

# 2024 GENERAL ASSEMBLY HANDBOOK



Washington State School  
Directors' Association



# Welcome to General Assembly 2024!

Thank you for attending WSSDA's 2024 General Assembly. This is one of WSSDA's most important events of the year for school boards. Your participation shapes the organization's platform, which is primarily defined by member-adopted permanent and legislative positions. The assembly is your annual opportunity to revise WSSDA's platform, which will guide its advocacy efforts throughout the following year.

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


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

If a proposal is passed by a majority vote of delegates in attendance, it is adopted as part of WSSDA's platform. We anticipate the 2025 legislative session will continue to address issues carried over from 2024, including student safety, staffing needs, rising costs, transportation, and school construction.

Following General Assembly, your board will receive a form to submit where you indicate which of WSSDA's positions you want the organization to prioritize in the next legislative session. Your board's response will inform how WSSDA focuses its advocacy resources.

The Washington State School Directors' Association is *your* organization, representing each school director and school board from across the state who serve on behalf of 1.1 million students. Your voice at General Assembly is essential as it provides 295 school districts the opportunity to represent their diverse communities.

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



**Sandy Hayes**  
President, WSSDA Board of Directors  
Northshore School Board



**Trey Ising**  
Chair, WSSDA Resolutions Committee  
Cascade School Board



**Luckisha Phillips**  
Chair, WSSDA Legislative Committee  
Federal Way School Board

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# Rules of Procedure



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

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

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

The WSSDA Bylaws define quorum for its General Assembly as "five (5) percent of WSSDA's regular membership at the onset of the meeting." Furthermore, the Bylaws state that, "there shall be an annual General Assembly consisting of one voting member from each school board in the state." Therefore, five percent of WSSDA's membership equates to representation from seventy-four (74) Washington school boards. Once a quorum has been established, it remains in effect until that year's General Assembly is concluded and adjourned.

## Delegates

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

## Regular Agenda

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

## Consent Agenda

- A consent agenda may be used as part of the General Assembly.
- If a consent agenda is used, the items to be included in the consent agenda will be read aloud and Delegates will have the opportunity to pull an item off the consent agenda for individual consideration by the assembly. To do so, after the consent agenda has been read aloud, Delegates may select "**Motion**" from the dropdown menu in the Delegate control panel, and wait to be recognized. Any motion to pull an item from a consent agenda shall require the support of at least four (4) other Delegates. Delegates may show their support by selecting "**2<sup>nd</sup> Current Motion**" from the dropdown menu in the Delegate control panel.
- All items pulled from the consent agenda shall be considered individually following the debate and vote on the consent agenda.

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## Debate

- A. Only the Delegate of each school board may be the spokesperson for any given proposal. A Delegate may not speak/debate a second time until all other Delegates have had an opportunity to speak.
- B. Before speaking, Delegates shall enter the speaking queue by selecting ***“Request to Speak Pro”*** or ***“Request to Speak Con”*** from the drop down menu in the Delegate control panel, and wait to be recognized. Upon being recognized to speak, the Delegate will state their name for the record.
- C. Delegates will be recognized to speak in the order in which they enter the speaking queue.
- D. Unless the assembly agrees to extend the time by two-thirds vote or general consent, the total time for speaking on any one proposal is limited to ten minutes, five (5) minutes for proponents and five (5) minutes for those opposed.
- E. Using the virtual platform’s timekeeping mechanism, made visible to all participants, staff will serve as timekeepers and will monitor the debate time of both proponents and opponents.

## Point of Order and Other Motions

- A. Delegates who believe a parliamentary rule has been broken or is in the process of being broken may select ***“Point of Order”*** from the drop down menu in the Delegate control panel at any time. Any comments associated with a point of order must be brief and germane. It is impermissible to use this process to speak in debate or to provide additional information.
- B. Delegates desiring to make a motion as permitted by the parliamentary authority governing the General Assembly (such as a motion to reconsider or a motion to appeal) may select ***“Make a Motion”*** from the Delegate control panel and type the wording of their motion into the text box located below the dropdown menu, and press submit. It is impermissible to use this process to speak in debate or to provide additional information.
- C. Motions require the support of a total of five (5) Delegates to advance. If a motion is made, and the presiding officer asks if four (4) other Delegates second the motion, Delegates may select ***“2<sup>nd</sup> Current Motion”*** from the drop down menu in the Delegate control panel and press submit, to indicate their support of advancing the motion to the body for debate and/or vote.
- D. Points of order and actions addressing points of order are not timed. The presiding officer may also recognize committee members or WSSDA staff for the purpose of clarification without being timed.
- E. All Delegates, whether in person or virtual, who need technical assistance may seek help by emailing [assembly@wssda.org](mailto:assembly@wssda.org). In your email, please provide your direct phone number. However, the business of the General Assembly will continue while technical assistance is being provided unless the issue is impacting all or a majority of Delegates.

## Voting

- A. School boards that are not present at General Assembly may not vote. No absentee or proxy voting between or among districts is permissible. Delegates may vote only once per proposal.
- B. For all voting, the vote is on the proposal in the final version of the Handbook; the vote is not on the committee’s recommendation.
- C. Voting will occur via a secure electronic voting system provided to the Delegates.
- D. Delegates will be specifically instructed on how to use the electronic voting system at or before the start of General Assembly prior to any voting.
- E. Delegates will be prompted when to cast their vote. Upon closing the vote, the electronic system will tabulate the votes and display the results on the screen.
- F. For proposals to revise the Bylaws, an affirmative vote of two-thirds of the Delegates present is necessary for passage.
- G. The chair will announce the result of the vote upon its completion.
- H. Any Delegate who voted on the prevailing side (voted yes on a motion that passed or no on a motion that failed) may move to reconsider an agenda item for the current assembly that has already been considered. A majority vote may adopt the motion to reconsider, and the motion must be considered immediately, as long as there is not a motion currently under consideration on the floor.

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### **The General Assembly Handbook**

The final General Assembly Handbook was posted on WSSDA's website by August 16, 2024. The posted Handbook included all proposals, except for any potential emergency proposals submitted by the WSSDA Board. The Handbook also includes the 2024 Amendment Process, in accordance with WSSDA Operating Policy 1280 - General Assembly. Administrative errors identified in the Handbook, such as typos, punctuation, or clearly erroneous information, should be reported to WSSDA staff for correction.

### **Order and Conduct of Business**

On September 20, 2024, the General Assembly commences. The WSSDA President or designee presides over the entirety of the General Assembly. The President may delegate the task of conducting portions of the General Assembly to another WSSDA board officer as needed/desired.

The General Assembly Handbook lists the order of business. As tasked by the WSSDA Bylaws, the Legislative and Resolutions Committees have reviewed the existing positions and have considered position proposals. The Handbook encompasses the committees' respective written reports and recommendations to the WSSDA membership. The General Assembly Handbook includes all proposals that have not been withdrawn and are designated with the committees' recommendations of "do pass" or "do not pass."

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

Amendments to proposals in the 2024 General Assembly Handbook are possible only as provided by the 2024 Amendment Process as governed by WSSDA Operating Policy 1280 – General Assembly. Any amendment proposal brought to General Assembly through that process is considered properly "moved" by virtue of the Amendment Process and brought forward to General Assembly. Delegates first vote on whether to amend the original proposal as according to the amendment brought forward. The amendment will be shown both in the Handbook and on the screen at the General Assembly. Delegates then vote on the proposal as amended or the original proposal, depending upon whether the vote to amend was successful.

If emergency proposals are brought to the General Assembly, live amendments to the emergency proposals will be available. The operating policy and process for submitting an emergency proposal request to the WSSDA Board is included in the General Assembly Handbook. These rules of procedure hereby incorporate the process for submitting an emergency proposal to the WSSDA Board.

### **Parliamentary Authority**

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

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

By virtue of being the presiding officer, the WSSDA President has the authority and duty to make necessary rulings on questions of parliamentary law. In making any ruling, the WSSDA President may consult with anyone for parliamentary advice (RONR 23:17), including designated parliamentarian advisor(s) identified for the purpose of assisting the WSSDA President. However, the voting Delegates as a body are the final arbiter of parliamentary questions or points of order. Upon the motion and second to do so, voting Delegates may appeal parliamentarian decisions made by the WSSDA President to the voting Delegates as a body. The parliamentarian decision as voted on by the voting Delegates is final.

# Amendment Process



The following is the sole process by which the proposals in the 2024 WSSDA General Assembly Handbook may be amended. This process pertains to all proposals in the General Assembly Handbook, regardless of whether the proposal involves the WSSDA Bylaws, Permanent Positions, or Legislative Positions.

**Note:** There will not be an opportunity for live amendments during the assembly for proposals in the 2024 General Assembly Handbook.

## **07/01/24 - General Assembly Handbook Posted on the WSSDA Website**

The General Assembly Handbook includes all proposals scheduled to be voted on by the Delegates at the General Assembly. On the same day that the handbook is posted, an email is sent to all WSSDA members, alerting them to the posting of the General Assembly Handbook, and providing them with a link. Any administrative errors identified in the Handbook, such as typos, punctuation, or clearly erroneous information, should be reported to WSSDA staff for correction at [assembly@wssda.org](mailto:assembly@wssda.org).

## **08/01/24 - Amendment Proposal Window Opens**

The window for proposing amendments to the proposals in the General Assembly Handbook opens by 8:00 AM on August 1, 2024. All proposed amendments must be:

- Submitted during the amendment proposal window
- Adopted by at least one Washington state public school board
- Submitted via the [Amendment Proposal Form](https://wssda.formstack.com/forms/amendments).  
(<https://wssda.formstack.com/forms/amendments>)

## **08/07/24 - Amendment Proposal Window Closes**

The amendment proposal window closes at 5:00 PM on August 7, 2024. No further amendment proposals will be accepted after this time. For any proposal in the General Assembly Handbook that had only one proposed amendment, that proposed amendment will automatically be brought forward to the General Assembly as a motion to amend the proposal.

## **08/12/24-8/14/24 - Informal Conference Committee Meetings (scheduled if necessary)**

In the event that a proposal in the General Assembly Handbook has multiple proposed amendments, an Informal Conference Committee will be established.

The committee will include:

- A representative from each school board that proposed an amendment for that proposal in the General Assembly Handbook;
- A virtual meeting will be held to review the multiple proposed amendments to a proposal in the General Assembly Handbook.
- The Informal Conference Committee will seek consensus on a consolidated proposed amendment for consideration at General Assembly.

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- If the conference committee reaches an agreement on a new proposed amendment, that amendment will be included in the final handbook and shall be considered at General Assembly in place of the original amendment(s). If they do not agree, their amendments will be included in the final handbook separately in the order in which they were submitted.

#### **08/16/24 - Final General Assembly Handbook Posted on the WSSDA Website**

The Final General Assembly Handbook is comprehensive of all proposals known to be voted on by the Delegates at the General Assembly, including proposed amendments as set forth in this process. On the same day that the final handbook is posted, an email is sent to all WSSDA members, alerting them that the Final General Assembly Handbook has been posted and providing them with a link.

#### **09/20/24-9/21/24 - WSSDA General Assembly 2024**

All proposals in the Final General Assembly Handbook will be brought before the members for vote at the General Assembly. All final proposed amendments will be considered properly “moved” by virtue of this amendment process.

As set forth in the General Assembly Handbook, it is possible for the WSSDA Board to bring forward emergency proposals to the General Assembly with four (4) hours’ notice. Because potential emergency proposals are not available during the amendment proposal window, delegates may propose amendments to emergency proposals, if any, during the 2024 General Assembly according to standard parliamentary authority.



# How to Read this Handbook



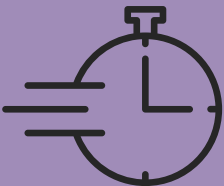
**PERMANENT**

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



**LEGISLATIVE**

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



**EMERGENCY**

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

# Process for Emergency Position Proposals

Requests for an emergency proposal must occur via the Emergency Proposal Form on the WSSDA website before 3:00 PM, Wednesday, September 11, 2024.

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

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

## Background:

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

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

## Policy Statement:

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

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

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

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

For timely emergency proposals that have been offered by a school board, the Resolutions or the Legislative Committee, or both will consider the proposals and may contact the proposer(s) with questions. The committee(s) will inform the WSSDA Board whether the committee(s) recommend: (1) submitting the emergency proposals to the General Assembly, (2) a “do pass” or “do not pass” designation, and (3) advise the WSSDA Board on any other related information.

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

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

The below Emergency Proposal Form is posted to the WSSDA website by September 1, 2024 and is available until 3:00 PM on September 11, 2024.

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## **Emergency Proposal Form**

### **CONTACT INFORMATION**

School district:

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

- Name:
- Email:
- Phone Number:

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

Joining school district:

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

- Name:
- Email:
- Phone Number:

*(Additional pages available as needed)*

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#### SCHOOL BOARD APPROVAL STATUS

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

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

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

#### EMERGENCY PROPOSAL:

Short Title:

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

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

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

#### EXISTING POSITIONS (if any)

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

- Type of position
- Name
- Number

#### THANK YOU

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

# Voting Order for Position Proposals

## Consent Agenda

1. Consent Agenda on Funding-Related Positions – page 15

## Bylaws

### Amendment Proposals

2. Article XI. Meetings of WSSDA – page 18
- 3a. Article X. Student Representatives (Amendment to Proposed New Article) – page 21
3. Article X. Student Representatives – page 24

## Category 1: Association Operations

### Amendment Proposals: Permanent Positions

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- 5a. Goals (2) (Amendment to Proposed Amendment) – page 31
5. Goals (2) – page 33
6. WSSDA Equity Statement – page 35

## Category 2: Capital Facilities & School Construction

### Amendment Proposals: Permanent Positions

7. Capital Project Construction – page 37

### Amendment Proposals: Legislative Positions

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8. Climate Impact Mitigation Assistance – page 40
- 9a. Funding Safe, Healthy, Contemporary School Buildings (1) (Amendment to Proposed Amendment) – page 42
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### New Position Proposals: Legislative Positions

12. Clean Buildings Act Funding – page 60

## Category 3: Funding and Allocations

### Amendment Proposals: Permanent Positions

13. State Role – page 62

### New Position Proposals: Permanent Positions

14. Definition of Ample for the Purpose of State Funding – page 64

### Amendment Proposals: Legislative Positions

15. Ample Funding for High-Poverty Schools – page 65
16. Ample Funded Staffing Levels – page 66
17. Class Size Reduction Funding – page 70
- 18a. Fiscal Notes and Unfunded Mandates (Amendment to Proposed Amendment) – page 71
18. Fiscal Notes and Unfunded Mandates – page 72
19. Full Funding for Basic Education – page 73
20. MSOC Funding – page 74

#### **New Position Proposals: Legislative Positions**

- 21. African American Studies Workgroup – page 75
- 22. Literacy – page 77
- 23. Mental Health Supports and Counseling Access – page 78
- 24. Tax Revenue for Schools – page 79
- 25. Unfunded Mandates – page 80

#### **Category 4: Governance**

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- 27. Accountability to Community & Fiscal Responsibility – page 83
- 28. Addressing Achievement and Opportunity Gaps – page 85
- 29. Decision-Making Process – page 86
- 30. Diversity – page 87
- 31. Federal Role – page 88
- 32. Local Board Adoption of Core Instructional Materials (1) – page 90
- 33. Local Board Adoption of Core Instructional Materials (2) – page 91
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- 35. Local Control (2) – page 96
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##### **Consolidation Proposals: Permanent Positions**

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- 37. Federal Strategic Advocacy – page 101

##### **New Position Proposals: Permanent Positions**

- 38. Disaggregated Data – page 102
- 39. Effects of Social Media on Mental Health – page 103
- 40. Parental Rights – page 104

##### **New Position Proposals: Legislative Positions**

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#### **Category 5: Learning**

##### **Amendment Proposals: Permanent Positions**

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- 45. Literacy – page 110

##### **Amendment Proposals: Legislative Positions**

- 46A. Multilingual Learners (Amendment to Proposed Amendment) – page 111
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##### **Retirement Proposals: Legislative Positions**

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# Consent Agenda



## **(1) Consent Agenda on Funding-Related Positions**

Legislative Committee Recommendation: Do Pass

Submitting District: Moses Lake School District

For the positions listed on the consent agenda, the only changes proposed are to replace the individual description of funding (ample, full, etc.) in the positions listed, with the consistent description of “amply, fully, and sustainably.”

A yes vote would make this language consistent throughout all funding-related positions (listed below). A no vote would leave the language of each position as it currently is.

[Ample Funding for High Poverty Schools](#)

[Amplly Funded Staffing Levels](#)

[Artificial Intelligence Technology](#)

[Career and Technical Education Funding](#)

[Class Size Reduction Funding](#)

[Digital Education Access for All](#)

[Education of Students with Disabilities](#)

[Expanding Access to and Equitable Funding for All Dual Credit Options](#)

[Expanding Basic Education](#)

[Full Funding for Required School Partnerships](#)

[Full Funding of Basic Education](#)

[Funding for Unique and Necessary Programs](#)

[Funding of Co-Curricular Activities](#)

[Funding of Education](#)

[Language Access](#)

[Levy Authority and LEA](#)

[Long Range Financial Support](#)

[Maintaining the Integrity of Retirement Systems](#)

[Management of Common School Trust Lands](#)

[McKinney-Vento Homeless Assistance Act Funding](#)

[MSOC Funding](#)

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[Pedestrian and Bicycle Safety](#)

[Preventing Self-Harm and Suicide](#)

[Preventing Substance Abuse and Overdoses](#)

[Professional Development](#)

[Regulations Governing K-12 Education](#)

[Remote and Necessary Schools](#)

[Safe Routes to School](#)

[Safe Drinking Water](#)

[Sexual Harassment, Assault, and Abuse Prevention and Response](#)

[State and Local Responsibility for Salaries](#)

[State Funding for Full Breadth of Co-Curricular Activities](#)

[State Funding of School Operations](#)

[State Role](#)

[Student Re-Entry and Re-Engagement](#)

[Students Experiencing Homelessness and Students Living in Nontraditional Environments or State Facilities](#)

[Support for Special Education Programs](#)

[Technology Funding](#)

[Universal Free School Meals](#)

[Washington State Learning Standards Funding](#)

**Rationale:**

Although school funding issues are a priority for WSSDA membership, we refer to the type of funding we seek differently in many of our positions. This proposal is an effort to help our messaging to the legislature be united so that we are speaking together with one voice. Using consistent language will help our advocacy messaging be clearer and, therefore, more effective.



