

Introduced: 2017

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

Argument For:

Originally introduced in 2017, this position was proposed in response to the evolving work in Washington's draft ESSA plan to define an absence, and to emphasize the importance of local control on this issue. At the time, OSPI was taking considerable public input and feedback as part of the rule-making process. As a result, WSSDA's legislative committee thought it necessary for WSSDA to articulate a clear legislative opinion on this topic.

In May 2018, OSPI adopted final rules (Washington Administrative Code (WAC) 392-401) that establish clear definitions of an absence and reasons for excused absences. The goal was to provide clear guidance and support to districts, while at the same time create more consistent reporting in order to improve data quality and comparability as accountability and visibility of chronic absenteeism increases. The rules became final on August 1, 2018.

While the new definitions are consistent and aligned with WSSDA's advocacy efforts, the legislative committee recommends continuation of the position to assure continued clarity on the association's position on this topic.

37. Local Control to Sanction Educational Experiences, LP.5.A.30

Recommendation: DO PASS Submitted by: Legislative Committee

The locally elected school board is the best body to decide if our students should attend any outside activities and if those will be effective for our students' education. Locally elected school boards should be the body to determine outside experiences as effective use of learning time and therefore, "sanctioned educational experiences" and not an absence from school.

Defining an absence as anything outside of seat time is counterproductive. There are many and varied ways that students learn, seat time is just one, and one size does not fit all students or districts. If a student is counted absent (*whether excused or not*) merely because learning did not occur in a classroom in a seat, the effectiveness of education in Washington state would dramatically decrease.

38. State Tribal Education Compact Schools, LP.5.B.25

Recommendation: DO PASS

Submitted by: Port Angeles, Ferndale, North Kitsap, Shelton, and Cape Flattery School Districts

Current Position

Introduced: 2017

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

Argument For:

Originally introduced in 2017, this position addresses the ability of state tribal compact schools to access WSSDA membership benefits. Washington state is home to 29 federally recognized Indian Tribes. American Indian and Alaska Native students make up 2.5 percent of the total student population in the state and 25 percent or more of the student population in 57 schools across the state. Of the 29 federally recognized tribes, five are currently authorized to have Tribal Compact Schools.

In 2013 legislation was enacted that created new opportunities for Washington tribes in serving the educational needs of their students through the creation of state-tribal education compacts (RCW 28A.715). The statute reaffirms the state's commitment to government-to-government relationships with tribes recognized by proclamation, and in the Centennial Accord and Millennium Agreement by authorizing OSPI to enter into state-tribal education compact negotiations.

Although Tribal Compact Schools operate separate from a public school district, they must adhere to most, if not all, of the same requirements as the state's public schools; and they receive state and federal funding apportioned by OSPI according to the schedule established under RCW 28A.510.250, including general apportionment, special education, categorical, and other non-basic education moneys. In addition, they are also eligible to apply for state grants on the same basis as a school district

Since Tribal Compact Schools are considered public schools and governed by elected boards of directors (tribal councils), they, therefore should be allowed membership to WSSDA and have access to all of the services and privileges that membership affords. This positions advocate for this increased access.

Standing Positions Calendar

Summary: This calendar consists of six legislative positions that were introduced in 2015, making them eligible to become new Standing Legislative Positions (SLPs) this year. SLPs are positions that may be considered so important and/or so universally accepted by school directors that they do not need to be reintroduced every year to become part of WSSDA's annual legislative agenda. Once adopted, these positions remain SLPs and are not brought forward to the assembly unless amendments or elimination are recommended by the Legislative Committee.

39. Academic Rigor and Equity in Public Education, LP.1.B.33

Recommendation: DO PASS Submitted by: Legislative Committee

Current Position

Introduced: 2015

WSSDA shall initiate and/or support legislation and funding for innovative and equitable solutions, including but not limited to work-based learning, equivalency courses of study, and competency based crediting to enable students across the state to obtain the 24-credit graduation requirement and be prepared for college and career. The essential component is to provide additional opportunities to access rigorous coursework, including rigorous transition classes during the senior year. This should be available to all students in Washington.

