

2025

GENERAL ASSEMBLY

HANDBOOK

Updated 08/18/25



Washington State School
Directors' Association



ASSOCIATION
OPERATIONS



CAP. FACILITIES
& SCHOOL
CONSTRUCTION



FUNDING &
ALLOCATIONS



GOVERNANCE



LEARNING



STAFF

Welcome, School Directors!

Dear School Board Members,

We urge **every** school board to participate in WSSDA's General Assembly. Your board's participation will help shape WSSDA's future and impact our advocacy for public education.

This handbook lists every proposal that will be up for a vote. A majority of delegates in attendance must vote in favor of a proposal for it to pass and become part of WSSDA's platform.

Our platform includes WSSDA's catalog of positions. These positions, adopted at past General Assemblies, direct the legislative work of WSSDA staff acting on your behalf. And if you haven't heard this before, hear it now: advocacy is a year-round process. So, our actions at General Assembly have a year-round impact.

The Washington State School Directors' Association is *your* organization. WSSDA's services and advocacy work are for every school board statewide. The more boards that participate in the assembly, the more WSSDA's platform will reflect the interests of all 295 school districts and the 1,477 school directors elected to govern them.

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



Derek Sarley
President, WSSDA Board of Directors
Walla Walla Public Schools



Luckisha Phillips
Chair, WSSDA Legislative Committee
Federal Way Public Schools



Trey Ising
Chair, WSSDA Resolutions Committee
Cascade School District

Table of Contents

| | |
|---|----|
| Rules of Procedure | 5 |
| Process for Emergency Position Proposals | 13 |
| How to Read this Handbook | 16 |
| Voting Order for Proposals | |
| Bylaw Proposals | 17 |
| 1. Amendment Proposal: Article XIV - Amendments..... | 18 |
| 2. New Bylaw Proposal: WSSDA Model Policy and Procedure Development (1)..... | 21 |
| 3. New Bylaw Proposal: WSSDA Model Policy and Procedure Development (2)..... | 23 |
| Position Proposals..... | 25 |
| Association Operations | 26 |
| Capital Facilities and School Construction | 28 |
| Funding & Allocations..... | 30 |
| 4. Amendment Proposal: Budget Stability | 31 |
| 5. Amendment Proposal: Full Funding of Basic Education..... | 33 |
| 6. Amendment Proposal: Transition to Kindergarten..... | 34 |
| 7. Consolidation Proposal: Emergency Funding | 36 |
| 8. Consolidation Proposal: Equitable PK-12 School Funding..... | 37 |
| 9. Consolidation Proposal: Federal Funding | 40 |
| 10. Consolidation Proposal: Funding for Early Learning, Co-Curricular, Enrichment, and Unique Programs..... | 41 |
| 11. Consolidation Proposal: Getting to School Safely | 43 |
| 12. Consolidation Proposal: Multilingual Learner (MLL) / Transition Bilingual Instruction Program (TBIP)..... | 44 |
| A13. Amendment to Consolidation Proposal: Stabilizing District Budgets | 45 |
| 13. Consolidation Proposal: Stabilizing District Budgets | 47 |
| 14. Consolidation Proposal: State Revenue for Schools | 49 |
| 15. Consolidation Proposal: Supporting Student Mental Health and Preventing Self-Harm | 50 |
| Governance..... | 52 |
| 16. Amendment Proposal: Parents & Families Are Important Stakeholders in Their Childrens' Education | 53 |
| 17. Amendment Proposal: Professional Development & Standards..... | 54 |

Table of Contents

| | |
|--|----|
| 18. New Position Proposal: Governance Training | 55 |
| Learning | 57 |
| 19. (Withdrawn by Submitter) Amendment Proposal: Assessing Student Learning and Development..... | 58 |
| 20. (Withdrawn by Submitter) Amendment Proposal: Education and Funding for Gifted Student Programs | 58 |
| 21. (Withdrawn by Submitter) Amendment Proposal: Social Media Reporting Point of Contact | 58 |
| 22. New Position Proposal: Climate Change Education and Sustainability..... | 59 |
| 23. New Position Proposal: Expanding Access to Reengagement Programs | 61 |
| Staff..... | 63 |
| 24. Amendment Proposal: Instructional Strategies | 64 |
| A25. Amendment to Amendment Proposal: Routes to Professional Certification | 65 |
| 25. Amendment Proposal: Routes to Professional Certification..... | 67 |
| 26. Amendment Proposal: Unemployment Compensation | 69 |
| 27. Amendment Proposal: School Athletics Officials..... | 70 |
| Emergency Position Proposals Information | 71 |
| Notes | 73 |



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, direction, 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 existing 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

- A. 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.



Rules of Procedure

- B. To be a voting delegate, school directors must be sworn in and officially seated on their respective school boards.
- C. The delegate will be identified by an electronic identifier, such as a log-in requirement, both for purposes of debate and voting.
- D. 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.
- E. 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

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

Consent Agenda

- A. A consent agenda may be used as part of the General Assembly.
- B. 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 **“Other Motion”** from the “Speak” menu in the voting platform, 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 **“Second Current Motion”** from the “Speak” menu in the voting platform.
- C. All items pulled from the consent agenda shall be considered individually following the debate and vote on the consent agenda.



Rules of Procedure

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 ***“Speak Pro”*** or ***“Speak Con”*** from the “Speak” menu in the voting platform, and wait to be recognized. Upon being recognized to speak, the delegate will state their name and school district 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 “Speak” menu in the voting platform 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) may select the appropriate option from the “Speak” menu in the voting platform, and press submit.
- 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 ***“Second Current Motion”*** from the “Speak” menu in the voting platform and press submit, to



Rules of Procedure

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 who need technical assistance may seek help by emailing 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 or adopt a bylaw, an affirmative vote of two-thirds of the delegates present is necessary for passage.
- G. The presiding officer 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.



Rules of Procedure

The General Assembly Handbook

The final General Assembly Handbook will be posted on WSSDA's website by August 18, 2025. The posted handbook includes all proposals, except for any potential emergency proposals submitted through the WSSDA Board. The handbook also includes the 2025 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, 2025, 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 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, Learning, Staff, Capital Facilities, Funding & Allocations, Governance). 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 2025 General Assembly Handbook are possible only as provided by the 2025 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 according to the amendment brought forward.



Rules of Procedure

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 not 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.

Amendments

The following is the sole process by which the legislative and permanent position proposals in the 2025 WSSDA General Assembly Handbook may be amended. **Note:** There will not be an opportunity for live amendments during the General Assembly.

7/1/25 - 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.

8/1/25 - Amendment Proposal Window Opens

The window for proposing amendments to the legislative and permanent proposals in the General Assembly Handbook opens by 8:00 AM on August 1, 2025. All proposed amendments must be:



Rules of Procedure

- Submitted during the amendment proposal window
- Adopted by at least one Washington state public school board
- Submitted via the Amendment Proposal Form at wssda.org/amendments.

8/7/25 - Amendment Proposal Window Closes

The amendment proposal window closes at 5:00 PM on August 7, 2025. 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.

8/8/25–8/12/25 - 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.
- 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.

8/18/25 - Final General Assembly Handbook Posted on the WSSDA Website

The final General Assembly Handbook is comprehensive of all proposals known to be voted on



Rules of Procedure

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.

9/20/25 - WSSDA General Assembly 2025

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.

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 parliamentary advisor(s) identified for the purpose of assisting the WSSDA president. However, the delegates as a body are the final arbiter of parliamentary questions or points of order. Upon the motion and second to do so, delegates may appeal parliamentary decisions made by the WSSDA president to the delegates as a body. The parliamentary decision as voted on by the voting delegates is final.

Process for Emergency Proposals

Requests for an emergency proposal must occur via the Emergency Proposal Form on the WSSDA website before 3:00 PM, Wednesday, September 10, 2025.

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 proposals 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.

WSSDA recognizes that in rare circumstances, issues of significant concern may arise outside the standard proposal submission window. To address such instances, WSSDA establishes the following policy regarding emergency proposals:

Process for Emergency Proposals

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 WSSDA 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.

Definition and Criteria:

An emergency proposal may be submitted only if all the following conditions are met:

- The issue or topic did not exist or was reasonably unknown during the open window for proposal submissions.
- The issue presents actual or imminent harm to one or more of the following:
 1. Students
 2. Staff
 3. District financial stability
 4. School or district facilities

Process for Emergency Proposals

- The issue is of such urgency that it cannot be reasonably deferred until the next annual proposal cycle.
- There are no previously submitted proposals that address the same issue or subject matter.