# bylaw proposals



# Bylaws

## Amendment Proposal

### **(2) Title: ARTICLE XI. MEETINGS of WSSDA, Section 2. General Assembly**

**The WSSDA Board of Directors Recommendation:** Do Not Pass

**Submitted by:** Boistfort School District, Mead School District, Moses Lake School District, Manson School District, Centralia School District, Chehalis School District, Toutle Lake School District, Onalaska School District, Napavine School District, Lynden School District, and Woodland School District

#### **Current Article**

### **ARTICLE XI. MEETINGS of WSSDA, Section 2. General Assembly**

A. There shall be an annual General Assembly consisting of one voting member from each school board in the state.

B. The General Assembly shall vote upon any proposed amendments or new provisions to:

1. The Bylaws
2. The establishment of the annual dues
3. The Permanent Positions
4. The Legislative Positions, and
5. Conduct such other business as may properly come before it.

C. Special meeting of the General Assembly may be called by the Board of Directors or by the delegates at any General Assembly.

D. Every delegate at the General Assembly shall have one vote on matters pertaining to general WSSDA business, setting the total amount of the annual dues assessed to all districts, and amendments to the Bylaws.

E. Every delegate shall have one vote.

F. With exception for proposed amendments to Bylaws, the Board of Directors may submit emergency matters or late proposals, to be voted upon at the General Assembly with a minimum of four (4) hours written notice.

G. There shall be no absentee or voting by proxy.

#### **With Proposed Amendment**

### **ARTICLE XI. MEETINGS of WSSDA, Section 2. General Assembly**

A. There shall be an annual General Assembly consisting of one voting member from each school board in the state.

B. The General Assembly shall vote upon any proposed amendments or new provisions to:

1. The Bylaws
2. The establishment of the annual dues
3. The Permanent Positions

*(continued from previous page)*

4. The Legislative Positions, and
5. Conduct such other business as may properly come before it.

C. Special meeting of the General Assembly may be called by the Board of Directors or by the delegates at any General Assembly.

D. Every delegate at the General Assembly shall have one vote on matters pertaining to general WSSDA business, setting the total amount of the annual dues assessed to all districts, and amendments to the Bylaws.

E. Every delegate shall have one vote.

F. With exception for proposed amendments to Bylaws, the Board of Directors may submit emergency matters or late proposals, to be voted upon at the General Assembly with a minimum of four (4) hours written notice.

G. There shall be no absentee or voting by proxy.

When determining WSSDA's stance relating to advocacy and lobbying, WSSDA shall oppose any policies that infringe on local control of curriculums or programs and/or promote an unfunded mandate. After those determinations have been made the positions voted on a General Assembly will be applicable and/or utilized.

#### **Clean Amended Article**

#### **ARTICLE XI. MEETINGS of WSSDA, Section 2. General Assembly**

A. There shall be an annual General Assembly consisting of one voting member from each school board in the state.

B. The General Assembly shall vote upon any proposed amendments or new provisions to:

1. The Bylaws
2. The establishment of the annual dues
3. The Permanent Positions
4. The Legislative Positions, and
5. Conduct such other business as may properly come before it.

C. Special meeting of the General Assembly may be called by the Board of Directors or by the delegates at any General Assembly.

D. Every delegate at the General Assembly shall have one vote on matters pertaining to general WSSDA business, setting the total amount of the annual dues assessed to all districts, and amendments to the Bylaws.

E. Every delegate shall have one vote.

F. With exception for proposed amendments to Bylaws, the Board of Directors may submit emergency matters or late proposals, to be voted upon at the General Assembly with a minimum of four (4) hours

*(continued from previous page)*

written notice.

G. There shall be no absentee or voting by proxy.

When determining WSSDA's stance relating to advocacy and lobbying, WSSDA shall oppose any policies that infringe on local control of curriculums or programs and/or promote an unfunded mandate. After those determinations have been made the positions voted on a General Assembly will be applicable and/or utilized.

**Rationale from Submitting District(s):**

WSSDA continues to sign in and testify as OTHER to several bills that reduce local control due to other WSSDA positions. This bylaw change will prioritize local control and funding mandates over all other positions.

**Board Rationale for DNP:**

The WSSDA board greatly supports local control and funding all education mandates and appreciates the intent of the bylaw proposal to elevate these issues. Local control and funding mandates are foundational messages of the organization's advocacy work, supported by existing, member-adopted positions. The proposal language, as written, takes away the voice of the membership by automatically prioritizing these issues over any others and the verbiage "shall oppose any policy..." would prevent dialogue with the legislature.

# Bylaws

## Amendment to New Article Proposal

(3A) Title: ARTICLE X. STUDENT REPRESENTATIVES, Section 1. Student Representative Network Membership & Participation, Section 2. SRN Elections, and Section 3. Representation on WSSDA Board & Committees

The WSSDA Board of Directors Recommendation:

Submitted by: Issaquah School District, Lake Washington School District, and Shoreline School District

### Proposed Amendment

#### ARTICLE X. STUDENT REPRESENTATIVES, Section 1. Student Representative Network Membership & Participation

WSSDA believes that student voice is essential to good governance and supports student representatives on local school boards and their participation in WSSDA activities through the Student Representative Network (SRN), as outlined in WSSDA Operating Policy 2140. In addition, WSSDA will include at least one student representative on the WSSDA Board and WSSDA Committees, to the extent possible.

~~Any student elected or selected to serve as a representative or advisor to a school board in Washington state (herein referred to as "student representative") is automatically a member of WSSDA's Student Representative Network (SRN). The SRN will meet monthly during the school year (September-May) to connect student representatives to issues and topics regarding K-12 education in Washington state.~~

~~There are no dues or costs for student representatives or their school districts for participation in the SRN.~~

#### ~~Section 2. SRN Elections~~

~~Student representative members of SRN are empowered to elect / select officers for leadership of SRN, consisting of a Chair, Vice Chair, and Secretary.~~

~~As primary liaisons of the SRN, the SRN Chair will be a representative to the WSSDA Board and the SRN Vice Chair will be a representative to the WSSDA Nominating Committee.~~

#### ~~Section 3. Representation on WSSDA Board & Committees~~

~~In addition to the above, SRN members will elect / select one (1) student representative from a district on the East side of the state and one (1) student representative from the West side of the state for representation on each of the following bodies within WSSDA:~~

- ~~• WSSDA Board~~
- ~~• Resolutions Committee~~
- ~~• Legislative Committee~~
- ~~• Interscholastic Committee~~
- ~~• Annual Conference Planning Committee~~
- ~~• Small Schools Advisory Committee~~
- ~~• Trust Lands Advisory Committee~~
- ~~• Board Members of Color Council~~

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~~Mirroring the committee structure of the Legislative Committee, one (1) additional SRN member may be appointed as a representative from a district in Director Area 2 for that committee.~~

~~The inclusion of student representatives to the Government to Government Task Force will be within the purview of the leadership and members of that Task Force.~~

#### **~~TERM OF SERVICE~~**

~~Student representatives to the WSSDA Board and Committees will serve one year terms. A student representative may be elected to more than one term.~~

#### **~~RESIGNATIONS & VACANCIES~~**

~~Any student representative serving on the WSSDA Board or Committees may resign at any time by giving written notice to the SRN Chair and Board President or Committee Chair, as applicable. Resignations shall take effect immediately unless there is a time specified therein.~~

~~In the event of a vacancy of a student representative in any of the seats outlined above, the SRN Chair will have the authority to appoint a successor from among current SRN members in the geographic region of the open seat to serve until the next SRN election. The appointment shall be subject to approval by SRN Leadership.~~

#### **~~MEETING ATTENDANCE~~**

~~Student representatives to the WSSDA Board and Committees will be supported in attending all meetings virtually. If any student representative is not able to attend a Board or Committee meeting as scheduled, they will notify the Board President or Committee Chair, as applicable.~~

~~It is encouraged that student representatives be able to attend any in-person Board and/or Committee meetings, as well. The WSSDA Board will determine annually what financial and logistic support will be made available by WSSDA to enable in-person attendance by student representatives at these meetings.~~

#### **~~ADVISORY VOTES~~**

~~Student representatives serving on the WSSDA Board and Committees will have advisory votes as part of the Board and Committee deliberation and voting processes. An advisory vote is a non-binding vote that is cast by the student representatives ahead of the votes cast by the Board / Committee members in order to provide student perspective ahead of the official vote.~~

#### **~~SUPPORT BY BOARD AND COMMITTEES~~**

~~Each year the WSSDA Board President, Committee Chairs, SRN President, and WSSDA staff who support the Board and Committees will establish shared parameters for maintaining a safe and supportive environment at Board / Committee meetings for authentic student participation.~~

#### **~~Rationale from Submitting District(s):~~**

~~Everything we do as board directors, supported by WSSDA, is for the students of Washington state. Over 150 of the 295 boards across the state have added student representatives to their boards, understanding how vital it~~

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~~is to hear directly from those we serve and are most impacted by the decisions we make. The same is true for the work directors do at WSSDA when we serve on the WSSDA Board and committees. Decisions we make in this capacity drive the direction of WSSDA operations and advocacy—which all, in the end, directly impact students.~~

~~Notably, WSSDA membership has supported the creation and formalization of the Student Representative Network (SRN), which provides an official space for student representatives to school boards to come together in leadership and learning. In addition, WSSDA membership adopted a position on Student Voice in Governance which asserts "Students deserve a meaningful role in providing input and guidance in the direction of their district and with decisions made on their behalf. WSSDA recommends and supports the establishment of formalized structures and policies with students to integrate ongoing, effective K-12 student voice." WSSDA has also developed a model policy and procedure to support the inclusion of student representatives on boards across the state.~~

~~This past year the SRN created a leadership structure that supports the self-governance of the network and readiness to operate as a group within WSSDA.~~

~~Therefore, to fulfill our own adopted position recommendations, this bylaw revision proposal is being brought forward to recognize the SRN within WSSDA's Bylaws and to create a formal structure for the integration of student representatives from the SRN on the WSSDA Board and Committees. This revision will ensure that student voice and perspective are part of the conversations and considerations happening in the leadership structure that guides WSSDA direction and advocacy that is all aligned around best serving students.~~

~~The goal of this proposal is to formalize the existence of the SRN within WSSDA Bylaws and to establish a sustainable process of election and service, as well as cross-state representation, by student representatives on these bodies within WSSDA. Our collective work will be strengthened by their participation in our organization.~~

~~This bylaw proposal was co-created with the Shoreline School Board Student Representatives, a representative from the Riverview School Board (which authored the initial WSSDA position on Student Voice), and the current SRN Chair and a few SRN members from other districts.~~

#### **Clean**

WSSDA believes that student voice is essential to good governance and supports student representatives on local school boards and their participation in WSSDA activities through the Student Representative Network (SRN), as outlined in WSSDA Operating Policy 2140. In addition, WSSDA will include at least one student representative on the WSSDA Board and WSSDA Committees, to the extent possible.

#### **Rationale from Submitting District(s):**

The language proposed in the new article proposal is far too extensive for a bylaw proposal, and also uses prescriptive language more typically suitable for WSSDA policies or procedures. The offered amended language is more succinctly stated and offers a vision statement for the WSSDA Board and Committees regarding the role of student voice. The amended language then points to the appropriate WSSDA Operating Policy as the mechanism for provided necessary details.

# Bylaws

## New Article Proposal

**(3) Title: ARTICLE X. STUDENT REPRESENTATIVES, Section 1. Student Representative Network Membership & Participation, Section 2. SRN Elections, and Section 3. Representation on WSSDA Board & Committees**

**The WSSDA Board of Directors Recommendation:** Do Not Pass

**Submitted by:** Riverview School District, Shoreline School District, Olympia School District, Port Townsend School District, and Bremerton School District

### **Proposed New Article to the Bylaws**

#### **ARTICLE X. STUDENT REPRESENTATIVES, Section 1. Student Representative Network Membership & Participation**

Any student elected or selected to serve as a representative or advisor to a school board in Washington state (herein referred to as "student representative") is automatically a member of WSSDA's Student Representative Network (SRN). The SRN will meet monthly during the school year (September-May) to connect student representatives to issues and topics regarding K-12 education in Washington state.

There are no dues or costs for student representatives or their school districts for participation in the SRN.

#### **Section 2. SRN Elections**

Student representative members of SRN are empowered to elect / select officers for leadership of SRN, consisting of a Chair, Vice Chair, and Secretary.

As primary liaisons of the SRN, the SRN Chair will be a representative to the WSSDA Board and the SRN Vice Chair will be a representative to the WSSDA Nominating Committee.

#### **Section 3. Representation on WSSDA Board & Committees**

In addition to the above, SRN members will elect / select one (1) student representative from a district on the East side of the state and one (1) student representative from the West side of the state for representation on each of the following bodies within WSSDA:

- WSSDA Board
- Resolutions Committee
- Legislative Committee
- Interscholastic Committee
- Annual Conference Planning Committee
- Small Schools Advisory Committee
- Trust Lands Advisory Committee
- Board Members of Color Council

Mirroring the committee structure of the Legislative Committee, one (1) additional SRN member may be appointed as a representative from a district in Director Area 2 for that committee.



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The inclusion of student representatives to the Government-to-Government Task Force will be within the purview of the leadership and members of that Task Force.

#### **TERM OF SERVICE**

Student representatives to the WSSDA Board and Committees will serve one year terms. A student representative may be elected to more than one term.

#### **RESIGNATIONS & VACANCIES**

Any student representative serving on the WSSDA Board or Committees may resign at any time by giving written notice to the SRN Chair and Board President or Committee Chair, as applicable. Resignations shall take effect immediately unless there is a time specified therein.

In the event of a vacancy of a student representative in any of the seats outlined above, the SRN Chair will have the authority to appoint a successor from among current SRN members in the geographic region of the open seat to serve until the next SRN election. The appointment shall be subject to approval by SRN Leadership.

#### **MEETING ATTENDANCE**

Student representatives to the WSSDA Board and Committees will be supported in attending all meetings virtually. If any student representative is not able to attend a Board or Committee meeting as scheduled, they will notify the Board President or Committee Chair, as applicable.

It is encouraged that student representatives be able to attend any in-person Board and/or Committee meetings, as well. The WSSDA Board will determine annually what financial and logistic support will be made available by WSSDA to enable in person attendance by student representatives at these meetings.

#### **ADVISORY VOTES**

Student representatives serving on the WSSDA Board and Committees will have advisory votes as part of the Board and Committee deliberation and voting processes. An advisory vote is a non-binding vote that is cast by the student representatives ahead of the votes cast by the Board / Committee members in order to provide student perspective ahead of the official vote.

#### **SUPPORT BY BOARD AND COMMITTEES**

Each year the WSSDA Board President, Committee Chairs, SRN President, and WSSDA staff who support the Board and Committees will establish shared parameters for maintaining a safe and supportive environment at Board / Committee meetings for authentic student participation.

#### **Rationale from Submitting District(s):**

Everything we do as board directors, supported by WSSDA, is for the students of Washington state. Over 150 of the 295 boards across the state have added student representatives to their boards, understanding how vital it is to hear directly from those we serve and are most impacted by the decisions we make. The same is true for the work directors do at WSSDA when we serve on the WSSDA Board and committees. Decisions we make in this capacity drive the direction of WSSDA operations and advocacy - which all, in the end, directly impact students.

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Notably, WSSDA membership has supported the creation and formalization of the Student Representative Network (SRN), which provides an official space for student representatives to school boards to come together in leadership and learning. In addition, WSSDA membership adopted a position on Student Voice in Governance which asserts "Students deserve a meaningful role in providing input and guidance in the direction of their district and with decisions made on their behalf. WSSDA recommends and supports the establishment of formalized structures and policies with students to integrate ongoing, effective K-12 student voice." WSSDA has also developed a model policy and procedure to support the inclusion of student representatives on boards across the state.

This past year the SRN created a leadership structure that supports the self-governance of the network and readiness to operate as a group within WSSDA.

Therefore, to fulfill our own adopted position recommendations, this bylaw revision proposal is being brought forward to recognize the SRN within WSSDA's Bylaws and to create a formal structure for the integration of student representatives from the SRN on the WSSDA Board and Committees. This revision will ensure that student voice and perspective are part of the conversations and considerations happening in the leadership structure that guides WSSDA direction and advocacy that is all aligned around best serving students.

The goal of this proposal is to formalize the existence of the SRN within WSSDA Bylaws and to establish a sustainable process of election and service, as well as cross-state representation, by student representatives on these bodies within WSSDA. Our collective work will be strengthened by their participation in our organization.

This bylaw proposal was co-created with the Shoreline School Board Student Representatives, a representative from the Riverview School Board (which authored the initial WSSDA position on Student Voice), and the current SRN Chair and a few SRN members from other districts.

**Board Rationale for DNP:**

The board greatly supports student voices being elevated within WSSDA. Serving on a committee is one of many ways the organization could advance this aim and the board appreciates the intent of this proposal to increase student engagement. This proposed bylaw, however, is very prescriptive, hindering its ability to be effectively implemented. The board plans to explore options to implement these ideas via policy depending on the outcome of the General Assembly.

# position proposals

permanent & legislative



association operations



capital facilities & school construction



funding & allocations



governance



learning



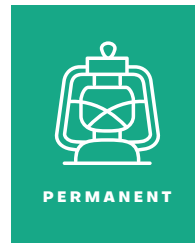
staffing

# association operations



# Category 1: Association Operations

## Amendment Proposal



### (4) Title: Goals (1)

**Resolutions Committee Recommendation:** Do Not Pass

**Submitted by:** Woodland, Onalaska, and Mead School Districts

#### Current Position

- WSSDA's organizational culture and structure continuously improves service to school directors and their districts.
- WSSDA's premier membership development cultivates and strengthens school director leadership skills and effective governance.
- WSSDA's advocacy fosters and promotes partnerships with other education leaders and stakeholders, and initiates or enhances legislation to advance education policy.
- WSSDA leads in policy development to promote safe, secure, and respectful learning environments for each and every student.
- WSSDA expands public awareness of local school district governance and public education. WSSDA provides concise, timely information, and meets the communication needs of its members.
- WSSDA promotes innovation to address new educational trends, advances, and the future needs of students and school districts.
- WSSDA leads in advocating, modeling, and promoting equity to address the educational needs of each and every student.

#### With Proposed Amendment

- WSSDA's organizational culture and structure continuously improves service to school directors and their districts.
- WSSDA's premier membership development cultivates and strengthens school director leadership skills and effective governance.
- WSSDA's advocacy fosters and promotes partnerships with other education leaders and stakeholders, and initiates or enhances legislation to advance education policy.
- ~~• WSSDA leads in policy development to promote safe, secure, and respectful learning environments for each and every student.~~
- WSSDA advocates to preserve local control for its membership and opposes any and all legislation that infringes on local control or is an unfunded mandate.
- WSSDA expands public awareness of local school district governance and public education. WSSDA provides concise, timely information, and meets the communication needs of its members.
- WSSDA promotes innovation to address new educational trends, advances, and the future needs of students and school districts.
- WSSDA leads in advocating, modeling, and promoting equity to address the educational needs of each and every student.

