



2014 Legislative Assembly Proposal Guide

WASHINGTON STATE SCHOOL DIRECTORS' ASSOCIATION

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Upcoming events

Be sure to attend these upcoming WSSDA conference and meetings.

For information and registration, visit www.wssda.org/events.

Regional meetings

September 29–November 6

Visit www.wssda.org/events/regionalmeetings for specific dates and locations.

2014 WSSDA Annual Conference

November 19–22

Spokane Convention Center and DoubleTree Hotel

Visit www.wssda.org/events/annualconference to register.

WSSDA/WASA Legislative Conference

March 1–2, 2015

Olympia Red Lion Hotel and the Washington State Capitol

Welcome

Welcome to WSSDA's Annual Legislative Assembly. Over the next three days, you will help develop WSSDA's Comprehensive Legislative Agenda for 2015. The Agenda will serve as the foundation of our advocacy efforts during the coming session and into the interim as we continue to represent the interests of every kid in Washington.

The 2015 legislative session is being called the "superbowl of sessions." The Supreme Court's McCleary decision requires the state to fully fund basic education; figuring out how to pay for it will frame most of the debates on the hill this session. Let's make sure our voice is heard—loud and clear.

There are a couple of new faces on the WSSDA leadership team. Executive Director Alan Burke and Director of Government Relations Deb Merle both will be actively engaged, representing your interests on the hill, during the coming session. Please welcome them both!



Introducing Alan Burke

The former deputy superintendent at the Office of Superintendent of Public Instruction (OSPI), Alan oversaw statewide programs in teaching and learning, assessment, career and college readiness, school improvement and federal accountability, among others.

Before coming to OSPI in February 2009, Alan held a number of positions over a 35-year career in public schools. These included jobs as middle school teacher and principal, assistant superintendent, and, from 1998 through 2009, superintendent of the Yelm School District. He earned his EdD from the University of Washington in 1990.



Introducing Deb Merle

Most recently, Deb served as Deputy Executive Director for Government Relations for the Washington State Board for Community and Technical Colleges. Before that she was the Executive Director of the California State Board of Education. Deb was Executive Policy Advisor for Higher Education and Workforce Development for Washington State Governors Gary Locke and Christine Gregoire. Before joining the Governors' staff, she was Senior Researcher at OSPI.

Prior to her career in public service, Deb spent several years conducting research at UC Berkeley and Teachers College, Columbia University in the areas of high school reform, impacts of career and technical education on the lives of high school graduates, transitions from high school to college and work, and the role of school segregation in the multigenerational transmission of educational disadvantage. She earned her BA in Political Science and MA in Educational Psychology from the University of Washington.

How to use the Legislative Assembly Proposal Guide

The Washington State School Directors' Association adopts a legislative agenda every year so that positions reflect current priorities and issues. This guide includes two sections of proposals for action:

- Standing Positions Calendar, page 1
- Regular Calendar, page 14

The **Standing Positions Calendar** includes a review of WSSDA's Standing Legislative Positions (SLPs) and recommendations from a district and/or the Legislative Committee for amendment or elimination. SLPs are positions that have been adopted previously at the Legislative Assembly and are considered so important and/or universally accepted by school directors that they do not need to be reintroduced every year. They can be amended or deleted by a vote of the Legislative Assembly.

A complete list of all current Standing Legislative Positions can be found on page 47.

The **Regular Calendar** is a list of proposals submitted by a school district or by the Legislative Committee. If adopted, these become part of WSSDA's legislative agenda for 2015 and are the positions that will guide staff and association actions throughout the year.

Legislative Representatives for each school board are asked to review the proposals carefully with their fellow Board members and to flag the issues they would like to speak for or against at the Assembly. It is also a good idea to think about what amendments to a proposal, if any, the Board might want offered during the Assembly. Voting can move along quickly, so it is a good idea to be prepared in advance. Feel free to make notes in the margins of this guide, particularly on issues of interest to your Board.

