

2019 Legislative Assembly Proposal & Position Listing

LAST UPDATED: AUGUST 23, 2019

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HANDBOOK OVERVIEW

The 2019 proposal and position listing consists of **six main sections** designed to assist WSSDA's 2019 Legislative Assembly in adopting the association's legislative positions and establishing their legislative priorities for the 2020 legislative session:

Organized by WSSDA [position category](#) (e.g., learning, staff, capital facilities and school construction, etc.) these sections present all legislative positions ranging from proposals to amend, consolidate, and/or discontinue positions; to new positions. For a more holistic presentation of WSSDA's positions for voting and prioritizing, each section also includes all of the continuing SLPs that do not need to be deliberated by the assembly this year. Within each category the positions are presented in the following order to emulate the components of Regular and Standing Positions Calendars (per WSSDA Operating Policy [1290](#) and [1290P](#))

- a. **Amended or Clarified Position Proposals.** These proposals recommend position clarifications and minor amendments to several legislative positions as a result of the annual position review process.
- b. **Consolidation, Elimination (of SLPs), and Discontinuation (of LPs) Position Proposals.** These proposals recommend position consolidations, eliminations (of Standing Legislative Positions [SLPs]), and discontinuations (of Legislative Positions [LPs]) also as a result of the annual position review process.
- c. **New Position Proposals.** These proposals are all new position proposals submitted by individual school directors, school boards, WSSDA committees, and/or the Legislative Committee through the proposal submission process.
- d. **Returning Position Proposals.** These proposals are returning positions that have been adopted by the legislative assembly for at least the past three consecutive years and that have either been resubmitted by proposing districts or recommended by the legislative committee for continuation.
- e. **Standing Position Proposals:** These proposals are returning legislative positions that the Legislative Committee has deemed meet the [criteria](#) to become Standing Legislative Positions, including this as the fourth consecutive year the position as come before the assembly for adoption. As a result, the Legislative Committee is recommending their adoption as SLPs. Once adopted, these positions remain as SLPs and are not brought forward to the assembly unless amendments or elimination are recommended by the Legislative Committee.

If approved, these positions will be added to WSSDA's suite of SLPs and overall legislative positions. If a proposal is not approved as an SLP, the assembly has the option of voting to retain it as a regular legislative position (LP) for the next legislative session. In this case, a vote will occur immediately following the failure of adoption as an SLP, with a motion by the Legislative Committee to approve it as a regular LP.

FOR REFERENCE: 2019 Standing Legislative Positions (SLPs). The final portion of each category includes a full listing of WSSDA's SLPs for 2019. SLPs considered and voted on as part of proposed amendments, consolidations, and/or elimination are highlighted; however most SLPs remain unchanged. These positions are important for districts to consider when prioritizing all of WSSDA's proposed and returning legislative positions for inclusion in the association's 2020 Legislative Priorities. SLPs for reference are listed based on alphabetical order.

2019 LISTING OF PROPOSALS AND POSITIONS

CATEGORY 1: LEARNING

Part One: Amended or Clarified Positions

1. Academic Rigor and Equity in Public Education, SLP 7.1.B.24 Recommendation: Do Pass Submitted By: Legislative Committee	
Current Position Statement Adopted: 2018 Amended: N/A	Proposed Position Amendment (Track Changes)
<p>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.</p>	<p>WSSDA shall initiate and/or support legislation and funding for innovative and equitable solutions <u>to provide additional opportunities to access rigorous coursework to prepare students for careers and college</u>, including but not limited to <u>rigorous transition classes</u>, work-based learning, equivalency courses of study, and competency based crediting. <u>to enable students across the state to obtain the 24-credit graduation requirement and be prepared for college and career.</u> 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.</p>
Proposed Position Statement (Clean)	
<p>WSSDA shall initiate and/or support legislation and funding for innovative and equitable solutions to provide additional opportunities to access rigorous coursework to prepare students for careers and college, including but not limited to transition classes, work-based learning, equivalency courses of study, and competency based crediting.</p>	
Argument For:	
<p>This position was adopted by the legislative assembly in 2018 and addresses equity in academic success for every student. With the passage of ESHB 1599 in 2019, WSSDA's legislative committee considered the position in light new refinements to the state's graduation requirements. This proposed amendment refines the position for greater clarity and focus for allowing students to have greater access to credit options to increase graduation rates.</p> <p>As per the original position, the position still advocates for increased flexibility for school districts 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.</p>	

2. Delinking Assessments from Graduation Requirements,
SLP 7.1.C.21

Recommendation: Do Pass | Submitted By: Legislative Committee

Current Position Statement Adopted: 2014 Amended: N/A	Proposed Position Amendment (Track Changes)
WSSDA shall initiate and/or support legislation that removes state-mandated assessments as a graduation requirement.	WSSDA shall introduce <u>oppose legislation that requires</u> initiate and/or support legislation that state-mandated assessments as a stand-alone graduation requirement.
Proposed Position Statement (Clean)	
WSSDA shall oppose legislation that requires state-mandated assessments as a graduation requirement.	
Argument For:	
<p>This original position was introduced in 2010 and adopted in 2014 by the legislative assembly in response to the unintended consequences of state-mandated assessment graduation requirements, including the over-emphasis on test prep and lack of relevancy for students. In addition, when the state moved to requiring Smarter Balanced Assessments (SBA) for graduation, developers were clear that the tests they were not intended to be used for graduation purposes. Until recently Washington was one of a few states still requiring standardized tests for graduation.</p> <p>With the passage of ESHB 1599 in 2019, WSSDA’s legislative committee considered the position in light of the bill’s refinements to the state’s graduation requirements, including establishing a broader set of pathway options that include state and course-specific student demonstrations of proficiency, instead of passage of one state-mandated test. As a result the committee recommends amending the position in light of new legislation and the intention of current state education leaders to move toward a more relevant, robust, and flexible graduation requirement system.</p> <p>By adopting this position, the assembly acknowledges the importance for WSSDA to maintain a clear position against state-mandated standardized testing requirements for graduation.</p>	

3. Expanding Access to and Funding for All Dual Credit
Options, LP 7.1.B.32

Recommendation: Do Pass | Submitted By: Legislative Committee

Current Position Statement Introduced: 2016 Amended: N/A	Proposed Position Amendment (Track Changes)
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.	WSSDA shall initiate and/or support legislation that provides a stable and equitable funding system for all <u>students’ imposed costs (i.e., tuition, books, fees, and transportation)</u> associated with of Washington’s D ual c redit options. Every student who chooses to take a dual credit option should have all of the costs <u>(tuition, books, fees & transportation) paid for</u>

<p>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.</p>	<p>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/or participating classes at our state's Skill Centers.</p>
<p>Proposed Position Statement (Clean)</p>	
<p>WSSDA shall initiate and/or support legislation that provides a stable and equitable funding system for students' costs (i.e., tuition, books, fees, and transportation) associated with Washington's dual credit options. 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, online college coursework, and/or participating classes at Skill Centers.</p>	
<p>Argument For:</p>	
<p>Originally introduced in 2016, this position addresses equitable funding for dual credit options. Under our current funding system, a lack of equity exists in the 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. All students engaging in Running Start can get the equivalent of full-time enrollment tuition paid.</p> <p>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. Students and families are held responsible for at least some part of the costs to take dual credit courses unless the school district chooses to pay for the unpaid costs not covered by the state. This inequity in funding makes for an unfair and inaccessible system for many students who could benefit from the programs.</p> <p>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.</p>	

<p>4. Funding for Graduation Requirements Career and College Ready Diploma, SLP 7.1.C.59 Recommendation: Do Pass Submitted By: Legislative Committee</p>	
<p>Current Position Statement Adopted: 2014 Amended: N/A</p>	<p>Proposed Position Amendment (Track Changes)</p>
<p>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.</p>	<p>WSSDA shall initiate and/or support legislation that fully funds district costs for all credit requirements mandated by the state. 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.</p>
<p>Proposed Position Statement (Clean)</p>	

WSSDA shall initiate and/or support legislation that fully funds district costs for all credit requirements mandated by the state.
Argument For:
<p>This position was introduced in 2010 and adopted in 2014 as an SLP was narrowly in response the State Board of Education’s (SBE) adoption of the 24-credit graduation requirements, and the subsequent prioritization of the third credit for science. As part of its annual review process, the Legislative Committee recommends amending this position to make it more focused on what all districts need in order to implement state-mandated graduation requirements broadly.</p> <p>By way of background, despite increased credit requirements, the legislature has made slow progress toward providing funding specific to supporting districts to implement the increased credit requirements, such as facility space for increased science offerings, and funds for assisting districts implement increased instructional time. Now that districts across the state have begun implementing the required 24-credits, full costs are being realized and range from the increased need for academic counseling, instructional staff, and classroom space. In order to allow for continued advocacy for funding to support district implementation of all state-mandated graduation requirements, the legislative committee is proposing an amendment to the position for greater focus and clarity.</p> <p>Adoption of this amended position will result in a more clear and relevant WSSDA position on the funding needed to support implementation of the full suite of state-mandated graduation requirements.</p>