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

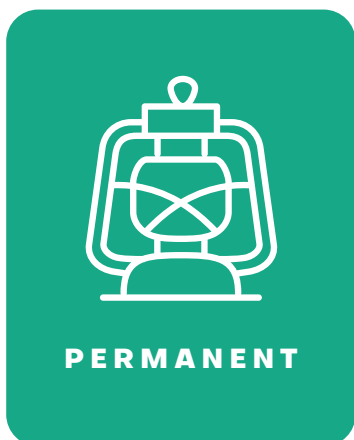
For timely emergency proposals that have been offered by a school board, the Resolutions or the Legislative Committee, or both will consider the proposals and may contact the proposer(s) with questions. The committee(s) will inform the WSSDA Board whether the committee(s) recommend: (1) submitting the 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 Emergency Proposal Form will be posted to the WSSDA website by September 2, 2025 and is available until 3:00 PM on September 10, 2025.

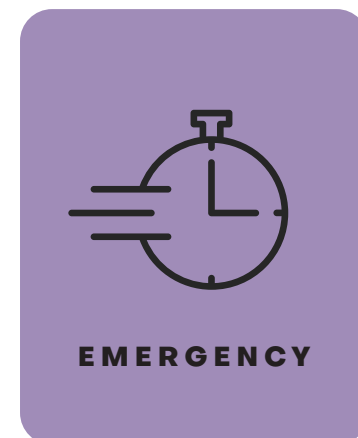
How to Read this Book



The permanent positions represent WSSDA's beliefs and values and indicate WSSDA's stance on issues of widespread concern for its membership. The permanent positions are advisory to individual school boards and the greater community



The legislative positions are WSSDA's call to action directed at the state Legislature. These member-ratified positions define and direct the work of WSSDA's staff as they engage with legislators in Olympia to support public education.



Emergency proposals address an issue or topic that did not exist or was reasonably unknown during the open window for proposal submissions. They might be for permanent or legislative positions but are not available for revisions to the bylaws.



BYLAW PROPOSALS



ASSOCIATION
OPERATIONS



CAP. FACILITIES
& SCHOOL
CONSTRUCTION



FUNDING &
ALLOCATIONS



GOVERNANCE



LEARNING



STAFF

WSSDA Bylaws

Amendment Proposal

1. Article XIV. Amendments

Submitted by: WSSDA Board

Recommendation: Do Pass

Current Statement

ARTICLE XIV. AMENDMENTS

Section 1.

1. Any proposed amendment to the Bylaws must be submitted to the Board of Directors no later than ninety (90) days prior to the General Assembly.
2. The amendment must be submitted by: At least five school boards that have taken formal board action to recommend the amendment; or

A majority of members of the Board of Directors of WSSDA.

3. The Board of Directors shall review and refer all proposed amendments to the General Assembly with recommendations.

Section 2

Bylaws may be amended at the General Assembly by a two-thirds vote of the delegates present, provided due notice, in writing, of the proposed amendment is submitted to the members at least thirty (30) days prior to the General Assembly.

Proposed Amendment

ARTICLE XIV. CHANGE TO BYLAWS AMENDMENTS

Section 1.

Process for changes of the Bylaws

WSSDA Board Rationale

WSSDA bylaws are lasting, foundational documents that guide the structure and governance of the association. They require approval by WSSDA's Board of Directors at a meeting of the board and a two-thirds vote of the members at General Assembly to be enacted. The current 90-day timeframe is inadequate for the board to consider the impact of proposals for a new or revised bylaw; hold at least one board meeting to discuss, deliberate, and vote on its recommendation; and meet the deadline for publication of the first version of the General Assembly Handbook. It is also a shorter timeline than is provided for permanent and legislative positions. Extending the timeframe for bylaw proposal submissions from 90 days to 180 before the General Assembly would better accommodate a transparent process.

90 days is a shorter timeline than the current one used for permanent and legislative positions. Due to the challenges created by this, the board is unable to use a similar process in discussing and evaluating

WSSDA Bylaws

Amendment Proposal

1. Any proposed amendment ~~change~~ to the Bylaws must be submitted to the Board of Directors no later than one hundred eighty~~ninety~~ (180)~~90~~ days prior to the General Assembly.
2. ~~The~~Any proposed amendment ~~change to the Bylaws submitted by membership~~ require must be submitted by: At least five school boards that have taken formal board action to recommend the amendment~~change~~; or

Any proposed change to the Bylaws submitted by Any majority of members of the WSSDA Board of Directors requires the approval of the majority of the Board of Directors of WSSDA Board.

3. The Board of Directors shall review and refer all proposed amendments ~~changes~~ to the General Assembly with recommendations.

bylaw proposals as the Resolutions and Legislative Committees.

Other changes to language provide greater clarity.

Section 2 – Adoption of Bylaw Changes

Changes to the Bylaws may be amended~~presented~~ at the General Assembly through the process described above require by a two-thirds vote of the delegates present to be approved for adoption, provided due notice, in writing, of the proposed amendment is submitted to the members at least thirty (30) days prior to the General Assembly.

Clean Proposed Amendment Statement

ARTICLE XIV. CHANGE TO BYLAWS

Section 1.

Process for changes of the Bylaws

1. Any proposed change to the Bylaws must be submitted to the Board of Directors no later than one hundred eighty (180) days prior to the General Assembly.
2. Any proposed change to the Bylaws submitted by membership require at least five school boards that have taken formal board action to recommend the change; or

Any proposed change to the Bylaws submitted by any member of the WSSDA Board of Directors requires the approval of the majority of the WSSDA Board.

WSSDA Bylaws

Amendment Proposal

3. The Board of Directors shall review and refer all proposed changes to the General Assembly with recommendations.

Section 2 – Adoption of Bylaw Changes

Changes to the Bylaws presented at General Assembly through the process described above require a two-thirds vote of the delegates present to be approved for adoption.

WSSDA Bylaws

New Bylaw Proposal

2. WSSDA Model Policy and Procedure Development (1)

Submitted by: Lynden School District, Naches Valley School District, Central Valley School District, Centralia School District, Omak School District

WSSDA Board Recommendation: Do Not Pass

Proposed New Bylaw

WSSDA Model Policy and Procedure Development

WHEREAS, the Washington State School Directors' Association (WSSDA) provides model policies that member districts rely upon for legal compliance and governance guidance; and

WHEREAS, increasing legislation requires WSSDA to create model policies and procedures that significantly impact local district operations, student rights, and governance responsibilities; and

WHEREAS, a transparent, collaborative policy development process maintains the trust, credibility, and effectiveness of WSSDA; and

WHEREAS, WSSDA's Operating Policies currently do not include a clearly defined process for drafting and revising model policies and procedures in response to legislation;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Directors of Lynden School District, through the WSSDA General Assembly, hereby add Article XVII - Model Policy and Procedure Development to WSSDA's By-laws as follows:

Section 1. Purpose

To establish procedure for aligning model policies and procedures with legislation while incorporating stakeholder input.

Section 2. Initiation and Notification

Upon the enactment of legislation necessitating model policy or procedure development or revision, WSSDA shall:

Proposer Rationale

To create a transparent and effective process for how policy is created.

WSSDA Board Rationale

The WSSDA Board unanimously recommended “Do not pass” on this proposal due to significant legal, operational, and financial concerns.

Bylaws address structure and governance, while policies describe how WSSDA operates. This proposal is a highly prescriptive set of operations to be carried out by WSSDA staff, and out of scope as a bylaw.

The bylaw also requires WSSDA to “maintain public access to all approved model policies.” This would eliminate WSSDA’s subscription service model, WSSDA’s second largest revenue stream (\$590,000 in 2025), and result in a reduction of services, supports, and resources for WSSDA members. School districts could also incur increased costs to

WSSDA Bylaws

New Bylaw Proposal

- a. Publicly announce the initiation of the process via official communication channels;
- b. Provide a summary of the legislation, its implications, and an anticipated timeline.

Section 3. Stakeholder Engagement

WSSDA shall seek diverse input from:

School boards, educators, parents, students, and community members;

Engagement tools may include, but not be limited to, public forums, surveys, and the General Assembly.

Section 4. Drafting and Public Comment

WSSDA shall:

- a. Publish the model policy and/or procedure on its website;
- b. Allow for a public comment period of no fewer than 30 days.

Section 5. Review and Revision

Following the public comment period, WSSDA shall:

- a. Review and consider all submitted feedback;
- b. Revise the draft policy and/or procedure to align with legislation and stakeholder input.

Section 6. Finalization and Adoption

WSSDA shall:

- a. Submit the final policy draft to the WSSDA Board for approval;
- b. Disseminate the approved model policy to member districts;
- c. Maintain public access to all approved model policies.

Section 7. Alignment with Bylaws

This article shall be subject to procedures established in Article XIV of the Bylaws concerning resolutions and actions taken by the General Assembly.

retain their own legal counsel for policy support.

WSSDA creates or revises >60 policies each year. Adding the prescribed public input process for each policy would require additional staff and challenge WSSDA's ability to provide final model policies by the time legislative changes go into effect.

