

Policy & Legal News

HELPING SCHOOL DISTRICTS TRANSLATE LAW INTO ACTION

Tribal Regalia: WELCOME AT SCHOOL

Data Sharing Between
Tribes and Schools

Mastery-Based
Learning and Equity



DECEMBER 2020

WASHINGTON STATE SCHOOL
DIRECTORS' ASSOCIATION

WAPATO HIGH SCHOOL

Policy Classifications

ESSENTIAL

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

ENCOURAGED

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

DISCRETIONARY

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

When Winston Churchill became Prime Minister in 1940

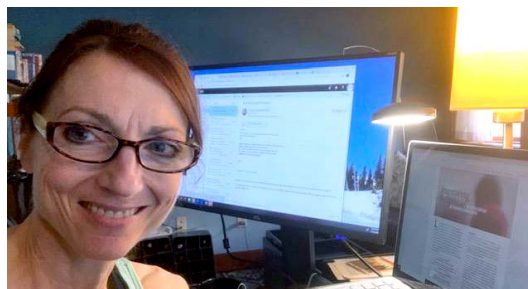
(after generally being considered a has-been and a peculiar fellow) he told his desperate countrymen and women that he had nothing to offer them “but blood, toil, tears, and sweat.” What he really had to offer was the tenacity to “never, never, never give up,” even when faced with victorious and vicious Nazis. The situation went from bad to worse when the Germans began “the Blitz,” shifting their attack away from battling the Royal Air Force in the skies to bombing London and southern England instead. As those he led sheltered in basements, suffering civilian casualties and mass destruction and enduring blackout regulations, Churchill told them, “If you’re going through hell—keep going.”

Many of us are looking forward to saying farewell to 2020. Somehow, we equate the calendar year with the challenges that emerged within it. We’re more than ready for a fresh start in a new year. Plus, the year 2021 holds the hope that a vaccine is on the way. But even with that hope, we know we must first confront the dark winter ahead. As reported in the [New York Times](#), epidemiologists predict that the next three months will include a death toll that “will be just horrible.”

During 2020, school board directors have kept going. There have been no easy answers as you’ve faced the critique and criticism of your distressed community. Nevertheless, your district’s leadership has found new ways to teach and care for your students and community. We’ve learned that innovation and collaboration solve problems. Let’s keep going. This issue of *Policy & Legal News* hopes to support you in the continued evolution of innovation and collaboration. Please see “Mastery-Based Learning and Equity” on page 6 for support in developing and expanding this timely and equitable approach to learning. Please see “Government to Government” on page 3 to find more about fostering cultural responsibility and collaborating with local tribes to close the tribal student opportunity and achievement gap.

Please know that your ongoing leadership, on your board, in your community, and in our state is making a positive difference for students. Thank you, school board directors, for what you do. Keep going.

Wishing you a joyous holiday season and tenacity for 2021,

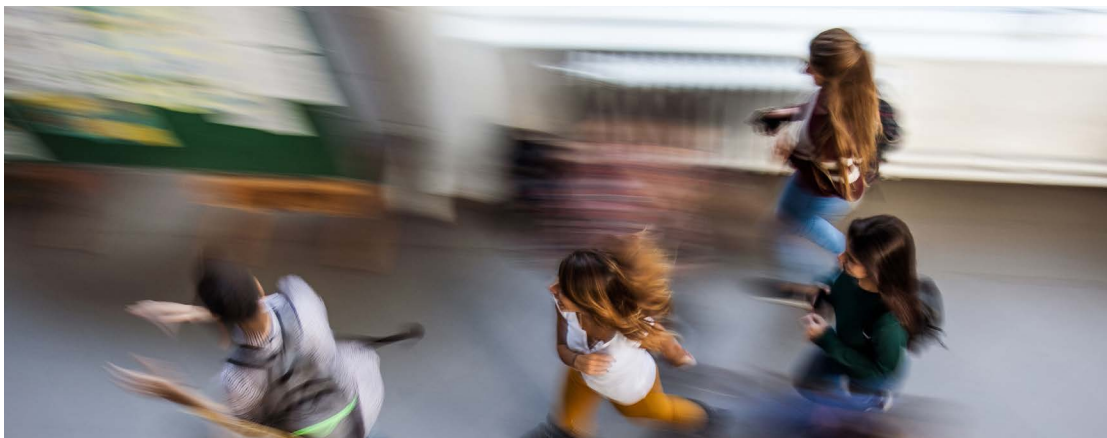


Best,
Abigail Westbrook, J.D., *Editor*

Policy & Legal News

HELPING SCHOOL DISTRICTS TRANSLATE LAW INTO ACTION

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★ UPDATES

The following WSSDA model policies and procedures have been revised. For your convenience, updated marked-up documents are included with this issue of *Policy & Legal News*.