5. Linking Graduation Requirements to Career Pathways, LP 7.1.C.18 Recommendation: Do Pass Submitted By: Legislative Committee	
Current Position Statement Introduced: 2018 Amended: N/A	Proposed Position Amendment (Track Changes)
<p>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.</p>	<p>WSSDA shall initiate and/or support legislation that <u>reduces total elective credits required for graduation, and expands career and technical education CTE and other course equivalencies for personalized pathways; and that</u> awards a high school diploma based on successful attainment of state-mandated credit requirements. <u>Legislation should and allow</u>s 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.</p>
Proposed Position Statement (Clean)	
<p>WSSDA shall initiate and/or support legislation that reduces total credits required for graduation and expands career and technical education and other course equivalencies for personalized pathways; and that awards a high school diploma based on successful attainment of state-</p>	

mandated credit requirements. Legislation should allow 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 was introduced in 2018 and addresses career accessibility by suggesting adjustments to graduation requirements to prepare students for life beyond high school. With the passage of ESHB 1599 in 2019, the Legislature took important steps toward delinking state-mandated standardized tests as a stand-alone graduation requirement and establishing a set of pathway options for greater rigor and relevance of state graduation requirements; however, the legislative committee believes there needs to be greater flexibility granted related to credits required for graduation. As a result, the committee recommends amending this position light of passage of ESHB 1599 and to emphasize the need for increased greater credit flexibility and expansion of CTE and other rigorous course equivalency options for students. Adoption of this amended position supports increased progress toward relevant and personalized graduation options for every student.

Part Two: Consolidation, Elimination (of SLPs), and Discontinuation (of LPs) Position Proposals

6. End-of-Course Exams, SLP 7.1.C.87.a Recommendation: Do Pass (Eliminate) Submitted By: Legislative Committee
Position Statement: Adopted: 2014 Amended: N/A
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.
Argument For:
<p>This position was introduced in 2012 and formally adopted as an SLP in 2015 during a time of much discussion and debate regarding the types of state-developed tests mandated for graduation. With the discontinuation of requirements related to state-developed end-of-course (EOC) exams and with the current evolution of the state’s full suite of graduation requirements, the Legislative Committee recommends elimination of this position from WSSDA’s suite of legislative positions.</p> <p>By way of background, this position was accomplished when the state directed the development of end-of-course (EOC) tests in mathematics (Algebra 1/Integrated Math 1, Geometry/Integrated Math 2) and science (biology). At that time, legislation required the tests to be phased-in and required starting with the classes of 2014 (math) and 2015 (science) to graduate. During these years, however, controversy and concern continued related to end-of-course assessments and high school testing in general as required for graduation. As the state transitioned to the EOC requirements in mathematics, initial results and continuing concerns regarding the biology EOC led to its continual delay as a graduation requirement through the class of 2021.</p> <p>Additionally, when the state adopted new learning standards in mathematics (the Common Core State Standards), legislation was adopted to updated the tests required for graduation and authorized Washington’s participation with 26 other states in the Smarter Balanced Assessment Consortium (SBAC) tasked with developing new assessments based on the new learning standards. In math and science, the state discontinued development of EOCs at that time.</p> <p>In 2018 new legislation was adopted (HB 2224 (2018) and HB 1599 (2019)) that made significant adjustments to state graduation requirements. In addition to addressing credit requirements and refining the required High School and Beyond Planning process, state-mandated tests as a stand-alone requirement were replaced with a suite of pathway options consisting of student performance in a variety of courses and/or assessments to demonstrate their subject-area proficiency in order to graduate. In addition, the legislation removed state-mandated tests of any kind in science as a requirement to graduate.</p>

7. OSPI Authority of Graduation Requirements, SLP 7.1.C.87.b

Recommendation: Do Pass (Eliminate) | Submitted By: Legislative Committee

Position Statement:

Adopted: 2014 Amended: N/A

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.

Argument For:

This position was introduced in 2012 and formally adopted as an SLP in 2015. As part of its annual review of legislative positions this year, WSSDA’s legislative committee clarified its intent that the authority to set minimum graduation requirements should not solely reside with one statewide elected office as this position suggests (the Office of Superintendent of Public Instruction (OSPI)). Instead, the committee believes that the responsibility should be shared among the Legislature, OSPI, and the State Board of Education (SBE) in order to assure appropriate “checks and balances” and widespread school district engagement, as is the current practice. As a result, the committee recommends elimination of this position from WSSDA’s suite of legislative positions.

By way of background, when this position was introduced, there was much concern with a perceived disconnect between the SBE and the impacts of their policies on local school districts, especially when it came to the financial, operational, and social costs of graduation requirement. At that time, WSSDA believed that OSPI, as the independently elected state education official, would be a more appropriate lead for establishing minimum graduation requirements; and this leadership would result in a more stable set of requirements, while striving to maintain local school board involvement in establishing local graduation requirements above and beyond those mandated by the state.

Part Three: New Position Proposals

8. Equity-Based Education System, New # 1

Recommendation: Do Pass | Submitted By: Tukwila SD

Position Statement:

WSSDA shall initiate and/or support legislation that requires an equity analysis of any education bills. In this context, equity is defined as providing each student with the resources they need to be successful.

The resources allocated for each student will be based upon reputable studies and evidence of the actual cost to support the success of each student. In the implementation of the system, the highest priority will be to support persistently underserved students and close the achievement and opportunity gaps.

Argument For:

Washington state has large and persistent achievement gaps related to race, special education, ELL status and income. Changes are needed in the education funding system to disrupt the system that has produced these gaps. The state funding system currently underfunds the various higher need student groups, including:

1. Special Education – Actual costs have exceeded revenue provided to districts for years.
2. McKinney Vento (students experiencing homelessness) – There is nothing in any state funded education formulas that provides funds to districts based on the number of McKinney Vento students.
3. Students in poverty – A study out of Rutgers (“Is School Funding Fair? A National Report Card) has shown for years that Washington state funds districts with a higher percentage of students in poverty at the same or lower level than districts with a lower percentage of students in poverty. A study done for California (“School Funding Formulas: What Works and What Doesn’t? Lessons for California”, October 2007) shows that students in poverty need about 30% more while Washington only provides about 10% more.
4. Education Support Associates (counselors, social workers, nurses, psychologists, parent involvement coordinators) are underfunded for all students based on national standards. There is nothing in the formulas to recognize that fact that students in poverty, McKinney Vento students, refugee students and English Language Learners need additional support beyond the standard amount.

Given the need for continued focus on closing opportunity gaps and assuring that funds are available and targeted based on student need, this position advocates for a regular review process of proposed legislation.

9. Expansion of Work-Based Learning Opportunities, New # 2

Recommendation: Do Pass | Submitted By: Bremerton SD

Position Statement:

WSSDA shall initiate and/or support legislation to encourage the expansion of work-based learning for high school students. For example by offering businesses participating in the Washington State Apprenticeship Training Program a tax credit per apprentice lasting up to four years or expand the B & O tax credit currently offered to businesses by the Washington State Board for Community and Technical Colleges for training allowances to include high school students.

Argument For:
<p>By encouraging companies to participate in providing work-based learning experiences for students, such as internships and registered apprenticeships, students' opportunities to learn and grow in various professions would expand significantly. These experiences build "real world" knowledge and skills, which leads to a deeper understanding of and preparedness for a chosen field.</p> <p>Work-based learning opportunities also encourage local companies to give students an educational experience and a financial benefit. This benefit is important as many students do not have the resources needed to travel outside of the area. In addition, students participating in paid internships and apprenticeship programs often find their passion and gain self-confidence. Effective work-based learning programs provide ongoing coordination between the school, employer and student which leads to improved outcomes for all. By increasing the availability of additional companies, more students are able to participate which creates more equitable learning opportunities for all.</p>

10. Federal Funding for Civics Education Grants, New # 3 Recommendation: Do Pass Submitted By: North Mason SD
Position Statement:
<p>WSSDA shall initiate and/or support legislation that restores federal grants in support of K-12 civics education, such as the "We the People" program".</p>
Argument For:
<p>Civics Education is a part of a robust and comprehensive social studies program. Washington state law (RCW 28A.230.094) requires that a stand-alone civics course be provided to each high school student beginning with the 2020-21 school year and that the course content include several components including the Washington and United States Constitutions. In order to support this aim, funding to implement effective programming is essential. Many programs exist that could be used to strengthen implementation of civics, including We the People, Project Citizen, iCivics, People to People, Youth in Government, and others. Funding and training supports are needed in order to fully implement these programs as a part of civics education. These programs include materials and resources that reinforce that kind of comprehensive civics education that includes data-driven instruction, project-based learning, cycle of inquiry, student research and presentations, and broad application of learning. These strategies make the study of the Constitution highly motivating and will increase the likelihood that students will learn in greater depth than reading and test-taking alone.</p>

11. Fully-Funded Staffing Levels, New # 4 Recommendation: Do Pass Submitted By: Legislative Committee
Position Statement:
<p>WSSDA shall initiate and/or support legislation that provides for the full funding of appropriate staff levels for the following necessary functions:</p> <ul style="list-style-type: none"> • Principals, library/media, guidance counselors, communications • Teaching assistants, office support, custodians, student safety, family involvement • Technology, facilities/maintenance/grounds, warehouse/laborer/mechanic • Mentors and instructional coaches

Argument For:

In 2012, the Compensation Technical Working Group (CTWG) made nine recommendations for allocating and funding staff positions necessary for the full-funding of basic education. In 2013 a position was introduced and adopted by WSSDA’s legislative assembly that pronounced WSSDA’s full support of all nine of the CTWG recommendations. That position was formally adopted as an SLP in 2016. At that time, the association did not have clear legislative positions regarding most of the CTWG recommendations; however since then, the assembly has adopted several more precise and actionable legislative positions that have enabled greater advocacy for the variety of proposals associated with the full-funding of basic education; and that address most of the nine CTWG recommendations sufficiently with two exceptions:

- CTWG recommendation #6 advocates the allocation of mentors and instructional coaches within the basic education funding formula; and
- CTWG recommendation #7 advocates the provision of appropriate staffing levels and increased program support for basic education implementation for staff beyond certificated staff, as articulated in SHB 2776 (2010), such as those mentioned in the position proposals.