Argument For:

Originally introduced in 2015, this position addresses equity in academic success for every student. It permits school districts across the state to build capacity for students in the class of 2019 and beyond to meet the 24-credit graduation requirement and supports the vision that every child in the state will graduate on time, earn a meaningful diploma, and be ready for college and career through participation in programs such as Career Connected Learning. In 2014 funding enhancements were provided by the state for districts to more effectively support the move toward the 24-credits for every student; and in 2015 OSPI and the State Board for Community and Technical Colleges (SBCTC) received a grant from College Spark Washington to develop English and mathematics transition courses for students in 12th grade. Additionally, during deliberations at the 2017 legislative session, the topic of meaningful high school pathways became a constant of the policy discussions regarding the high school assessments required for students to graduate. These types of actions are critical for allowing for students to have greater access to credit options that will result in increased on-time graduation rates.

40. English Language Learners, LP.1.B.38

Recommendation: DO PASS Submitted by: Yakima, Kent, and Tukwila School Districts

Current Position

Introduced: 2015

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

- Creating a grant program for school districts to implement dual language programs for ELL and native English speaking students.
- Supporting school districts with certificated staff working in classrooms with ELL students to add their highly qualified status by completing a certificated ELL or Bilingual endorsement.
- Including language acquisition coursework and multicultural competency training as part of the core requirements of teacher education programs.

40. English Language Learners, LP.1.B.38

Recommendation: DO PASS Submitted by: Yakima, Kent, and Tukwila School Districts

- Developing academic language interim assessment tools to measure growth toward mastery of English Language Development Standards, in addition to the state’s annual measures of progress in academic English language learning.

Argument For:

Originally introduced in 2015 this position advocates increasing the access of school districts to support in serving English language learners (ELL), also referred to as “English Learners” (ELs) in the 2015 Every Student Succeeds Act. Over 96,000 ELL students are enrolled in the state’s Transitional Bilingual Instruction Program (TBIP), comprising 8.5 percent of the student population, and the number continues to grow.

It is essential that districts have the resources and educators have the training needed to address educational challenges of ELL students. This position supports making intentional progress on many of the current challenges associated with equitable support to ELL students.

41. Federal Funding Multipliers, LP.4.A.60

Recommendation: DO PASS Submitted by: Yakima, Kent, and Tukwila School Districts

Current Position

Introduced: 2015

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

Argument For:

Originally introduced in 2015, this position advocates that the state should allow districts to use federal “multipliers” in place of additional documentation for state-funded programs that require economic eligibility. Federal funding already provides for such alternatives in federal funding. For instance, at the federal level, the federal Community Eligibility Provision (CEP) allows schools in low-income areas to qualify for free breakfast and lunch for all students, without collecting family income information or individual applications. To determine eligibility, the CEP uses census data and information from other programs, including the Supplemental Nutrition Assistance Program, the Temporary Assistance Program for Needy Families, and Medicaid.

The state should allow similar alternatives to additional documentation. Instead, OSPI historically requires all schools and districts to conduct a Household Income Survey to determine poverty rates to qualify for state-funded programs, including the Learning Assistance Program, National Board Certified Teacher bonuses, K-3 high-poverty funding, and full-day kindergarten funding. However, because income forms are not required for free meals in CEP schools, there is little incentive for parents in those schools to return the Household Income Survey.

This position advocates for WSSDA to work with the legislature and/or OSPI to explore ways to alleviate this burden for school districts and adjust any state rules or statutes that are in place preventing this practice from occurring.

42. Fully Fund Facilities for Mandated Class-Size Reduction, LP.3.14

Recommendation: DO PASS Submitted by: Legislative Committee

Current Position

Introduced: 2015

WSSDA shall initiate and/or support legislation to fully fund any and all mandated class-size reduction. Funding will support property acquisition and facilities to provide the necessary classroom space.

Argument For:

Originally introduced in 2015, this position addresses the need to have funding for school facilities in order to achieve state-mandated smaller class-sizes. Districts across the state continue to struggle funding expenditures, especially facilities, associated with state mandates related to smaller class-sizes. With the currently required 60% majority required to pass school construction bonds, many districts are still unable to access the matching funds needed to qualify to receive K-3 class-size reduction grants. While the legislature allocated funding for K-3 class-size reduction grants, the funds were insufficient to meet the needs of all districts that applied and were deemed eligible. This position advocates that the state fully fund any requirements related to class-size reduction mandates.