Finally, mandating member approval before finalizing model policies could conflict with the statutory intent of RCW 28A.345, which assigns this responsibility directly to WSSDA as a state agency

3. WSSDA Model Policy and Procedure Development (2)

Submitted by: Lynden School District, Naches Valley School District, Central Valley School District, Moses Lake School District, Woodland School District, Blaine School District

WSSDA Board Recommendation: Do Not Pass

Proposed New Bylaw

WSSDA Model Policy and Procedure Development (2)

WHEREAS, the Washington State School Directors' Association (WSSDA) provides model policies that member districts rely upon for legal compliance and governance guidance; and

WHEREAS, increasing legislation requires WSSDA to create model policies and procedures that significantly impact local district operations, student rights, and governance responsibilities; and

WHEREAS, a transparent, collaborative policy development process maintains the trust, credibility, and effectiveness of WSSDA; and

WHEREAS, WSSDA's Operating Policies currently do not include a clearly defined process for drafting and revising model policies and procedure in response to legislation;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Directors of Central Valley School District, through the WSSDA General Assembly, hereby add Article XVII - Model Policy and Procedure Development to WSSDA's By-laws as follows:

Section 1. Purpose

To establish procedure for aligning model policies and procedure with legislation while incorporating stakeholder input.

Section 2. Initiation and Notification

Upon the enactment of legislation necessitating model policy or procedure development or revision, WSSDA shall:

Proposer Rationale

To create a transparent and effective process for how policy is created.

WSSDA Board Rationale

As with the first bylaw proposal, the WSSDA Board of Directors voted unanimously to recommend “Do not pass” on this proposal for many of the same reasons. It contains the same elements, except that:

Section 3: Removed educators, parents, students, and community members; replaced with membership.

Section 6: Removed a) Submit the final policy draft to the WSSDA Board for approval.

Neither of these changes addresses the significant financial, legal, legislative, member service, and reputational harms to the organization described in the rationale for the first proposed bylaw.

WSSDA Bylaws

New Bylaw Proposal

- a. Publicly announce the initiation of the process via official communication channels;
- b. Provide a summary of the legislation, its implications, and an anticipated timeline.

Section 3. Stakeholder Engagement

WSSDA shall seek diverse input from:

- a. School boards and membership

Engagement tools may include, but not be limited to, public forums, surveys, and the General Assembly.

Section 4. Drafting and Public Comment

WSSDA shall:

- a. Publish the model policy and/or procedure on its website;
- b. Allow for a public comment period of no fewer than 30 days.

Section 5. Review and Revision

Following the public comment period, WSSDA shall:

- a. Review and consider all submitted feedback;
- b. Revise the draft policy and/or procedure to align with legislation and stakeholder input.

Section 6. Finalization and Adoption

WSSDA shall:

- a. Disseminate the approved model policy to member districts;
- b. Maintain public access to all approved model policies.

Section 7. Alignment with Bylaws

This article shall be subject to procedures established in Article XIV of the Bylaws concerning resolutions and actions taken by the General Assembly.



POSITION PROPOSALS

Permanent & Legislative



ASSOCIATION
OPERATIONS



CAP. FACILITIES
& SCHOOL
CONSTRUCTION



FUNDING &
ALLOCATIONS



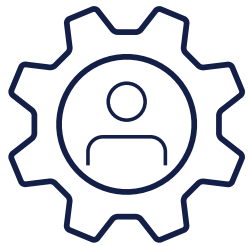
GOVERNANCE



LEARNING



STAFF



ASSOCIATION OPERATIONS

Permanent & Legislative



**ASSOCIATION
OPERATIONS**



**CAP. FACILITIES
& SCHOOL
CONSTRUCTION**



**FUNDING &
ALLOCATIONS**



GOVERNANCE



LEARNING



STAFF

Association Operations

No proposals have been submitted in this category for 2025.



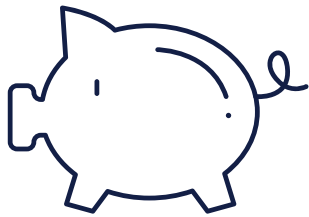
CAPITAL FACILITIES & SCHOOL CONSTRUCTION

Permanent & Legislative



Capital Facilities & School Construction

No proposals have been submitted in this category for 2025.



FUNDING & ALLOCATIONS

Permanent & Legislative





Funding & Allocations

Amendment Proposal

4. Budget Stability

Submitted by: Tukwila School District

Legislative Committee Recommendation: Do Pass

Current Statement

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

- State budget cuts: No school district loses levy authority if the district's apportionment/budgets are decreased by the state.
- Declining enrollment: ensures no school district experiences steep loss of levy authority due to declines in enrollment (e.g. levy authority should be based on the greatest of current year, average past two years, or average past three years.
- Declining assessed valuation: No school district experiences steep loss of levy authority due to declines in assessed valuation (e.g., levy authority should be based on the greatest of current year, average of past two years, or average of past three years.)

Proposed Amendment

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

- State budget cuts: No school district loses levy authority if the district's apportionment/budgets are decreased by the state.
- Declining enrollment: Ensures no school district experiences steep loss of levy authority due to declines in enrollment (e.g. levy authority should be based on the greatest of current year, average past two years, or average past three years.
- Declining assessed valuation: No school district experiences steep loss of levy authority due to declines in assessed valuation (e.g., levy authority should be based on the greatest of current year, average of past two years, or average of past three years.)

Proposer Rationale

In recent years the legislature has pushed more of the apportionment distribution to the end of the school year (July and August). The biggest cost for district is salary and benefits which must be paid out evenly over the year. The state payment system must correspond to reality.

Committee Rationale

The majority of Legislative Committee members supported this proposed amendment language to respond to the legislature's 2025 proposals to postpone, or inequitably adjust, school district apportionment schedules.



Funding & Allocations

Amendment Proposal

- **State budget balancing: School district apportionment payments shall be distributed evenly throughout the year.**

Clean Proposed Amendment Statement

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

- State budget cuts: No school district loses levy authority if the district's apportionment/budgets are decreased by the state.
- Declining enrollment: Ensures no school district experiences steep loss of levy authority due to declines in enrollment (e.g. levy authority should be based on the greatest of current year, average past two years, or average past three years.
- Declining assessed valuation: No school district experiences steep loss of levy authority due to declines in assessed valuation (e.g., levy authority should be based on the greatest of current year, average of past two years, or average of past three years.)
- State budget balancing: School district apportionment payments shall be distributed evenly throughout the year.



Funding & Allocations

Amendment Proposal

5. Full Funding of Basic Education

Submitted by: Tukwila School District

Legislative Committee Recommendation: Do Pass

Current Statement

WSSDA shall initiate and/or support legislation that fully, amply, and sustainably 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.

Proposed Amendment

WSSDA shall initiate and/or support legislation that fully, amply, **equitably**, and sustainably 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 Proposed Amendment Statement

WSSDA shall initiate and/or support legislation that fully, amply, equitably, and sustainably 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.

Proposer Rationale

The funding should be equitable to be consistent with WSSDA's Equity Statement and the Equity-Based P-12 Educational System Legislative Position.

Committee Rationale

The committee supported the proposal to add additional language describing the type of funding necessary to support the public education system.



Funding & Allocations

Amendment Proposal

6. Transition to Kindergarten

Submitted by: Sequim School District

Legislative Committee Recommendation: Do Pass

Current Statement

WSSDA shall oppose policy and legislation that would restrict or deter a school district's ability to create or maintain a Transition to Kindergarten program. This includes but is not limited to:

- Reducing or freezing funding formulas that would cause a disparity between Transition to Kindergarten funding and K-12 funding formulas, including state categorical funding
- Implementing limits to funded student enrollment within a district or statewide
- Implementing limits on the number of districts eligible to participate in the program
- Applying endorsement restrictions for staffing that are not consistent with that of a kindergarten classroom
- Adding additional student eligibility restrictions.

Proposed Amendment

WSSDA shall support and/or initiate legislation that enables school districts to best support early learners in local communities by maintaining and growing its Transition to Kindergarten Program to meet family and community needs. Additionally, WSSDA shall oppose policy and legislation that would restrict or deter a school district's ability to create or maintain a Transition to Kindergarten program. This includes but is not limited to:

- Reducing or freezing funding formulas that would cause a disparity between Transition to Kindergarten funding and K-12 funding formulas, including state categorical funding
- Implementing limits to funded student enrollment within a district or statewide
- Implementing limits on the number of districts eligible to participate in the program
- Applying endorsement restrictions for staffing that are not consistent with that of a kindergarten classroom
- Adding additional student eligibility restrictions

Proposer Rationale

In the 2025 legislative session, the legislature passed a bill that prevents additional enrollment or new districts to start a transition to kindergarten program.

Committee Rationale

The committee provided a Do Pass recommendation because they agreed with the need to add affirmative language to maintain and expand TK programs.