This year, the legislative committee is recommending elimination of WSSDA’s generic CTWG position given recent progress made toward full-funding of basic education (i.e., beginning educator salaries) and the number of specific and actionable WSSDA legislative positions that now exist regarding specific CTWG recommendations. Since details related to CTWG recommendations 6 and 7 are not articulated in any current WSSDA positions, and since the Legislature has yet to address funding of additional staffing positions, WSSDA’s legislative committee recommends adoption of this new position.

**12. Protecting Our Students from Gun-Related Violence,
New # 5**

Recommendation: Do Not Pass | Submitted By: Bellevue SD

Position Statement:

In the interest of school safety and the necessity of school children to be able to concentrate on learning, without being in fear of their personal safety, and consistent with the assessment of the American Academy of Pediatrics that gun violence is a public health crisis, WSSDA shall support legislation calling for sensible firearm regulations, notably WSSDA:

1. Will support legislation that limits access to large capacity weapons and magazines;
2. Will support legislation that requires sensible background checks before purchase of any firearm;
3. Will support legislation requiring safe storage of firearms;
4. Will support the existing regulation banning firearms from schools as detailed under RCW 9.41.280.

Argument For (from Bellevue SD):

The impact of gun violence extends far beyond those struck by a bullet. Gun violence shapes the lives of millions of children who witness it, know someone who was shot, or live in fear of the next shooting. Easy access to firearms including assault weapons and large capacity magazines has contributed to the frequency of school violence and the magnitude of injuries and deaths. In 2017, gun violence was the third leading cause of death for American children. American children are 14 times more likely to be killed with guns than children in other high-income countries. Easy access to firearms contributes to these statistics.

Argument Against (from WSSDA’s Legislative Committee):

The proposed position is addressed in existing legislative positions and is duplicative to state statute. The following Legislative positions support school safety and align with existing state law:

- 7.1.B.1 (Comprehensive School Safety),
- 7.1.B.16 (Gun Violence Prevention), and
- 7.1.B.42 (Firearms-Free Schools).

Additionally, state laws updated based on passage of [Initiative 1639](#) in 2018 include:

- RCW [9.41.090](#) (Dealer deliveries regulated – hold on delivery),
- [9.41.092](#) (Licensed dealer deliveries – Background checks),
- [9.41.094](#) (Waiver of confidentiality),
- [9.41.097](#) (Supplying information on persons purchasing pistols or applying for concealed pistol license)
- [9.41.113](#) (Firearm sales or transfers – Background checks – Requirements - Exceptions), and
- [9.41.360](#) (Unsafe storage of a firearm)

The 2018 legislative assembly considered a position titled “Improving School Safety” that included many of the components proposed in this position. The Assembly voted the position down after much debate and deliberation, including standing and weighted votes. Further, three new positions were adopted (mentioned above) that include some components of the proposed position.

Part Four: Returning Position Proposals

<p style="text-align: center;">13. A More Clearly Defined, Online High School and Beyond Plan for Every Student, LP 7.1.C.32 Recommendation: Do Pass Submitted By: Legislative Committee</p>
<p style="text-align: center;">Position Statement: Introduced: 2016 Amended: N/A</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 style="text-align: center;">Argument For:</p>
<p>Originally introduced in 2016, this position supports a more streamlined and accessible High School and Beyond Plan (HSBP). Requiring the same minimum components of a HSBP will ensure that every student receives consistent and customized guidance to explore and establish their personalized pathways.</p> <p>Although legislation that re-emphasizes the requirement of the HSBP as part of student pathway planning through ESHB 2224 (2017) and new resources have been developed to support the HSBP through ESHB 1599 (2019), districts still need more consistency in student supports and better access to resources. ESHB 2224 makes progress in developing prepared students, but a WSSDA position advocating for a comprehensive 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.</p> <p>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), individualized, dynamic, online 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.</p>
<p style="text-align: center;">14. Comprehensive School Safety, LP 7.1.B.1 Recommendation: Do Pass Submitted By: Bellevue, Issaquah, & Mercer Island SDs</p>
<p style="text-align: center;">Position Statement: Introduced: 2018 Amended: N/A</p>
<p>WSSDA shall initiate and/or support legislation that will provide stable and adequate funding for local discretionary use to:</p> <ul style="list-style-type: none">• 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, emergency management agencies and law enforcement, and promoting student awareness and engagement.• Require and fund social emotional learning, mental health professionals and services in schools, expanded instruction on digital citizenship, bullying and hazing prevention programs, threat assessments, and interventions for at-risk students.• Retrofit school buildings for safety and security purposes.

<ul style="list-style-type: none"> • Provide for School Resource Officers (SROs), School Security Officers (SSOs), Campus Safety Officers (CSOs) and/or private security firms 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:
<p>This position was originally introduced in 2018 to support sustained and coordinated efforts to increase school safety including necessary funding. 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 issues that limit their ability to retrofit buildings for improved safety and security. 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 able to respond to safety concerns in a timely and comprehensive manner.</p> <p>Support should come from the state level 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 K-12 curriculum, access to mental health supports, and improvements to building systems and infrastructure. This position advocates for a comprehensive and coordinated approach that addresses all of these areas.</p>

<p>15. Firearms-free Schools, LP 7.1.B.42</p> <p>Recommendation: Do Pass Submitted By: Legislative Committee</p>
<p>Position Statement:</p> <p>Introduced: 2018 Amended: N/A</p>
<p>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.</p>
Argument For:
<p>In Washington, as in most states, virtually anyone can obtain a concealed weapons permit (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.</p> <p>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 CCW to possess a gun on school property. However, this position proposal addresses the need to maintain existing firearm restrictions on school grounds.</p> <p>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. Despite this information, other proposals have suggested allowing state and/or federal education money to train and equip school staff for carrying firearms in the classroom. The NASRO notes that firearms</p>

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.

16. Gun Violence Prevention, LP 7.1.B.16

Recommendation: Do Pass | Submitted By: Legislative Committee

Position Statement:

Introduced: 2018 Amended: N/A

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.

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.

17. K-8 World Language Instruction, LP 7.1.B.50

Recommendation: | Submitted By:

Position Statement:

Introduced: 2016 Amended: N/A

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 the 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 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.

18. Nourishing Public Schools and Police Partnerships,
SLP 7.1.B.48

Recommendation: Do Pass | Submitted By: Legislative Committee

Position Statement:

Introduced: 2018 Amended: N/A

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 proposes a change in state law that would allow law enforcement to accept food service items from schools as a means to encourage relationship-building between police, staff, and students. Revising 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.

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.

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 reduction 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.

19. Trauma-Informed Practices and Supports for Students,
LP 7.1.B.13

Recommendation: Do Pass | Submitted By: Legislative Committee

Position Statement:

Introduced: 2018 Amended: N/A

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:

Originally introduced in 2018, this position proposes the implementation of support programs for students impacted by trauma. Students are increasingly affected by trauma while schools have limited ability effectively respond. However, school system supports can be implemented in order to build knowledge and skills among school staff members to respond to and provide support for students. Support programs have proven to be effective but they are insufficiently funded and as a result do not reach all students in need of support.

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, 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, homelessness, and parental unemployment. Students facing any of these situations are challenged in their learning. Counselors, psychologists, social workers, behavior specialists are critical staff needed to respond to the needs of students. However, funding and staffing formulas have not kept current with student needs.

This position focuses on providing ongoing support and funding to school districts to implement trauma-informed infrastructures within school buildings.

Part Five: Standing Position Proposals:

None in this category.