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#### **Clean Amended Position**

- WSSDA's organizational culture and structure continuously improves service to school directors and their districts.
- WSSDA's premier membership development cultivates and strengthens school director leadership skills and effective governance.
- WSSDA's advocacy fosters and promotes partnerships with other education leaders and stakeholders, and initiates or enhances legislation to advance education policy.
- WSSDA advocates to preserve local control for its membership and opposes any and all legislation that infringes on local control or is an unfunded mandate.
- WSSDA expands public awareness of local school district governance and public education. WSSDA provides concise, timely information, and meets the communication needs of its members.
- WSSDA promotes innovation to address new educational trends, advances, and the future needs of students and school districts.
- WSSDA leads in advocating, modeling, and promoting equity to address the educational needs of each and every student.

#### **Rationale from Submitting District(s):**

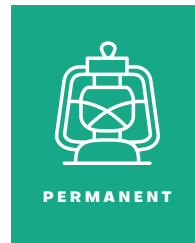
Adding local control to WSSDA goals is essential to the future of public education.

#### **Committee Rationale for DNP:**

The committee voted for a do not pass recommendation because the proposed added language limits the organization's ability to advocate using other member-adopted positions and impedes advocacy efforts. The proposed language would make many of the existing positions obsolete or null and void, including legislative priorities. The proposed removal of specific language is about safe, secure, and respectful learning environments which are essential to student learning and success.

# Category 1: Association Operations

## Amendment to Amendment Proposal



### (5A) Title: Goals (2)

Submitted by: Eastmont School District

#### Current Position

- WSSDA's organizational culture and structure continuously improves service to school directors and their districts.
- WSSDA's premier membership development cultivates and strengthens school director leadership skills and effective governance.
- WSSDA's advocacy fosters and promotes partnerships with other education leaders and stakeholders, and initiates or enhances legislation to advance education policy.
- WSSDA leads in policy development to promote safe, secure, and respectful learning environments for each and every student.
- WSSDA expands public awareness of local school district governance and public education. WSSDA provides concise, timely information, and meets the communication needs of its members.
- WSSDA promotes innovation to address new educational trends, advances, and the future needs of students and school districts.
- WSSDA leads in advocating, modeling, and promoting equity to address the educational needs of each and every student.

#### With Proposed Amendment

- WSSDA's organizational culture and structure continuously improves service to school directors and their districts.
- WSSDA's premier membership development cultivates and strengthens school director leadership skills and effective governance.
- WSSDA's advocacy fosters and promotes partnerships with other education leaders and stakeholders, and initiates or enhances legislation to advance education policy.
- WSSDA leads in policy development to promote safe, secure, and respectful learning environments for each and every student.
- WSSDA expands public awareness of local school district governance and public education.
- WSSDA provides concise, timely information, and meets the communication needs of its members.
- WSSDA promotes innovation to address new educational trends, advances, and the future needs of students and school districts.
- WSSDA leads in advocating, modeling, and promoting equity to address the educational needs of each and every student.
- WSSDA advocates to preserve local control for its membership and opposes ~~any and all~~ legislation that infringes on local control or is an unfunded mandate.

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#### **Clean Amended Position**

- WSSDA's organizational culture and structure continuously improves service to school directors and their districts.
- WSSDA's premier membership development cultivates and strengthens school director leadership skills and effective governance.
- WSSDA's advocacy fosters and promotes partnerships with other education leaders and stakeholders, and initiates or enhances legislation to advance education policy.
- WSSDA leads in policy development to promote safe, secure, and respectful learning environments for each and every student.
- WSSDA expands public awareness of local school district governance and public education.
- WSSDA provides concise, timely information, and meets the communication needs of its members.
- WSSDA promotes innovation to address new educational trends, advances, and the future needs of students and school districts.
- WSSDA leads in advocating, modeling, and promoting equity to address the educational needs of each and every student.
- WSSDA advocates to preserve local control for its membership and opposes legislation that infringes on local control or is an unfunded mandate.

#### **Rationale from Submitting District(s):**

WSSDA's policy development to promote safe, secure, and respectful learning environments and advocacy to preserve local control and oppose unfunded mandates should not compete against each other. But rather, as an organization designed, needed, and relied on to support those (the local control) whose purpose is to oversee that our local communities have safe, secure, and respectful learning environments for our students, the two ideas should support each other. They are both, together, best as guiding goals by which the organization weighs and balances actions taken to ultimately be in the best interest of the students from every district where our members serve.



# Category 1: Association Operations

## Amendment Proposal



ASSOCIATION  
OPERATIONS



PERMANENT

### (5) Title: Goals (2)

**Resolutions Committee Recommendation:** Do Not Pass

**Submitted by:** Lynden and Boistfort School Districts

#### Current Position

- WSSDA's organizational culture and structure continuously improves service to school directors and their districts.
- WSSDA's premier membership development cultivates and strengthens school director leadership skills and effective governance.
- WSSDA's advocacy fosters and promotes partnerships with other education leaders and stakeholders, and initiates or enhances legislation to advance education policy.
- WSSDA leads in policy development to promote safe, secure, and respectful learning environments for each and every student.
- WSSDA expands public awareness of local school district governance and public education. WSSDA provides concise, timely information, and meets the communication needs of its members.
- WSSDA promotes innovation to address new educational trends, advances, and the future needs of students and school districts.
- WSSDA leads in advocating, modeling, and promoting equity to address the educational needs of each and every student.

#### With Proposed Amendment

- WSSDA's organizational culture and structure continuously improves service to school directors and their districts.
- WSSDA's premier membership development cultivates and strengthens school director leadership skills and effective governance.
- WSSDA's advocacy fosters and promotes partnerships with other education leaders and stakeholders, and initiates or enhances legislation to advance education policy.
- WSSDA leads in policy development to promote safe, secure, and respectful learning environments for each and every student.
- WSSDA expands public awareness of local school district governance and public education. WSSDA provides concise, timely information, and meets the communication needs of its members.
- WSSDA promotes innovation to address new educational trends, advances, and the future needs of students and school districts.
- WSSDA leads in advocating, modeling, and promoting equity to address the educational needs of each and every student.
- WSSDA advocates to preserve local control for its membership and opposes any and all legislation that infringes on local control or is an unfunded mandate.

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#### **Clean Amended Position**

- WSSDA's organizational culture and structure continuously improves service to school directors and their districts.
- WSSDA's premier membership development cultivates and strengthens school director leadership skills and effective governance.
- WSSDA's advocacy fosters and promotes partnerships with other education leaders and stakeholders, and initiates or enhances legislation to advance education policy.
- WSSDA leads in policy development to promote safe, secure, and respectful learning environments for each and every student.
- WSSDA expands public awareness of local school district governance and public education. WSSDA provides concise, timely information, and meets the communication needs of its members.
- WSSDA promotes innovation to address new educational trends, advances, and the future needs of students and school districts.
- WSSDA leads in advocating, modeling, and promoting equity to address the educational needs of each and every student.
- WSSDA advocates to preserve local control for its membership and opposes any and all legislation that infringes on local control or is an unfunded mandate.

#### **Rationale from Submitting District(s):**

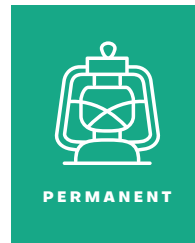
Adding local control to WSSDA goals is essential to the future of public education. Retaining the ability of school board members to make decisions for their own districts and communities should be a goal. WSSDA should protect that ability by opposing and testifying against legislation that threatens local control or that creates an unfunded mandate for schools across the state.

#### **Committee Rationale for DNP:**

The committee voted for a do not pass recommendation because the proposed language limits the organization's ability to advocate using other member-adopted positions and impedes advocacy efforts. The proposed language would make many of the existing positions obsolete or null and void, including legislative priorities.

# Category 1: Association Operations

## Amendment Proposal



### (6) Title: WSSDA Equity Statement

**Resolutions Committee Recommendation:** Do Not Pass

**Submitted by:** Woodland, Onalaska, Mead, Battle Ground, and Boistfort School Districts

#### Current Position

Equity is foundational to the work of WSSDA. Educational equity can only exist when a student's level of opportunity and achievement cannot be predicted based on race, characteristics, or circumstances. Therefore, we must identify and eliminate any discriminatory, practices, and prejudices within our State's public education system.

#### With Proposed Amendment

Equity is foundational to the work of WSSDA. Educational equality can only exist when a student's level of opportunity and achievement cannot be predicted based on ~~race, characteristics, or circumstances. Therefore, we must identify and eliminate any discriminatory, practices, and prejudices within our State's public education system~~ personal circumstances.

#### Clean Amended Position

Equity is foundational to the work of WSSDA. Educational equality can only exist when a student's level of opportunity and achievement cannot be predicted based on personal circumstances.

#### Rationale from Submitting District(s):

The original position suggests we have discriminatory practices and prejudices in our education system, so we removed some language and replaced it with personal characteristics.

The former statement focused on the negative and contained politically divisive wording. Negative wording was removed to have a more positive and hopeful feel and outlook. The improved statement focuses less on what to undo and more on the work we must do.

#### Committee Rationale for DNP:

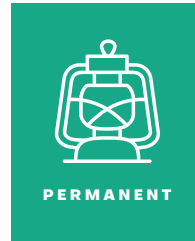
The committee voted for a do not pass recommendation because very intentional work was done by the WSSDA Board to develop the current position language. The proposed language is not an appropriate substitute for the existing list/language and may be more appropriate if proposed as add-on language.



# capital facilities & school construction

# Category 2: Capital Facilities & School Construction

## Amendment Proposal



### (7) Title: Capital Project Construction

**Resolutions Committee Recommendation:** Do Pass

**Submitted by:** Peninsula School District

#### Current Position

WSSDA believes financing school facilities is a partnership between the state and local districts. The State's fiduciary responsibility must be adequate to support mandated initiatives and ensure safe, healthy schools that support high quality teaching and learning.

#### With Proposed Amendment

WSSDA believes that safe, healthy schools that support high quality teaching and learning are foundational to basic education ~~financing school facilities is a partnership between the state and local districts. Financing school facilities is a partnership between the state and local districts.~~ The State's fiduciary responsibility must be adequate to support mandated initiatives ~~and ensure safe, healthy schools that support high quality teaching and learning.~~

#### Clean Amended Position

WSSDA believes that safe, healthy schools that support high quality teaching and learning are foundational to basic education. Financing school facilities is a partnership between the state and local districts. The State's fiduciary responsibility must be adequate to support mandated initiatives.

#### Rationale from Submitting District(s):

We firmly believe that safe and healthy buildings are integral to fostering high-quality teaching and learning environments, constituting a fundamental aspect of basic education. Disparities in facility quality across school districts perpetuate significant inequities in opportunities for students throughout our state. Districts unable to pass bonds for facility upgrades or construction exacerbate these inequities, hindering students' access to safe and conducive learning spaces. To address this issue, we advocate for the inclusion of facilities within basic education prototypical funding models. By integrating facility considerations into funding frameworks, we aim to ensure that all students have equitable access to safe and healthy learning environments, regardless of their geographic location or the fiscal capacity of their district. This approach aligns with our commitment to promoting equity and excellence in education, fostering environments where every student has the opportunity to thrive and succeed.

# Category 2: Capital Facilities & School Construction

## Amendment to Amendment Proposal



### (8A) Title: Climate Impact Mitigation Assistance

Submitted by: Lake Washington School District

#### Current Position

WSSDA shall initiate and/or support legislation to help district reduce their long-term impacts on the planet to support our students living and learning in a healthy and sustainable environment. The intent is to decarbonize district operations, mitigate the impact of district building and operational practices on the climate, and reduce day-to-day costs, which should include:

- Funding to help districts switch from petroleum-powered vehicle fleets to electric vehicle fleets that should be informed by environmental impact studies.
- Funding to help districts replace petroleum-powered building heating and cooking systems with electric versions.
- Funding to help districts implement U.S. Green Building Council LEED practices.
- Technical support for these projects in the form of state-funded consulting assistance in green building practices, energy efficiency, and climate resilient operations.

#### With Proposed Amendment

WSSDA shall initiate and/or support legislation to help districts reduce their long-term impacts on the planet to support our students living and learning in a healthy and sustainable environment. The intent is to decarbonize district operations, mitigate the impact of district building and operational practices on the climate, and reduce day-to-day costs, which should include:

- Funding to help districts switch from petroleum-powered vehicle fleets to electric zero-emission vehicle fleets that should be informed by environmental impact studies, including vehicles, related infrastructure and management services, and workforce development for drivers, mechanics, and other support personnel.
- Funding to help districts replace petroleum-powered or natural gas-based building heating and cooking systems with electric or renewable (e.g. geothermal) versions.
- Funding to help districts implement U.S. Green Building Council LEED practices.
- Technical support for these projects in the form of state-funded consulting assistance in transitioning to zero-emission vehicles, green building practices, energy efficiency, and climate resilient operations.

#### Clean Amended Position

WSSDA shall initiate and/or support legislation to help districts reduce their long-term impacts on the planet to support our students living and learning in a healthy and sustainable environment. The intent is to decarbonize district operations, mitigate the impact of district building and operational practices on the climate, and reduce day-to-day costs, which should include:

- Funding to help districts switch from petroleum-powered vehicle fleets to zero-emission vehicle fleets, including vehicles, related infrastructure and management services, and workforce development for drivers, mechanics, and other support personnel.

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- Funding to help districts replace petroleum or natural gas-based building heating and cooking systems with electric or renewable (e.g. geothermal) versions.
- Funding to help districts implement U.S. Green Building Council LEED practices.
- Technical support for these projects in the form of state-funded consulting assistance in transitioning to zero-emission vehicles, green building practices, energy efficiency, and climate resilient operations.

**Rationale from Submitting District(s):**

Additional environmental impact studies are not necessary to further justify conversions to zero-emissions fleets. Renewable heat and cooking methods including geothermal are cost-effective and environmentally beneficial alternatives to petroleum or natural gas that should be considered for funding in addition to electric installations.

# Category 2: Capital Facilities & School Construction

## Amendment Proposal



### (8) Title: Climate Impact Mitigation Assistance

**Legislative Committee Recommendation:** Do Pass

**Submitted by:** Lake Washington School District

#### Current Position

WSSDA shall initiate and/or support legislation to help district reduce their long-term impacts on the planet to support our students living and learning in a healthy and sustainable environment. The intent is to decarbonize district operations, mitigate the impact of district building and operational practices on the climate, and reduce day-to-day costs, which should include:

- Funding to help districts switch from petroleum-powered vehicle fleets to electric vehicle fleets that should be informed by environmental impact studies.
- Funding to help districts replace petroleum-powered building heating and cooking systems with electric versions.
- Funding to help districts implement U.S. Green Building Council LEED practices.
- Technical support for these projects in the form of state-funded consulting assistance in green building practices, energy efficiency, and climate resilient operations.

#### With Proposed Amendment

WSSDA shall initiate and/or support legislation to help districts reduce their long-term impacts on the planet to support our students living and learning in a healthy and sustainable environment. The intent is to decarbonize district operations, mitigate the impact of district building and operational practices on the climate, and reduce day-to-day costs, which should include:

- Funding to help districts switch from petroleum-powered vehicle fleets to electric zero-emission vehicle fleets that should be informed by environmental impact studies, including vehicles, related infrastructure and management services, and workforce development for drivers, mechanics, and other support personnel.
- Funding to help districts replace petroleum-powered or natural gas-based building heating and cooking systems with electric versions.
- Funding to help districts implement U.S. Green Building Council LEED practices.
- Technical support for these projects in the form of state-funded consulting assistance in transitioning to zero-emission vehicles, green building practices, energy efficiency, and climate resilient operations.

#### Clean Amended Position

WSSDA shall initiate and/or support legislation to help districts reduce their long-term impacts on the planet to support our students living and learning in a healthy and sustainable environment. The intent is to decarbonize district operations, mitigate the impact of district building and operational practices on the climate, and reduce day-to-day costs, which should include:



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- Funding to help districts switch from petroleum-powered vehicle fleets to zero-emission vehicle fleets, informed by environmental impact studies, including vehicles, related infrastructure and management services, and workforce development for drivers, mechanics, and other support personnel.
- Funding to help districts replace petroleum- or natural gas-based building heating and cooking systems with electric versions.
- Funding to help districts implement U.S. Green Building Council LEED practices.
- Technical support for these projects in the form of state-funded consulting assistance in transitioning to zero-emission vehicles, green building practices, energy efficiency, and climate resilient operations.

**Rationale from Submitting District(s):**

This proposal expands the language of the current position to include all zero-emission vehicles, rather than specifying electric. It also recognizes the full range of costs required to transition to zero-emission fleets, beyond the vehicles' expenses. Charging stations and other infrastructure represent a significant upfront cost during this transition period. In addition, workforce development is critically important to ensure that districts have well-trained staff to operate and maintain zero-emission fleets.

This proposal also updates the existing language around heating and cooking systems to include natural gas-based systems, such as industrial-sized gas stoves and methane-powered heat pumps.

To learn more:

A State Playbook for Equitable Electric School Bus Policy –

[https://electricschoolbusinitiative.org/sites/default/files/2024-02/A State Playbook for Equitable Electric School Bus Policy - the Alliance for Electric School Buses.pdf](https://electricschoolbusinitiative.org/sites/default/files/2024-02/A%20State%20Playbook%20for%20Equitable%20Electric%20School%20Bus%20Policy%20-%20the%20Alliance%20for%20Electric%20School%20Buses.pdf)

Green Transportation Program - <https://www.energy.wsu.edu/GreenTransportationProgram.aspx>

Electric School Bus Resources - [https://www.energy.wsu.edu/documents/ESB Resources.pdf](https://www.energy.wsu.edu/documents/ESB%20Resources.pdf)

Global Methane Pledge - <https://www.globalmethanepledge.org>

# Category 2: Capital Facilities & School Construction

## Amendment to Amendment Proposal



### (9A) Title: Funding Safe, Healthy, Contemporary School Buildings (1)

**Submitted by:** Mount Adams

#### Current Position

WSSDA shall initiate and/or support legislation that establishes an ongoing, sustainable, and reliable source and system of funding for safe, healthy, and contemporary school buildings. To achieve this level of funding the legislature should consider:

- Reimbursement for the sales tax receipts from all school construction projects.
- Development of 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, and support high-quality teaching and learning.
- Optimizing the life-cycle cost of the facility.
- Creating a funding formula that allows for construction for all school districts based upon need.
- 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.
- Supports 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.
- Allowing school districts to build a school outside of a county's Urban Growth Area (UGA) under the state's Growth Management Act (GMA). 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.
- Incentivizing cooperative partnerships' use of facilities with the local community, such as early learning providers, social service providers, community and technical colleges, and public baccalaureate institutions.
- 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.