ESSENTIAL

- **2410/2410P** – High School Graduation Requirements
- **2413** – Equivalency Credit
- **3255/3255P** – School-Based Threat Assessment*
- **6220** – Bid or Request for Proposal Requirements

ENCOURAGED

- **2402/2402P** – English Language Arts Mastery-Based Credit
- **2403/2403P** – Math Mastery-Based Credit
- **2404/2404P** – Science Mastery-Based Credit
- **2405/2405P** – Social Studies Mastery-Based Credit
- **2406/2406P** – The Arts Mastery-Based Credit
- **2407/2407P** – Health and Physical Education Mastery-Based Credit
- **2408/2408P** – Integrated Environmental and Sustainability Education Mastery-Based Credit (NEW Procedure)
- **2409/2409P** – World Language Mastery-Based Credit
- **4050/4050F** – Data Sharing Agreement Between the District and Local Tribe (NEW)
- **4300** – Limiting Immigration Enforcement in Schools*

DISCRETIONARY

- **6230** – Relations with Vendors

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- **3000 Series**
- **4000 Series**
- **6000 Series**

**This is a non-substantive revision. As stated in WSSDA Policy 1310, "Non-substantive editorial revisions and changes in administrative, legal, and/or cross-references need not be approved by the board."*



DECEMBER 2020

WASHINGTON STATE SCHOOL DIRECTORS' ASSOCIATION



MODEL POLICY
2410/2410P
 High School Graduation
 Requirements

MODEL POLICY
4050/4050F
 Data Sharing Agreement
 Between the District and
 Local Tribe

GOVERNMENT TO GOVERNMENT

School districts and local tribes

*By Cindy Kelly WSSDA Tribal Ambassador,
 Port Angeles School Board Director, and
 former member of WSSDA's Board of Directors*

In 2018, WSSDA's Board of Directors established the WSSDA Government-to-Government Task Force. The focus of our task force was to create a reference guide outlining all state and federal requirements of school districts with regard to working with tribal partners, including tribal consultation pertaining to the Every Student Succeeds Act (ESSA), government-to-government memorandums of understanding, Since Time Immemorial curriculum, and tribal compact schools. In 2020, the Government-to-Government Task Force supported two legislative bills that became law.

Tribal Regalia

The first legislative bill was House Bill (HB) 2551—Graduation Ceremonies/Tribal Regalia, which specifically permits students who are members of a federally recognized tribe to wear traditional tribal regalia and objects of cultural significance at graduation ceremonies and related events. The history of wearing a mortarboard cap and gown at graduation is believed to date back to twelfth-century Europe, when many teachers wore clerical clothing (hoods and gowns) and

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students adopted the same look. Some historians think that the gowns were especially necessary to stay warm in the unheated buildings where graduations took place. This academic dress from Europe started to gain popularity in America around the time of independence. There was a decline in such dress after the Civil War, but in 1894, the American Intercollegiate Commission met at Columbia University and standardized the style and color for caps and robes. Although Washington State never adopted an official standard for graduation attire, this Eurocentric practice of wearing the robe and mortarboard cap has generally been the expectation.

High School Graduation is a joyous time. As school board directors, it is a time for celebrating student achievement alongside of our district's students, their families, and communities. Sadly, some students who are members of local tribes have been prohibited from wearing their tribe's traditional regalia or objects of Native American cultural significance along with or attached to a gown at graduation ceremonies. This prohibition was hurtful because many tribal nations view the wearing of traditional regalia and items of cultural significance as sacred to cultural traditions. Allowing tribal students to wear tribal regalia at graduation not only honors the student, it builds community relationships and cultural understanding that help improve the success of tribal families and communities.