43. Regional Collaboration of Choice/Magnet Programs, LP.5.A.73

Recommendation: DO PASS Submitted by: Legislative Committee

Current Position

Introduced: 2015

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

Argument For:

Originally introduced in 2015, this position seeks to improve student access to choice/magnet programs. Not all districts have the capacity and/or resources to provide extensive choice/magnet programs. State incentives for regional cooperation are currently too narrow and access to these programs is currently not equitable. This position encourages expansion and full funding for programs such as a state incentive for regional Skill Centers, Higher Ed/AP classes, and collaborative schools for innovation and alternative pathways for all students equally.

44. Streamlining Reporting, LP.5.B.50

Recommendation: DO PASS

Submitted by: Battleground School District

Current Position

Introduced: 2015

WSSDA shall initiate and/or support legislation that directs education agencies to review education data reporting for effectiveness and reduced cost of acquisition.

Argument For:

Originally introduced in 2015, this position advocates for more effective and inexpensive education data reporting. Streamlining and simplifying data reporting will allow districts to use resources more efficiently and effectively. Data collection and analysis will take less time and be more accurate. Especially for Alternative Learning Experience (ALE) programs and special education programs, the time required for reporting is excessive. For districts, the numerous reports and platforms needed for those reports is also excessive. This position advocates (re)evaluating the reports and the systems required to allow for a more efficient use of time and money at the state and local levels. If state and federal agencies consolidate and simplify reporting, the money saved could be used to add resources for instruction.

FOR REFERENCE: 2018 Standing Legislative Positions (SLPs)

This section provides a full listing of WSSDA's SLPs for 2018. While several SLPs will be considered and voted on in Parts 1 and 2 of the Regular Positions Calendar, the majority of them will not. These positions are important for districts to consider when prioritizing all of WSSDA's proposed and returning legislative positions for inclusion in the 2019 Legislative Priorities Platform.

The positions are listed by 2018 legislative position category and subcategory. Within each subcategory, they are then listed in rank order with the positions ranked highest by the 2017 assembly first. Position titles shaded in gray indicate that they may be amended, consolidated, and/or eliminated at this year's Legislative Assembly.

7.1 Learning

A. Basic Education

45. Special Education and Special Needs Students, SLP.7.1.A.2

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

- recognize that costs will vary according to the needs of every child and, therefore, for every district, based upon the IEP of each student;
- provide adequate funding for all of the required services for eligible special education students without imposing an artificial cap;
- exclude students for whom districts do not receive an annual basic education allocation from any special education program enrollment funding caps; and
- recognize that any funding formula based upon the assumption that every district has the same budget percentage costs for special education is inherently flawed and will not work.

(Adopted 1988; Amended 1990, 1996, 2005, 2014, 2015 and 2017)

46. Enhanced Funding for Transitional Bilingual Education, SLP.7.1.A.24

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

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

(Adopted 2016, Amended 2017)

47. Career and Technical Education Funding, SLP.7.1.A.34

WSSDA shall initiate and/or support legislative action that will amply fund career and technical education for seventh through twelfth grade, including appropriate staff, equipment and minor facility remodeling. (Adopted 2011)

48. Washington State Learning Standards Funding, SLP.7.1.A.56

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

49. Kindergarten Preparedness, SLP.7.1.A.58

WSSDA shall initiate and/or support policies or legislation that provide resources for kindergarten preparedness, especially for children in poverty or for whom English is not their primary language. (Adopted 2016)

50. All-Day Kindergarten, SLP.7.1.A.68

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)

B. Essentials for Learning

51. Funding Education Support Service for Students, SLP.7.1.B.12

WSSDA shall initiate and/or support legislation and ample funding for social-emotional and behavioral support services based on individual student needs and aligned with national model standards and recommendations. The state will help every school build capacity for wrap-around services by enhancing the prototypical school funding formula for support service staffing (including but not limited to school nurses, social workers, counselors, and psychologists). Districts will have the flexibility to increase support personnel through local funding and grants. (Adopted 2015, Amended 2017)

52. Technology Funding, SLP.7.1.B.17

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, including sufficient technology capacity to successfully administer mandated assessments. (Adopted 2010, Amended 2017)

53. McKinney – Vento Homeless Assistance Act Funding, SLP.7.1.B.19

WSSDA shall initiate and/or support legislation that supports the state fully funding school districts to cover the costs of supporting McKinney-Vento students. These costs include among others: McKinney-Vento student identification, basic social services, and transportation to and from school. (Adopted 2016, Amended 2017)