#### With Proposed Amendment

WSSDA shall initiate and/or support legislation that establishes an ongoing, sustainable, and reliable source and system of funding for safe, healthy, and contemporary school buildings. To achieve this level of funding the legislature should consider:

(continued from previous page)

- Reimbursement for the sales tax receipts and zero tax on native reservation for ~~from~~ all school construction projects.
- Development of a new school construction funding formula that accounts for the total project cost including but not limited to: property acquisition, and design and engineering fees costs, permitting, life cycle cost analysis, and building commissioning; 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, and support high-quality teaching and learning.
- Optimizing the life-cycle cost of the facility.
- Creating a funding formula that allows for construction for all school districts based upon need.
- 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.
- Supports 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.
- Allowing school districts to build a school outside of a county's Urban Growth Area (UGA) under the state's Growth Management Act (GMA). 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.
- Incentivizing cooperative partnerships' use of facilities with the local community, such as early learning providers, social service providers, community and technical colleges, and public baccalaureate institutions.
- 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.
- Any unclaimed School Construction Assistance Program (SCAP) funding at the end of the fiscal year shall not be reallocated.

#### **Clean Amended Position**

WSSDA shall initiate and/or support legislation that establishes an ongoing, sustainable, and reliable source and system of funding for safe, healthy, and contemporary school buildings. To achieve this level of funding the legislature should consider:

- Reimbursement for the sales tax receipts and zero tax on native reservation for all school construction projects.
- Development of a new school construction funding formula that accounts for the total project cost including but not limited to: property acquisition, design and engineering fees, permitting, life cycle cost analysis, and building commissioning; 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, and support high-quality teaching and learning.
- Optimizing the life-cycle cost of the facility.

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- Creating a funding formula that allows for construction for all school districts based upon need.
- 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.
- Supports 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.
- Allowing school districts to build a school outside of a county's Urban Growth Area (UGA) under the state's Growth Management Act (GMA). 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.
- Incentivizing cooperative partnerships' use of facilities with the local community, such as early learning providers, social service providers, community and technical colleges, and public baccalaureate institutions.
- 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.
- Any unclaimed School Construction Assistance Program (SCAP) funding at the end of the fiscal year shall not be reallocated.

**Rationale from Submitting District(s):**

On the Yakama reservation you are required to pay a tax for any construction.

# Category 2: Capital Facilities & School Construction

## Amendment Proposal



### (9) Title: Funding Safe, Healthy, Contemporary School Buildings (1)

**Legislative Committee Recommendation:** Do Pass

**Submitted by:** Peninsula School District

#### Current Position

WSSDA shall initiate and/or support legislation that establishes an ongoing, sustainable, and reliable source and system of funding for safe, healthy, and contemporary school buildings. To achieve this level of funding the legislature should consider:

- Reimbursement for the sales tax receipts from all school construction projects.
- Development of 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, and support high-quality teaching and learning.
- Optimizing the life-cycle cost of the facility.
- Creating a funding formula that allows for construction for all school districts based upon need.
- 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.
- Supports 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.
- Allowing school districts to build a school outside of a county's Urban Growth Area (UGA) under the state's Growth Management Act (GMA). 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.
- Incentivizing cooperative partnerships' use of facilities with the local community, such as early learning providers, social service providers, community and technical colleges, and public baccalaureate institutions.
- 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.

#### With Proposed Amendment

WSSDA shall initiate and/or support legislation that establishes an ongoing, sustainable, and reliable source and system of funding for safe, healthy, and contemporary school buildings. To achieve this level of funding the legislature should consider:

(continued from previous page)

- Reimbursement for the sales tax receipts from all school construction projects.
- Development of a new school construction funding formula that accounts for the total project cost including but not limited to: property acquisition, and design and engineering fees costs, permitting, life cycle cost analysis, and building commissioning; 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, and support high-quality teaching and learning.
- Optimizing the life-cycle cost of the facility.
- Creating a funding formula that allows for construction for all school districts based upon need.
- 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.
- Supports 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.
- Allowing school districts to build a school outside of a county's Urban Growth Area (UGA) under the state's Growth Management Act (GMA). 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.
- Incentivizing cooperative partnerships' use of facilities with the local community, such as early learning providers, social service providers, community and technical colleges, and public baccalaureate institutions.
- 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.
- Any unclaimed School Construction Assistance Program (SCAP) funding at the end of the fiscal year shall not be reallocated.

#### **Clean Amended Position**

WSSDA shall initiate and/or support legislation that establishes an ongoing, sustainable, and reliable source and system of funding for safe, healthy, and contemporary school buildings. To achieve this level of funding the legislature should consider:

- Reimbursement for the sales tax receipts from all school construction projects.
- Development of a new school construction funding formula that accounts for the total project cost including but not limited to: property acquisition, design and engineering fees, permitting, life cycle cost analysis, and building commissioning; 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, and support high-quality teaching and learning.
- Optimizing the life-cycle cost of the facility.
- Creating a funding formula that allows for construction for all school districts based upon need.

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- 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.
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- 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.
- Any unclaimed School Construction Assistance Program (SCAP) funding at the end of the fiscal year shall not be reallocated.

**Rationale from Submitting District(s):**

Our original position lacked explicit acknowledgment of the total project cost associated with the construction funding formula. It is essential to account for all expenses comprehensively. Moreover, the current system's reliance on School Construction Assistance Program (SCAP) funding, which necessitates bond passage, poses a significant barrier for many districts. Despite this, the legislature allocates SCAP funds with the knowledge that a considerable portion will remain unused and subsequently reallocated to other programs. This practice undermines the intended purpose of SCAP funds earmarked for K-12 capital projects. Therefore, we advocate for the preservation of these funds for their intended purpose, ensuring equitable access to resources for school construction and facility improvement projects statewide.



# Category 2: Capital Facilities & School Construction

## Amendment to Amendment Proposal



### (10A) Title: Funding Safe, Healthy, Contemporary School Buildings (2)

**Submitted by:** Mount Adams School District

#### Current Position

WSSDA shall initiate and/or support legislation that establishes an ongoing, sustainable, and reliable source and system of funding for safe, healthy, and contemporary school buildings. To achieve this level of funding the legislature should consider:

- Reimbursement for the sales tax receipts from all school construction projects.
- Development of 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, and support high-quality teaching and learning.
- Optimizing the life-cycle cost of the facility.
- Creating a funding formula that allows for construction for all school districts based upon need.
- 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.
- Supports 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.
- Allowing school districts to build a school outside of a county's Urban Growth Area (UGA) under the state's Growth Management Act (GMA). 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.
- Incentivizing cooperative partnerships' use of facilities with the local community, such as early learning providers, social service providers, community and technical colleges, and public baccalaureate institutions.
- 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.

#### With Proposed Amendment

WSSDA shall initiate and/or support legislation that establishes an ongoing, sustainable, and reliable source and system of funding for safe, healthy, and contemporary school buildings. To achieve this level of funding the legislature should consider:



(continued from previous page)

- Reimbursement for the sales tax receipts and zero tax on native reservation for ~~from~~ all school construction projects.
- Development of 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, and support high-quality teaching and learning.
- Optimizing the life-cycle cost of the facility.
- Creating a funding formula that allows for construction for all school districts based upon need.
- 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.
- Supports 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.
- Allowing school districts to build a school outside of a county's Urban Growth Area (UGA) under the state's Growth Management Act (GMA). 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.
- Incentivizing cooperative partnerships' use of facilities with the local community, such as early learning providers, social service providers, community and technical colleges, and public baccalaureate institutions.
- 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.
- Providing flexibility for school districts that have a voter-approved capital levy to issue non-voted bonds for the purpose of constructing new school buildings.

#### **Clean Amended Position**

WSSDA shall initiate and/or support legislation that establishes an ongoing, sustainable, and reliable source and system of funding for safe, healthy, and contemporary school buildings. To achieve this level of funding the legislature should consider:

- Reimbursement for the sales tax receipts and zero tax on native reservation for all school construction projects.
- Development of 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, and support high-quality teaching and learning.
- Optimizing the life-cycle cost of the facility.
- Creating a funding formula that allows for construction for all school districts based upon need.

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- 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.
- Supports 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.
- Allowing school districts to build a school outside of a county's Urban Growth Area (UGA) under the state's Growth Management Act (GMA). 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.
- Incentivizing cooperative partnerships' use of facilities with the local community, such as early learning providers, social service providers, community and technical colleges, and public baccalaureate institutions.
- 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.
- Providing flexibility for school districts that have a voter-approved capital levy to issue non-voted bonds for the purpose of constructing new school buildings.

**Rationale from Submitting District(s):**

On the YAKAMA reservation you are required to pay tax for any construction.

# Category 2: Capital Facilities & School Construction

## Amendment Proposal



### (10) Title: Funding Safe, Healthy, Contemporary School Buildings (2)

**Legislative Committee Recommendation:** Do Pass

**Submitted by:** Lake Washington School District

#### Current Position

WSSDA shall initiate and/or support legislation that establishes an ongoing, sustainable, and reliable source and system of funding for safe, healthy, and contemporary school buildings. To achieve this level of funding the legislature should consider:

- Reimbursement for the sales tax receipts from all school construction projects.
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- 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.

#### With Proposed Amendment

WSSDA shall initiate and/or support legislation that establishes an ongoing, sustainable, and reliable source and system of funding for safe, healthy, and contemporary school buildings. To achieve this level of funding the legislature should consider:

*(continued from previous page)*

- Reimbursement for the sales tax receipts from all school construction projects.
- Development of 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, and support high-quality teaching and learning.
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- Creating a funding formula that allows for construction for all school districts based upon need.
- 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.
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- Incentivizing cooperative partnerships' use of facilities with the local community, such as early learning providers, social service providers, community and technical colleges, and public baccalaureate institutions.
- 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.
- Providing flexibility for school districts that have a voter-approved capital levy to issue non-voted bonds for the purpose of constructing new school buildings.

#### **Clean Amended Position**

WSSDA shall initiate and/or support legislation that establishes an ongoing, sustainable, and reliable source and system of funding for safe, healthy, and contemporary school buildings. To achieve this level of funding the legislature should consider:

- Reimbursement for the sales tax receipts from all school construction projects.
- Development of 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, and support high-quality teaching and learning.
- Optimizing the life-cycle cost of the facility.
- Creating a funding formula that allows for construction for all school districts based upon need.
- 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.

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- 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.
- Supports 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.
- Allowing school districts to build a school outside of a county's Urban Growth Area (UGA) under the state's Growth Management Act (GMA). 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.
- Incentivizing cooperative partnerships' use of facilities with the local community, such as early learning providers, social service providers, community and technical colleges, and public baccalaureate institutions.
- 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.
- Providing flexibility for school districts that have a voter-approved capital levy to issue non-voted bonds for the purpose of constructing new school buildings.

#### **Rationale from Submitting District(s):**

Currently, RCW 28A.530.080 allows school districts to contract for non-voted debt for specific purposes related to school construction, including purchasing property, improving energy efficiency, and constructing additions or other structural improvements. Notably, it does not allow districts to use non-voted debt for construction of new building construction. This proposed revision supports the expansion of RCW 28A.530.080, allowing districts to issue non-voted bonds against a voter-approved capital levy. This expansion gives districts the flexibility to start construction right away, rather than waiting until they've collected levy proceeds. By starting construction sooner, districts can save on construction escalation costs and get students into new buildings faster.

To learn more:

RCW 28A.530.010: Directors may borrow money, issue bonds.

<https://apps.leg.wa.gov/rcw/default.aspx?cite=28A.530.010>

Defines the purposes for which school boards are permitted to issue bonds. Bonds must be voter-approved, except when issued under the provisions of RCW 28A.520.080.

RCW 28A.530.080: Additional authority to contract indebtedness-Notice.

<https://app.leg.wa.gov/RCW/default.aspx?cite=28A.530.080>

Currently limits borrowing to purposes (2), (4), and (5) defined in RCW 28A.530.010.

# Category 2: Capital Facilities & School Construction

## Amendment to Amendment Proposal



**(11A) Title: Funding Safe, Healthy, Contemporary School Buildings (3)**

**Submitted by:** Mount Adams School District

### Current Position

WSSDA shall initiate and/or support legislation that establishes an ongoing, sustainable, and reliable source and system of funding for safe, healthy, and contemporary school buildings. To achieve this level of funding the legislature should consider:

- Reimbursement for the sales tax receipts from all school construction projects.
- Development of 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, and support high-quality teaching and learning.
- Optimizing the life-cycle cost of the facility.
- Creating a funding formula that allows for construction for all school districts based upon need.
- 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.
- Supports 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.
- Allowing school districts to build a school outside of a county's Urban Growth Area (UGA) under the state's Growth Management Act (GMA). 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.
- Incentivizing cooperative partnerships' use of facilities with the local community, such as early learning providers, social service providers, community and technical colleges, and public baccalaureate institutions.
- 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.

### With Proposed Amendment

WSSDA shall initiate and/or support legislation that establishes an ongoing, sustainable, and reliable source and system of funding for to amply fund safe, healthy, and contemporary school buildings. To achieve this level of funding the legislature should consider:

(continued from previous page)

- Reimbursement for the sales tax receipts and zero tax on native reservation for ~~from~~ all school construction projects.
- Development of 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, and support high-quality teaching and learning.
- Optimizing the life-cycle cost of the facility.
- Creating a funding formula that allows for construction for all school districts based upon need.
- 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.
- Supports 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.
- Allowing school districts to build a school outside of a county's Urban Growth Area (UGA) under the state's Growth Management Act (GMA). 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.
- Incentivizing cooperative partnerships' use of facilities with the local community, such as early learning providers, social service providers, community and technical colleges, and public baccalaureate institutions.
- 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.

#### **Clean Amended Position**

WSSDA shall initiate and/or support legislation that establishes an ongoing, sustainable, and reliable source and system to amply fund safe, healthy, and contemporary school buildings. To achieve this level of funding the legislature should consider:

- Reimbursement for the sales tax receipts and zero tax on native reservation for all school construction projects.
- Development of 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, and support high-quality teaching and learning.
- Optimizing the life-cycle cost of the facility.
- Creating a funding formula that allows for construction for all school districts based upon need.
- 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.



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- 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.
- Supports 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.
- Allowing school districts to build a school outside of a county's Urban Growth Area (UGA) under the state's Growth Management Act (GMA). 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.
- Incentivizing cooperative partnerships' use of facilities with the local community, such as early learning providers, social service providers, community and technical colleges, and public baccalaureate institutions.
- 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.

**Rationale from Submitting District(s):**

On the YAKAMA reservation you are required to pay tax on for any construction.



# Category 2: Capital Facilities & School Construction

## Amendment Proposal



### (11) Title: Funding Safe, Healthy, Contemporary School Buildings (3)

**Legislative Committee Recommendation:** Do Pass

**Submitted by:** Moses Lake School District

#### Current Position

WSSDA shall initiate and/or support legislation that establishes an ongoing, sustainable, and reliable source and system of funding for safe, healthy, and contemporary school buildings. To achieve this level of funding the legislature should consider:

- Reimbursement for the sales tax receipts from all school construction projects.
- Development of 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, and support high-quality teaching and learning.
- Optimizing the life-cycle cost of the facility.
- Creating a funding formula that allows for construction for all school districts based upon need.
- 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.
- Supports 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.
- Allowing school districts to build a school outside of a county's Urban Growth Area (UGA) under the state's Growth Management Act (GMA). 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.
- Incentivizing cooperative partnerships' use of facilities with the local community, such as early learning providers, social service providers, community and technical colleges, and public baccalaureate institutions.
- 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.

#### With Proposed Amendment

WSSDA shall initiate and/or support legislation that establishes an ongoing, sustainable, and reliable source and system of funding for to amply fund safe, healthy, and contemporary school buildings. To achieve this

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level of funding the legislature should consider:

- Reimbursement for the sales tax receipts from all school construction projects.
- Development of 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, and support high-quality teaching and learning.
- Optimizing the life-cycle cost of the facility.
- Creating a funding formula that allows for construction for all school districts based upon need.
- 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.
- Supports 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.
- Allowing school districts to build a school outside of a county's Urban Growth Area (UGA) under the state's Growth Management Act (GMA). 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.
- Incentivizing cooperative partnerships' use of facilities with the local community, such as early learning providers, social service providers, community and technical colleges, and public baccalaureate institutions.
- 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.

#### **Clean Amended Position**

WSSDA shall initiate and/or support legislation that establishes an ongoing, sustainable, and reliable source and system to amply fund safe, healthy, and contemporary school buildings. To achieve this level of funding the legislature should consider:

- Reimbursement for the sales tax receipts from all school construction projects.
- Development of 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, and support high-quality teaching and learning.
- Optimizing the life-cycle cost of the facility.
- Creating a funding formula that allows for construction for all school districts based upon need.
- 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.

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- 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.
- Supports 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.
- Allowing school districts to build a school outside of a county's Urban Growth Area (UGA) under the state's Growth Management Act (GMA). 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.
- Incentivizing cooperative partnerships' use of facilities with the local community, such as early learning providers, social service providers, community and technical colleges, and public baccalaureate institutions.
- 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.

**Rationale from Submitting District(s):**

We believe that our schools should be amply funded.

## Category 2: Capital Facilities & School Construction

### New Position Proposal



#### **(12) Title: Clean Buildings Act Funding**

**Legislative Committee Recommendation:** Do Pass

**Submitted by:** Peninsula School District

#### **Proposed New Position**

WSSDA shall initiate and/or support legislation to fully fund components associated with mandated Clean Buildings Act compliance, including but not limited to existing building energy benchmark audits, planning and design, permitting, construction, commissioning, and monitoring. Compliance requirements should consider a district's long-range facilities plan and provide exemptions for buildings that are scheduled to be modernized or replaced within certain timeframes.

#### **Rationale from Submitting District(s):**

School districts are challenged with the financial burden of complying with the mandates of the Clean Buildings Act. While WSSDA already addresses unfunded mandates, in general, the urgency and magnitude of the associated costs of this mandate warrant targeted advocacy efforts. By focusing our attention on this issue as a specific priority, we aim to alleviate the immediate fiscal strain on districts.