Prior to the passage of the bill, the Office of Superintendent of Public Instruction (OSPI) issued a letter calling upon school district leaders and staff to foster inclusivity and cultural responsiveness within commencement and to develop policies underscoring the sovereign and singular rights of first peoples. The letter stated, "This is a tremendous opportunity for schools to acknowledge this important honor and legal right of Native students and tribal nations and also recognize the diversity in our shared community." After nearly unanimous passage in the House and Senate, the Governor signed HB 2551 into law on March 18, 2020. After the passage of HB 2551, OSPI issued Bulletin 045-20, encouraging school district leaders and staff to consult with tribal nations and collaborate with Native American parent advisory committees and Native American education leaders to resolve any potential issues associated with implementing the law prior to commencement.

The passage of HB 2551 affirms inherent rights assured through tribal sovereignty. Beginning with the 2020 graduating classes, school districts, public schools, and institutions of higher education may not prohibit students who are members of a federally recognized tribe from wearing

traditional regalia or objects of Native American cultural significance at graduation ceremonies or related school events. We're excited that WSSDA has revised **Model Policy 2410/2410P-**

High School Graduation Requirements, an Essential policy, to reflect cultural inclusivity and the passage of this legislation.

Data Sharing Between School Districts and Tribes

The second bill that the Government-to-Government Task Force supported was Senate Bill (SB) 6263- Educational Data Sharing Agreements – School Districts and Tribes. This legislation addressed the barriers to data sharing between districts and tribes. The Family Educational Rights and Privacy Act (FERPA) and its implementing regulations govern access to the "student education records" of children attending a school that receives federally administered funds, including public schools. FERPA generally provides federal, state, and local education agencies access to student records, including personally identifiable information kept by school districts without the advance consent of parents/guardian or students. However, FERPA does not include tribes as among the governmental entities eligible to obtain student data without advance parental/guardian consent.

This omission of tribes from access to student education records under FERPA has long hampered tribal efforts under ESSA to evaluate and improve the academic progress of Native students attending public school and work to close tribal student achievement gaps. This is a significant loss because student data analysis is a central tool in

**MODEL POLICY
2410/2410P**

**MODEL POLICY
4050/4050F**



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evaluating educational practices, tracking students' academic performance, and developing school improvement plans and support services. Tribes need access to the education records of Native students so that they can monitor and analyze the needs and progress of their students and make data-driven decisions to improve education outcomes for Native students.

**MODEL POLICY
2410/2410P**

**MODEL POLICY
4050/4050F**

Additionally, tribes are in the best position to track and coordinate Native student data. Without input from tribes, accurate, comprehensive, and meaningful data on Native students is often lacking because federal education reporting requirements frequently omit Native students due to their small numbers. Further, the state and local education agencies that do track Native students in public schools are unable to monitor some of the most at need Native students attending schools other than public schools. Tribes and school districts need to work together to close opportunity gaps and increase the graduation level for our Native American students as identified under ESSA and in the spirit of the 1989 Centennial Accord and 1999 Millennium Agreement with the State of Washington.

SB 6263 required WSSDA to develop a model policy by January 1, 2021 for establishing data-sharing agreements between school districts and local tribes. The legislation required that the model agreement would comply with FERPA and safeguard students' personally identifiable information. Having a FERPA compliant template to support the creation of data-sharing agreements between school districts and tribes helps remove a barrier to working together. Importantly, in developing the new model documents, SB 6263 specified that WSSDA would consult and collaborate with the Office of Native Education, the Tribal Leaders Congress on Education, local tribes, and OSPI. Additionally, WSSDA considered model agreements developed by the Bureau of Indian Education and model data sharing agreements and procedures developed by national Native educational organizations.

We're happy to announce that WSSDA has developed **Model Policy 4050/4050F–Data Sharing Agreement Between the District and Local Tribe**. This new model policy proclaims the district's commitment to the benefits of data sharing. It is classified as an Encouraged policy. Model Form 4050F is the actual model agreement. Districts are not required to adopt the model policy in order to enter into a data-sharing agreement with tribes.

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MASTERY-BASED LEARNING AND EQUITY:

Engaging with each and every student

What is mastery-based learning? House Bill (HB) 1599 from the 2019 legislative session identified mastery-based learning as:

- **Students advance** upon demonstrated mastery of content;
- **Competencies include** explicit, measurable, transferable learning objectives that empower students;
- **Assessments are** meaningful and a positive learning experience for students;
- **Students receive** rapid, differentiated support based on their individual learning needs; and
- **Learning outcomes emphasize** competencies that include application and creation of knowledge along with the development of important skills and dispositions.