Funding & Allocations

Amendment Proposal

Clean Proposed Amendment Statement

WSSDA shall support and/or initiate legislation that enables school districts to best support early learners in local communities by maintaining and growing its Transition to Kindergarten Program to meet family and community needs. Additionally, WSSDA shall oppose policy and legislation that would restrict or deter a school district's ability to create or maintain a Transition to Kindergarten program. This includes but is not limited to:

- Reducing or freezing funding formulas that would cause a disparity between Transition to Kindergarten funding and K-12 funding formulas, including state categorical funding
- Implementing limits to funded student enrollment within a district or statewide
- Implementing limits on the number of districts eligible to participate in the program
- Applying endorsement restrictions for staffing that are not consistent with that of a kindergarten classroom
- Adding additional student eligibility restrictions



Funding & Allocations

Consolidation Proposal

7. Emergency Funding

Submitted by: Legislative Committee

Legislative Committee Recommendation: Do Pass

Current Positions

Increase Amount and Flexibility of Funding

WSSDA will initiate and/or support legislation that provides enhanced funding and greater flexibility in the use of state and federal funds to address the effects of any declared state or federal emergency situation for school districts and their staff and students, including, but not limited to transportation, cleaning and sanitizing buildings and equipment, distance learning, staff professional development and supports for distance learning, student learning loss, and mental health supports for students and staff.

Promptly Pass Through Federal Dollars

WSSDA shall advocate for the immediate disbursement to public school districts and tribal compact schools of any federal funds allocated to address the effects and added costs associated with a declared emergency.

Proposed Consolidated Position

WSSDA will initiate and/or support legislation that provides enhanced funding and greater flexibility in the use of state and federal funds to address the effects of any declared state or federal emergency situation for school districts, their staff, and/or their students; and will advocate for the immediate disbursement by OSPI and/or the legislature of any federal funds allocated to address the effects and added costs associated with a declared emergency to public school districts and tribal compact schools.

Committee Rationale

Adoption of this proposal would consolidate the following positions into one single position:

- Increase Amount and Flexibility of Funding
- Promptly Pass Through Federal Dollars

In contrast to regular, ongoing funding, emergency funding is a separate and unpredictable situation that can occur in the case of extreme circumstances surrounding schools. These two existing legislative positions deal with advocacy goals around allocation and funding parameters connected with emergency funding. Consolidating these positions into a singular position can bring these intersecting concerns together so the funding and policy strategies connected with them can be better prioritized as an area of concern within WSSDA positions. In addition, with a consolidated position, future funding/policy proposals can be integrated into this position instead of requiring a separate position, keeping the position catalog streamlined and effective for strategic advocacy.



Funding & Allocations

Consolidation Proposal

8. Equitable PK-12 School Funding

Submitted by: Legislative Committee

Legislative Committee Recommendation: Do Pass

Current Positions

Equitable School Funding

WSSDA shall oppose legislation resulting in reduction to state education funding, if impacts fall inequitably among students persistently and disproportionately impacted by opportunity gaps.

Equity in Remediation Money

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

Equity-Based PK-12 Education System

WSSDA shall initiate and/or support legislation that establishes an equity-based educational funding model, determined by student need, for PK-12 education in Washington state. The ultimate outcome should be that no students suffer from inequities with this model, especially those who are persistently and disproportionately impacted by opportunity gaps. Every student, especially those who are marginalized and disadvantaged, must have access to the necessary support for social, emotional, and mental health, special education, safety and security, and English language learning needs, all of which can only be accomplished through an equitable staff funding allocation model. It should include an additional funding factor for necessary, rural, and/or remote small schools, which by their very nature are usually significantly underfunded. This transformative model should serve each and every student to reach their full potential. This model should include, at a minimum, a biennial review and needed revision of the various funding formula factors contained within it.

Committee Rationale

Adoption of this proposal would consolidate the following positions into one single position:

- Ample Funding for High-Poverty Schools
- Equitable Funding for Regionalization and Staff Mix
- Equitable School Funding
- Equity in Remediation Money
- Equity-Based PK-12 Education System
- Expanding Access to and Equitable Funding for All Dual Credit Options
- Fund Transitional Bilingual Instruction Program (TBIP) and Learning Assistance Program (LAP) Based on Student Need

Equitable funding for PK-12 school funding, as well as specific programs/approaches, are a core focus for WSSDA and our collective advocacy. In recent years, our disparate positions on this need have been in competition with each other for prioritization, while



Funding & Allocations

Consolidation Proposal

Ample Funding for High-Poverty Schools

WSSDA shall initiate and/or support state and federal legislation that would provide full, ample, sustainable, 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.

Equitable Funding for Regionalization and Staff Mix

WSSDA shall initiate and/or support legislation that improves the regionalization funding model and the staff-mix/experience factor funding model consistent with the 2022 recommendations from the K-12 Basic Education Compensation Advisory Committee (also known as the Rebase Committee).

Expanding Access to and Equitable Funding for all Dual Credit Options

WSSDA shall initiate and/or support legislation that provides a full, ample, sustainable, and equitable funding system for student and district costs associated with all of Washington's dual credit options.

Fund Transitional Bilingual Instruction Program (TBIP) and Learning Assistance Program (LAP) Based on Student Need

WSSDA shall initiate and/or support legislation that allocates TBIP (ELL) and LAP (Learning Assistance Program) funds solely based on student need.

Proposed Consolidated Position

WSSDA shall initiate and/or support legislation that establishes and provides full, ample, sustainable, and equitable funding and an equity-based educational funding model, determined by student need, for PK-12 education in Washington state. Existing funding and any future funding models should:

containing many overlapping and/or complimentary goals in them.

In reviewing the funding positions that center on equitable funding, it was found that we could have a strong and effective singular position that can support a cohesive approach for advocating for equitable funding across the many concerns for districts across the state.

With a review and reworking of our state funding model recently directed in legislation passed during the 2025 session, having a consolidated position that can support equitable funding being a priority for membership will bring an opportunity for strong and effective advocacy in the coming years.



Funding & Allocations

Consolidation Proposal

- include an additional funding factor for necessary, rural, and/or remote small schools, which by their very nature are usually significantly underfunded;
- provide flexibility in delivering remedial money for Title I services, allowing use of state dollars to mitigate inequities in Title I funding;
- an even higher level of funding provided to schools with high concentrations of economically disadvantaged students;
- provide LAP (Learning Assistance Program) funds consistent with student need;
- alleviate the need for districts to collect income data directly from families while producing an accurate count of students who are economically disadvantaged;
- student and district costs associated with all of Washington's dual credit options;
- align the regionalization and staff-mix/experience factor funding models with the 2022 recommendations from the K-12 Basic Education Compensation Advisory Committee (also known as the Rebase Committee); and
- provide, at a minimum, a biennial review and needed revision of the various funding formula factors contained within it.

The ultimate outcome should be that no students suffer from inequities, especially those who are persistently and disproportionately impacted by opportunity gaps. Every student, especially those who are marginalized and disadvantaged, must have access to the necessary support for social-emotional and mental health, special education, safety and security, and multilingual learning needs, all of which can only be accomplished through equitable funding allocation.

The state funding model and allocations should serve each and every student to reach their full potential, and to close achievement and opportunity gaps. Any reduction to state education funding, if impacts fall inequitably among students persistently and disproportionately impacted by opportunity gaps, should be opposed.



Funding & Allocations

Consolidation Proposal

9. Federal Funding

Submitted by: Legislative Committee

Legislative Committee Recommendation: Do Pass

Current Positions

Federal Funding for Unique Programs

WSSDA supports continuation and full federal funding for programs designed to address unique school district demographics and needs. This includes but is not limited to the federal Secure Rural Schools and Impact Aid programs.

Federal Impact Aid Program

WSSDA will advocate for continued strong funding and timely appropriations for all line items of the Federal Impact Aid Program, including Basic Support and Federal Properties, to ensure all federally connected school districts can provide quality education to their students.

Proposed Consolidated Position

WSSDA will initiate and/or support continuation and full federal funding for programs designed to address unique school district demographics and needs. This includes but is not limited to the federal Secure Rural Schools and Impact Aid programs; inclusive of timely appropriations for all line items of the Federal Impact Aid Program, including Basic Support and Federal Properties, to ensure all federally connected school districts can provide quality education to their students.

Committee Rationale

Adoption of this proposal would consolidate the following positions into one single position:

- Federal Funding for Unique Programs
- Federal Impact Aid Program

These two positions are the only ones in the position catalog connected with federal funding. The two positions do not contradict each other nor create a conflict in advocacy when looked at jointly. Consolidating these positions into a singular position can bring these intersecting concerns together so the funding and policy strategies connected with them can be better prioritized as an area of concern within WSSDA positions. In addition, with a consolidated position, future funding/policy proposals can be integrated into this position instead of requiring a separate position, keeping the position catalog streamlined and effective for strategic advocacy.



Funding & Allocations

Consolidation Proposal

10. Funding for Early Learning, Co-Curricular, Enrichment, and Unique Programs

Submitted by: Legislative Committee

Legislative Committee Recommendation: Do Pass

Current Positions

Enrichment Programs

WSSDA shall initiate and/or support legislation that supports full funding of (1) enrichment programs, such as the Advancement via Individual Determination (AVID) program in secondary schools and (2) district data collection and reporting, in partnership with enrichment program enrollment eligibility, race/ethnicity, gender, and enrollment in special education/504, free and reduced lunch, multilingual programs, and other relevant equity metrics.