# funding & allocations



# Category 3: Funding & Allocations

## Amendment Proposal



### (13) Title: State Role

**Resolutions Committee Recommendation:** Do Not Pass

**Submitted by:** Shoreline School District

#### Current Position

WSSDA believes the state role begins with fully funding basic education consistent with its constitutional mandate. The state needs to ensure each district has the resources available to meet the needs of each and every student. The state responsibility is served by supporting but not supplanting local efforts.

#### With Proposed Amendment

WSSDA believes it is the role of the state government to make "ample provision for the education of all children residing within its borders" with "a general and uniform system of public schools," as mandated in article IX, sections 1 and 2 in the state constitution. To that end, the state government must ensure every school district has the necessary resources to serve each student in meeting all state-established learning standards and minimum requirements for graduation. ~~the state role begins with fully funding basic education consistent with its constitutional mandate. The state needs to ensure each district has the resources available to meet the needs of each and every student. The state responsibility is served by supporting but not supplanting local efforts.~~

#### Clean Amended Position

WSSDA believes it is the role of the state government to make "ample provision for the education of all children residing within its borders" with "a general and uniform system of public schools," as mandated in article IX, sections 1 and 2 in the state constitution. To that end, the state government must ensure every school district has the necessary resources to serve each student in meeting all state-established learning standards and minimum requirements for graduation.

#### Rationale from Submitting District(s):

Our system of public schools exist within an interconnected governance and funding structure with the federal and state governments. When we take office as locally elected school board directors, we swear an oath to uphold the constitutions of the USA and Washington state. In doing so, we recognize that the work we do locally is in relationship with state and federal laws.

This is the only position in the WSSDA catalog that works to define what WSSDA members acknowledge as the state role within our local public school districts; however, it does not define that within the existing position language.

This position revision looks to reflect within WSSDA's core principles (our permanent positions), our shared understanding and acknowledgement that there is a role the state government has connected with public schools with direct reference to the constitutional mandate that exists, as well as to more clearly and explicitly

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state what responsibility, obligations, and accountability rest with the state government in fulfilling that mandate.

By defining in this position the role of the state government in public education, we better clarify what we expect as a boundary between state and local roles, which is how our advocacy around supporting local authority in local-level decisions can be better supported by this position revision.

**Committee Rationale for DNP:**

The committee voted for a do not pass because they believe the current position is stronger and that the “supporting not supplanting” language is important to retain.

# Category 3: Funding & Allocations

## New Position Proposal



FUNDING &  
ALLOCATIONS



PERMANENT

### (14) Title: Definition of Ample for the Purpose of State Funding

**Resolutions Committee Recommendation:** Do Pass

**Submitted by:** Legislative Committee

#### Proposed New Position

WSSDA believes that the word “ample” in article IX, section 1 of the Washington State Constitution means “fully, sufficient, and considerably more than just adequate”; consistent with the definition asserted by the Washington Supreme Court.

#### Rationale from Committee:

Many words are used to describe the goal of Washington’s school funding needs. The word “ample” is being proposed to be one of the words WSSDA uses consistently from now on. With this position, we are seeking to create a shared understanding of the word "ample" in order to support WSSDA staff and members in speaking clearly with one voice in our advocacy efforts.



# Category 3: Funding & Allocations

## Amendment Proposal



**(15) Title: Ample Funding for High-Poverty Schools**

**Legislative Committee Recommendation:** Do Pass

**Submitted by:** Mount Vernon School District

### Current Position

WSSDA shall initiate and/or support state and federal legislation that would provide ample and equitable funding for programs and services for each student who is economically-disadvantaged to close achievement and opportunity gaps. As part of this funding, OSPI should alleviate the need for districts to collect income data directly from families while producing an accurate count of students who are economically-disadvantaged. An even higher level of funding should be provided to schools with high concentrations of economically disadvantaged students.

### With Proposed Amendment

WSSDA shall initiate and/or support state and federal legislation that would provide ample, flexible, and equitable funding for programs and services for each student who is economically-disadvantaged to close achievement and opportunity gaps. As part of this funding, OSPI should alleviate the need for districts to collect income data directly from families while producing an accurate count of students who are economically-disadvantaged. An even higher level of funding should be provided to schools with high concentrations of economically disadvantaged students.

### Clean Amended Position

WSSDA shall initiate and/or support state and federal legislation that would provide ample, flexible, and equitable funding for programs and services for each student who is economically-disadvantaged to close achievement and opportunity gaps. As part of this funding, OSPI should alleviate the need for districts to collect income data directly from families while producing an accurate count of students who are economically-disadvantaged. An even higher level of funding should be provided to schools with high concentrations of economically disadvantaged students.

### Rationale from Submitting District(s):

We have added the word "flexible" to the statement, which is critical if the state and federal legislation would provide funding.

# Category 3: Funding & Allocations

## Amendment Proposal



### (16) Title: Ample Funded Staffing Levels

**Legislative Committee Recommendation:** Do Pass

**Submitted by:** Shoreline School District

#### Current Position

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

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

Legislation should:

- Create and maintain a process for a statewide, bi-annual review of, and recommendations regarding, statewide staffing salaries/benefits/pension allocations, regionalization needs, and cost of living adjustments (IDP/COLA).
- Ample fund the School Employee Benefits Board (SEBB) benefits for eligible school district employees, including both full- and part-time, ensuring school districts do not incur costs for employees who decline benefits.
- Provide the needed flexibility for staff assignment decisions made by district administration to ensure efficient and effective placements are based on qualifications and fit to the individual school needs as codified in RCW 28A.150.230.
- Ensure that no school district be adjacent to another school district with a difference of regionalization factors greater than 2%.
- Ample and equitably fund staffing for high-poverty schools to close the racial and income opportunity gaps in the state.
- Align regionalization with the K-12 Basic Education Compensation Advisory Committee's recommendations.

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### **With Proposed Amendment**

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

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

Legislation should:

- Create and maintain a process for a statewide, bi-annual review of, and recommendations regarding, statewide staffing salaries/benefits/pension allocations, regionalization needs, and cost of living adjustments (IDP/COLA).
- Amply fund the School Employee Benefits Board (SEBB) benefits for eligible school district employees, including both full- and part-time, ensuring school districts do not incur costs for employees who decline benefits.
- Fully fund the cost of substitute staff needed to fulfill staff leave obligations of the Paid Family and Medical Leave Act, increasing the number of days and the daily rate with a regionalization factor applied, to meet the actual costs incurred by districts.
- Provide the needed flexibility for staff assignment decisions made by district administration to ensure efficient and effective placements are based on qualifications and fit to the individual school needs as codified in RCW 28A.150.230.
- Ensure that no school district be adjacent to another school district with a difference of regionalization factors greater than 2%.
- Amply and equitably fund staffing for high-poverty schools to close the racial and income opportunity gaps in the state.
- Align regionalization with the K-12 Basic Education Compensation Advisory Committee's recommendations.

### **Clean Amended Position**

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

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

Legislation should:

- Create and maintain a process for a statewide, bi-annual review of, and recommendations regarding, statewide staffing salaries/benefits/pension allocations, regionalization needs, and cost of living adjustments (IDP/COLA).
- Ample fund the School Employee Benefits Board (SEBB) benefits for eligible school district employees, including both full- and part-time, ensuring school districts do not incur costs for employees who decline benefits.
- Fully fund the cost of substitute staff needed to fulfill staff leave obligations of the Paid Family and Medical Leave Act, increasing the number of days and the daily rate with a regionalization factor applied, to meet the actual costs incurred by districts.
- Provide the needed flexibility for staff assignment decisions made by district administration to ensure efficient and effective placements are based on qualifications and fit to the individual school needs as codified in RCW 28A.150.230.
- Ensure that no school district be adjacent to another school district with a difference of regionalization factors greater than 2%.
- Ample and equitably fund staffing for high-poverty schools to close the racial and income opportunity gaps in the state.
- Align regionalization with the K-12 Basic Education Compensation Advisory Committee's recommendations.

#### **Rationale from Submitting District(s):**

Following the passage of the WA Family and Medical Leave Act, school staff are entitled to up to 12 days of personal leave. In addition, school employee pay has increased significantly over the past few years with state mandated, but not fully funded, annual inflationary price deflator (IPD) increases. The current funding for substitutes is 4 days at \$125/day; leaving 8 days of state mandated leave obligated to districts at a rate of closer to \$190/day. In its 2023-2025 budget requests, OSPI requested the legislature increase substitute allocations to 12 days at \$190/day.

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In a report prepared by WSSDA in late 2023, it was shown the state is currently covering only 9.7% of all substitute costs across the state, leaving an almost \$290M funding gap statewide. This is an unfunded state mandate that is significantly contributing to the budget shortfalls being faced by many districts across the state.

This position revision looks to explicitly add substitutes to the staffing outlined in the position and the funding levels needed to meet district costs.

# Category 3: Funding & Allocations

## Amendment Proposal



### **(17) Title: Class Size Reduction Funding**

**Legislative Committee Recommendation:** Do Pass

**Submitted by:** Moses Lake School District

#### **Current Position**

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.

#### **With Proposed Amendment**

WSSDA shall initiate and/or support legislation to amply ~~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.

#### **Clean Amended Position**

WSSDA shall initiate and/or support legislation to amply 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.

#### **Rationale from Submitting District(s):**

We believe that the Legislature should amply fund, not just fund.

# Category 3: Funding & Allocations

## Amendment to Amendment Proposal



### (18A) Title: Fiscal Notes and Unfunded Mandates

Submitted by: Northshore School District

#### Current Position

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.

#### With Proposed Amendment

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 that the legislature only progress K-12 legislation out of committee for which an estimated fiscal impact has been determined, including an estimate of representative identification of the local cost of compliance (fiscal notes), from representative districts around the state, for any proposed state laws or administrative rules, that which would impact 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. WSSDA shall advocate for and/or pursue litigation against the state when mandates are not fully funded.

#### Clean Amended Position

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 that the legislature only progress K-12 legislation out of committee for which an estimated fiscal impact has been determined, including an estimate of representative local cost of compliance (fiscal notes), from representative districts around the state, for any proposed state laws or administrative rules, that would impact educational programs or services. 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. WSSDA shall advocate for and/or pursue litigation against the state when mandates are not fully funded.

#### Rationale from Submitting District(s):

In spite of our continued advocacy, our legislature continues to propose and pass bills that put additional burdens and requirements on our public schools without providing the funding required to implement them. In many cases, the potential cost to our schools or feasibility of implementation are not even considered. We feel that the argument and path to a potential pursuit of litigation will be strengthened by defining the action expected from the legislature with respect to determination and acknowledgement of the fiscal impacts, while restricting any legislation from passing out of committee until and unless a financial impact analysis has been performed.

# Category 3: Funding & Allocations

## Amendment Proposal



### **(18) Title: Fiscal Notes and Unfunded Mandates**

**Legislative Committee Recommendation:** Do Pass

**Submitted by:** Tukwila School District

#### **Current Position**

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.

#### **With Proposed Amendment**

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. WSSDA shall advocate for and/or pursue litigation against the state when mandates are not fully funded.

#### **Clean Amended Position**

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. WSSDA shall advocate for and/or pursue litigation against the state when mandates are not fully funded.

#### **Rationale from Submitting District(s):**

The Legislature has not fulfilled its legal responsibilities under RCW 43.135.060. The state must be held accountable under the law. One example is the Paid Family and Medical Leave Act (PFML) passed in 2017. The state funding system does not fully cover the cost of substitutes required when teachers take this leave. The state funding system only covers 4 substitute days per teacher per year. This does not cover the actual cost of the PFML.



# Category 3: Funding & Allocations

## Amendment Proposal



FUNDING &  
ALLOCATIONS



LEGISLATIVE

### **(19) Title: Full Funding for Basic Education**

**Legislative Committee Recommendation:** Do Pass

**Submitted by:** Chehalis School District

#### **Current Position**

WSSDA shall initiate and/or support legislation that fully funds and implements all aspects of Washington's program of basic education including all graduation requirements as established in RCW 28A.150.200.

#### **With Proposed Amendment**

WSSDA shall initiate and/or support legislation that fully funds and implements all aspects of Washington's program of basic education including all graduation requirements as established in RCW 28A.150.200.

Materials, supplies, and operating costs shall be included in the funding of basic education.

#### **Clean Amended Position**

WSSDA shall initiate and/or support legislation that fully funds and implements all aspects of Washington's Program of Basic Education including all graduation requirements as established in RCW 28A.150.200.

Materials, supplies, and operating costs shall be included in the funding of basic education.

#### **Rationale from Submitting District(s):**

Materials, supplies, and operating costs are required to fund basic education.

# Category 3: Funding & Allocations

## Amendment Proposal



### (20) Title: MSOC Funding

**Legislative Committee Recommendation:** Do Pass

**Submitted by:** Chehalis School District

#### Current Position

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.

#### With Proposed Amendment

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~~. These enhancements may come via regular increases recognizing inflationary costs, with a required review by OSPI every four years of actual costs, as submitted by school districts or through the state becoming the responsible payee for operating costs such as, but not limited to, utility and insurance costs. Additionally, WSSDA supports a sales tax break for MSOC costs of school districts.

#### Clean Amended Position

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. These enhancements may come via regular increases recognizing inflationary costs, with a required review by OSPI every four years of actual costs, as submitted by school districts or through the state becoming the responsible payee for operating costs such as, but not limited to, utility and insurance costs. Additionally, WSSDA supports a sales tax break for MSOC costs of school districts.

#### Rationale from Submitting District(s):

The state is not currently funding the full costs for insurance and/or utilities in many districts. A formula method may not be the best to address these costs as no one size fits all for each district exists. The state paying the true costs for each district is equitable and moves more towards the constitutional requirement of fully funding education.

Giving schools breaks for sales tax would benefit districts, especially when the state sometimes requires certain equipment or supplies which can be costly.

# Category 3: Funding & Allocations

## New Position Proposal



### **(21) Title: African American Studies Workgroup**

**Legislative Committee Recommendation:** Do Pass

**Submitted by:** Spokane and Shoreline School Districts

#### **Proposed New Position**

WSSDA shall initiate and/or support legislation that would provide ample and equitable funding to implement the recommendations and next steps in the 2020 report from the African American Studies Workgroup.

#### **Rationale from Submitting District(s):**

Spokane: The SPS board believes we should respect the work of the African American Studies Workgroup from 2020 and act on their recommendations. We also feel it is important to not create any unfunded mandates and so we support funding to go towards this initiative.

Shoreline: From the African American Studies Workgroup Report to the Legislature: "African American studies is a multidisciplinary academic field primarily devoted to the study, politics, culture, achievements, history, characteristics, and issues of people of African descent in North America. The field challenges the socio-historical and cultural content and definition of Western ideology and argues for a multicultural rather than a Eurocentric interpretation of the Western Hemisphere.

Efforts to integrate African American studies into social studies curriculum and mainstream education in the U.S. date back to 1915, when Dr. Carter G. Woodson established the Association for the Study of Negro Life and History, Inc."

Students have shared time and again that they want to have the subjects and materials that they study in school be reflective of themselves and their peers. They cite how doing so impacts their connection and engagement with learning, improving learning and graduation attainment outcomes. Multiple studies have shown that the teaching of racially/ethnically specific related content have shown improved outcomes for all students participating.

Notably, research has shown that "well-designed and well-taught ethnic studies curricula that teach directly about racism produce higher levels of critical thinking and have a positive impact on 'democracy outcomes,' particularly when they include cross-group interaction and especially on White students." (Sleeter, C & Zavala, M (2020). Transformative Ethnic Studies in Schools: Curriculum, Pedagogy, and Research. Teachers College Press)

In the 2020 Census, 4% of WA respondents indicated their race/ethnicity as Black / African American alone - many more may have this as part of their race/ethnicity within the 10.9% who identified as "two or more races."

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In OSPI's 2023-2024 Report Card, 4.8% of students are identified as Black / African American - more may have this as part of their race/ethnicity within the 9.1% who are identified as "two or more races."

In 2020, the state legislature created the African American Studies Workgroup (Senate Bill 6168 Sec. 501 [3][i]) to "develop recommendations for integrating African American history, examinations of racism, and the history of the civil rights movement into curriculum provided to students in grades seven through twelve. The workgroup was also tasked with examining current curriculum available to school districts as well as professional development needs for educators."

A final report with recommendations was submitted to the Legislature in late 2020 recommendations on supporting African American studies across Washington schools, which includes supporting teacher professional development and a framework for teaching African American studies.

In pursuit of supporting our diverse student body and the improved educational outcomes that come from implementing these recommendations, a position in supporting legislation that will follow through with these recommendations made upon request of the legislature is recommended.

# Category 3: Funding & Allocations

## New Position Proposal



### (22) Title: Literacy

**Legislative Committee Recommendation:** Do Pass

**Submitted by:** Lake Washington and Shoreline School District

### Proposed New Position

WSSDA shall initiate and/or support legislation that would provide ample and equitable funding for districts to adopt and implement evidence-based literacy acquisition practices, curriculum, screening, and professional development across all grades.

### Rationale from Submitting District(s):

In recent years, a significant body of research has been conducted around what teaching practices are the most effective in teaching students of all ages to read. The findings from these comprehensive studies shows clear evidence around literacy acquisition approaches that support each student in gaining the necessary tools for full literacy. In addition, SB6162, passed by the legislature in 2018, requires school districts to screen all K-2 students for indicators of or areas of weakness associated with dyslexia, and to provide evidence-based interventions for identified students. Research shows that literacy acquisition is not limited to grades K-2: Students can learn to read at any age, with proper instruction. Consequently, this position encourages supporting legislation that will fully fund adoption and implementation of effective literacy practices, including professional development for educators to understand and properly implement these practices, and extends SB6162's protections to students in grades 3 and above.

To learn more:

The Science of Reading: A Handbook -

<https://books.google.com/books?hl=en&lr=&id=y6FvEAAAQBAJ&oi=fnd&pg=PR9&dq=science+of+reading+&ots=mQPKriTyYP&sig=Ouj4XBIDgxDm6ScGv7horS00GYI#v=onepage&q&f=false>

In Mississippi, a Broad Effort to Improve Literacy Is Yielding Results -

[https://www.nytimes.com/2022/10/06/education/learning/mississippi-school s-literacy.html?unlocked\\_article\\_code=1.h00.i815.3UI0HY1npsOV&smid=ur-share](https://www.nytimes.com/2022/10/06/education/learning/mississippi-school-s-literacy.html?unlocked_article_code=1.h00.i815.3UI0HY1npsOV&smid=ur-share)

Emily Hanford's reporting on reading instruction - <https://features.apmreports.org/reading/>

# Category 3: Funding & Allocations

## New Position Proposal



**(23) Title: Mental Health Supports and Counseling Access**

**Legislative Committee Recommendation:** Do Pass

**Submitted by:** Bremerton School District

### **Proposed New Position**

WSSDA shall initiate and/or support legislation that would provide ample and equitable funding for on-site mental health counseling, in school mental health therapy services, staff professional development, and peer support education to be prepared for and able to respond to student mental health needs, issues, or crises.