Prioritizing the positions

Delegates are asked at the end of the Assembly to rank order their district's top 10 priorities for the 2015 legislative session using the Priority Positions form on green paper. The list includes all SLPs and all proposals being considered by the Legislative Assembly. The chair will list the proposals which fail to win a majority vote so that they will not be considered in the prioritization process.

When prioritizing issues, please carefully consider the following questions:

- Does the proposal affect students and student achievement?
- Does the proposal affect a few or all school districts?
- Is the proposal consistent with WSSDA's vision, mission and goals?
- Is the proposal realistic?

At the Legislative Assembly, each district delegate will receive a "Proposal Prioritization – Voting Ballot" to write in their district's Top 10 priority positions. The form must be placed in the ballot box at the end of the Legislative Assembly. Copies, PDFs, or ballots received by mail, email, or fax will not be counted.

Following the Assembly, the Legislative Committee will review a summary of the rankings and recommend to the WSSDA Board of Directors a few positions for specific focus during the 2015 legislative session. The Board approves the priorities, and all adopted positions will guide staff actions during the year.

Pre-Assembly Agenda

Friday, September 19

WESTCOAST BALLROOM, YAKIMA RED LION

(Speakers and schedule subject to change)

- 1:00 p.m. **Welcome and opening remarks**
Mari Taylor, WSSDA President
- Presentation of colors**
West Valley JROTC Honor Guard
- National Anthem**
Claire Hill, Mekenzie Hitchcock, Mackenzie Taylor and Mateo Lopez
A.C. Davis High School
- Overview and introductions**
Danny Edwards, WSSDA Legislative Committee Chair
- 1:20 p.m. **Introductions to new WSSDA leadership**
Alan Burke, Ed.D., Executive Director
Deb Merle, Director of Governmental Relations
- 1:30 p.m. **A look ahead to the 2015 legislative session: The WSSDA perspective**
Alan Burke, Ed.D., Executive Director
- 1:45 p.m. **Education perspectives from the Governor's Office**
Marcie Maxwell, Senior Policy Advisor for Education,
Office of the Governor
- 2:15 p.m. **Break**
- 2:30 p.m. **Funding and accountability for student success**
Tony Ghazel, Moderator; Jana Carlisle, Executive Director, Partnership for Learning, Business Roundtable; Julie Salvi, Lobbyist, Washington Education Association; Frank Ordway, Government Relations Director, League of Education Voters; David Iseminger, Lake Stevens School Board Member/WSSDA Board of Directors
- 3:30 p.m. **Education funding in context of the McCleary decision**
Rep. Pat Sullivan (D, 47th); Rep. Kristine Lytton (D, 40th)
- 4:00 p.m. **Break**
- 4:15 p.m. **Education funding in context of the McCleary decision**
Sen. Bruce Dammeier (R, 25th); Rep. Chad Magendanz (R, 5th)
- 4:45 p.m. **Federal Relations Network (FRN) update**
Martha Rice, WSSDA FRN Chair
- 5:00 p.m. **Wrap up**
Danny Edwards, WSSDA Legislative Committee Chair
- 6:00 p.m. **Reception**
Hors d'oeuvres and no-host bar; Red Lion Garden Terrace
- 7:30 p.m. **Dinner on your own**

Legislative Assembly Agenda

Saturday, September 20

YAKIMA CONVENTION CENTER

(Speakers and schedule subject to change)

7:15 a.m.	Breakfast Room D
7:30 a.m.	FRN informational meeting, Room A WSSDA Trust Lands Task Force, Room B
9:00 a.m.	Regional Caucus Meetings Red Lion Hotel and Yakima Convention Center (See page 77 for specific room locations)
10:00 a.m.	Legislative Assembly convenes Call to order and flag salute Danny Edwards, Chair of the WSSDA Legislative Committee and Presiding Chair of Assembly National Anthem Mackenzie Taylor A.C. Davis High School Welcome Mari Taylor, WSSDA President Announcement of WSSDA Officer Candidates for 2015 Debbie Long, Immediate Past President Assembly Procedures Review Danny Edwards, Chair of the WSSDA Legislative Committee Statement of Qualification to Act Report of Credentials Chairman Declaration of a Quorum and Introductions Danny Edwards, Chair of WSSDA Legislative Committee <ul style="list-style-type: none">• WSSDA Legislative Committee• Mary Randolph, Parliamentarian• Special Guests Adoption of Rules of Procedure Standing Legislative Positions Action on Positions Calendar Action on Regular Calendar (Legislative Proposals)
Noon	Lunch
1:00 p.m.	Action on Legislative Proposals (Continued if necessary)
4:00 p.m.	Other business Announcements and adjournment