54. Early Childhood Education, SLP.7.1.B.43

WSSDA shall initiate and/or support legislation which would provide funding for public early childhood education and assistance programs. (Adopted 1991; Amended 2011)

55. Truancy Becca Funding, SLP.7.1.B.68

WSSDA shall initiate and/or support legislation that (1) provides adequate state funding to school districts for community truancy boards, for additional secretarial and administrative time to monitor truancies, send letters, prepare court documents and truancy petitions, attend court hearings, provide follow-up supervision for Becca compliance, and for other efforts to decrease student absences; or (2) eliminates the Becca law and truancy board requirements if the funding is not continually forthcoming. (Adopted 2010; Amended 2016)

56. Enrichment Programs, SLP.7.1.B.86

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

C. High School Pathways, Assessments, & Graduation Requirements

57. Delinking Assessments from Graduation Requirements, SLP.7.1.C.20

WSSDA shall initiate and/or support legislation that removes state-mandated assessments as a graduation requirement. (Adopted 2014)

58. End-of-course Exams, SLP.7.1.C.67

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

59. Career and College Ready Diploma, SLP.7.1.C.70

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

60. OSPI Authority for Graduation Requirements, SLP.7.C.1.77

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

61. Education and Funding for Gifted Student Programs, SLP.7.1.C.80

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)

7.2 Teachers & Administrators

A. Recruitment & Retention

62. Administrators for Small Schools, SLP.7.2.A.86

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)

B. Certification & Evaluation

63. WaKIDS Implementation, SLP.7.2.B.53

WSSDA shall initiate and/or support legislation that enacts the full recommendations of the WaKIDS Workgroup report released by OSPI in January 2013. Particular emphasis should be placed on enacting recommendations to:

- Provide for automatic waivers of conference time at the start of the year from the 180 day requirement;
- Provide “WaKIDS Implementation Grants” to cover the additional costs of completing the assessments;
- Continue to take steps to reduce the amount of time it takes for teachers to complete WaKIDS assessments; and
- Specifically allow schools to use strategies that involve school/district-based teams to support and assist classroom teachers in making the observations required under WaKIDS.

(Adopted 2016)

64. Alternative Routes to Teacher Certification, SLP.7.2.B.66

WSSDA shall initiate and/or support legislation that maintains or increases funding for alternative routes to teacher certification in state-identified shortage areas, particularly for those routes that allow Para- Educators and other classified instructional employees to attain a teaching certificate. (Adopted 2012)

65. Alternative Routes to Principal Certification, SLP.7.2.B.86

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

66. Conditional Scholarships, SLP.7.2.B.86

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

67. Teacher and Principal Evaluation System Implementation, SLP.7.2.B.86

WSSDA shall initiate and/or support legislation that ensures full funding for the Teacher/Principal Evaluation Program and ensures sufficient preparation time for the evaluation and documentation process. (Adopted 2016)

C. Professional Development

68. Professional Development, SLP.7.2.C.26

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

69. Diversity Training, SLP.7.2.C.55

WSSDA shall initiate and/or support legislation and/or regulations that include an academic experience of diversity requirements of certification for all new teachers, administrators and educational staff associate preparation programs. Additionally, continuing education programs will offer diversity training classes. (Adopted 1995; Amended 2003)

D. Employment, Placement, & Bargaining

70. Strikes and Labor Disputes, SLP.7.2.D.26

WSSDA is opposed to strikes as a means of settling disputes in public education as referenced in RCW 41.56.120. WSSDA strongly supports decisions by Washington courts that strikes by public employees, including public school employees and certificated personnel are illegal. Participants in strikes should suffer economic losses or professional sanctions. WSSDA shall initiate and/or support legislation that would:

- Remove mandatory binding arbitration as the means of resolving impasses in negotiations. It is against the public interest to give final authority over the schools' operations to an arbitrator, who has no continuing responsibility for implementing an arbitration award.
- Impose penalties upon either party who fails to participate in impasse processes and other required procedures designed to promote agreement before the beginning of school.
- When a local school district is faced with a strike, WSSDA recommends that the school board take necessary actions that it deems necessary to fulfill its obligation to students and patrons. This may include injunctive relief and/or a mandate for courts' assessment and enforcement of civil fines against the local education association for each strike, work stoppage, or slowdown endorsed by the association in which any member of the association engage or participate. During a strike, WSSDA will provide services or assistance requested by the local school board.