### **Rationale from Submitting District(s):**

This proposal should be adopted by WSSDA through a vote of the membership of the General Assembly, so as to advocate for comprehensive legislation at the state level that ensures adequate funding and resources for mental health counseling services in schools, including on-site counseling, therapy services, staff professional development, and peer support education, to effectively address student mental health needs, issues, and crises.

### **Key Components:**

**Funding Allocation:** Advocate for funding to support the implementation of on-site mental health counseling services in schools, ensuring equitable access for all students regardless of socioeconomic status or geographic location.

**Integration of Services:** Support legislation that promotes the integration of mental health counseling services into the broader framework of school support systems, collaborating with existing school staff, community organizations, and mental health professionals.

**Staff Training and Professional Development:** Advocate for funding and resources to provide ongoing training and professional development opportunities for school staff to effectively recognize, respond to, and support students' mental health needs.

**Peer Support Education:** Support initiatives that promote peer support education programs within schools, empowering students to support one another and fostering a culture of mental health awareness and support.

**Crisis Response Preparedness:** Advocate for legislation that ensures schools have adequate resources and protocols in place to respond effectively to mental health crises, including access to crisis intervention teams and coordination with local mental health agencies.

**Equity and Accessibility:** Ensure that legislation prioritizes equity and accessibility, addressing the unique needs of marginalized communities and providing culturally competent mental health services to all students. By advocating for these key components, we aim to create a framework that prioritizes the mental health and well-being of students, providing them with the support and resources they need to thrive academically, socially, and emotionally.

# Category 3: Funding & Allocations

## New Position Proposal



FUNDING &  
ALLOCATIONS



LEGISLATIVE

**(24) Title: Tax Revenue for Schools**

**Legislative Committee Recommendation:** Do Pass

**Submitted by:** Shoreline School District

### **Proposed New Position**

WSSDA shall initiate and/or support legislation that ensures that new state revenue earmarked for education will be additive to, and can't be used to supplant, existing funding.

### **Rationale from Submitting District(s):**

The 2021 Washington State Legislature passed ESSB 5096 (RCW 82.87) which created a 7% tax on the sale or exchange of long-term capital assets such as stocks, bonds, business interests, or other investments and tangible assets; effective January 1, 2022 - a.k.a. the Capital Gains Tax. By law, revenue from the capital gains tax is added to the Education Legacy Trust Account and the Common School Construction Fund.

During the 2024 legislative session budget negotiators considered using the new revenue as a way to fund existing PK-12 public education obligations and relieve the obligation from other accounts. The new revenue passed by the legislature was intended to be additive to - and not supplant existing - school funding; thereby offering the opportunity to provide additional investment into our schools.

To this end, the WSSDA strategic advocacy team and members should have a position that backs maintaining new state funding revenue for schools as only being additive and not able to supplant existing funding sources.

# Category 3: Funding & Allocations

## New Position Proposal



### **(25) Title: Unfunded Mandates**

**Legislative Committee Recommendation:** Do Not Pass

**Submitted by:** Woodland, Manson, Onalaska, Mead, Battle Ground, Lynden, Boistfort, and Kalama School Districts

### **Proposed New Position**

WSSDA will not support any legislation that creates an unfunded mandate.

### **Rationale from Submitting District(s):**

Woodland, Manson, Onalaska, Mead, Battle Ground, Lynden, and Kalama: Unfunded mandates create hardships on districts, so we need a position to oppose all legislation that creates an unfunded mandate.

Boistfort: Unfunded mandates create hardships on districts. WSSDA needs to actively fight against any additional unfunded mandates. Even if it is an idea supported by WSSDA, a mandate without adequate funding is a net negative.

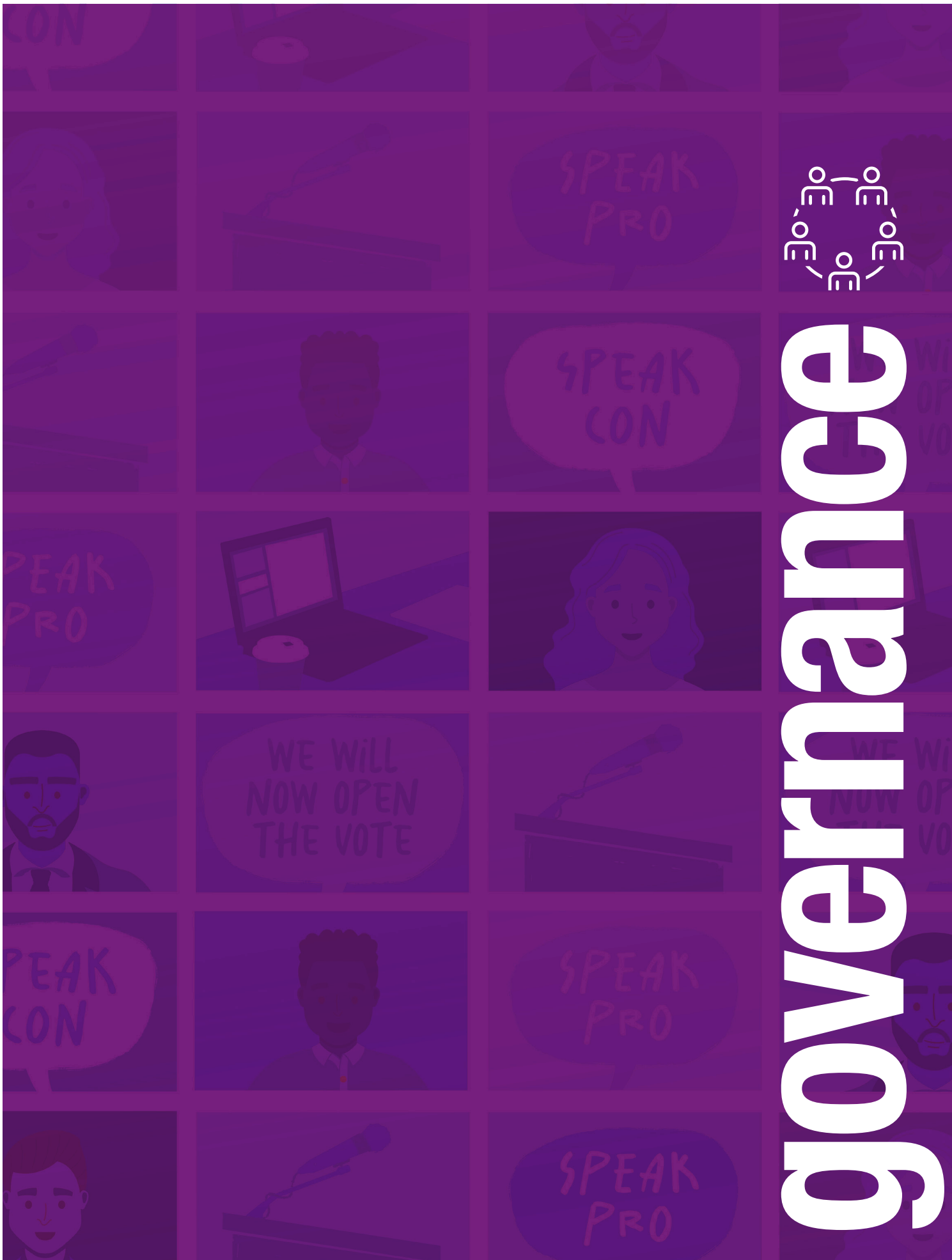
### **Committee Rationale for DNP:**

The Legislative Committee voted do not pass because members had concerns that the proposal was duplicative with the existing “Fiscal Notes and Unfunded Mandates” legislative position and/or created limitations for advocacy when other member-adopted positions were relevant.



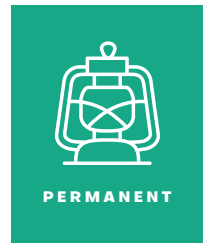


# governance



# Category 4: Governance

## Amendment Proposal



### (26) Title: Accountability to Community

**Resolutions Committee Recommendation:** Do Not Pass

**Submitted by:** Moses Lake School District

#### Current Position

WSSDA believes that districts should be accountable to their communities and students. District-level decisions regarding accountability should be authorized and monitored by local school boards in multiple areas such as:

- continuous improvement in student learning and attainment of learning goals;
- progress regularly reported to the public;
- responsible fiscal stewardship;
- the safety of all students and staff.

#### With Proposed Amendment

WSSDA believes that districts should be accountable to their communities and students. District-level decisions regarding accountability should be authorized and monitored by local school boards in multiple areas such as:

- continuous improvement in student learning and attainment of learning goals;
- progress regularly reported to the public;
- responsible fiscal stewardship;
- the safety of all students and staff;
- adoption of core instructional materials.

#### Clean Amended Position

WSSDA believes that districts should be accountable to their communities and students. District-level decisions regarding accountability should be authorized and monitored by local school boards in multiple areas such as:

- continuous improvement in student learning and attainment of learning goals;
- progress regularly reported to the public;
- responsible fiscal stewardship;
- the safety of all students and staff;
- adoption of core instructional materials.

#### Rationale from Submitting District(s):

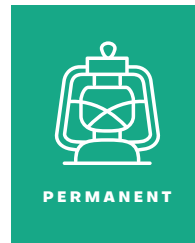
We believe that our community must be involved in the curriculum adoption process.

#### Committee Rationale for DNP:

The committee voted for a do not pass recommendation because the proposed language is redundant given existing law and is duplicative to content in other member-adopted positions.

# Category 4: Governance

## Consolidation Proposal



### (27) Title: Accountability to Community & Fiscal Responsibility

**Resolutions Committee Recommendation:** Do Pass

**Submitted by:** Mount Vernon School District

#### Current Positions

Title: Accountability to Community

WSSDA believes that districts should be accountable to their communities and students. District-level decisions regarding accountability should be authorized and monitored by local school boards in multiple areas such as:

- continuous improvement in student learning and attainment of learning goals;
- progress regularly reported to the public;
- responsible fiscal stewardship;
- the safety of all students and staff.

Title: Fiscal Responsibility

WSSDA recognizes school boards are responsible to their communities for how financial resources are used equitably to provide a high-quality education for all students.

#### Proposed Consolidation

Title: Accountability to Community

WSSDA believes that districts should be accountable to their communities and students. District-level decisions regarding accountability should be authorized and monitored by local school boards in multiple areas such as:

- continuous improvement in student learning, closing achievement and opportunity gaps, and attainment of learning goals;
- progress regularly reported to the public;
- responsible fiscal stewardship to equitably provide a high-quality education for all students;
- the safety of all students and staff.

Title: Fiscal Responsibility

~~WSSDA recognizes school boards are responsible to their communities for how financial resources are used equitably to provide a high-quality education for all students.~~

#### Clean Consolidated Position

Title: Accountability to Community

WSSDA believes that districts should be accountable to their communities and students. District-level decisions regarding accountability should be authorized and monitored by local school boards in multiple areas such as:

- continuous improvement in student learning, closing achievement and opportunity gaps, and attainment of learning goals;

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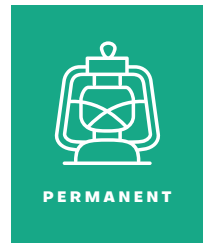
- progress regularly reported to the public;
- responsible fiscal stewardship to equitably provide a high-quality education for all students;
- the safety of all students and staff.

**Rationale from Submitting District(s):**

Both the Accountability to Community and Fiscal Responsibility pretty much state the same thing. With the addition of "to equitably provide a high-quality education for all students" to the third bullet of the Accountability to Community positions, the Fiscal Responsibility can be eliminated.

# Category 4: Governance

## Amendment Proposal



### **(28) Title: Addressing Achievement and Opportunity Gaps**

**Resolutions Committee Recommendation:** Do Not Pass

**Submitted by:** Tukwila School District

#### **Current Position**

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

#### **With Proposed Amendment**

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

#### **Clean Amended Position**

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

#### **Rationale from Submitting District(s):**

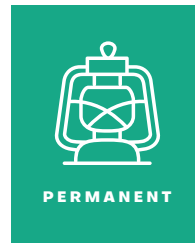
Given the history of the United States, race needs to be an elevated part of any equity policy. The students in the Tukwila School District advocated to include race in the Race and Equity policy of the Tukwila School District. It is important to respect student voice on this issue.

#### **Committee Rationale for DNP:**

The committee considered the current language of “comprehensive equity policy” to be inclusive of many different factors, including race. Therefore, the additional language was determined to be redundant, given the existing position language and other existing positions that relate to the proposed language.

# Category 4: Governance

## Amendment Proposal



### **(29) Title: Decision-Making Process**

**Resolutions Committee Recommendation:** Do Not Pass

**Submitted by:** Moses Lake School District

#### **Current Position**

WSSDA expects that school boards engage and involve staff, students, parents, and community in decision-making when possible. The board must maintain such authority as needed to comply with state and federal law.

#### **With Proposed Amendment**

WSSDA expects that school boards engage and involve staff, students, parents, and community in decision-making when possible. The board must maintain such authority as needed to comply with state and federal law.

#### **Clean Amended Position**

WSSDA expects that school boards engage and involve staff, students, parents, and community in decision-making. The board must maintain such authority as needed to comply with state and federal law.

#### **Rationale from Submitting District(s):**

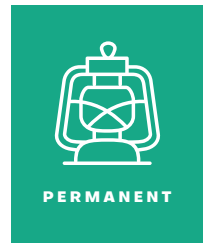
We believe that staff, parents, students, and our local communities must be involved in decision-making.

#### **Committee Rationale for DNP:**

The committee voted for a do not pass recommendation because they believe that by removing “when possible,” local authority and flexibility are reduced. As a representative government, they encourage retaining the current position language.

# Category 4: Governance

## Amendment Proposal



### (30) Title: Diversity

**Resolutions Committee Recommendation:** Do Not Pass

**Submitted by:** Woodland, Onalaska, Mead, Battle Ground, Boistfort, and Kalama School Districts

#### Current Position

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

#### With Proposed Revision

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

#### Clean Proposed Position

WSSDA believes that diversity of thought and perspectives is an important and valuable part of the learning and work environments in our schools.

#### Rationale from Submitting District(s):

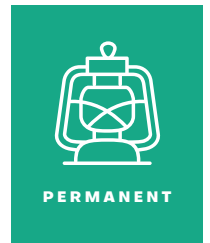
The position is simplified for clarity of the belief. Being exposed to new and differing thoughts and perspectives is the basic meaning of learning. Simplified position to cover all diversity of thought and removed unnecessary wording.

#### Committee Rationale for DNP:

The committee considered the proposed revision too far a departure from the current position, which was just amended in 2023, by replacing existing language describing diversity as exclusively “thought and perspectives.” The committee expressed concern about removing positive language in the existing position, such as “affirming the humanity of each person.” There was discussion about the proposed language being a reasonable addition to the existing position, but not at the expense of the current language.

# Category 4: Governance

## Amendment Proposal



### (31) Title: Federal Role

**Resolutions Committee Recommendation:** Do Not Pass

**Submitted by:** Shoreline School District

#### Current Position

WSSDA believes that public education is a federal, state, and local responsibility that ensures all students are provided the resources needed to become successful members of their community. The federal interest is served by supporting but not supplanting state and local efforts. Federal agencies should avoid adopting or implementing rules and regulations that conflict with or overreach state legislation.

#### With Proposed Amendment

WSSDA believes that public education is a joint responsibility between federal, state, and local governments to ensure all students are provided the access and resources needed to meet established learning goals, successfully graduate from the PK-12 level, and be empowered to live fulfilling lives. The federal government's role includes the responsibility of determining what rights should be guaranteed to students within the U.S., and the obligation to amply and equitably fund any mandates established around enacting those rights. ~~become successful members of their community. The federal interest is served by supporting but not supplanting state and local efforts. Federal agencies should avoid adopting or implementing rules and regulations that conflict with or overreach state legislation.~~

#### Clean Amended Position

WSSDA believes that public education is a joint responsibility between federal, state, and local governments to ensure all students are provided the access and resources needed to meet established learning goals, successfully graduate from the PK-12 level, and be empowered to live fulfilling lives. The federal government's role includes the responsibility of determining what rights should be guaranteed to students within the U.S., and the obligation to amply and equitably fund any mandates established around enacting those rights.

#### Rationale from Submitting District(s):

Our system of public schools exist within an interconnected governance and funding structure with the federal and state governments. When we take office as locally elected school board directors, we swear an oath to uphold the constitutions of the USA and Washington state. In doing so, we recognize that the work we do locally is in relationship with state and federal laws.

This is the only position in the WSSDA catalog that works to define what WSSDA members acknowledge as the federal role within our local public school districts, however it does not define that within the existing position language.

This position revision looks to reflect within WSSDA's core principles (our permanent positions) our shared understanding and acknowledgement that there is a role the federal government has connected with public schools, to more clearly and explicitly state what responsibility we agree rests with the federal government,



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and what obligation we believe comes with fulfilling its right role in support of public education across the United States.

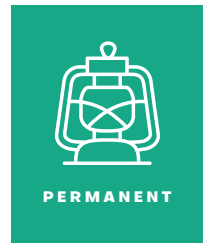
By defining in this position what the role of the federal government is in public education, we better clarify what we expect as a boundary between federal, state, and local roles; which is how our advocacy around supporting local authority in local level decisions can be better supported by this position revision.

**Committee Rationale for DNP:**

The committee voted for a do not pass recommendation because the proposed language reduces local authority and removes “supporting not supplanting” language. The committee believed the existing position language is stronger, retaining board authority while still being student-centered.

# Category 4: Governance

## Amendment Proposal



### **(32) Title: Local Board Adoption of Core Instructional Materials (1)**

**Resolutions Committee Recommendation:** Do Pass

**Submitted by:** Central Valley School District

#### **Current Position**

WSSDA believes that policy providing for course design, selection and adoption of instructional materials is the responsibility of the local school board. Such policy shall provide for board adoption of core instructional materials. The policy will also provide opportunities for staff, parent, and citizen involvement in development and review of instructional materials and participation on district instructional materials committees.

#### **With Proposed Amendment**

WSSDA believes that policy providing for course design, selection and adoption of instructional materials is the responsibility of the local school board. Such policy shall provide for board adoption of core instructional materials. The policy will also provide opportunities for student, staff, parent, and ~~citizen~~ community involvement in development and review of instructional materials and participation on district instructional materials committees.