For Reference: Category 1 Standing Legislative Position (SLP)

Listing:

20. Academic Rigor and Equity in Public Education, SLP 7.1.B.24
Position Statement:
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.
21. Career and College Ready Diploma, SLP 7.1.C.59
Position Statement:
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.
22. Career and Technical Education Funding, SLP 7.1.A.23
Position Statement:
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.
23. Delinking Assessments from Graduation Requirements, SLP 7.1.C.21
Position Statement:
WSSDA shall initiate and/or support legislation that removes state-mandated assessments as a graduation requirement.
24. Early Childhood Education / Kindergarten Preparedness, SLP 7.1.B.14
Position Statement:
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.

25. Education and Funding for Gifted Student Programs, SLP
7.1.C.58

Position Statement:

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.

26. End-of Course Exams, SLP 7.1.C.87.a

Position Statement:

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.

27. English Language Learners, SLP 7.1.B.43

Position Statement:

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 to their highly qualified status by completing a certificated ELL or Bilingual endorsement.
- Including language acquisition coursework and multicultural competency training as part of the core requirements of teacher education programs.
- Developing academic language interim assessment tools to measure growth toward mastery of English Language Development Standards, in addition to the state's annual measures of progress in academic English language learning.

28. Enhanced Funding for Transitional Bilingual Education, SLP
7.1.A.57

Position Statement:

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).
- Increase funding to support this as outlined by the QEC.

29. Enrichment Programs, SLP 7.1.B.64

Position Statement:

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.

30. Funding Behavioral Support Services and Social Emotional Learning (SEL) for Students, SLP 7.1.B.5

Position Statement:

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.

31. McKinney-Vento Homeless Assistance Act Funding, SLP 7.1.B.33

Position Statement:

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.

32. OSPI Authority for Graduation Requirements, SLP 7.1.C.87.b

Position Statement:

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.

33. Special Education and Special Needs Students, SLP 7.1.A.4

Position Statement:

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.

- 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.

34. Technology Funding, SLP 7.1.B.40

Position Statement:

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.

35. Truancy Becca Funding, SLP 7.1.B.80

Position Statement:

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.

36. WaKIDS Implementation, SLP 7.1.B.87

Position Statement:

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.
- 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.

37. Washington State Learning Standards Funding, SLP 7.1.A.87

Position Statement:

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.

CATEGORY 2: STAFF

Part One: Streamlining 1 – Amended or Clarified Positions

38. Professional Development, SLP 7.2.C.39 Recommendation: Do Pass Submitted By: Legislative Committee	
Current Position Statement Adopted: 2015 Amended: N/A	Proposed Position Amendment (Track Changes)
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).	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) RCW 28A.415.430 , RCW 28A.415.432 , and RCW 28A.415.434 .
Proposed Position Statement (Clean)	
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 RCW 28A.415.430, RCW 28A.415.432, and RCW 28A.415.434.	
Argument For:	
This position was introduced in 2012, formally adopted as an SLP in 2015, and amended in 2016 to include specifics on cultural competency training. This proposal recommends maintaining this SLP and simply adding reference to the authorizing state statutes for greater clarity and ease in referencing current state requirements.	

39. School Employee Salaries, SLP 7.2.D.75 Recommendation: Do Pass Submitted By: Legislative Committee	
Current Position Statement Adopted: 1988 Amended: 1990	Proposed Position Amendment (Track Changes)
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	WSSDA shall initiate and/or support legislation that acknowledges the breadth of all staffing necessary for student learning and ens ures state and/or federal funding of competitive salaries for education personnel that are

education personnel that would allow them to remain competitive with other states and commensurate with comparable professions.	commensurate with comparable professions and maintained through annual cost of living adjustments and periodic wage increases.
Proposed Position Statement (Clean)	
WSSDA shall initiate and/or support legislation that acknowledges the breadth of all staffing necessary for student learning and ensures state and/or federal funding of competitive salaries for education personnel that are commensurate with comparable professions and maintained through annual cost of living adjustments and periodic wage increases.	
Argument For:	
<p>This position was adopted by the legislative assembly as an SLP in 1988 and updated in 2016. As part of the annual position review process, the legislative committee recommends amendment of the position in light of the current context surrounding school employee salaries and as part of their review of the status of the 2012 Compensation Technical Working Group (CTWG) recommendations on salary.</p> <p>By way of background, in 2012, the Compensation Technical Working Group (CTWG) made nine recommendations for allocating and funding staff positions necessary for the full-funding of basic education. In 2013 a position was introduced and adopted by WSSDA’s legislative assembly that broadly pronounced WSSDA’s full support of all nine of the CTWG recommendations. That position was formally adopted as an SLP in 2016. This year WSSDA’s legislative committee considered the current status of the nine CTWG recommendations as they pertain to new state laws and existing WSSDA legislative positions. Within the position proposals in Category 4, the legislative committee will be recommending elimination of WSSDA’s generic CTWG position given recent progress made toward full-funding of basic education (i.e., educator salaries) and the number of specific and actionable WSSDA legislative positions that now exist regarding specific CTWG recommendations, such as this position.</p> <p>This position specifically pertains to 2012 CTWG recommendations 2 (regarding the provision of fair market-based salaries for K-12 staff) and 3 (regarding the need to maintain comparable wages through annual cost of living adjustments and periodic wage analyses). The proposed amendments clarify the wording in the position for greater clarity and to better align with the association’s interest in 2012 CTWG recommendations 2 and 3. Adopting this position proposal will allow for the position to better align with the intent of the 2012 CTWG recommendations, to be more relevant in the current education funding context, and allow retiring the position regarding support for the 2012 CTWG recommendations as this position and others reflect the recommendations directly.</p>	

40. Statewide Salary Schedule, SLP 7.2.D.3

Recommendation: Do Pass | Submitted By: Legislative Committee

Current Position Statement Introduced: 2018 Amended: N/A	Proposed Position Amendment (Track Changes)
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).	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) <u>and that includes consideration of factors related to staff experience and/or training.</u>
<p align="center">Proposed Position Statement (Clean)</p>	
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) <u>and that includes consideration of factors related to staff experience and/or training.</u>	
<p align="center">Argument For:</p>	
<p>This position was introduced and adopted by the legislative assembly as a new legislative position in 2018 in response to the elimination of the statewide salary allocation model (SAM) as part of 2017 basic education legislation, EHB 2242. As part of the annual position review process, the legislative committee recommends continuation and amendment of this position in light of the current context surrounding school employee salary structures and as part of their review of the status of the 2012 Compensation Technical Working Group (CTWG) recommendations.</p> <p>By way of background, in 2012, the Compensation Technical Working Group (CTWG) made nine recommendations for allocating and funding staff positions necessary for the full-funding of basic education. In 2013 a position was introduced and adopted by WSSDA’s legislative assembly that broadly pronounced WSSDA’s full support of all nine of the CTWG recommendations. That position was formally adopted as an SLP in 2016. This year WSSDA’s legislative committee considered the current status of the nine CTWG recommendations as they pertain to new state laws and existing WSSDA legislative positions. Within the position proposals in Category 4, the legislative committee will be recommending elimination of WSSDA’s generic CTWG position given recent progress made toward full-funding of basic education (i.e., beginning educator salaries) and the number of specific and actionable WSSDA legislative positions that now exist regarding specific CTWG recommendations, such as this position.</p> <p>This position specifically pertains to CTWG recommendation 4 (regarding the need to align salary allocation models to the career continuum for educators). The proposed amendments clarify the wording in the position for greater clarity and to better align with the association’s interest in maintaining the importance of and advocacy for CTWG recommendation 4. Adopting this position proposal will allow for the position to better align with the intent of the CTWG recommendations, and to be more relevant in the current education and compensation funding context.</p>	

Part Three: New Position Proposals

<p>41. Special Education Training for Educational Staff, New # 6 Recommendation: Do Pass Submitted By: Richland SD</p>
<p>Position Statement:</p>
<p>WSSDA shall initiate and/or support legislation to require and fund additional training in Special Education inclusionary practices into the General Education classroom.</p>
<p>Argument For:</p>
<p>Students requiring special education services are entitled to receive free and appropriate public education in the least restrictive environment. Research has shown that students have better academic outcomes when educated with the general population. However, teacher preparation programs have not emphasized inclusion to a degree where all teachers feel properly trained and qualified to educate and support students requiring special education services in the general education classroom.</p>