Mastery-based learning is immensely valuable because it is both innovative and practical. It values the knowledge and skills that students already

have while allowing them to learn and progress at an individual pace. Additionally, mastery-based learning embraces the whole student, allowing the freedom to explore learning that comes from both success and failure. Further, by offering meaningful choices in learning to meet their own needs, students are more engaged and experience a greater sense of the relevancy of learning.

Despite these powerfully positive aspects, many districts have not felt prepared to implement a mastery-based program, at least not a robust program. For more than a decade, WSSDA offered a model policy to support districts in providing mastery-based credit to students who demonstrate ability in world languages. That model policy noted that districts could expand their board policy to address mastery-based crediting in multiple subjects. However, last spring we realized that

2402/2402P
English Language Arts Mastery-Based Credit

2403/2403P
Math Mastery-Based Credit

2404/2404P
Science Mastery-Based Credit

2405/2405P
Social Studies Mastery-Based Credit

2406/2406P
The Arts
Mastery-Based Credit

2407/2407P
Health and Physical
Education Mastery-Based Credit

2408/2408P
Integrated Environmental and Sustainability
Education Mastery-Based Credit

2409/2409P
World Language Mastery Based Credit

2410P
High School Graduation Requirements

2413
Equivalency Credit.

districts rarely developed policies for other subject matter areas. The feedback was that districts needed more support to expand their mastery-based learning options.

Also last spring, school districts were under enormous pressure trying to teach students in the context of a global pandemic. The timing was right to help districts grow their mastery-based learning programs, and WSSDA

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developed several new subject-specific mastery-based model policies. This expansion of subject-specific model policies was important because WAC 180-51-050 requires local school boards to adopt an authorizing policy before awarding mastery-based credit.

Among the issues brought into focus by the pandemic is the structural racism present in the education system, including the opportunity and resulting achievement gap between student subgroups. This fall, the State Board of Education (SBE) adopted new rules for granting students mastery-based credits that acknowledge these educational opportunity gaps. The new rules include that school board policy for awarding of mastery-based learning must include a provision for ensuring cultural responsiveness and equity. Specifically, SBE's new rules require districts to maintain disaggregated student data regarding the subgroups of students receiving mastery-based credit and periodically review that data for disproportionality. If a district discovers disproportionality among student groups receiving mastery-based credit, the district should be prepared to take appropriate actions to ensure equitable access to mastery-based credit opportunities.

Taking action to ensure equitable access to mastery-based learning might require focused and sustained efforts on the part of your district. But tracking and responding to disproportionality in mastery-based learning has the potential to be particularly impactful because mastery-based learning has inherent qualities that promote equity. For example, mastery-based learning recognizes that learning happens differently for each student and for different subjects for each

student. It thereby embraces and promotes inclusivity—compassion and belonging for students. Because mastery-based learning offers student-driven engagement regarding how to learn, it promotes a culturally responsive approach to education. As a result, mastery-based learning can remove labels and create a system that closes the opportunity gap.

HB 1599 also established a mastery-based learning workgroup that has been tasked with identifying the barriers and opportunities for increasing the use of mastery-based learning. Please see the workgroup's [Graphic Report Summary](#) as well as the [Full 2020 Report](#) for more information about overcoming barriers to mastery-based learning.

Based on the SBE's new rules and the report of the mastery-based workgroup, WSSDA has revised the mastery-based model policies. Revisions include aligning terminology. There are several terms for mastery-based learning, which can generate confusion. For example, some states use the term "competency-based education" to mean the equivalent of mastery-based learning. WSSDA previously used the term "competency-based" credit interchangeably with mastery-based credit. However, because HB 1599 and SBE have chosen the term mastery-based learning, we are revising our policies, including their titles, to reflect this nomenclature. Other terms, such as personalized learning and project-based learning are strategies that can be used in mastery-based learning, but are not interchangeable terms with mastery-based learning. Other revisions include clarifying that mastery-based credit is not only for credit recovery purposes, it can and

should also be used either for awarding credit in place of a traditional course.