(Adopted 2001, Amended 2013 and 2017)

71. Salaries — Experience Recognition, SLP.7.2.D.35

WSSDA shall initiate and/or support legislation that would recognize employment experience as a professional in a position which requires Washington state license, certificate, or a degree that is comparable to that required for Washington state teacher certification (such as, but not limited to, registered nurses, occupational therapists, physical therapist, communication disorders specialist/speech pathologist, audiologist, counselors, psychologists, career/technical education professionals). (Adopted 2010, Amended 2013, 2017)

72. Fiscal Nonrenewal Date, SLP.7.2.D.44

WSSDA shall initiate and/or support legislation to change the staff non-renewal notification deadline to May 15 or 30 days after the budget becomes law. (Adopted 1993, Amended 2013 and 2017)

73. Pension Funding, SLP.7.2.D.46

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

74. Employee Dismissal, SLP.7.2.D.60

WSSDA supports legislation to provide districts with a reasonable process by which to terminate certified staff, yet protect terminated staff's due process rights. Pre-termination due process should be streamlined so that the termination decision can be expedited. The due process rights of the terminated employee would remain protected by the post-termination hearings process. (Adopted 2016)

75. School Employee Salaries, SLP.7.2.D.62

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)

76. Bargaining/Negotiations, SLP.7.2.D.63

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

- Health benefits
- School calendar

(Adopted 1979; Amended 2001 and 2016)

77. OSPI Investigations, SLP.7.2.D.71

WSSDA shall initiate and/or support legislation that requires OSPI to complete all district personnel investigations within six months of the date they are filed. (Adopted 2014)

78. Teacher Seniority and Reductions in Force, SLP.7.2.D.77

WSSDA shall initiate and/or support legislation that would support district consideration of variables, in addition to teacher seniority, when faced with a reduction in force due to declining enrollment or reduced state funding. (Adopted 2014)

79. Changing the Ethics Statute to Address Hiring Decisions, SLP.7.2.D.86

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

80. Retirement Incentives, SLP.7.2.D.86

WSSDA shall initiate and/or support legislation that would allow the state to offer early retirement incentives for teachers statewide, provided that participation in the program is voluntary and that teachers are legally protected from pressure to participate. (Adopted 2013)

81. Retroactive Cuts and Reductions in Force, SLP.7.2.D.86

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

82. Staff Assignments, SLP.7.2.D.86

WSSDA shall initiate and/or support legislation that provides the needed flexibility for staff assignment decisions made by district administration, to ensure efficient and effective placements are based on qualifications and fit to the individual school needs as codified in RCW 28A.150.230. (Adopted 2016)

7.3 Capital Facilities & School Construction

83. School Construction, SLP.7.3.3

WSSDA shall initiate and/or support legislation which supports improved state funding for school construction that achieves existing state policy codified in RCW 28A.525.166. That state law specifies that, on average, state funds will provide half the cost of school construction. To achieve this level of funding the legislature must:

- maintain a reliable system of funding that supports adequate planning at the local level;
- develop a new school construction funding formula that includes property acquisition and design costs, uses the national average for the square footage required for modern schools, and the true market cost per square foot to construct and renew schools that will remain safe, healthy, support high-quality teaching and learning, and optimize the life-cycle cost of the facility.
- ensure that the school construction funding formula allows for construction funding to all school districts based upon need, providing for a minimum of 20% of construction costs to all school districts
- fund construction costs resulting from new legislation and changes in class-size or graduation requirements at an enhanced level to enable districts to quickly meet the new requirements;
- review and reduce regulations regarding construction and siting of school facilities that do not contribute to student learning; health and safety; and the affordability of siting, constructing, and maintaining school facilities.
- remove the 30 year moratorium on School Construction funds for a building that was modernized and received prior SCAP funding, if the need is to accommodate growth and add more space for unhoused students.