Robert's Rules of Order

Parliamentary motions

Privileged motions

	<u>Requires second</u>	<u>Debatable</u>	<u>Amendable</u>	<u>Vote required</u>	<u>Can interrupt</u>
Fix the time to adjourn	Yes	No	Yes	Majority	No
Adjourn	Yes	No	No	Majority	No
Recess	Yes	No	Yes	Majority	No
Question of privilege	No	No	No	None	Yes
Call for the orders of the day	No	No	No	None	Yes (2/3 to overrule)

Subsidiary motions

	<u>Requires second</u>	<u>Debatable</u>	<u>Amendable</u>	<u>Vote required</u>	<u>Can interrupt</u>
Lay on the table	Yes	No	No	Majority	No
Previous question	Yes	No	No	2/3 Majority	No
Limit or extend debate	Yes	No	Yes	2/3 Majority	No
Postpone definitely	Yes	Yes	Yes	Majority	No
Refer to committee	Yes	Yes	Yes	Majority	No
Amend the amendment	Yes	Yes	No	Majority	No
Amend or substitute	Yes	Yes	Yes	Majority	No
Postpone indefinitely	Yes	Yes	No	Majority	No

Main motions

	<u>Requires second</u>	<u>Debatable</u>	<u>Amendable</u>	<u>Vote required</u>	<u>Can interrupt</u>
Original main motion	Yes	Yes	Yes	Majority	No
Reconsider	Yes	Yes	No	Majority	No
Take from the table	Yes	No	No	Majority	No
Rescind	Yes	Yes	Yes	Majority	No

Incidental motions

	<u>Requires second</u>	<u>Debatable</u>	<u>Amendable</u>	<u>Vote required</u>	<u>Can interrupt</u>
Parliamentary inquiry	No	No	No	None	Yes
Point of order	No	No	No	None	Yes
Appeal from decision of the chair	Yes	Yes	No	Majority	Yes (at time of ruling)
Division of the assembly	No	No	No	None	Yes
Suspend the rules	Yes	No	No	2/3 Majority	No
Modify or withdraw a motion	No	No	No	Majority	
Divide a motion	Yes	No	Yes	Majority	No
Point of information	No	No	No	None	Yes
Create a blank	Yes	No	No	Majority	No
Object to consideration	No	No	No	2/3 Majority	Yes (before debate)

Robert's Rules of Order was taken from WSSDA's Parliamentary Procedures — A Guide for School Board Members.

Rules of procedure at the Legislative Assembly

WSSDA Operating Procedure 1290P

Delegates

- A. One voting delegate badge shall be issued to each school board represented at the Legislative Assembly. The Legislative Representative for each board of directors shall receive the voting delegate badge except when:
 1. The WSSDA Governmental Relations staff receives written notification from the board or board chair designating a different director as the district's delegate prior to the start of the voting portion of the Assembly; or
 2. Only one director of a school district attends the Legislative Assembly.
- B. Only a single school director, wearing the district's voting delegate badge (hereinafter called the delegate), is permitted to participate in the proceedings and vote on any one agenda item at a time. The director shall hold the delegate status until the vote has been completed on that item.

Recognition

- A. A delegate, speaking from the floor, shall first address the chair and, after being recognized, state his/her name and the name of his/her school district.
- B. The chair may request that any substantive motions and/or amendments must be presented to the chair and audio-visual person in writing and signed by the mover before the chair will state the motion.
- C. When a delegate has spoken on an agenda item, that delegate will not be recognized again for the same agenda item until all other delegates who wish to speak have spoken.