These revisions affect several model policies, including **2402/2402P –English Language Arts Mastery-Based Credit; 2403/2403P–Math Mastery-Based Credit; 2404/2404P –Science Mastery-Based Credit; 2405/2405P–Social Studies-Based Credit; 2406/2406P –The Arts Mastery-Based Credit; 2407/2407P–Health and Physical Education Mastery-Based Credit; 2408/2408P–Integrated Environmental and Sustainability Education Mastery-Based Credit; 2409/2409P –World Language Mastery Based Credit.** These are all Encouraged policies. The revisions also affect 2410P–High School Graduation Requirements and 2413–Equivalency Credit. These are both Essential policies.

To be clear, districts do not need to have multiple board policies for mastery-based learning. Your board can adopt one policy that includes multiple sections authorizing multiple subject matter areas. Keep in mind, however, that the procedures for demonstrating mastery for different subject matter areas differ. Additionally, another benefit of having separate board policies for different subject matter areas is that it more clearly communicates to students and their families that there are multiple opportunities for mastery-based learning. Given that better communication and more authentic engagement with families is central to increasing the use of mastery-based learning, districts that do not adopt multiple policies may want to identify alternative ways to communicate the opportunities for mastery-based learning the district offers.

“The timing was right to help districts grow their mastery-based learning programs, and WSSDA developed several new subject-specific mastery-based model policies.”

THIRD-PARTY receipting services for school events

School or Associated Student Body (ASB) sponsored events, such as those for the Arts and athletics, are vital components of a student's public education. However, finding ways to continue with performances and events, given the current health and safety concerns of COVID-19, can be challenging. Even after finding alternatives, such as livestreaming and remote recordings, for students to participate and engage in district events and performances, a remaining barrier for many districts has been how to sell the tickets and account for the revenue generated.

Few school districts in Washington have the capacity to develop or manage their own online ticketing service. Fortunately, there are several reputable commercial vendors offering sales and support for school events. However, use of a commercial ticketing service can be tricky. This is because as a local government entity, school districts must comply with statutory requirements that don't apply to commercial businesses or nonprofit organizations. These issues are often referred to as "third-party receipting" and include the timing of deposits of public funds. See RCW 43.09.240 and RCW 39.58.080. Third-party receipting issues also apply to online fundraising and can create internal control and management problems.

District fiscal staff describe scenarios where administrators initiate contracts that do not have proper internal controls. This puts the fiscal staff at risk. There are different categories or levels of service from commercial vendors for receipting services. Regardless of the category, your district and the commercial ticketing vendor must have a



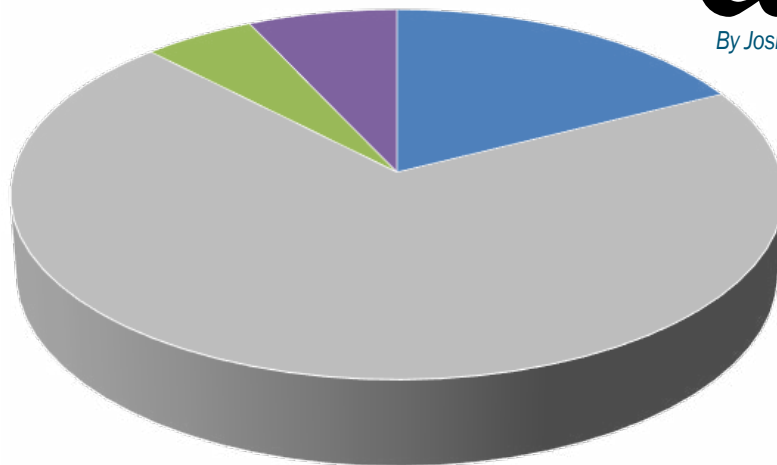
contract in place that establishes the responsibilities of all parties. Specifically, the contract should include details of the payment remittance process and the responsibilities of each party in compliance with Payment Card Industry requirements.

Given the issues of the timing of deposits of public funds, some districts have assumed that they are not permitted to use third-party receipting services for school and ASB events. Fortunately, this assumption is incorrect. Districts can use third-party receipting services, but to do so, they must comply with the guidance from the [Washington State Auditor's Office \(SAO\)](#). The SAO guidance addresses reconciling procedures and a sufficient contract. A sufficient contract authorizes third-party vendors to receive and handle the revenue for district events but retains district responsibility for monitoring and oversight of that revenue. As part of the district's management and oversight, your superintendent and fiscal staff will need to implement reconciling procedures that comply with SAO guidance.