(Adopted 2001; Amended 2008, 2015 and 2017)

84. Urgent Repair and Energy Efficiency, SLP.7.3.74

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

85. Impacts to Common School Funding Revenues, SLP.7.3.82

WSSDA shall oppose legislation that negatively impacts funding revenues that are traditionally used to support common schools, such as impact fees, collection timing, and property tax capacity. WSSDA supports legislation for impact fee flexibility that would allow renovation to extend the life of an existing facility. (Adopted 2014; Amended 2015)

7.4 Funding & Allocations

A. State Funding & Compensation

86. Compensation Technical Working Group Recommendations, SLP.7.4.A.6

WSSDA shall initiate and/or support legislation that implements the recommendations of the Compensation Technical Working Group submitted to the Legislature in June 2012. (Adopted 2016)

87. Full Funding of Basic Education, SLP.7.4.A.7

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

88. Fiscal Notes and Unfunded Mandates, SLP.4.A.15

WSSDA shall initiate and/or support requiring all legislation mandating K-12 programs or services provide full funding for all costs, including incidental, administrative and non-employee and other related costs of the programs or services. WSSDA supports requiring 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. WSSDA supports requiring K-12 related legislation to have a null and void clause, eliminating the mandates, if state funding is not appropriated to implement the legislation, in accordance with the school district fiscal note. (Adopted 1978; Amended 2002, 2015 and 2017)

89. Tax Reform, SLP.7.4.A.21

WSSDA shall initiate and/or support legislation to implement a comprehensive, attainable, stable and sustainable funding plan for education in Washington state. WSSDA shall support legislation to restructure the Washington state tax system to enhance state revenue by establishing stable, broad-based, flexible revenue sources for the State of Washington that are equitable and adequate, in order to ensure better educational funding as well as to maintain funding for other essential state services. (Adopted 1989, Amended 2013, 2016 and 2017)

90. Increased Funding for High-Poverty Schools, SLP.7.4.A.41

WSSDA shall initiate and/or support state and federal legislation that would provide sufficient additional direct funding for each student that qualifies for Free and Reduced Price meals to significantly close the achievement – opportunity gap. An even higher level of funding should be provided to schools with high concentrations of students that qualify for Free and Reduced Price meals. (Adopted 1991; Amended 2012)

91. MSOC Funding, SLP.4.A.45

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

92. Exempting Fund Balance, SLP.7.4.A.71

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

93. Enrollment Decline, SLP.7.4.A.86

WSSDA shall initiate and/or support legislation that would lessen the negative fiscal impact when districts are adversely impacted by a dramatic decline in student enrollment. (Adopted 2010)

94. Allowing Submission of a Two-year Budget to OSPI, SLP.7.4.A.86

WSSDA shall initiate and/or support legislation to allow school districts the option of submitting to OSPI a two-year district budget. (Adopted 2016)

B. Local Funding

95. Levy Rollbacks and Hold Harmless, SLP.7.4.B.1

WSSDA shall initiate and/or support legislation which would ensure districts are held harmless during:

- **State budget cuts:** ensures no school district loses levy authority if the district’s apportionment/budgets are decreased by the state. Districts should be held harmless for at least a two-year period.
- **State transitions from levy to state funding:** ensure – during the state’s transition to full funding of educator compensation – no school district loses the funding necessary to maintain current compensation obligations. Levy amounts should only decrease to the extent that the state has fulfilled its responsibility to fund compensation. Districts should be held harmless to ensure that total funding is maintained or enhanced at the greater of the current aggregate or per pupil amounts increased annually by the Seattle CPI.

(Adopted 2016 amended 2017)

96. Passage of School Finance Issues, SLP.7.4.B.9

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, 2001 and 2017)

97. Forest Revenue Apportionment Withholding, SLP.7.4.B.29

WSSDA shall initiate and/or support legislation preventing the State from withholding moneys from the State’s monthly apportionment in the amount equal to state forest revenue or to the federal forest fees received by school districts from the federal government. (Adopted 2013)

98. Levy Equalization/Levy Lid/Grandfathered Inequities, SLP.7.4.B.51

WSSDA shall initiate and/or support legislation which would

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

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

C. Transportation

99. Transportation, SLP.7.4.C.54

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)

7.5 Governance

A. Local Control / General District Structures & Operations

100. Local Control in School/District Improvement, SLP.7.5.A.23

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

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

(Adopted 2015, Amended 2017)

101. Removing Barriers to Innovation in Public Schools, SLP.7.5.A.49

WSSDA shall initiate and/or support legislation that provides public schools the same opportunities as charter schools to create innovative programming based on outcomes not tied to mandated seat time, staffing, grade levels, or operational restrictions. (Adopted 2016)

102. Charter Schools under Locally Elected School Boards, SLP.7.5.A.58

WSSDA shall initiate and/or support legislation that authorizes charter schools be formed only under the governance of existing locally elected School Boards of Directors. (Adopted 2015)