Part Four: Returning Position Proposals

<p>42. Full Funding of School Employee Benefits and Pensions, LP 7.2.D.2</p> <p>Recommendation: Do Pass Submitted By: Legislative Committee</p>
<p>Position Statement:</p> <p>Introduced: 2018 Amended: N/A</p>
<p>WSSDA shall initiate and/or supports legislation or budget provisions requiring the state to adequately fund pension programs, including fully funding the School Employee Benefits Board (SEBB) benefits for all eligible school district employees, including both full-and part-time.</p>
<p>Argument For:</p>
<p>Originally introduced as an emergency position in 2018, this position proposed that the state should fully fund SEBB instead of expecting each school district to take funding from other areas of their budget which could have impacts on student learning and basic education. With the state fully funding SEBB, the districts will have further control of those dollars within local governance and be better able to positively impact student learning.</p>
<p>43. Paraeducator Support, LP 7.2.A.22</p> <p>Recommendation: Do Pass Submitted By: Legislative Committee</p>
<p>Position Statement:</p> <p>Introduced: 2017 Amended: N/A</p>
<p>WSSDA shall initiate and/or support legislation that fully funds the recruitment, retention, and training of paraeducators. Including but not limited to:</p> <ul style="list-style-type: none"> • No Associates or Bachelor’s degrees will be a prerequisite for a paraeducator to work in any program. • Increased allocation for paraeducators in the prototypical funding model. • Programs that encourage other educational pathways for paraeducators to become teachers.
<p>Argument For:</p>
<p>Originally introduced in 2017, this position recognizes the necessity to support the growth and development of paraeducators as integral members of school staff teams. Legislation passed in 2017 (HB 1115) created a Paraprofessional Board and, starting in September 2018, phases in minimum employment standards, standards of practice, a fundamental course of study, and paraeducator certification pathway options to be implemented and hopefully funded. Defining specific expectations and timeline for implementation will be the work of the Paraprofessional Board in the 2017-18 year.</p> <p>While we agree that new paraeducators should receive foundation training, the training should be designed to meet the needs within individual districts and should not be scripted by the state as to specific content and length without state funding to support the required training. Furthermore, no advanced certificates should be required for a paraeducator to work in any program as many paraeducators are seeking attainable and manageable pathways to receive their teacher certification.</p> <p>This position also advocates for certification pathways to be expanded, supported, and funded for paraeducators. Finally, regarding funding for paraprofessionals, the goal should be to increase the recruitment and retention of paraprofessionals statewide. Therefore, the state should increase</p>

the allocation for paraeducators in the prototypical funding model to reflect the key role they play in the classrooms they serve.

Part Five: Standing Position Proposals

44. Attract, Recruit, and Retain High-Quality, Diverse Staff, LP 7.2.A.11

Recommendation: Do Pass | Submitted By: Legislative Committee

Position Statement:

Introduced: 2016 Last Amended: 2018

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 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:

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.

45. Statewide Bargaining for Salaries, LP 7.2.D.8

Recommendation: Do Pass | Submitted By: Legislative Committee

Position Statement:

Introduced: 2016 Last Amended: 2018

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.

Argument For:

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.

For Reference: Category 2 Standing Legislative Position (SLP)
Listing:

46. Administrators for Small Schools, SLP 7.2.A.63
Position Statement:
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.
47. Bargaining/Negotiations, SLP 7.2.D.68
Position Statement:
WSSDA shall initiate and/or support legislation which would exclude the following from being negotiated in school district's collective bargaining agreements: <ul style="list-style-type: none">• Health benefits• School calendar
48. Changing the Ethics Statute to Address Hiring Decisions, SLP 7.2.D.87.a
Position Statement:
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.
49. Diversity Training, SLP 7.2.C.56
Position Statement:
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.
50. Employee Dismissal, SLP 7.2.D.85.a
Position Statement:
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.
51. Fiscal Nonrenewal Date, SLP 7.2.D.85.b
Position Statement:
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.

52. OSPI Investigations, SLP 7.2.D.87.b

Position Statement:

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.

53. Professional Development, SLP 7.2.C.39

Position Statement:

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).

54. Retirement Incentives, SLP 7.2.D.69

Position Statement:

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.

55. Retroactive Cuts and Reductions in Force, SLP 7.2.D.72

Position Statement:

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.

56. Salaries – Experience Recognition, SLP 7.2.D.59

Position Statement:

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).

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

Position Statement:

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.

58. Staff Assignments, SLP 7.2.D.78

Position Statement:

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.

59. Strikes and Labor Disputes, SLP 7.2.D.50

Position Statement:

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.

60. Teacher and Principal Evaluation System (TPEP) Implementation, SLP 7.2.B.87

Position Statement:

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.

61. Teacher Seniority and Reductions in Force, SLP 7.2.D.62.b

Position Statement:

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.

CATEGORY 3: CAPITAL FACILITIES & SCHOOL CONSTRUCTION

Part One: Amended or Clarified Positions

None in this category.

Part Two: Consolidation, Elimination (of SLPs), and Discontinuation (of LPs) Position Proposals

<p>62. Class-Size Reduction Fully Fund Facilities for Mandated Class-Size Reduction, SLP 7.3.A.17 Recommendation: Do Pass (Combine) Submitted By: Legislative Committee</p>	
<p>Fully Fund Facilities for Mandated Class-Size Reduction, SLP 7.3.A.17</p> <p>Adopted: 2015 Amended: N/A</p> <p>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.</p>	<p>Continue to Allocate K-3 Class-Size Reduction Funding, LP 7.4.A.19</p> <p>Introduced: 2018 Amended: N/A</p> <p>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.</p>
<p>Proposed Position Statement (Clean)</p>	
<p>WSSDA shall initiate and/or support legislation to fully fund any and all components associated with mandated class size reductions, including required K-3 class-size ratios, provisions for staffing, property acquisition, and construction of facilities. Should educational classroom space not be available, local districts should continue to be granted funding and flexibility to hire K-3 classroom staff to reach class size reductions despite a shortfall in the availability of classrooms.</p>	
<p>Argument For:</p>	
<p>As part of the annual legislative position review process, WSSDA’s legislative committee identified two positions related to funding needed to support class-size reductions (one SLP and one LP listed above). This proposal is to consolidate the two positions due to the substantial overlap of the position topics. For example, while the title of the SLP specifically mentions facilities, the first sentence applies to class-size reduction costs broadly; and the LP also addresses one of the many components of class-size reduction as required by the Legislature. The consolidated position incorporates language specific to the need for continued K-3 class-size reduction funding, as well as the importance of classroom space needed for class-size reduction efforts in all grades. The committee recommends adoption of this consolidation in order to have one clear and concise position on all aspects of mandated class-size reductions.</p> <p>Adoption of this proposal will consolidate the two positions and discontinue the “Continue to Allocate K-3 Class Size Reduction Funding” stand-alone legislative position that was originally introduced in 2018.</p>	

63. School Construction Revenue, SLP 7.3.A.17 Recommendation: Do Pass (Combine) Submitted By: Legislative Committee	
School Construction Revenue, LP 7.3.A.10 Adopted: 2015 Amended: N/A	State Sales Tax Offset Dedicated to a School Construction Fund, LP 7.4.A.19 Introduced: 2018 Amended: N/A
WSSDA shall initiate and/or support legislation that establishes an ongoing, sustainable, and dedicated source of revenue that, in addition to Common School Trust revenue, will fully fund the state's responsibility for school construction.	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.
Proposed Position Statement (Clean)	
WSSDA shall initiate and/or support legislation that establishes an ongoing, sustainable, and dedicated source of revenue that, in addition to Common School Trust revenue, will fully fund the state's responsibility for school construction. At a minimum, the new dedicated revenue should equal the state sales tax receipts from all school construction projects.	
Argument For:	
As part of the annual legislative position review process, WSSDA's legislative committee identified two positions related to funding school construction (both LPs listed above). This proposal to consolidate the two position and continue with just one solid position regarding school construction revenue is due to the substantial overlap of the position topics. The consolidated position maintains the base of the original School Construction Revenue position and incorporates the essence of the sales tax offset position as one way to support funding needed projects. The committee recommends adoption of this consolidation in order to have one clear and concise legislative position on all aspects of school construction revenue.	
Adoption of this proposal will consolidate the two positions and discontinue the "State Sales Tax Offset Dedicated to a School Construction Fund" stand-alone position.	

Part Three: New Position Proposals

None in this category.

Part Four: Returning Position Proposals

None in this category.

Part Five: Standing Position Proposals

None in this category.

For Reference: Category 3 Standing Legislative Position (SLP)
Listing:

64. Fully Fund Facilities for Mandated Class Size Reduction, SLP 7.3.A.17
Position Statement:
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.

65. Impacts to Common School Funding Revenues, SLP 7.3.A.69
Position Statement:
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.

66. School Construction, SLP 7.3.A.22
Position Statement:
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: <ul style="list-style-type: none">• 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.

67. Impacts to Common School Funding Revenues, SLP 7.3.A.69
Position Statement:
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.

CATEGORY 4: FUNDING & ALLOCATIONS

Part One: Amended or Clarified Positions

68. Full Funding of Basic Education, SLP 7.4.A.20 Recommendation: Do Pass Submitted By: Legislative Committee	
Current Position Statement Adopted: 2016 Amended: N/A	Proposed Position Amendment (Track Changes)
WSSDA shall initiate and/or support legislation that fully funds and implements all aspects of Washington’s program of Basic Education as outlined in ESHB 2261 (Chapter 548, Laws of 2009).	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 E2SSB 6362 (Chapter 266, Laws of 2018) , EHB 2242 (Chapter 13, Laws of 2017) , and ESHB 2261 (Chapter 548, Laws of 2009).
Proposed Position Statement (Clean)	
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 E2SSB 6362 (Chapter 266, Laws of 2018), EHB 2242 (Chapter 13, Laws of 2017), and ESHB 2261 (Chapter 548, Laws of 2009).	
Argument For:	
This position was introduced in 2012 and formally adopted as an SLP in 2016 to include reference to updated basic education legislation and funding, ESHB 2261. As part of the annual position review process the legislative committee recommends updating the position to include the most current components of defining and funding basic education as adopted by the legislature in 2017 and 2018. This proposal recommends maintaining this SLP and simply adding reference to the authorizing state statutes for greater clarity and ease in referencing current state requirements.	