Before your district enters a third-party receipting contract, your board must adopt language in a board policy that permits crowdfunding and third-party receipting. To support you, WSSDA has revised **Model Policy 6230-Relations with Vendors**, to include this language. Although Model Policy 6230 is a Discretionary policy, the new language is required if your board wishes to contract for third-party receipting services.

2020 Roundup of school district audits

By Josh Collette, WSSDA Business and Operations Officer



- Accountability
- Federal Compliance
- Financial Reporting
- Fraud

Since November 1, 2019, the Washington State Auditor’s Office has issued just approximately 420 audit reports for school districts across the state, and these audits resulted in a total of 59 findings statewide. This is a decrease of 17 findings from the previous year. It appears issues regarding graduation reporting requirements for the Title I federal program were resolved during the 2020 audit cycle. However, compliance with the time and effort requirements for the Title I federal program continues to be an issue.

School districts are responsible for ensuring all payroll charged to federal grants is supported with adequate time-and-effort records. This can be done through maintaining semi-annual certifications or a monthly personnel activity report, such as a detailed timesheet. The type of documentation maintained depends upon the number and types of activities an employee performs. The audits found the school districts did not retain adequate or the appropriate documentation to

demonstrate compliance with federal time-and-effort requirements.

It also appears compliance with federal requirements for procurement, along with suspension and debarment, were again common issues during this past year’s audit cycle. Federal grant recipients must follow the more restrictive of state, local, or federal procurement requirements. Some school districts had issues with following the appropriate competitive process when procuring goods and services with federal funds. Also, some school districts used a purchasing cooperative to procure goods or services, but did not take steps to ensure the cooperative’s procurement process was in compliance with federal grant requirements.

For contracts of \$25,000 or more and all sub-awards, the district must verify the contractor or subrecipient is not suspended or debarred from conducting business with the federal government. School districts can

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From November 1, 2019 – November 1, 2020, The State Auditor's Office has issued 419 audit reports for school districts

During this time period SAO issued 40 federal compliance audit findings with the 52 issues communicated

During this time period SAO issued 16 accountability/legal compliance audit findings with 16 issues communicated

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perform verification by (1) checking the Excluded Parties List System maintained by the General Services Administration, (2) obtaining a certification from the contractor, or (3) adding a clause to the contract stating the contractor meets this requirement. This verification must occur prior to awarding a contract.

The school district's management is responsible for implementing recommendations made by the State Auditor's Office. The school board is responsible for the oversight of this process through discussions and periodic reports from management. The school board may also want to make sure the school district's management perform periodic analysis of internal controls and processes to identify and evaluate potential risks for noncompliance. Also, ensure the school district's policies reflect best practices.

During our review of the findings, we found the cause of these issues was school district staff's inadequate knowledge of federal program requirements. Often this problem is exacerbated by the turnover of staff in key positions. Unfortunately, turnover in staff is inevitable, and this factor should be evaluated carefully as part of the school district's risk assessment.

The resources most commonly needed to address these risks include the allocation of funding and time necessary for key staff to attend training and become more proficient in their duties. Your local education services district is a great resource for training at a minimal cost. The Washington Association of School Business Officials (WASBO) is another great resource. Access to trainings, webinars, workshops, manuals, and other resources is included with the membership to WASBO. The Office of Superintendent of Public Instruction (OSPI) also provides training and other resources to help school districts' compliance with federal program requirements.

“The school board is responsible for the oversight of this process through discussions and periodic reports from management.”

Findings

	Findings	Issues Communicated
Title I	12	19
Special Education	8	12
Child Nutrition	12	13
21st Century	2	2
Impact Aid	2	2
Other	4	4
Total	40	52

Issues Communicated in Findings	
Time & Effort	11
Suspension & Debarment	10
Procurement	7
Assessment of System Security	5
Verification	5
Cost Principles	4
Eligibility	4
Activities allowed/allowable costs	2
Graduation Reporting	2
Reporting	1
Private Schools	1
Total	52