#### **Clean Amended Position**

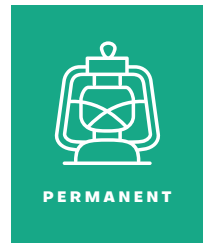
WSSDA believes that policy providing for course design, selection and adoption of instructional materials is the responsibility of the local school board. Such policy shall provide for board adoption of core instructional materials. The policy will also provide opportunities for student, staff, parent, and community involvement in development and review of instructional materials and participation on district instructional materials committees.

#### **Rationale from Submitting District(s):**

This amendment gives a more equitable voice to students and community members in the development of core instructional materials.

# Category 4: Governance

## Amendment Proposal



### (33) Title: Local Board Adoption of Core Instructional Materials (2)

**Resolutions Committee Recommendation:** Do Not Pass

**Submitted by:** Woodland, Onalaska, Mead, Battle Ground, Lynden, Boistfort, and Kalama School Districts

#### Current Position

Title: Local Board Adoption of Core Instructional Materials

WSSDA believes that policy providing for course design, selection, and adoption of instructional materials is the responsibility of the local school board. Such policy shall provide for board adoption of core instructional materials. The policy will also provide opportunities for staff, parent, and citizen involvement in development and review of instructional materials and participation on district instructional materials committees.

#### With Proposed Amendment

Title: Local Board ~~Adoption~~ Control of ~~Core~~ All Instructional Materials

WSSDA believes that ~~policy providing the responsibility~~ for course design, selection, and adoption of all instructional materials is the responsibility of rests solely with the local school board. ~~Such policy shall provide for board adoption of core instructional materials. The policy will also provide~~ Local control will allow opportunities for staff, parent, student, and community involvement in development, review, and selection of instructional materials and participation on district instructional materials committees, that the board will adopt. Local control empowers community and parents, giving them greater influence and participation in the decision-making process, reflecting the values and needs of their respective district, and ensures each district the opportunity for experimentation, innovation, and a healthy competition for educational excellence.

#### Clean Amended Position

Title: Local Board Control of All Instructional Materials

WSSDA believes that the responsibility for course design, selection, and adoption of all instructional materials rests solely with the local school board. Local control will allow opportunities for staff, parent, student, and community involvement in development, review, and selection of instructional materials and participation on district instructional materials committees, that the board will adopt. Local control empowers community and parents, giving them greater influence and participation in the decision-making process, reflecting the values and needs of their respective district, and ensures each district the opportunity for experimentation, innovation, and a healthy competition for educational excellence.

#### Rationale from Submitting District(s):

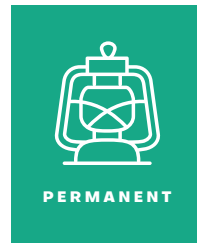
Strengthened position from just adoption of instructional materials to local board control of all aspects of instructional materials with explanation. This will also help when WSSDA advocates for local control during the legislative sessions.

#### Committee Rationale for DNP:

The committee voted for a do not pass recommendation given that the current position is already comprehensive and in alignment with the law. The committee did not agree that the board's authority should be extended to authority over "all" instructional materials for several reasons. The proposed language would remove flexibility for staff to be responsive to the needs of students; create a significant workload for boards; and expand oversight beyond school board authority.

# Category 4: Governance

## Amendment Proposal



### (34) Title: Local Control (1)

**Resolutions Committee Recommendation:** Do Pass

**Submitted by:** Central Valley School District

#### Current Position

WSSDA believes local control is essential to public education and therefore laws, regulations and policies should be written to support the public election of local school directors and boards.

Local control:

- Provides the best and most direct form of accountability to the community, resulting in more effective programs and the most efficient use of funds;
- Allows schools to reflect the values of local communities;
- Allows directors and staff to be sensitive to local student equity issues; and
- Allows school districts the flexibility to meet local demands and the evolving needs of students with local programs and solutions.

#### With Proposed Amendment

WSSDA believes local control is essential to public education and therefore laws, regulations and policies should be written to support the public election and authority of local school directors and boards.

Local control:

- Provides the best and most direct form of accountability to the community, resulting in more effective programs and the most efficient use of funds;
- Allows schools to reflect the values of local communities;
- Allows directors and staff to ~~be sensitive to~~ address local student equity issues; and
- Allows school districts the flexibility to meet local demands and the evolving needs of students with local programs and solutions.

#### Clean Amended Position

WSSDA believes local control is essential to public education and therefore laws, regulations and policies should be written to support the public election and authority of local school directors and boards.

Local control:

- Provides the best and most direct form of accountability to the community, resulting in more effective programs and the most efficient use of funds;
- Allows schools to reflect the values of local communities;
- Allows directors and staff to address local student equity issues; and
- Allows school districts the flexibility to meet local demands and the evolving needs of students with local programs and solutions.

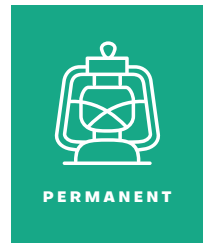
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**Rationale from Submitting District(s):**

Solidifies WSSDAS local control position to acknowledge the local governing authority of publicly elected school boards, and their ability to address student needs.

# Category 4: Governance

## Amendment to Amendment Proposal



### (35A) Title: Local Control (2)

Submitted by: Mount Vernon School District

#### Current Position

WSSDA believes local control is essential to public education and therefore laws, regulations and policies should be written to support the public election of local school directors and boards.

Local control:

- Provides the best and most direct form of accountability to the community, resulting in more effective programs and the most efficient use of funds;
- Allows schools to reflect the values of local communities;
- Allows directors and staff to be sensitive to local student equity issues; and
- Allows school districts the flexibility to meet local demands and the evolving needs of students with local programs and solutions.

#### With Proposed Amendment

WSSDA believes local control is essential to public education and therefore laws, regulations and policies should be written to support the public election ~~decision-making~~ of local school directors and boards.

Local control:

- Provides the best and most direct form of accountability to the community, resulting in more effective programs and the most efficient use of funds;
- Allows schools to reflect the values of local communities;
- Allows directors and staff to be sensitive to local student equity issues; and
- Allows school districts the flexibility to meet local demands and the evolving needs of students with local programs and solutions.

Local control should not allow for school district board of directors to decide whether to ban certain textbooks or curriculum based on whether they include topics related to the roles and contributions of individuals or groups protected by anti-discrimination laws.

#### Clean Amended Position

WSSDA believes local control is essential to public education and therefore laws, regulations and policies should be written to support the public election of local school directors and boards.

Local control:

- Provides the best and most direct form of accountability to the community, resulting in more effective programs and the most efficient use of funds;
- Allows schools to reflect the values of local communities;

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- Allows directors and staff to be sensitive to local student equity issues; and -Allows school districts the flexibility to meet local demands and the evolving needs of students with local programs and solutions.

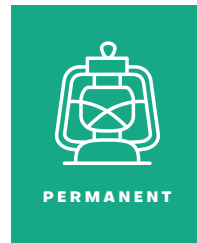
Local control should not allow for school district board of directors to decide whether to ban certain textbooks or curriculum based on whether they include topics related to the roles and contributions of individuals or groups protected by anti-discrimination laws.

**Rationale from Submitting District(s):**

Revised 'Decision-making' back to original language 'public election'

# Category 4: Governance

## Amendment Proposal



### (35) Title: Local Control (2)

**Resolutions Committee Recommendation:** Do Not Pass

**Submitted by:** Mount Vernon School District

#### Current Position

WSSDA believes local control is essential to public education and therefore laws, regulations and policies should be written to support the public election of local school directors and boards.

Local control:

- Provides the best and most direct form of accountability to the community, resulting in more effective programs and the most efficient use of funds;
- Allows schools to reflect the values of local communities;
- Allows directors and staff to be sensitive to local student equity issues; and
- Allows school districts the flexibility to meet local demands and the evolving needs of students with local programs and solutions.

#### With Proposed Amendment

WSSDA believes local control is essential to public education and therefore laws, regulations and policies should be written to support the ~~public election~~ decision-making of local school directors and boards.

Local control:

- Provides the best and most direct form of accountability to the community, resulting in more effective programs and the most efficient use of funds;
- Allows schools to reflect the values of local communities;
- Allows directors and staff to be sensitive to local student equity issues; and
- Allows school districts the flexibility to meet local demands and the evolving needs of students with local programs and solutions.

Local control should not allow for school district board of directors to decide whether to ban certain textbooks or curriculum based on whether they include topics related to the roles and contributions of individuals or groups protected by anti-discrimination laws.

#### Clean Amended Position

WSSDA believes local control is essential to public education and therefore laws, regulations and policies should be written to support the decision-making of local school directors and boards.

Local control:

- Provides the best and most direct form of accountability to the community, resulting in more effective programs and the most efficient use of funds;



*(continued from previous page)*

- Allows schools to reflect the values of local communities;
- Allows directors and staff to be sensitive to local student equity issues; and -Allows school districts the flexibility to meet local demands and the evolving needs of students with local programs and solutions.

Local control should not allow for school district board of directors to decide whether to ban certain textbooks or curriculum based on whether they include topics related to the roles and contributions of individuals or groups protected by anti-discrimination laws.

**Rationale from Submitting District(s):**

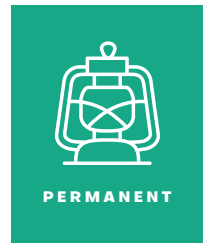
As added to the text above, Local control should not allow for a school district board of directors to approve or prohibit the use of any textbook or other curriculum for student instruction on the basis that it relates to or includes the study of the role and contributions of any individual or group who is part of a protected class.

**Committee Rationale for DNP:**

The committee voted for a do not pass because they were concerned about the removal of “public election,” thereby diluting the local authority of school directors.

# Category 4: Governance

## Amendment Proposal



### (36) Title: Local Control (3)

**Resolutions Committee Recommendation:** Do Not Pass

**Submitted by:** Woodland, Onalaska, Mead, Battle Ground, Lynden, Boistfort, and Kalama School Districts

#### Current Position

WSSDA believes local control is essential to public education and therefore laws, regulations and policies should be written to support the public election of local school directors and boards.

Local control:

- Provides the best and most direct form of accountability to the community, resulting in more effective programs and the most efficient use of funds;
- Allows schools to reflect the values of local communities;
- Allows directors and staff to be sensitive to local student equity issues; and
- Allows school districts the flexibility to meet local demands and the evolving needs of students with local programs and solutions.

#### With Proposed Amendment

WSSDA believes local control is essential to public education ~~and therefore laws~~. Laws, regulations, and policies should be written to support ~~the public election of local school~~, never to limit or impede the powers of locally elected directors and boards.

Local control:

- Provides the best and most direct form of accountability to the community, resulting in more effective programs and the most efficient use of funds;
- Allows schools to reflect the values of local communities;
- Allows directors and staff to ~~be sensitive to~~ address local student equity issues; and
- Allows school districts the flexibility to meet local demands and the evolving needs of students with local programs and solutions.

#### Clean Amended Position

WSSDA believes local control is essential to public education. Laws, regulations, and policies should be written to support, never to limit or impede the powers of locally elected school directors and boards.

Local control:

- Provides the best and most direct form of accountability to the community, resulting in more effective programs and the most efficient use of funds;
- Allows schools to reflect the values of local communities;
- Allows directors and staff to address local student equity issues; and
- Allows school districts the flexibility to meet local demands and the evolving needs of students with local programs and solutions.

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**Rationale from Submitting District(s):**

Strengthening our local control position, adding to never limit or impede the powers of locally elected school directors and boards.

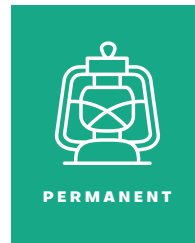
These changes strengthen our Local Control position. This will allow WSSDA to advocate for their members, elected school board leaders, to have the power and flexibility to make decisions on the local level, closest to students. The legislature should be working to write laws that help and support local school boards and should oppose all laws that interfere with local control.

**Committee Rationale for DNP:**

The committee voted for a do not pass recommendation because the proposed language changes the intent of the original position, and the proposed additional “never” is very limiting and could be problematic to the organization in its capacity as a state agency and for school directors in adhering to their oath of office.

# Category 4: Governance

## Amendment to Consolidation Proposal



**(37A) Title: Federal Strategic Advocacy**

**Submitted by:** Mount Adams School District

### Current Positions

Title: Federal Strategic Advocacy

WSSDA will be knowledgeable and proactive regarding federal developments impact education and will inform and encourage school directors to take appropriate action.

Title: Federal Advocacy

WSSDA shall assist the National School Boards Association in its advocacy for public education. WSSDA shall also advocate its own federal issues with our Washington State congressional delegation. WSSDA shall provide support to assist local districts in advocating for federal issues of local concern.

### Proposed Consolidation

Title: Federal Strategic Advocacy

~~WSSDA will be knowledgeable and proactive regarding the impact of federal developments impact on education, and will inform and encourage school directors to take appropriate action.~~

~~Title: Federal Advocacy~~

~~WSSDA shall assist the National School Boards Association in its advocacy for public education. WSSDA shall also advocate on its own federal issues with our Washington State congressional delegation, inform and encourage school directors to take appropriate action, and communicate local concerns and assist the National School Boards Association in its advocacy.~~ WSSDA shall provide support to assist local districts in advocating for federal issues of local concern like fully fund IMPACT AID and school construction projects.

### Clean Consolidated Position

Title: Federal Strategic Advocacy

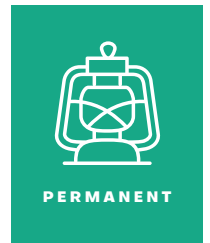
WSSDA shall provide support to assist local districts in advocating for federal issues of local concern like fully fund IMPACT AID and school construction projects.

### Rationale from Submitting District(s):

AS of 2023 we have 45 school districts that receive IMPACT AID support we need this to keep our districts open.

# Category 4: Governance

## Consolidation Proposal



### (37) Title: Federal Strategic Advocacy

**Resolutions Committee Recommendation:** Do Pass

**Submitted by:** Mount Vernon School District

#### Current Positions

Title: Federal Strategic Advocacy

WSSDA will be knowledgeable and proactive regarding federal developments impact education and will inform and encourage school directors to take appropriate action.

Title: Federal Advocacy

WSSDA shall assist the National School Boards Association in its advocacy for public education. WSSDA shall also advocate its own federal issues with our Washington State congressional delegation. WSSDA shall provide support to assist local districts in advocating for federal issues of local concern.

#### Proposed Consolidation

Title: Federal Strategic Advocacy

WSSDA will be knowledgeable and proactive regarding the impact of federal developments impact on education, ~~and will inform and encourage school directors to take appropriate action.~~

~~Title: Federal Advocacy~~

~~WSSDA shall assist the National School Boards Association in its advocacy for public education. WSSDA shall also advocate on its own federal issues with our Washington State congressional delegation, inform and encourage school directors to take appropriate action, and communicate local concerns and assist the National School Boards Association in its advocacy. WSSDA shall provide support to assist local districts in advocating for federal issues of local concern.~~

#### Clean Consolidated Position

Title: Federal Strategic Advocacy

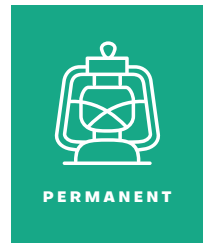
WSSDA will be knowledgeable and proactive regarding the impact of federal developments on education, advocate on federal issues with our Washington State congressional delegation inform and encourage school directors to take appropriate action and communicate local concerns and assist the National School Boards Association in its advocacy. WSSDA shall provide support to assist local districts in advocating for federal issues of local concern.

#### Rationale from Submitting District(s):

It provides more specificity to how federal advocacy impact Washington State and share local concerns at the national level.

# Category 4: Governance

## New Position Proposal



### **(38) Title: Disaggregated Data**

**Resolutions Committee Recommendation:** Do Pass

**Submitted by:** Shoreline School District

#### **Proposed New Position**

WSSDA believes that, in order to identify and eliminate disparities in educational opportunities and outcomes for students, local school boards should regularly receive and monitor student data in both aggregate form, as well as disaggregated by shared aspects of student identities including socio-economic information, as well as grade, program, and school information for both point in time and trends over time analysis.

#### **Rationale from Submitting District(s):**

An essential component of being able to make visible where educational disparities exist within our schools is by disaggregating the data boards receive in reports by the many identifying characteristics we have for our students. In doing so, boards can see where opportunities and outcomes differ both by moment in time snapshots, as well as with trends over time. This data insight can inform boards in more effective policy and finance decision making to address disparities which may exist within their own districts.

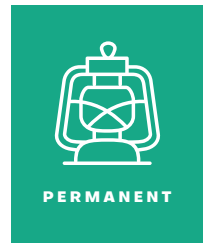
In support of this, districts are already required to report disaggregated data for the state's Comprehensive Education Data and Research System (CEDARS). This is a longitudinal data warehouse of educational data maintained by OSPI which includes data on student demographics (aka aspects of shared identity), enrollment information, schedules, grades, and program participation. Due to this mandated reporting, every district will already have its student data available in the disaggregated categories that exist within the system, which can support boards getting the data in disaggregated formats without having to create a new data collection or reporting system. <https://ospi.k12.wa.us/data-reporting/reporting/cedars>.

In support of knowing how to use this data, WSSDA has recently developed a new training course to aid school board directors in understanding how to most effectively request and analyze disaggregated data for this purpose.

This permanent position asserts our collective understanding about the importance of receiving student data in collective (aggregate) and categorical (disaggregated) forms for that purpose. This is an essential part of knowing and serving our local student populations.

# Category 4: Governance

## New Position Proposal



**(39) Title: Effects of Social Media on Mental Health**

**Resolutions Committee Recommendation:** Do Pass

**Submitted by:** Peninsula School District

### **Proposed New Position**

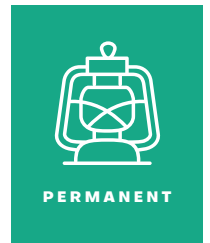
WSSDA believes, following the Surgeon General's guidelines, that social media can harm youth mental health, well-being, and development. Social media platforms expose young people to content that can promote unhealthy social comparisons; can exacerbate social isolation, anxiety, self-doubt, and depression; and can enable harassment, stalking and cyber bullying. We encourage districts to partner with families and health experts to follow research on social media impacts and to implement policies and procedures that align with best practices related to developmentally appropriate access and use of social media.

### **Rationale from Submitting District(s):**

Using language directory from the Surgeon General's advisory underscoring the harmful effects of social media on our students, it's crucial to speak collectively for our communities. This unified stance is essential to guide future policies or legislation. As research progresses, lawsuits unfold, and technology evolves, school districts need the flexibility to respond locally. However, having one broad resolution provides the necessary support and cohesion to address social media's challenges effectively in our educational settings.