69. Hold Harmless, LP 7.4.A.6 Recommendation: Do Pass Submitted By: Legislative Committee	
Current Position Statement Adopted: 2016 Amended: 2018	Proposed Position Amendment (Track Changes)
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: <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. • State transitions from levy to state funding: ensure – during the state’s transition to full funding of educator 	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: <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. • Modifications to State transitions from levy to state funding and local levy formulas: ensure that no school district

<p>compensation – no school district loses the funding necessary to maintain existing education staffing, operations, and program obligations.</p> <ul style="list-style-type: none"> • Declining enrollment: ensures no school district experiences steep loss of levy authority due to declines in enrollment. Districts should be held harmless for a specified period of time (e.g. levy authority should be based on the greatest of current year, average past two years, or average past three years. • Declining assessed valuation: ensures no school district experiences steep loss of levy authority due to declines in assessed valuation. Districts should be held harmless for a specified period of time (e.g., levy authority should be based on the greatest of current year, average of past two years, or average of past three years.) 	<p>loses the funding necessary to maintain existing education staffing, operations, and program obligations, including during the state’s transition to full funding of educator compensation for <u>certificated instructional, certificated administrative, and classified staff.</u> –</p> <ul style="list-style-type: none"> • Declining enrollment: ensures no school district experiences steep loss of levy authority due to declines in enrollment. Districts should be held harmless for a specified period of time (e.g. levy authority should be based on the greatest of current year, average past two years, or average past three years. • Declining assessed valuation: ensures no school district experiences steep loss of levy authority due to declines in assessed valuation. Districts should be held harmless for a specified period of time (e.g., levy authority should be based on the greatest of current year, average of past two years, or average of past three years.)
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**Proposed Position Statement
(Clean)**

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.
- **Modifications to state funding and local levy formulas:** ensure that no school district loses the funding necessary to maintain existing education staffing, operations, and program obligations, including full funding of educator compensation for certificated instructional, certificated administrative, and classified staff.
- **Declining enrollment:** ensures no school district experiences steep loss of levy authority due to declines in enrollment. Districts should be held harmless for a specified period of time (e.g. levy authority should be based on the greatest of current year, average past two years, or average past three years.
- **Declining assessed valuation:** ensures no school district experiences steep loss of levy authority due to declines in assessed valuation. Districts should be held harmless for a specified period of time (e.g., levy authority should be based on the greatest of current year, average of past two years, or average of past three years.)

Argument For:

The original *Hold Harmless* legislative position was adopted as an SLP in 2016 and amended in 2018 in light of new education funding legislative considerations, however the second point in the position was limited in its wording regarding the transition from levy funding to state funding for basic education obligations. As part of the annual position review process, the legislative committee recommends amendment of the position in light of the current context surrounding the need to maintain provisions that assure districts do not lose funding as a result of education

funding formulas and as part of their review of the status of the 2012 Compensation Technical Working Group (CTWG) recommendations.

By way of background, in 2012, the Compensation Technical Working Group (CTWG) made nine recommendations for allocating and funding staff positions necessary for the full-funding of basic education. In 2013 a position was introduced and adopted by WSSDA’s legislative assembly that broadly pronounced WSSDA’s full support of all nine of the CTWG recommendations. That position was formally adopted as an SLP in 2016. This year WSSDA’s legislative committee considered the current status of the nine CTWG recommendations as they pertain to new state laws and existing WSSDA legislative positions. Within the position proposals in Category 4, the legislative committee will be recommending elimination of WSSDA’s generic CTWG position given recent progress made toward full-funding of basic education (i.e., beginning educator salaries) and the number of specific and actionable WSSDA legislative positions that now exist regarding specific CTWG recommendations, such as this position.

This position specifically pertains to CTWG recommendations 9 (related to ensuring equity in school district salary allocations for state-funded employees). The proposed amendments clarify the wording in the position for greater clarity as modifications to are likely to continue to state funding models. This proposal assures the necessary supports for every district so that no district loses funding necessary to maintain existing basic education staffing, operations, and program obligations, including educator compensation. Adopting this proposal will strengthen the association’s position regarding *Hold Harmless* provisions.

70. Mitigate Regionalization Education Funding Formula Inequities, LP 7.4.A.9

Recommendation: Do Pass | Submitted By: Legislative Committee

Current Position Statement Introduced: 2018 Amended: N/A	Proposed Position Amendment (Track Changes)
<p>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.</p>	<p>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, hold harmless, 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.</p>
<p align="center">Proposed Position Statement (Clean)</p>	
<p>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, hold harmless, and other</p>	

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 was introduced in 2018 and adopted as a legislative position for 2019. As part of the annual position review process, the legislative committee considered this position in light of the unintended consequences that have resulted in the various hold harmless provisions in 2017 and 2018 education funding legislation. The committee recommends continuation of the position with a small amendment to broaden the position to include regular review of hold harmless provisions as part of the regular review of statewide salary allocation methodologies. Adoption of this proposal does just that and will assure regular review includes all components of education funding that can impact salary allocations.

Part Two: Consolidation, Elimination (of SLPs), and Discontinuation (of LPs) Position Proposals

<p>71. Compensation Technical Working Group Recommendations, SLP 7.4.A.79 Recommendation: Do Pass (Eliminate) Submitted By: Legislative Committee</p>
<p>Position Statement:</p>
<p>WSSDA shall initiate and/or support legislation that implements the recommendations of the Compensation Technical Working Group submitted to the Legislature in June 2012.</p>
<p>Argument For:</p>
<p>This position was introduced in 2013 and adopted formally as an SLP in 2016 in response to the important work of the Compensation Technical Working Group (CTWG) in 2012 and its strong recommendations for evolving educator compensation. The CTWG consisted of a broad cross-section of education stakeholder including school districts and labor associations and the nine recommendations were well-researched and supported. As the state was in the midst of K-12 educator compensation discussions and basic education funding in general (McCleary vs. State litigation), WSSDA's legislative assembly used this position to voice strong support for each of the CTWG's nine recommendations.</p> <p>At the time this position was introduced, WSSDA's suite of legislative positions included few specific to any of the nine recommendations. However, since 2012, the association now has 10 positions that address one or more of the CTWG's nine recommendations. As part of the annual review of legislative positions, the legislative committee considered WSSDA's existing legislative and permanent positions in light of the status of the CTWG recommendations. Instead of continuing this general CTWG position, the legislative committee is recommending a few updates/amendments to existing positions, along with one new position related to salaries beyond certificated staff positions. By supporting this proposal to eliminate this position, and through adoption of the additional position proposals, WSSDA will have more contemporary, relevant, and understandable legislative positions on the various topics the CTWG addressed.</p>

Part Three: New Position Proposals

None in this category.

Part Four: Returning Position Proposals

72. Budgetary Cap on Salaries, LP 7.4.A.31 Recommendation: Do Pass Submitted By: Legislative Committee
Position Statement: Introduced: 2017 Amended: 2018
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 the process to determine the continuation of positions to the Legislative Assembly, the Legislative Committee agreed to 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 local needs. Establishing 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 standpoint 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.

73. Levy Authority and Local Effort Assistance, LP 7.4.B.7

Recommendation: Do Pass | Submitted By: Legislative Committee

Position Statement:

Consolidated/Introduced: 2018 Amended: N/A

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 LEA from \$1,500 per-pupil to at least \$2,500 per-pupil to provide equity in per-pupil levy amounts across the 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:

With the passage of ESSB 5313 during the 2019 Session, funding is provided to increase Local Effort Assistance (LEA or "levy equalization") payments beginning in Calendar Year 2020. However, there is a Maintenance Level reduction of \$184.1 million, which means the 2019–21 budget includes a net reduction of \$122.5 million, even with the new funding for LEA. As required by ESSB 5313, this funding also includes a one-time additional increase in Local Effort Assistance for Vancouver School District and Evergreen School District in the 2019–20 school year. Additionally, ESSB 5313 modifies the levy and Local Effort Assistance (LEA) policies adopted in EHB 2242 (2017 McCleary "solution")—and adds new data reporting and new auditing requirements.

Under current law, to qualify for Local Effort Assistance, a school district must have a maximum enrichment levy that is less than \$1,500 per pupil. In order to continue 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. In order to strengthen 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 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 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.