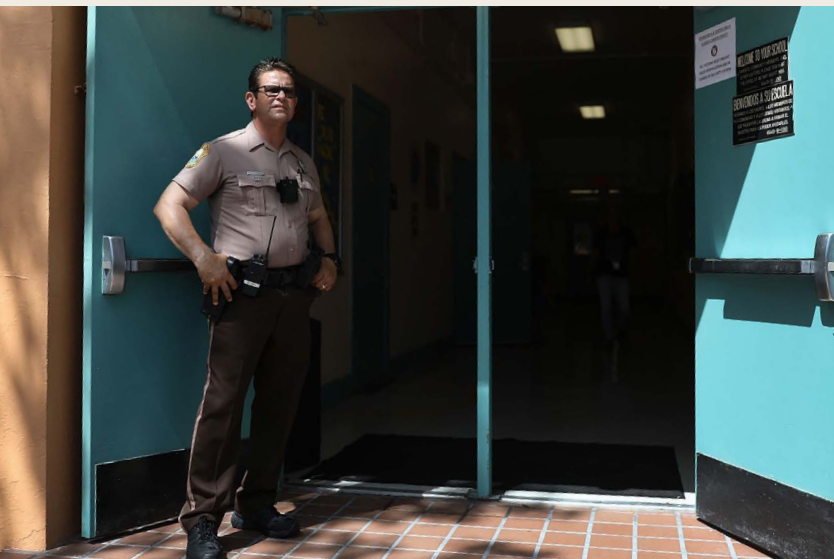
Issues Communicated in Finding	
ASB	8
Safeguarding of Assets	3
Procurement	1
Payroll	1
Credit Card Disbursements	1
State Grants	1
Technical Skills Center	1
Total	16

OTHER UPDATES

Policy 3255/3255P – School-Based Threat Assessment

Category: **ESSENTIAL**

WSSDA has updated this model policy to remove the cross-reference to former Model Policy 4314 – Notification of Threats of Violence or Harm, which was recently retired, and include a cross-reference to Model Policy 4311 – School Resource Officer. These housekeeping revisions are not substantive; therefore, board approval is not necessary.



Procedure 6220 – Bid or Request for Proposal Requirements

Category: **ESSENTIAL**

WSSDA has updated this model policy to reflect new federal guidance (Federal Register Volume 85, No. 157) allowing school districts to set the threshold for a micro-purchase without seeking bids up to \$50,000 if the school district meets certain requirements, such as being identified as low-risk during the most recent audit. OSPI has issued guidance stating that a district that wants to use this higher micro-purchase threshold must revise this policy accordingly.

Policy 4300 – Limiting Immigration Enforcement in Schools

Category: **ENCOURAGED**

WSSDA has revised the model policy to correct typos. These housekeeping revisions are not substantive; therefore, board approval is not necessary.

WSSDA has also reassigned the category of this model policy from Essential to Encouraged. This re-categorization reflects that Senate Bill 5497 (2019) requires public schools to take one of two steps. The first option is to adopt changes to existing policies to make them consistent with the model developed by the Attorney General's Office (AGO). The second option is to notify the AGO that no changes in policy will be adopted while giving the AGO the reasons for not adopting changes, plus a copy of the district's existing policies. Categorizing this model policy as Encouraged better reflects that school districts do not need to adopt the policy as written.

WSSDA has also become aware of issues with the AGO policy and data collection. OSPI is developing guidance on this issue, and WSSDA is considering whether to recommend alternative language to align with OSPI's guidance. Given issues with the AGO policy, districts may determine they will not adopt the AGO policy at this time. Please stay tuned for future developments.



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VISION

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


MISSION

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

BELIEFS

WSSDA believes:

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


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The Editor would like to thank the following people for their contributions to this issue:

Anthony Anselmo, J.D., Stevens Clay, P.S.; Joan Banker, Office of Native Education; Sally Brownfield, Squaxin Island Tribal Council, Shelton School Board, WSSDA Board of Directors; Jon Claymore, Office of Native Education; Cindy Kelly, WSSDA Tribal Ambassador, Port Angeles School Board, Delaware Nation Elder; Laura Lynn, Ph.D, Office of Native Education; Alissa Muller, Washington State Board of Education; Christina Weidner, J.D. Porter Foster Rorick, L.L.P.; and Lorraine Wilson, J.D., Porter Foster Rorick, L.L.P.

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**LEGISLATIVE CONFERENCE
AND WEEK ON THE HILL**
ADVOCACY IN A VIRTUAL WORLD

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WEEK ON THE HILL
FEBRUARY 22-26 | VIRTUAL