103. Mandatory School Age, SLP.7.5.A.77

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

104. Remote and Necessary Schools, SLP.7.5.A.80

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

105. School Year, SLP.7.5.A.83

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

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

(Adopted 1988; Amended 1990, 1992, 2005 and 2016)

106. Community Schools, SLP.7.5.A.86

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

The legislation should include revisions in the current calculation of “instructional space” so school districts are not penalized by the loss of any state construction funding due to the facilities partnership. (Adopted 2011)

107. Defining a Minimum School Day, SLP.7.5.A.86

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

108. Students in Residential Placement, SLP.7.5.A.86

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

- An agreement by all key agencies on how such students are placed in communities across the state;
- Policy and procedures that mandate timely, collaborative district-agency planning before challenging students are actually moved into school districts; and
- Mechanisms whereby fiscal resources are shared by agencies with those school districts charged with educating these students.

(Adopted 2013)

109. Student Contact Time, SLP.7.5.A.86

WSSDA shall initiate and/or support legislation that provides flexibility in determining attendance for the purpose of state apportionment and graduation including allowing school districts to meet the requirements of state law for funding purposes through the use of student contact time rather than student contact days without having to seek waivers from either SBE or OSPI. WSSDA opposes legislation that requires districts to use average daily attendance for FTE funding. (Adopted 2012; Amended 2015)

B. State / Federal Government Requirements for School Districts & WSSDA

110. Federal DREAM Act, SLP.7.5.B.5

WSSDA shall initiate and/or support the enactment of a process allowing immigrant students a path toward becoming lawful U.S. residents. (Adopted 2014)

111. Public Records Act, SLP.7.5.B.16

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

- Accountability:
 - a process for determining when public record requests are frivolous or harassing; and
 - a process for determining when public records requests are data-mining expeditions for commercial purposes.
 - that would allow public agencies to require a requestor to use an internal administration review process within the agency itself prior to being able to seek daily penalties for a violation of the Public Records Act.
- Executive Sessions:
 - clarifying that any notes taken or electronic recordings made during an executive session are exempt from disclosure under the Public Records Act.

(Adopted 2012 Amended 2017)

112. Building Schools outside Urban Growth Areas, SLP.7.5.B.51

WSSDA shall initiate and/or support legislation to allow school districts to build a school outside of a county’s Urban Growth Area (UGA) under the state’s Growth Management Act (GMA) when certain circumstances are met. The legislation should also authorize counties that fully plan under the GMA

to permit the construction of schools outside of designed UGAs when specified criteria are met. Legislation should establish planning actions that counties must satisfy in complying with the requirement to permit school construction outside of UGAs. Legislation must be applicable to all districts in the state that can demonstrate the required circumstances, and not be arbitrarily limited to only select counties or school districts. (Adopted 2016)

113. Consolidation of School Districts, SLP.7.5.B.56

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, 1994 and 2017)

114. Immigration Status, SLP.7.5.B.63

WSSDA opposes any legislation that would require school districts to inquire into the Immigration status of a student or his/her family, or exclude students based on their actual or perceived immigration or citizenship status. (Adopted 2014)

115. Washington State Voting Rights, SLP.7.5.B.74

WSSDA supports legislation that maintains local school board authority to determine the structure of the school district's voting subdivisions. (Adopted 2016)

116. Open Public Meetings Act, SLP.7.5.B.76

WSSDA shall initiate and/or support legislation that maintains the current provisions of the Open Public Meetings Act, including without limitations those that allow for confidential executive sessions of the governing board for specified purposes, that allow for the presence of necessary individuals other than board members, and that do not require minutes, taping or any other record of the discussions that transpire in sessions. (Adopted 2011)

117. Attorney/Client Privileges, SLP.7.5.B.86

WSSDA shall oppose legislation that would erode the attorney/client privilege and current law related to the non-disclosure of attorney work product materials and other communication between a school district and its legal counsel. (Adopted 2014)

118. Legal Notices Website, SLP.7.5.B.86

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

119. Mayoral Control, SLP.7.5.B.86

WSSDA opposes legislation that authorizes mayoral control of public K-12 schools. (Adopted 2016)

120. State Board of Education Membership, SLP.7.5.B.86

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

121. WSSDA Universal Membership and Dues, SLP.7.5.B.86

WSSDA shall initiate and/or support legislation that maintains the current dues structure in statute and the association's state agency status. (Adopted 2014)