Part 5: Standing Position Proposals

<p>74. Equity in Remediation Money, LP 4.A.34 Recommendation: Do Pass Submitted By: Legislative Committee</p>
<p>Position Statement: Introduced: 2015 Amended: 2018</p>
<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>
<p>Argument For:</p>
<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>75. Fund Transitional Bilingual Instruction Program (TBIP) and Learning Assistance Program (LAP) Based on Student Need, LP 7.4.A.29 Recommendation: Do Pass Submitted By: Legislative Committee</p>
<p>Position Statement: Introduced: 2016 Amended: 2018</p>
<p>WSSDA shall initiate and/or support legislation that allocates TBIP (Transitional Bilingual Instruction Program) and LAP (Learning Assistance Program) funds solely based on student need.</p>
<p>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.</p>

For Reference: Category 4 Standing Legislative Position (SLP)
Listing:

76. Allowing Submission of a Two-Year Budget to OSPI, SLP 7.4.A.80
Position Statement:
WSSDA shall initiate and/or support legislation to allow school districts the option of submitting to OSPI a two-year district budget.

77. Compensation Technical Working Group, SLP 7.4.A.79
Position Statement:
WSSDA shall initiate and/or support legislation that implements the recommendations of the Compensation Technical Working Group submitted to the Legislature in June 2012.

78. Enrollment Decline, SLP 7.4.A.66
Position Statement:
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.

79. Exempting Fund Balance, SLP 7.4.A.87
Position Statement:
WSSDA shall initiate and/or support legislation that exempts district fund balances from supplanting shortfalls in state funding.

80. Federal Funding Multipliers, SLP 7.4.A.47
Position Statement:
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.

81. Fiscal Notes and Unfunded Mandates, SLP 7.4.A.35
Position Statement:
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.

82. Forest Revenue Apportionment Withholding,
SLP 7.4.B.37

Position Statement:

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.

83. Full Funding of Basic Education, SLP 7.4.A.20

Position Statement:

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).

84. Increased Funding for High-Poverty Schools, SLP 7.4.A.12

Position Statement:

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.

85. MSOC Funding, SLP 7.4.A.46

Position Statement:

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.

86. Passage of School Finance Issues, SLP 7.4.B.15

Position Statement:

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

87. Tax Reform, SLP 7.4.A.48

Position Statement:

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.

88. Transportation, SLP 7.1.B.24

Position Statement:

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.

CATEGORY 5: GOVERNANCE

Part One: Amended or Clarified Positions

<p>89. Mandatory School Age, SLP 7.5.A.87.c Recommendation: Do Pass Submitted By: Legislative Committee</p>	
<p>Current Position Statement Adopted: 2013 Amended: N/A</p>	<p>Proposed Position Amendment (Track Changes)</p>
<p>WSSDA shall initiate and/ or support legislation lowering the age for mandatory school attendance from eight to six.</p>	<p>WSSDA shall initiate and/ or support legislation lowering the age for mandatory school attendance from eight to six. (RCW 28A.225.010)</p>
<p>Proposed Position Statement (Clean)</p>	
<p>WSSDA shall initiate and/ or support legislation lowering the age for mandatory school attendance from eight to six. (RCW 28A.225.010)</p>	
<p>Argument For:</p>	
<p>This position was introduced in 2010 and formally adopted as an SLP in 2013. This proposal recommends continuing the position and simply adding reference to the state statute for greater clarity and ease in referencing the current state requirements.</p>	

<p>90. Remote and Necessary Schools, SLP 7.5.A.77 Recommendation: Do Pass Submitted By: Legislative Committee</p>	
<p>Current Position Statement Adopted: 1991 Amended: 2012</p>	<p>Proposed Position Amendment (Track Changes)</p>
<p>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.</p>	<p>WSSDA shall initiate and/or support legislation which continues to recognize that recognizes and provides funding for the high-cost nature of providing educational programs and services to school plants designated as being remote and necessary. (WAC 392-349-015) WSSDA supports the current concept of additional funding for these school plants until full funding of the requirements of ESHB 2261 is implemented.</p>
<p>Proposed Position Statement (Clean)</p>	
<p>WSSDA shall initiate and/or support legislation that recognizes and provides funding for the high-cost nature of providing educational programs and services to school plants designated as being remote and necessary. (WAC 392-349-051)</p>	
<p>Argument For:</p>	
<p>This position was adopted in 1991 and updated in 2012 to add reference to basic education funding statues, specifically HB 2261. In its annual review of legislative positions the legislative committee affirmed the importance of maintaining the position, however they also recommend amending the position for greater clarity and adding specific reference to the Washington Administrative Code (WAC) that pertains to remote and necessary schools. This proposal does just that.</p>	

By way of background, the state operating budget provides funding for additional staffing units to schools determined by OSPI to be “remote and necessary” in order to ensure a minimum level of staffing support. Per legislative directive, OSPI has created criteria by which the state’s smallest schools (under 60 students in grades K-6 and less than 20 students in grades 7 and 8) are considered in order to receive remote and necessary funding. In addition to meeting school size requirements per the small school funding formula, remote and necessary school funding criteria include:

- Existence of an intact, permanent community, which is defined as a geographically site-specific, non-transient group of people. (Required)
- Travel time to another school in the same district, or school in another district, is not less than sixty minutes one way; or the time to cross an international boundary is unpredictable, lengthy, or both.
- Student safety from a small school site, in the same school district to another school or to a school in another district, may be at risk due to the condition of roads or waterways, seasonal weather conditions, or topography.
- No availability of age appropriate, grade level, or cooperative programs in other school facilities in the district; or in the next nearest district(s); or other educational organizations approved or recognized by the Superintendent of Public Instruction.

Beginning in 1996, every small school with “remote and necessary” status is required to be reviewed every four years by OSPI’s remote and necessary school review committee. A Remote and Necessary School may also lose its Remote and Necessary status if a local school district closes the school.

91.State Board of Education Membership, SLP 7.5.B.87.d

Recommendation: Do Pass (Eliminate) | Submitted By: Legislative Committee

Standing Legislative Position	Permanent Position
Adopted: 2013 Amended: N/A	Adopted: 1986 Amended: 2017
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.	WSSDA supports the selection of all State Board of Education members by school directors through a nonpartisan election process and urges all directors to exercise their right to vote.

Argument For:

This position was introduced in 2010 and formally adopted as an SLP in 2013. This year WSSDA’s Positions Subcommittee (comprised of representatives from WSSDA’s Board of Directors; and Legislative and Resolutions Committees) identified a permanent position posing a conflict with this legislative position as part of its annual review of WSSDA’s legislative and permanent positions. Specifically, the legislative position advocates for school directors to elect “the majority” of the SBE, the permanent position advocates for “all members” of the SBE to be elected by school directors. In light of this difference, the recommendation is to eliminate the legislative position based on clarity of the permanent position for providing greater engagement of school directors in determining the membership of the SBE.

By way of background, the 16-person SBE membership was updated in 2005 and is defined in RCW 28A.355.011 to consist of:

- Seven members representing the educational system:
 - Five members elected by school district directors (three from western Washington and two from eastern Washington);

- One member elected at large by the members of the boards of all private schools; and
- The superintendent of public instruction;
- Seven members appointed by the Governor; and
- Two students selected in a manner determined by the SBE.

Prior to 2005, the State Board of Education was mainly comprised of members elected by school directors from each of the state's nine Congressional districts, which meant that most appointees began their participation well-versed in education and education-related issues. Since the SBE's reconstitution in 2005, school directors no longer represent a majority of members, and many appointees are not involved in the education system. This often creates a steep learning curve on education issues for new members, which can slow progress in a number of areas.

Should concern arise about the composition of the SBE, WSSDA staff will utilize WSSDA's entire positions platform to advocate for a greater proportion of SBE membership to be elected by school directors, per the permanent position.

Part Two: Consolidation, Elimination (of SLPs), and Discontinuation (of LPs) Position Proposals

None in this category.

Part Three: New Position Proposals

<p>92.Federal Communications Commission (FCC) and Educational Broadband Service, New # 8 Recommendation: Do Pass Submitted By: Legislative Committee</p>
<p>Position Statement:</p>
<p>WSSDA will support federal legislation that prohibits the Federal Communications Commission (FCC) from establishing any rule that diminishes the use of the Educational Broadband Services (EBS) ability to promote student achievement and preparation for global competitiveness. WSSDA will advocate with the Department of Education to the FCC to protect the EBS.</p>
<p>Argument For:</p>
<p>Full access to broadband internet service is critical for communicating and being able to connect with all aspects of the digital society. This service is particularly important for our students, to have equal access to information and learning opportunities. It is imperative that all students know how to navigate in the digital world. In many cases, rural communities have not had the same access to these services as urban and suburban communities. For decades, a certain portion of the broadband network has been protected for school and community access. Now the FCC intends to sell this access to commercial providers, which can lead to increased costs and reduced services. We must retain full access to broadband internet services for all our districts, schools, teachers and students.</p>