# Category 4: Governance

## New Position Proposal



**(40) Title: Parental Rights**

**Resolutions Committee Recommendation:** Do Not Pass

**Submitted by:** Moses Lake School District

### Proposed New Position

WSSDA believes and upholds the importance of parental rights in the educational process. As stewards of public education, we firmly believe that parents play an indispensable role in their children's academic journey and overall development. Parents are the primary educators and caregivers of their children, and as such, their input and perspectives must be valued and respected by educational institutions.

Therefore, we advocate for legislative measures that safeguard and maintain parental rights within the educational framework. Parental Rights:

- Provide choices regarding schooling options, curriculum preferences, and involvement in school activities.
- Promote transparent communication and meaningful collaboration between schools and parents.
- Ensure parents have access to timely and relevant information about their children's educational progress, as well as opportunities to actively engage with educators and school administrators.
- Advocate for policies that encourage parental representation on school boards, advisory committees, and other decision-making bodies, fostering a sense of ownership and accountability within the education system.
- Provide access to instructional materials and library resources.
- Ensure equitable access to educational resources and opportunities for all students, regardless of their family circumstances.

### Rationale from Submitting District(s):

We believe that parents are the primary stakeholders in their children's upbringing and in their education. To this end, we believe that WSSDA should adopt this position as submitted.

### Committee Rationale for DNP:

The committee voted for a do not pass recommendation because there is an existing permanent position titled, "Parents & Families are Important Stakeholders in their Children's Education" which already addresses many of the concepts in this proposal. Additionally, some of the proposed position language reduces local authority, is duplicative to existing state law, or does not align with other existing permanent positions.



# Category 4: Governance

## New Position Proposal



### **(41) Title: Local Control Legislation (1)**

**Legislative Committee Recommendation:** Do Not Pass

**Submitted by:** Central Valley School District

### **Proposed New Position**

WSSDA will actively advocate for legislation that retains or protects local school board control, provided that such legislation does not violate the Constitution of the United States or the State of Washington.

### **Rationale by Submitting District(s):**

Strengthens WSSDAS legislative position to support local control of elected school boards.

### **Committee Rationale for DNP:**

The Legislative Committee recommends a Do Not Pass for this proposal because multiple member-adopted positions already allow the organization to advocate for local control. The Committee believes this proposal is therefore duplicative and unneeded.

# Category 4: Governance

## New Position Proposal



### **(42) Title: Local Control Legislation (2)**

**Legislative Committee Recommendation:** Do Not Pass

**Submitted by:** Woodland, Manson, Onalaska, Mead, Battle Ground, Lynden, Boistfort, and Kalama School Districts

### **Proposed New Position**

WSSDA will actively oppose any legislation that reduces local school board control.

### **Rationale from Submitting District(s):**

Woodland, Manson, Onalaska, Mead, Battle Ground, Lynden, and Kalama: WSSDA continues to sign in and testify as OTHER to several bills that reduce local control due to other WSSDA positions. This position will prioritize local control over all other positions.

Boistfort: WSSDA needs to support its members ability to perform the duties that their community elected them to do. Great ideas that are working, shared between districts are useful. Great ideas thought up by legislators, rarely fit all 295 districts well.

### **Committee Rationale for DNP:**

The Legislative Committee recommends a Do Not Pass for this proposal because the language of “oppose any legislation” limits the organization from being able to advocate for other issues in member-adopted positions and/or advocate for priorities identified by members for the legislative session.

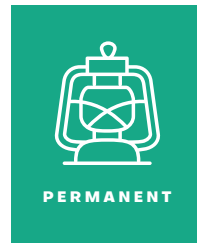


# learning



# Category 5: Learning

## Amendment Proposal



### (43) Title: Instructional Materials Content

**Resolutions Committee Recommendation:** Do Not Pass

**Submitted by:** Moses Lake School District

#### **Current Position**

WSSDA believes it is the responsibility of the local school board to provide instructional materials that support Washington State's goals for basic education required by state law.

#### **With Proposed Amendment**

WSSDA believes it is the responsibility of the local school board to provide instructional materials that support Washington State's goals for basic education required by state law. School boards should engage and involve staff, students, parents, and community in the decision-making process.

#### **Clean Amended Position**

WSSDA believes it is the responsibility of the local school board to provide instructional materials that support Washington State's goals for basic education required by state law. School boards should engage and involve staff, students, parents, and community in the decision-making process.

#### **Rationale from Submitting District(s):**

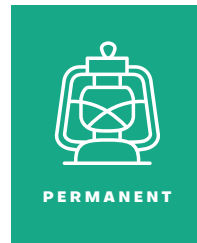
We believe that our local community should have a vital part in the decision-making process for our instructional materials.

#### **Committee Rationale for DNP:**

The committee considered the proposed language to be duplicative to other existing positions on the adoption of core instructional materials and therefore complicates the current platform. Additionally, the committee understands the existing law supports local decision-making to the extent that the proposed language prescribes it.

# Category 5: Learning

## Amendment Proposal



**(44) Title: Native American Instructional Materials**

**Resolutions Committee Recommendation:** Do Pass

**Submitted by:** Mount Vernon School District

### Current Position

WSSDA believes instructional materials based on local Native American tribal heritage should be included in district social studies course design.

### With Proposed Amendment

WSSDA believes ~~instructional materials based on local Native American tribal heritage should be included in district social studies course design~~ boards should engage in Government-to-Government consultation with local native nations to implement Since Time Immemorial instructional materials. This process and materials should be fully funded.

### Clean Amended Position

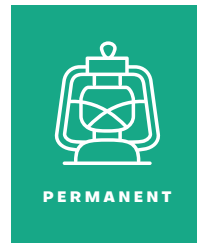
WSSDA believes boards should engage in Government-to-Government consultation with local native nations to implement Since Time Immemorial instructional materials. This process and materials should be fully funded.

### Rationale from Submitting District(s):

We believe it better aligns with the work being done by the state with the Government-to-Government training. As such it is critical that this process and materials should be fully funded.

# Category 5: Learning

## New Position Proposal



### **(45) Title: Literacy**

**Resolutions Committee Recommendation:** Do Pass

**Submitted by:** Peninsula, Lake Washington, and Shoreline School Districts

### **Proposed New Position**

WSSDA believes that literacy is foundational to all learning and central to supporting every student in informed decision-making, active civic participation, achieving their academic goals, and increased economic opportunities. Therefore, local school boards should adopt policies that support evidence-based literacy acquisition that improves all students' literacy rates and eliminates disparities in literacy across all grades.

### **Rationale from Submitting District(s):**

Recognizing literacy as foundational to all learning underscores its critical role in ensuring equal opportunities for all students, in academic settings, future civic participation, and economic pursuits. A large body of research exists around effective educational strategies for literacy acquisition. Ensuring every student has access to high-quality, evidence-based literacy instruction is instrumental in cultivating a literate, informed, and engaged citizenry.

As we develop a systematic literacy framework for K-12 public education, it is essential to assert our core belief that literacy forms the foundation of all learning. This conviction underscores our commitment to aligning our educational systems comprehensively, from professional development to curriculum, learning targets, and standards, as well as ensuring effective training, implementation, and support mechanisms. This approach aims to cultivate an environment where literacy serves as the cornerstone for student success across all academic domains and life pursuits. We believe it is crucial to establish this belief prior to any literacy-related legislation to ensure a cohesive and effective approach to literacy development in our state's educational system.

# Category 5: Learning

## Amendment to Amendment Proposal



### (46A) Title: Multilingual Learners

**Submitted by:** Lake Washington School District and Mount Vernon School District

#### Current Position

WSSDA shall initiate and/or support legislation that ensures multilingual learner (ML) students have equal meaningful 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 ML 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 ML or Bilingual education endorsement.
- Including language acquisition coursework and cultural responsiveness 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.

#### With Proposed Amendment

WSSDA shall initiate and/or support legislation that ensures multilingual learner (ML) students have equal meaningful access to quality public schools and instruction. This includes but is not limited to:

- Increasing the basic education allocation to fully fund Dual Language Programs.
- Creating a grant program for school districts to implement dual language programs for ML 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 ML or Bilingual education endorsement.
- Including language acquisition coursework and cultural responsiveness training as part of the core requirements of teacher education programs.
- ~~Mandating ELL Endorsement~~
- 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.

#### Clean Amended Position

WSSDA shall initiate and/or support legislation that ensures multilingual learner (ML) students have equal meaningful access to quality public schools and instruction. This includes but is not limited to:

- Increasing the basic education allocation to fully fund Dual Language Programs.
- Creating a grant program for school districts to implement dual language programs for ML 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 ML or Bilingual education endorsement.

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- Including language acquisition coursework and cultural responsiveness 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.

**Rationale from Submitting District(s):**

The WSSDA Legislative Committee recommends a Do Not Pass for the original amendment to this proposal. We agree that "mandating any endorsement could come at a cost to the district". Removing this language and reinstating support for the original requirements for teacher education programs eliminates mandates that may require additional funding from districts.



# Category 5: Learning

## Amendment Proposal



### (46) Title: Multilingual Learners

**Legislative Committee Recommendation:** Do Not Pass

**Submitted by:** Mount Vernon School District

#### Current Position

WSSDA shall initiate and/or support legislation that ensures multilingual learner (ML) students have equal meaningful 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 ML 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 ML or Bilingual education endorsement.
- Including language acquisition coursework and cultural responsiveness 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.

#### With Proposed Amendment

WSSDA shall initiate and/or support legislation that ensures multilingual learner (ML) students have equal meaningful access to quality public schools and instruction. This includes but is not limited to:

- Increasing the basic education allocation to fully fund Dual Language Programs.
- Creating a grant program for school districts to implement dual language programs for ML 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 ML or Bilingual education endorsement.
- ~~Including language acquisition coursework and cultural responsiveness training as part of the core requirements of teacher education programs.~~
- Mandating ELL Endorsement
- 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.

#### Clean Amended Position

WSSDA shall initiate and/or support legislation that ensures multilingual learner (ML) students have equal meaningful access to quality public schools and instruction. This includes but is not limited to:

- Increasing the basic education allocation to fully fund Dual Language Programs.
- Creating a grant program for school districts to implement dual language programs for ML and native English-speaking students.

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- Supporting school districts with certificated staff working in classrooms with ELL students to add to their highly qualified status by completing a certificated ML or Bilingual education endorsement.
- Mandating ELL Endorsement
- 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.

**Rationale from Submitting District(s):**

Our state Superintendent of Public instruction has prioritized Dual Language programs. As such, increasing the basic education allocation to fully fund Dual Language Programs is essential. Also mandating ELL Endorsement is important since Washington state has a significant population of Multilingual Learners so we can collectively better meet their language, cultural and academic needs.

**Committee Rationale for DNP:**

The Legislative Committee recommends a Do Not Pass because mandating any endorsement could come at a cost to the district. The Committee was supportive of the proposed language to increase funding for dual credit programs but was unable to revise to address the other area of concern.

# Category 5: Learning

## Retirement Proposal



**(47) Title: Flexibility of Graduation Requirements for Students Impacted by COVID-19 Quarantine**

**Legislative Committee Recommendation:** Do Pass

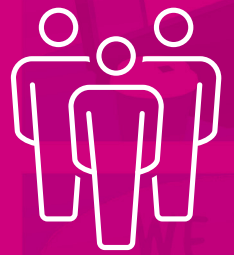
**Submitted by:** Shoreline School District

### **Current Position**

WSSDA will initiate and/or support legislation and rules that extends the waiver program which grants local school districts and private schools flexibility so that students in the graduating classes of 2021, 2022, 2023, and 2024 who were on track to graduate before the gubernatorial declaration of emergency of February 29, 2020, the proclamation of statewide school closures on March 13, 2020 and any subsequent amendments to these proclamations, are not negatively impacted by measures taken in response to the novel coronavirus (COVID -19).

### **Rationale from Submitting District(s):**

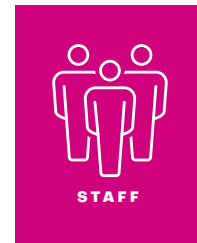
The period of time for this position has passed and it is no longer applicable or necessary as a point of advocacy.



# staff

# Category 6: Staff

## New Position Proposal



**(48) Title: School Athletics Officials**

**Legislative Committee Recommendation:** Do Pass

**Submitted by:** Legislative Committee

### **Proposed New Position**

WSSDA will initiate or support legislation that protects school athletics officials from injury and holds those who threaten or harm school athletics officials accountable for their actions.

### **Rationale from Legislative Committee:**

Over the past several years, behavior at interscholastic sporting events has become more problematic, including threats and acts of violence. Restoring respectful, under-control, and sportsmanlike behavior is necessary for the safety of all involved, especially officials. Players, Coaches, and Spectators should be held accountable for the impacts of their inappropriate actions.

In the 2024 Legislative Session, the House unanimously passed ESHB 2079 which addressed improving school safety by extending and increasing penalties for interference by, or intimidation by threat of, force or violence at schools and athletic activities. The bill did not get a hearing in the Senate during the short session.

# emergency position proposals

# Emergency Position Proposals



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

# Appendix



# Parliamentary Guidance



This chart provides a quick summary of some common motions, with a further explanation of each one on the pages that follow:

IF YOU WANT TO:	ACTION:	DO I NEED A SECOND?	SUBJECT TO DEBATE?	VOTE NEEDED?
1. Introduce a motion.	Select <b>"Make a Motion"</b> from the dropdown menu, type your motion into the text box, and press submit.	Yes*	Yes**	Majority**
2. Withdraw your motion.	Select <b>"Make a Motion"</b> from the dropdown menu, type <b>"I wish to withdraw my motion"</b> into the text box, and press submit.	No	No	Without Objection/ Majority
3. Postpone further action/debate to a time certain.	Select <b>"Make a Motion"</b> from the dropdown menu, type <b>"I move to postpone/table this matter until..."</b> into the text box, and press submit.	Yes*	Yes	Majority
4. End debate and vote immediately.	Select <b>"Make a Motion"</b> from the dropdown menu, type <b>"I move to close debate/call the question"</b> into the text box, and press submit.	Yes*	No	2/3
5. Reconsider a vote (If you voted on the prevailing side).	Select <b>"Make a Motion"</b> from the dropdown menu, type <b>"I move to reconsider [state action to be reconsidered]."</b> into the text box, and press submit.	Yes*	Yes	Majority
6. Enforce a rule or point out a possible error.	Select <b>"Point of Order"</b> from the dropdown menu and press submit.	No	No	Chair Rules
7. Disagree with the Chair's decision.	Select <b>"Make a Motion"</b> from the dropdown menu, type <b>"I move to appeal the decision of the Chair"</b> into the text box, and press submit.	Yes*	Yes	Majority
8. Suspend a rule (cannot suspend Bylaws).	Select <b>"Make a Motion"</b> from the dropdown menu, type <b>"I move to suspend the rule requiring..."</b> into the text box, and press submit.	Yes*	No	2/3

\*Per WSSDA rules, a "second" requires the support of four other Delegates.

Last updated: 6/26/2024

\*\*Most motions.

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**GENERAL NOTES:** Please don't be intimidated by the process! The rules of procedure exist to help the body complete its business expeditiously, with vigorous debate and assurance that all voices are heard, regardless of the final vote/outcome.

**1. INTRODUCE A MOTION.**

**What is this and when would I use it?** This is just the general language to introduce—or make—a motion. More specific motions follow, below. Motions are the way that business and questions are brought before the body for consideration.

**2. WITHDRAW YOUR MOTION.**

**What is this and when would I use it?** This motion is just like it sounds: if you make a motion and then wish to “undo” that, you can move to withdraw your motion. This can be useful when a motion is made by mistake, or when debate or parliamentary clarification has changed your mind or the need for the motion. Generally, protocol allows the maker of a motion to withdraw it by consent unless it has been acted upon.

**3. POSTPONE FURTHER ACTION/DEBATE TO A TIME CERTAIN.**

**What is this and when would I use it?** This motion is not commonly used, but it can be a way to postpone a matter for reasons such as awaiting a relevant and pending parliamentary question's decision that could affect the matter, or sometimes just waiting for tempers to cool down.

**4. END DEBATE AND VOTE IMMEDIATELY.**

**What is this and when would I use it?** Also known as calling for the question, this motion is not commonly used, but it provides a way to end debate and immediately vote when debate is repetitive, lengthy, or getting antagonistic. If this motion passes (it needs a 2/3 vote), all debate immediately ceases and the matter is put to a vote right then and there.

**5. RECONSIDER A VOTE (IF YOU VOTED ON THE PREVAILING SIDE)**

**What is this and when would I use it?** This motion is just like it sounds: it is a “do-over,” where the body decides to vote again on a matter already decided. This is most commonly used when there was a mistake in the earlier vote, such as a misunderstanding about the subject matter. It is also possible for the body to revisit a vote if it wishes to change its collective mind on an already-decided issue, perhaps because new information has come to light or a sufficient number of members were subsequently persuaded to a different position after the vote.

**Special note about this motion:** You may only make this motion if you voted on the prevailing side (meaning the side that received a majority vote on a matter, be that a “yes” or a “no” vote). This is to prevent someone who didn't like a specific result from asking for a “redo” of a vote simply because they didn't like the outcome. Instead, it allows someone who “won” the earlier vote to ask to “redo” that vote because of a mistake, new information, or some similar reason.

**6. ENFORCE A RULE OR POINT OUT A POSSIBLE ERROR (POINT OF ORDER).**

**What is this and when would I use it?** This motion is used to ask the Chair to rule on or explain a process or the application of a rule. It is a way to force adherence to the rules and processes of the body. An example is, “Point of order: I believe the maker of a motion to reconsider must have previously voted on the prevailing side?” The Chair would then answer the point of order with a formal ruling on the matter.

**7. DISAGREE WITH THE CHAIR'S DECISION.**

**What is this and when would I use it?** This motion is rarely used, but it provides a way to challenge a

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**Special note about this motion:** There are two reason why a motion to appeal the decision of the chair is out of order. The first is if there is only one reasonable option, such as the chair ruling to recess the assembly in the event of an emergency. The second is for dilatory tactics and motions, such as an appeal used to delay or obstruct business, or annoy the deliberative assembly. The repetitive use privileged motions can also be dilatory.

#### **8. SUSPEND A RULE**

**What is this and when would I use it?** This motion is rarely used, but it allows the body to temporarily suspend a rule of procedure to expedite matters for the body or when the body believes application of a particular rule will unnecessarily impede business or debate.

**Special note about this motion:** Organizational and foundational documents (such as bylaws) cannot be suspended. Moreover, certain fundamental principles of parliamentary procedure and precepts which protect the rights of members cannot be suspended, such as allowing only one question to be considered at a time, and requiring members to be present for voting.

# 2024

## GENERAL ASSEMBLY HANDBOOK

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