Funding for Unique and Necessary Programs

WSSDA shall initiate and/or support local and federal legislation that supports full, ample, and sustainable funding of unique and necessary programs. Fully, ample, and sustainable funding of P-12 programs that enhance student learning should include, but not be limited to, the following:

- World Language Programs
- Enrichment Programs
- Early Childhood Education and Kindergarten Preparedness, including Transition to Kindergarten

State Funding for Full Breadth of Co-Curricular Activities

WSSDA shall initiate and/or support legislation that commits full, ample, and sustainable state funding for dedicated facilities, equipment, and staffing to ensure equitable access to a broad and relevant array of co-curricular activities including sports, performing arts, and casual clubs, as well as competitive teams and STEM and global exploration activities (e.g., robotics, science Olympiad, and Model UN, along others).

State funding is critical to ensure all students can access such activities as a core part of an education experience that helps students grow and develop relevant technical and interpersonal

Committee Rationale

Adoption of this proposal would consolidate the following positions into one single position:

- Enrichment Programs
- Funding for Unique and Necessary Programs
- State Funding for Full Breadth of Co-Curricular Activities

Advocating for programs that augment and supplement core P-12 education is part of supporting comprehensive learning for students across the state. These positions were each about ways the core program in each district might be enhanced, whether with early learning or co-curricular/enhancement programs. Consolidating these positions into a singular position can bring these intersecting concerns together so the funding and policy strategies connected with them can be better prioritized as an area of concern within WSSDA positions. In addition, with a consolidated position, future funding/policy proposals can be integrated into this position instead of



Funding & Allocations

Consolidation Proposal

skills to prepare them as citizens, employees, contributors, and leaders in our current and future communities.

requiring a separate position, keeping the position catalog streamlined and effective for strategic advocacy.

Proposed Consolidated Position

WSSDA shall initiate and/or support legislation that supports full, ample, and sustainable funding of unique and necessary P-12 programs that enhance student learning, including:

- Early Childhood Education and Kindergarten Preparedness, including Transition to Kindergarten;
- Co-Curricular Programs; including dedicated facilities, equipment, and staffing to ensure equitable access to a broad and relevant array of co-curricular activities including sports, performing arts, and casual clubs, as well as competitive teams and STEM and global exploration activities (e.g., robotics, science Olympiad, and Model UN, along others);
- Enrichment Programs, such as the Advancement via Individual Determination (AVID) program in secondary schools; including the cost for district data collection and reporting of enrichment program enrollment eligibility, race/ethnicity, gender, and enrollment in special education/504, free and reduced lunch, multilingual programs, and other relevant equity metrics; and
- World Language Programs.



Funding & Allocations

Consolidation Proposal

11. Getting to School Safely

Submitted by: Legislative Committee

Legislative Committee Recommendation: Do Pass

Current Positions

Pedestrian and Bicycle Safety

WSSDA shall initiate and/or support legislation that fully, amply, and sustainably funds sidewalk construction and maintenance, traffic and speed calming measures, and other evidence-based safety measures for pedestrians and bicycle riders around all public schools.

Safe Routes to School

WSSDA shall initiate and/or support legislation and policy that promotes and fully, amply, and sustainably funds safe routes to schools. Those routes could consist of, but not be limited to sidewalks or walking/bicycle paths, streets or roadways known for speeding vehicles, or neighborhoods known for violence or crime.

Proposed Consolidated Position

WSSDA shall initiate and/or support legislation that fully, amply, and sustainably funds safe routes to school; which could consist of, but not be limited to, sidewalk and bike paths, construction and maintenance, traffic and speed calming measures, and other evidence-based safety measures for pedestrians and bicycle riders around all public schools.

Committee Rationale

Adoption of this proposal would consolidate the following positions into one single position:

- Pedestrian and Bicycle Safety
- Safe Routes to School

These two existing positions overlap in the concern of advocating for funding that can support safe ways for students to get to school that are outside buses. Consolidating these positions into a singular position can bring these intersecting concerns together so the funding and policy strategies connected with them can be better prioritized as an area of concern within WSSDA positions. In addition, with a consolidated position, future funding/policy proposals can be integrated into this position instead of requiring a separate position, keeping the position catalog streamlined and effective for strategic advocacy.



Funding & Allocations

Consolidation Proposal

12. Multilingual Learner (MLL) / Transitional Bilingual Instruction Program (TBIP)

Submitted by: Legislative Committee

Legislative Committee Recommendation: Do Pass

Current Positions

Enhanced Funding for Transitional Bilingual Education

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

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

Fund Transitional Bilingual Instruction Program (TBIP) and Learning Assistance Program (LAP) Based on Student Need

WSSDA shall initiate and/or support legislation that allocates TBIP (ELL) and LAP (Learning Assistance Program) funds solely based on student need.

Proposed Consolidated Position

WSSDA shall initiate and/or support legislation that fully funds the actions outlined for OSPI, districts, schools, and classrooms in the Multilingual Learner Statewide Strategic Plan created by the Multilingual Education Advisory Committee (MEAC) for MLL student identification, instruction and assessment, inclusionary practices, professional development, staffing and supports, community engagement and partnerships, as well as safe and supportive learning environments for the spectrum and expansion of dual, heritage, and tribal language programs across the state.

Committee Rationale

Adoption of this proposal would consolidate the following positions into one single position:

- Enhanced Funding for Transitional Bilingual Education
- Funding Transitional Bilingual Instruction Program (TBIP) and Learning Assistance Program (LAP) Based on Student Need

The current positions are 1) based on old recommendations and 2) create division in the ability to prioritize MLL funding as a position by having them as two positions - with one being conflated with LAP funding. The Multilingual Learner Statewide Strategic Plan referenced in the proposed consolidation was developed and released by OSPI's Multilingual Education Advisory Committee (MEAC) in 2024. The plan creates a new framework for best practices and recommendations for implementing TBIPs and supporting MLL students. This consolidation will support more effective and aligned strategic advocacy for MLL/TBIP funding moving forward.



Funding & Allocations

Amendment to Consolidation Proposal

A13. Stabilizing District Budgets

Submitted by: Tukwila School District

Legislative Committee Recommendation: Do Pass

Current Consolidated Position

WSSDA shall initiate and/or support legislation which ensures that funding of school district operations and all obligations necessary to deliver the program of basic education (e.g., special education, MSOC, transportation) is maintained or enhanced during:

- State budget changes or cuts: The legislature shall maintain consistent P-12 funding once the academic year has started for which the committed funds were intended to be spent. The state shall not change the education-related funding after the state's budget has been adopted for the upcoming school year and no school district loses levy authority if the district's apportionment/budgets are decreased by the state.
- Declining enrollment: Lessens the negative fiscal impact when districts experience a dramatic decline in student enrollment and ensures no school district experiences steep loss of levy authority due to declines in enrollment (e.g., levy authority should be based on the greatest of either the current year, average past two years, or average past three years.)
- Declining assessed valuation: No school district experiences steep loss of levy authority due to declines in assessed valuation (e.g., levy authority should be based on the greatest current year, average of past two years, or average of past three years.)

With Proposed Amendment

WSSDA shall initiate and/or support legislation which ensures that funding of school district operations and all obligations necessary to deliver the program of basic education (e.g., special education, MSOC, transportation) is maintained or enhanced during:

- State budget changes or cuts: The legislature shall maintain consistent P-12 funding once the academic year has started for which the committed funds were intended to be spent. The state shall not change the education-related funding after the state's budget has been adopted for the upcoming school year and no school district loses levy authority if the district's apportionment/budgets are decreased by the state.

Rationale from Submitting District

To make this consolidation proposal consistent with Amendment Proposal 4.

Legislative Committee Rationale

The majority of Legislative Committee members supported this proposed amendment language to respond to the legislature's 2025 proposals to postpone, or inequitable adjust, school district apportionment schedules. This amendment aligns with wording from proposal # 4 in this handbook which contains a legislative position that is considered as part of this proposed consolidation.