<p>93.Federal Funding for Unique Programs, New # 9 Recommendation: Do Pass Submitted By: Legislative Committee</p>
<p>Position Statement:</p>
<p>WSSDA supports continuation and full federal funding for programs designed to address unique school district demographics and needs. This includes but is not limited to the federal Secure Rural Schools and Impact Aid programs.</p>
<p>Argument For:</p>
<p>Programs designed to provide “basic support” to students (i.e., military students, students residing on federally recognized tribal land, students living in “low rent” housing, etc.) are being placed on the “chopping block” by Congress in annual budget negotiations. Federal programs like these can serve to fill funding gaps for districts who are facing lost local revenue due to unique circumstances resulting from a “federal presence” (i.e., non-taxable lands such as national parks, VA hospitals, military academies, national labs, etc). These programs do not allow for broad application, such as with Title I.</p> <p>In 2017, school districts in Washington State received almost \$50 million in Impact Aid payments for basic student supports but currently Impact Aid is under consideration for major budget reductions and/or elimination. In the past, SRS has also been reduced and almost eliminated. It is important for states to have a voice at the federal level for maintaining these critical programs.</p>

<p>94.Process to Challenge Audit Findings About Levy Uses, New # 10</p> <p>Recommendation: Do Pass Submitted By: Legislative Committee</p>
<p>Position Statement:</p>
<p>WSSDA shall initiate and/or support legislation to repeal levy audit provisions that authorize the state auditor to unilaterally reduce locally-voted and locally controlled school revenue without right of appeal or review.</p>
<p>Argument For:</p>
<p>The newly passed levy audit provisions of ESSB 5313 gives the state auditor the power to penalize school districts for levy expenditure findings that are determined to be not satisfactorily resolved in the subsequent audit. These determinations can be made with no oversight or appeal process. The newly revised RCW 43.09.2856 states that the penalty shall be “the maximum taxes levied for collection by the school district under RCW 84.52.0531 in the following calendar year shall be reduced by the expenditure amount identified by the state auditor.” The process for auditing any district should be transparent and fair by allowing a district the right to appeal or review the findings when results may impact them.</p>

<p>95.School Director Training, New # 11</p> <p>Recommendation: Do Pass Submitted By: Legislative Committee</p>
<p>Position Statement:</p>
<p>WSSDA shall initiate and/or support legislation to fund the Washington State School Directors’ Association (WSSDA) to develop and provide professional development curriculum to support the state’s elected school directors.</p>
<p>Argument For:</p>
<p>WSSDA’s mission is to build leaders by empowering its members with tools, knowledge and skills to govern with excellence and advocate for public education. Training for school leaders results in improved educational outcomes for students. WSSDA has begun development of training for school directors aligned to and supporting the Washington School Board Standards, but funding is needed to complete the development of this work. (This is a \$1.50 per student, one-time cost). Once developed, the materials will be provided at no-cost to members.</p>

<p>96.Standardization of School District Audit Costs, New # 12</p> <p>Recommendation: Do Pass Submitted By: Legislative Committee</p>
<p>Position Statement:</p>
<p>WSSDA shall initiate and/or support legislation that fully funds the State Auditor’s Office for all auditing responsibilities but at a minimum create a standard audit fee schedule based on the size of each school district.</p>
<p>Argument For:</p>

WSSDA recognizes the need for accountability and transparent responsible use of public funds to our taxpayers and stakeholders. Independent audits of local, state and federal funding by the Washington State Auditor's Office are one tool local school boards utilize in their role as stewards of public funds. To maximize efficient use of allocated funds in providing a high-quality education for all students school boards need predictable and reasonable audit fees established so they can properly allocate funds in the annual budgeting process. We are asking the Washington State Legislature to establish a fee schedule for audits that would:

- be based on the size of the school district;
- meet all federal audit requirements;
- be inclusive of all audit expenses;
- match state MSOC funding increases with audit fee/cost increases.

Part Four: Returning Position Proposals

<p>97. Education Effectiveness & Flexibility Act, LP 7.5.B.41 Recommendation: Do Pass Submitted By: Legislative Committee</p>
<p>Position Statement: Introduced: 2018 Amended: N/A</p>
<p>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.</p>
<p>Argument For:</p>
<p>Originally introduced in 2018, this position proposal addresses the efficacy of legislation impacting the K-12 education system. In Washington state, a strong coalition of passionate people and groups interested in public education advocate for initiatives that they believe should be a part of our public education system. While their causes are principled, the constant addition of new initiatives is at odds with limits on time and funding, as well as the aim to address the needs of each individual child. In order to validate that time and resources are being utilized in the best possible ways, a review process that determines if and how laws are effective is needed.</p> <p>WSSDA recommends an automatic efficacy assessment of new mandates 3 to 5 years after implementation. Each mandate should be reviewed against criteria that evaluates the following:</p> <ul style="list-style-type: none">• 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?)• Mission (Does it fit the mission of public education?)• Provider (Is there anyone else who could provide this piece?)• Funding (Is it unfunded or fully-funded?)• Unintended consequences (What it displaced in order to allow time to implement?)• Cost and Staff Time (How much does it cost to implement? How much staff time is required, including paperwork?) <p>This position advocates for a routine mechanism that assesses the demands being placed on public schools so we can determine priorities based on most productive impact.</p>

<p>98. Limiting School District Liability, LP 7.5.B.38 Recommendation: Do Pass Submitted By: Legislative Committee</p>
<p>Position Statement: Introduced: 2018 Amended: N/A</p>
<p>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.</p>
<p>Argument For:</p>
<p>Originally introduced in 2018, this position proposal addresses the need for legislation that limits school district liability in the event that 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</p>

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 redirected 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 provides 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. 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, at the same time, provide plaintiffs who may have a legitimate claim with fair compensation.

99. Local Control to Sanction Educational Experiences, LP

7.5.A.52

Recommendation: Do Pass | Submitted By: Legislative Committee

Position Statement:

Introduced: 2017 Amended: N/A

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 the issue. At the time, OSPI was taking considerable public input and feedback as part of the rulemaking 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 increases in chronic absenteeism. 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.

100. School Day/Bell Schedule Flexibility, LP 7.5.A.45

Recommendation: Do Pass | Submitted By: Legislative Committee

Position Statement:

Introduced: 2018 Amended: N/A

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 “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 reinforces this as an important local decision.

101. State Tribal Education Compact Schools, LP 7.5.B.59

Recommendation: Do Pass | Submitted By: Legislative Committee

Position Statement:

Introduced: 2017 Amended: N/A

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 at least 25 percent 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 to serve 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 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 dollars. 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 should also be allowed membership to WSSDA and have access to all of the services and privileges that membership affords. This positions advocates for equal access to WSSDA membership.

For Reference: Category 5 Standing Legislative Position (SLP) Listing:

102. Attorney/Client Privileges, SLP 7.5.B.87.a
Position Statement:
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.

103. Building Schools Outside Urban Growth Areas, SLP 7.5.B.64
Position Statement:
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.

104. Charter Schools Under Locally Elected Boards, SLP 7.5.A.75
Position Statement:
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.

105. Community Schools, SLP 7.5.A.87.a
Position Statement:
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.

106. Consolidation of School Districts, SLP 7.5.B.55
Position Statement:
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.

107. Federal DREAM Act, SLP 7.5.B.54
Position Statement:
WSSDA shall initiate and/or support the enactment of a process allowing immigrant students a path toward becoming lawful U.S. residents.

108. Immigration Status, SLP 7.5.B.66
Position Statement:
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.

109. Legal Notices Website, SLP 7.5.B.87.b
Position Statement:
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.

110. Local Control in School/District Improvement, SLP 7.5.A.69
Position Statement:
WSSDA shall initiate and/or support legislation that promotes local control over school/district improvement efforts including: <ul style="list-style-type: none"> • Flexibility of local control and accountability for school improvement processes and plans. • 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.

111. Mandatory School Age, SLP 7.5.B.87.c
Position Statement:
WSSDA shall initiate and/ or support legislation lowering the age for mandatory school attendance from eight to six.

112. Mayoral Control, SLP 7.5.B.87.c
Position Statement:
WSSDA opposes legislation that authorizes mayoral control of public K-12 schools.

113. Open Public Meetings Act Pertaining to Executive Sessions, SLP 7.5.B.44
Position Statement:
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.

114. Public Records Act, SLP 7.5.B.28
Position Statement:
WSSDA shall initiate and/or support legislation that includes provisions for: <ul style="list-style-type: none"> • Requestor 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; 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.

115. Regional Collaboration of Choice/Magnet Programs, SLP 7.5.A.87.d

Position Statement:

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.

116. Remote and Necessary Schools, SLP 7.5.A.77

Position Statement:

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.

117. Removing Barriers to Innovation in Public Schools, SLP 7.5.A.52

Position Statement:

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.

118. School Year, SLP 7.5.A.82

Position Statement:

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.
- 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.

119. Streamlining Reporting, SLP 7.5.B.35

Position Statement:

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

120. Student Contact Time, SLP 7.5.B.87.e

Position Statement:

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.

121. Students in Residential Placement, SLP 7.5.B.87.f

Position Statement:

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.
- Mechanisms whereby fiscal resources are shared by agencies with those school districts charged with educating these students.

122. Washington State Voting Rights, SLP 7.5.B.82

Position Statement:

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

123. WSSDA Universal Membership and Dues, SLP 7.5.B.72

Position Statement:

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