Funding & Allocations

Consolidation Proposal

- Declining enrollment: Lessens the negative fiscal impact when districts experience a dramatic decline in student enrollment and ensures no school district experiences steep loss of levy authority due to declines in enrollment (e.g., levy authority should be based on the greatest of either the current year, average past two years, or average past three years.)
- Declining assessed valuation: No school district experiences steep loss of levy authority due to declines in assessed valuation (e.g., levy authority should be based on the greatest current year, average of past two years, or average of past three years.)
- **State budget balancing: School district apportionment payments shall be distributed evenly throughout the year.**

Clean Amended Position

WSSDA shall initiate and/or support legislation which ensures that funding of school district operations and all obligations necessary to deliver the program of basic education (e.g., special education, MSOC, transportation) is maintained or enhanced during:

- State budget changes or cuts: The legislature shall maintain consistent P-12 funding once the academic year has started for which the committed funds were intended to be spent. The state shall not change the education-related funding after the state's budget has been adopted for the upcoming school year and no school district loses levy authority if the district's apportionment/budgets are decreased by the state.
- Declining enrollment: Lessens the negative fiscal impact when districts experience a dramatic decline in student enrollment and ensures no school district experiences steep loss of levy authority due to declines in enrollment (e.g., levy authority should be based on the greatest of either the current year, average past two years, or average past three years.)
- Declining assessed valuation: No school district experiences steep loss of levy authority due to declines in assessed valuation (e.g., levy authority should be based on the greatest current year, average of past two years, or average of past three years.)
- State budget balancing: School district apportionment payments shall be distributed evenly throughout the year.



Funding & Allocations

Consolidation Proposal

13. Stabilizing District Budgets

Submitted by: Legislative Committee

Legislative Committee Recommendation: Do Pass

Current Positions

Budget Stability

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

- State budget cuts: No school district loses levy authority if the district's apportionment/budgets are decreased by the state.
- Declining enrollment: ensures no school district experiences steep loss of levy authority due to declines in enrollment (e.g. levy authority should be based on the greatest of current year, average past two years, or average past three years.
- Declining assessed valuation: No school district experiences steep loss of levy authority due to declines in assessed valuation (e.g., levy authority should be based on the greatest of current year, average of past two years, or average of past three years.)

Enrollment Decline

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

No Mid-School Year Budget Cuts

WSSDA shall initiate and/or support legislation and policy to ensure that the Washington State Legislature shall maintain consistent P-12 funding once the academic year has started for which the committed funds were intended to be spent. The state shall not change the education-related funding after the state's budget has been adopted for the upcoming school year.

Committee Rationale

Adoption of this proposal would consolidate the following positions into one single position:

- Budget Stability
- Enrollment Decline
- No Mid-School Year Budget Cuts

Recent state and district financial challenges have led to these three positions being added to the catalog to address the ways enrollment, mid-year financial adjustments from the state, and property tax valuation have impacted budget stability during the year and in planning for future years. Consolidating these positions into a singular position can bring these intersecting concerns together so the funding and policy strategies connected with them can be better prioritized as an area of concern within WSSDA positions. In addition, with a consolidated position, future funding / policy proposals can be integrated into this position instead of requiring a separate position, keeping the position catalog streamlined and effective for strategic advocacy.



Funding & Allocations

Consolidation Proposal

Proposed Consolidated Position

Stabilizing District Budgets

WSSDA shall initiate and/or support legislation which ensures that funding of school district operations and all obligations necessary to deliver the program of basic education (e.g. special education, MSOC, transportation) is maintained or enhanced during:

- State budget changes or cuts: The legislature shall maintain consistent P-12 funding once the academic year has started for which the committed funds were intended to be spent. The state shall not change the education-related funding after the state's budget has been adopted for the upcoming school year and no school district loses levy authority if the district's apportionment/budgets are decreased by the state.
- Declining enrollment: Lessens the negative fiscal impact when districts experience a dramatic decline in student enrollment and ensures no school district experiences steep loss of levy authority due to declines in enrollment (e.g. levy authority should be based on the greatest of either the current year, average past two years, or average past three years.)
- Declining assessed valuation: No school district experiences steep loss of levy authority due to declines in assessed valuation (e.g. levy authority should be based on the greatest of current year, average of past two years, or average of past three years.)



Funding & Allocations

Consolidation Proposal

14. State Revenue for Schools

Submitted by: Legislative Committee

Legislative Committee Recommendation: Do Pass

Current Positions

Exempting Fund Balance

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

Tax Reform

WSSDA shall initiate and/or support legislation to develop and implement a comprehensive, attainable, stable and sustainable funding plan for education in Washington state. WSSDA supports ongoing efforts to develop legislation for restructuring the state tax system around the principles of equity, adequacy, stability, transparency and economic vitality, in order to maintain funding for education and other essential state services, for the benefit of individuals, families and businesses.

Tax Revenue for Schools

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.

Proposed Consolidated Position

WSSDA shall initiate and/or support legislation that will:

- provide for ample, equitable, stable, and sustainable state revenue that is dedicated to funding the full course of public education;
- ensure any new revenue earmarked for education will be additive to and can't be used to supplant existing funding;
- make district fund balances ineligible and/or exempt from supplanting shortfalls in state funding.

Committee Rationale

Adoption of this proposal would consolidate the following positions into one single position:

- Exempting Fund Balance
- Tax Reform
- Tax Revenue for Schools

These three positions all intersect around state tax revenue for schools, protecting that in state budgets, as well as preventing the state from using school fund balances as a resource when the state is facing a financial crisis.

Consolidating these positions into a singular position can bring these intersecting concerns together so the funding and policy strategies connected with them can be better prioritized as an area of concern within WSSDA positions. In addition, with a consolidated position, future funding/policy proposals can be integrated into this position instead of requiring a separate position, keeping the position catalog streamlined and effective for strategic advocacy.



Funding & Allocations

Consolidation Proposal

15. Supporting Student Mental Health and Preventing Self-Harm

Submitted by: Legislative Committee

Legislative Committee Recommendation: Do Pass

Current Positions

Preventing Self-Harm and Suicide

WSSDA shall initiate and/or support legislation that fully, amply, and sustainably funds measures to provide:

- Comprehensive education for all students, families, and staff around identifying, understanding, and responding to warning signs or indications of active self-harm or suicide ideation;
- Counseling, medical, and ongoing support services for students considering or actively pursuing self-harm or suicide; as well as for students, families, and staff experiencing second-hand trauma from this occurring in their school community.

Preventing Substance Abuse and Overdoses

WSSDA shall initiate and/or support legislation that fully, amply, and sustainably funds measures to increase:

- Student awareness and understanding of the dangers of addictive and harmful substances, including nicotine, alcohol, recreational and illegal drugs; including opioids and fentanyl;
- Substance use and abuse prevention and response strategies for students, families, and staff;
- School district capacity to prevent and respond to overdoses on school premises, transportation, or during school-related activities at other locations.

Mental Health Supports and Counseling Access

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

Committee Rationale

Adoption of this proposal would consolidate the following positions into one single position:

- Preventing Self-Harm and Suicide
- Preventing Substance Abuse and Overdoses
- Mental Health Supports and Counseling Access

Student mental health, suicide ideation and self-harm, including substance abuse, are all areas that deeply impact student readiness for, and ability to, engage in learning. Consolidating these positions into a singular position can bring these intersecting concerns together so the funding and policy strategies connected with them can be better prioritized as an area of concern within WSSDA positions. In addition, with a consolidated position, future funding/policy proposals can be integrated into this position instead of requiring a separate position, keeping the position catalog streamlined and effective for strategic advocacy.



Funding & Allocations

Consolidation Proposal

development, and peer support education to be prepared for and able to respond to student mental health needs, issues, or crises.

Proposed Consolidated Position

WSSDA shall initiate and/or support legislation that fully, amply, sustainably, and equitably funds measures to provide and increase:

- 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;
- Comprehensive education for all students, families, and staff around identifying, understanding, and responding to warning signs or indications of active self-harm or suicide ideation;
- Counseling, medical, and ongoing support services for students considering or actively pursuing self-harm or suicide; as well as for students, families, and staff experiencing second-hand trauma from this occurring in their school community;
- Student awareness and understanding of the dangers of addictive and harmful substances, including nicotine, alcohol, recreational and illegal drugs; including opioids and fentanyl;
- Response strategies for substance use and abuse prevention for students, families, and staff; and
- School district capacity to prevent and respond to overdoses on school premises, transportation, or during school-related activities at other locations.



GOVERNANCE

Permanent & Legislative



ASSOCIATION
OPERATIONS



CAP. FACILITIES
& SCHOOL
CONSTRUCTION



FUNDING &
ALLOCATIONS



GOVERNANCE



LEARNING



STAFF



Governance Amendment Proposal

16. Parents & Families are Important Stakeholders in their Children's Education

Submitted by: Manson School District and Ferndale School District

Resolutions Committee Recommendation: Do Not Pass

Current Statement

Parents & Families are Important Stakeholders in their Children's Education

WSSDA supports parents and families are important stakeholders in their child's education. Studies clearly show when parents/families are involved and engaged, it has a significant impact on student academic success and wellness. Schools should reduce barriers to parent/family participation to improve connections, collaboration, partnership, and transparency.

Proposed Amendment

~~Parents & Families are Important~~ Parents are the Primary Stakeholders in their Children's Education

WSSDA ~~recognizes that~~ supports parents and ~~families~~ guardians are ~~important~~ primary stakeholders in their child's education. Studies clearly show, when parents/guardians are involved and engaged, it has a significant impact on student academic success and wellness. Schools should reduce barriers to parents'/guardians' family participation and communication to improve connections, collaboration, partnership, and transparency.

Clean Proposed Amendment Statement

Parents are the Primary Stakeholders in their Children's Education

WSSDA recognizes that parents and guardians are primary stakeholders in their child's education. Studies clearly show, when parents/guardians are involved and engaged, it has a significant impact on student academic success and wellness. Schools should reduce barriers to parents'/guardians' participation and communication to improve connections, collaboration, partnership, and transparency.

Proposer Rationale

(Manson School District)

Passing this "revised proposal" changes our WSSDA position from parents as important" to parents as "primary" stakeholders. The People of Washington State spoke when they passed the "Parents Bill of Rights". This change in WSSDA's position would direct WSSDA to recognize parents' rights as the primary stakeholders in their child's lives.

(Ferndale School District)

We believe that parents are the first teachers of their children. We think it is appropriate and precise to elevate their status from merely an important stakeholder of their children's education, to the primary stakeholder in their children's education, health and well-being. This revision gives due credit and respect for parents.

Committee Rationale

The committee provided a do not pass recommendation because they felt that changing "important" to "primary" was too significant of a change, and that the removal of "families" is not appropriate.



Governance

Amendment Proposal

17. Professional Development and Standards

Submitted by: Seattle Public Schools

Resolutions Committee Recommendation: Do Pass

Current Statement

WSSDA expects all members to engage in professional development and adhere to the WSSDA professional standards. WSSDA should research and update professional development tools for leadership, including training and self-assessment tools.

Proposed Amendment

WSSDA expects all members to engage in professional development and adhere to the WSSDA professional standards. WSSDA should **continuously and regularly** research and update professional development tools for leadership **and effective board governance**, including training and self-assessment tools.

Clean Proposed Amendment Statement

WSSDA expects all members to engage in professional development and adhere to the WSSDA professional standards. WSSDA should continuously and regularly research and update professional development tools for leadership and effective board governance, including training and self-assessment tools.

Proposer Rationale

School boards have a unique role in governance. Training not just in leadership but specifically in best practices for board governance will support directors in serving their communities, improving student outcomes, overseeing taxpayer funds responsibly, and upholding their oath of office.

Committee Rationale

The committee provided a do pass recommendation because they feel this holds the membership accountable to staying informed on professional development standards.



Governance

New Position Proposal

18. Governance Training

Submitted by: Seattle Public Schools

Legislative Committee Recommendation: Do Not Pass

Proposed New Position

WSDDA shall initiate and/or support legislation and funding for required training and onboarding for school board members in alignment with WSSDA's Professional Standards, including roles and responsibilities of boards and board members, best practice for school board governance, and oversight and approval of school district budgets.

Proposer Rationale

Washington has some of the weakest school board training requirements in the country. While WSSDA offers support and resources, professional development isn't required, leaving governance quality to individual boards. School boards oversee nearly half the state budget and the education of the majority of the state's students, yet districts must choose between funding board training or student instruction with limited funds. Board members already give so much of their time and resources to serving on school boards without adequate compensation, the state should reduce barriers to access and participation where it can. The state should require and fund board onboarding and training to support effective school board governance in WA.

WSSDA's existing member-adopted permanent position on Board Development indicates support for increasing access and ability of local boards to participate in training with the state's direction and funding.



Governance

New Position Proposal

Committee Rationale

The committee provided a Do Not Pass recommendation for the following reasons:

- Requiring training for volunteers is unnecessary. Boards can take the training as they have capacity and many boards prioritize this training of their own accord.
- Requiring more training for school directors before ensuring they are compensated for their time creates challenges for effective recruitment and retention.
- A training requirement for a school director should be required of other elected officials.
- Compensation should come first.
- There is a permanent position titled “Board Development” that addresses school board training in line with school governance and local control.



LEARNING

Permanent & Legislative





The following proposals were formally withdrawn by the submitter, Peninsula School District, on August 1, 2025:

- 19. Assessing Student Learning and Development**
- 20. Education and Funding for Gifted Student Programs**
- 21. Social Media Reporting Point of Contact**



Learning

New Position Proposal

22. Climate Change Education and Sustainability

Submitted by: Lake Washington School District

Legislative Committee Recommendation: Do Pass

Proposed New Position

WSSDA shall initiate and/or support legislation that provides resources and funding to enable school districts to effectively integrate climate science, environmental literacy, and sustainability principles across K-12 education. This legislation should include provisions for teacher professional development, community partnerships, and learning resources that are aligned with relevant learning standards and instructional frameworks without mandating specific district-level policies or curriculum. Districts should maintain local control over implementation while being supported with the necessary tools and funding to provide these vital educational opportunities to all students.

Proposer Rationale

Our proposal that WSSDA initiate and/or support legislation providing resources and funding to help districts integrate climate science, environmental literacy, and sustainability education across K-12 is rooted in both urgency and opportunity.

Why This Matters:

1. Prepares Future-Ready Students: Students need knowledge and skills to understand and respond to climate and sustainability challenges, which are increasingly shaping our world and economy.
2. Supports Equity: All students regardless of background should have access to quality instruction on climate and environmental issues that affect them and their communities.
3. Aligns with State Standards: Supports implementation of the Next Generation Science Standards and promotes interdisciplinary learning without mandating specific curricula.
4. Respects Local Control: Provides



Learning

New Position Proposal

districts with the tools and funding they need, while allowing flexibility in how programs are adopted.

5. Builds Educator and Community Capacity: Encourages partnerships and equips teachers to lead effective, relevant instruction in a rapidly evolving area of study.

Committee Rationale

The majority of committee members supported this new position proposal because it was unique to the WSSDA platform and allows local decision-making for implementing learning standards that are funded and supported by teacher professional development.



Learning

New Position Proposal

23. Expanding Access to Reengagement Programs

Submitted by: Coupeville School District

Legislative Committee Recommendation: Do Pass

Proposed New Position

WSSDA shall initiate and/or support legislation allowing students that meet the criteria for enrollment in a reengagement program and would benefit from admission to a reengagement program to be admitted if they are of high school age.

Proposer Rationale

Currently students must be age 16 by September 1st of the year of admission to enroll in a reengagement program. If they are not 16 by September 1st, they cannot be enrolled until the next year when they are almost 17. There have been several instances where students would benefit greatly from a reengagement program but could not be admitted because they were not old enough. Research supports that early intervention is highly effective, resulting in measurable outcomes such as increased graduation rates when interventions are implemented as soon as possible rather than having to wait for an arbitrary age requirement to be met. By delaying admission, students will likely require even more intervention requiring more support from the state well past the graduation date of their cohort.

Committee Rationale

The committee deliberated about their recommendation on this proposal given



Learning

New Position Proposal

the overlap with the existing position proposal called, “Student Reentry and Re-engagement.” Their hope would be to combine these positions in the future. However, this proposal attends to an issue that needs to be addressed and is a real problem in our schools.



STAFF

Permanent & Legislative



**ASSOCIATION
OPERATIONS**



**CAP. FACILITIES
& SCHOOL
CONSTRUCTION**



**FUNDING &
ALLOCATIONS**



GOVERNANCE



LEARNING



STAFF



Staff Amendment Proposal

24. Instructional Strategies

Submitted by: Peninsula School District

Resolutions Committee Recommendation: Do Pass

Current Statement

WSSDA believes successful instructional strategies are research-based and originate from instructional materials and assessments aligned with state standards. Furthermore, effective instructional strategies must be supported by integrated teacher professional development.

Proposed Amendment

WSSDA believes successful instructional strategies should be research-based, and originate from instructional materials and assessments aligned with state standards. Furthermore, effective instructional strategies must be and supported by integrated teacher professional development for teachers, with an emphasis on scientifically backed approaches to foundational literacy and mathematics to improve student outcomes across the state.

Clean Proposed Amendment Statement

WSSDA believes successful instructional strategies should be research-based, aligned with state standards, and supported by integrated professional development for teachers, with an emphasis on scientifically backed approaches to foundational literacy and mathematics to improve student outcomes across the state.

Proposer Rationale

The added language emphasizes the importance of scientifically backed approaches to foundational literacy and mathematics as essential strategies for improving student outcomes statewide. This focus aligns our advocacy with efforts to ensure all students build strong early skills in reading and math.

The purpose of this amendment is to support legislation that integrates structured, evidence-based instruction into state learning standards and professional development, particularly in the areas of literacy and mathematics.

Committee Rationale

The committee provided a do pass recommendation because they feel the proposal creates consistency across the state, simplifies and clarifies language to improve outcomes, and aligns with other existing WSSDA positions.



Staff

Amendment to Amendment Proposal

A25. Routes to Professional Certification

Submitted by: Peninsula School District

Resolutions Committee Recommendation: No Recommendation

Current Proposal

WSSDA supports all pathways to professional certification that meet state and federal requirements, including traditional and alternative routes to certification, as well as licensure authorized through the Interstate Teacher Mobility Compact and the Servicemembers Civil Relief Act., such as:

- ~~The basic requirement of a baccalaureate degree and teachers' certification;~~
- ~~State and federal requirements for highly qualified status;~~
- ~~Alternative routes to certification for individuals with professional and/or work-related expertise; and~~
- ~~Continuing education requirements for educators related to their teaching assignments.~~

With Proposed Amendment

WSSDA supports all pathways to professional certification that meet state and federal requirements, including traditional and alternative routes, as well as licensure authorized through the Interstate Teacher Mobility Compact and the Servicemembers Civil Relief Act. **such as:**

- The basic requirement of a baccalaureate degree and teachers' certification;
- State and federal requirements for highly qualified status;
- Alternative routes to certification for individuals with professional and/or work-related expertise; and
- Continuing education requirements for educators related to their teaching assignments.
- Expanded certification pathways that promote licensure reciprocity through interstate compacts and reduce barriers for qualified out-of-state and military-connected educators.

Rationale from Submitting District

This amended language retains the structure and intent of the original permanent position proposal while strengthening support for qualified out-of-state and military connected educators. It reflects the Resolutions Committee's recommendation to avoid overly specific references, while more clearly affirming WSSDA's support for licensure reciprocity and professional mobility through interstate compacts. The updated proposal aligns with recent Washington state legislation that supports military-connected families in public schools and reflects the state's participation in compacts designed to reduce licensure barriers for educators, ensuring a more responsive and accessible pathway to certification.

Resolutions Committee Rationale

Members of the Resolutions Committee were generally supportive of this amendment proposal, but they were unable to advance an official



Staff

Amendment to Amendment Proposal

Clean Amended Position

WSSDA supports all pathways to professional certification that meet state and federal requirements, including traditional and alternative routes, such as:

- The basic requirement of a baccalaureate degree and teachers' certification;
- State and federal requirements for highly qualified status;
- Alternative routes to certification for individuals with professional and/or work-related expertise; and
- Continuing education requirements for educators related to their teaching assignments.
- Expanded certification pathways that promote licensure reciprocity through interstate compacts and reduce barriers for qualified out-of-state and military-connected educators.

recommendation as they did not have a quorum at their meeting.



Staff Amendment Proposal

25. Routes to Professional Certification

Submitted by: Peninsula School District

Resolutions Committee Recommendation: Do Not Pass

Current Statement

WSSDA supports all pathways to professional certification that meet state and federal requirements, including traditional and alternative routes, such as:

- The basic requirement of a baccalaureate degree and teachers' certification; State and federal requirements for highly qualified status;
- Alternative routes to certification for individuals with professional and/or work- related expertise; and
- Continuing education requirements for educators related to their teaching assignments.

Proposed Amendment

WSSDA supports all pathways to professional certification that meet state and federal requirements, including traditional and alternative routes **to certification, as well as licensure authorized through the Interstate Teacher Mobility Compact and the Servicemembers Civil Relief Act.** ~~such as:~~

- ~~The basic requirement of a baccalaureate degree and teachers' certification; State and federal requirements for highly qualified status;~~
- ~~Alternative routes to certification for individuals with professional and/or work- related expertise; and~~
- ~~Continuing education requirements for educators related to their teaching assignments.~~

Clean Proposed Amendment Statement

WSSDA supports all pathways to professional certification that meet state and federal requirements, including traditional and alternative routes to certification, as well as licensure authorized through the Interstate Teacher Mobility Compact and the Servicemembers Civil Relief Act.

Proposer Rationale

This amendment updates WSSDA's position to reflect recent legislative progress and to better support districts in addressing teacher shortages. By including language related to the Interstate Teacher Mobility Compact and the Servicemembers Civil Relief Act, we align our legislative advocacy with both state and federal law and existing WSSDA permanent positions.

In 2024, the Washington State Legislature approved participation in the Interstate Teacher Mobility Compact, providing a less cumbersome licensure pathway for out-of-state educators. This amendment supports that action and recognizes the federal Servicemembers Civil Relief Act, which facilitates interstate portability of professional licensure for military spouses.

WSSDA's permanent position related to Attracting, Recruiting, and Retaining Diverse Staff includes the following priority: "Promote state-to-state reciprocal agreements and eliminate



Staff

Amendment Proposal

additional testing for out-of-state graduates/credential holders to significantly increase the pool of available teachers and reduce the teacher shortage." This amendment strengthens that position by aligning it with legislative advocacy efforts aimed at expanding licensure pathways.

Additionally, the amendment aligns with the 2023 Purple Star designation legislation, which encourages districts to better support military-connected students and families. This language allows districts to employ military spouses while enabling the state to enter into interstate agreements with local control over implementation, requirements, and administration of licensure.

Committee Rationale

The committee provided a do not pass recommendation because they feel this proposal makes the overall belief statement too specific (e.g., the Interstate Teacher Mobility Compact and Servicemembers Civil Relief Act). The committee noted, however, that they are supportive of the intent to have a stronger belief statement in support of military families and out of state teachers.



Staff Amendment Proposal

26. Unemployment Compensation

Submitted by: Chehalis School District

Legislative Committee Recommendation: Do Not Pass

Current Statement

Unemployment Compensation

WSSDA believes special federal or state unemployment compensation should not be available to school employees during vacation periods or work stoppages if such employees are eligible to return to the school district after the vacation period or work stoppage.

Proposed Amendment

Unemployment and Severance Compensation

WSSDA believes special federal or state unemployment compensation should not be available to school employees during vacation periods or work stoppages if such employees are eligible to return to the school district after the vacation period or work stoppage.

WSSDA shall initiate or support legislation that provides fair and reasonable guidelines pertaining to severance compensation. This may include but is not limited to maximum timeframes and dollar amounts, and may take into consideration any future employment/earnings the employee may receive.

Clean Proposed Amendment Statement

Unemployment and Severance Compensation

WSSDA believes special federal or state unemployment compensation should not be available to school employees during vacation periods or work stoppages if such employees are eligible to return to the school district after the vacation period or work stoppage.

WSSDA shall initiate or support legislation that provides fair and reasonable guidelines pertaining to severance compensation. This may include but is not limited to maximum timeframes and dollar amounts, and may take into consideration any future employment/earnings the employee may receive.

Proposer Rationale

Over the last several years large severance payouts to superintendents have occurred in many districts. This amounts to millions of dollars. In some situations large severances are paid and the employee being paid out has secured new employment quickly. Many states have addressed the high stakes payouts by passing legislation to limit the timeframes and amounts. Legislation addressing severances makes contract negotiations more equitable for all districts.

Committee Rationale

The committee provided a do not pass recommendation because they feel the proposal is outside the scope of what WSSDA does and is unrelated to the existing position. When school districts are in the position of offering severance negotiations, it is already too late to change things as that is a result of contract negotiations. The committee believes WSSDA should not have positions on topics associated with contract law.



Staff Amendment Proposal

27. School Athletics Officials

Submitted by: Central Valley School District

Legislative Committee Recommendation: Do Not Pass

Current Statement

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.

Proposed Amendment

WSSDA ~~shall~~ will initiate ~~and/or~~ support legislation that protects ~~school athletics officials from injury~~ **the safety and well-being of officials, judges, referees, and volunteers who are in the service of school-sponsored extracurricular athletics and activities,** and holds those who threaten or harm school athletics officials accountable for their actions.

Clean Proposed Amendment Statement

WSSDA shall initiate and/or support legislation that protects the safety and well-being of officials, judges, referees, and volunteers who are in the service of school-sponsored extracurricular athletics and activities, and holds those who threaten or harm school athletics officials accountable for their actions.

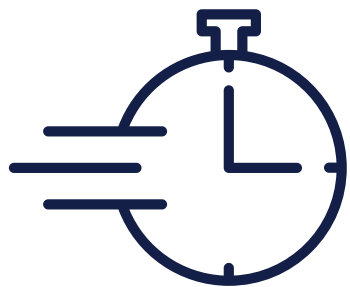
Proposer Rationale

We recognize that officials include judges, referees, and volunteers who make it possible for school districts to provide competitive opportunities for students. Expanding our legislative position to include all extracurricular activities officials will reassure those who help to officiate, judge, referee, or volunteer in all programs that their safety and well-being are a priority.

Committee Rationale

The committee provided a Do Not Pass recommendation for the following reasons:

- The proposed new language poses new and potentially harmful consequences for students and staff.
- There should be consideration for tiers for student offences.
- The authority, responsibility, and accountability of the position should be identified in the position statement or rationale.
- The proposed language complicates the issue for districts and potentially creates more liability.
- The position title and proposed amendment language do not align.



EMERGENCY PROPOSALS

Permanent & Legislative



ASSOCIATION
OPERATIONS



CAP. FACILITIES
& SCHOOL
CONSTRUCTION



FUNDING &
ALLOCATIONS



GOVERNANCE



LEARNING



STAFF



Emergency 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.

HANDBOOK

notes