Timing

- A. The Legislative Committee Chair shall designate one or more official timekeeper(s).
- B. Mechanical timers shall be used, its face made visible to the voting membership. Its lights shall give warning of remaining or of expired time.
 1. One timer shall be designated as pro and one as con.
 2. The chair shall be notified when either pro or con debate has one minute left on the timer.
- C. The total time for speaking on any one issue or amendment shall be ten minutes unless time is extended by the assembly by a two-thirds vote or general consent.
 1. Delegate(s) from the proposing board(s) shall have first opportunity to speak.
 2. Pro and con speakers shall each have equal opportunity to be heard.
 - a. The maker and/or supporters of the issue may speak on its behalf for not more than a total of four minutes.
 - b. Opponents of the issue may speak against the motion for not more than a total of five minutes.
 - c. Proponents may then speak in closing debate for not more than a total of one minute.
- D. Members of the Legislative Committee and/or WSSDA staff may be recognized by the chair for purposes of clarification and shall not be included in the time allotted for the issue under consideration.
- E. Parliamentary Inquiries, Points of Information, Points of Order, or Appeals shall not be included in the total time unless determined by the chair to be applicable to debate limitations.

Motions

- A. Positions Calendar: A Standing Positions Calendar shall be proposed to the Legislative Assembly by the chair.
1. Any concept with a “Do Pass” recommendation from the Legislative Committee that has passed the Legislative Assembly at least twice before will be included on the Standing Positions Calendar, if recommended by the Legislative Committee. Additionally, any recommendations from the Legislative Committee to amend or delete standing positions shall be included on the Standing Positions Calendar.
- The Standing Positions Calendar shall be handled prior to the Regular Calendar.
2. All items passed as part of the Standing Positions Calendar will become part of the current year’s WSSDA Legislative Advocacy Program.
 3. Standing positions so adopted will be reviewed each year by the WSSDA Legislative Committee for possible recommendation to the Board of Directors for inclusion in the Association’s active legislative package.
- B. Regular Calendar: Issues not included in the Standing Positions Calendar will be placed in the Regular Calendar and presented for debate and vote by the Legislative Committee.
1. Each issue on the Regular Calendar shall be introduced, on behalf of the Legislative Committee, by a member of the committee.
 2. The committee member shall state the motion by number and title and state the committee recommendation.
 3. The issue shall be debated and voted on based on the wording as printed in the assembly handbook, or subsequent amended language as approved by a majority vote. A majority vote on the legislative proposal will adopt the issue.
 4. At the close of debate, either by no one approaching the microphone or the closure by time, the chair shall then ask if the assembly is ready to vote.
 - a. If a delegate is not ready to vote, the member may request to place the item at the end of the calendar by a majority vote.
 - b. Regular debate rules, including limitations on debate, shall apply when the issue is again taken up on the calendar.
- C. Any delegate may move to reconsider an issue that has already been considered. Reconsideration of an issue shall be adopted by a majority vote.

Voting

- A. Voting on issues, with the exception of challenged votes, shall be by voice vote, colored cards, or a standing vote.
1. The vote on all issues will be on the legislative assembly proposal rather than on the committee’s recommendation.
 2. Challenged votes shall be conducted as a standing vote or a weighted vote as prescribed in Article XI of the WSSDA Bylaws.
 3. Any delegate may call for a weighted vote, before, during, or after a standing vote is taken on an issue.

A delegate’s call for a weighted vote supersedes a call for a standing vote.

- B. The assembly room shall be closed during a standing vote or weighted vote.

Parliamentary Authority

The parliamentary authority shall be Robert’s Rules of Order Newly Revised, 10th edition.

Amended 06/12

Listing of proposals

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Standing Positions Calendar

The Standing Positions Calendar considers proposals eligible to be added as Standing Legislative Positions and existing Standing Legislative Positions that are reviewed regularly for amendments or elimination.

Standing Legislative Positions (SLPs) are positions that are considered so important and/or so universally accepted by school directors that they do not need to be reintroduced every year to become part of WSSDA's annual legislative agenda. Once adopted, these positions remain SLPs until they are amended or eliminated.

Part 1 of this calendar considers proposals that are eligible for adoption as SLPs. These positions have been adopted by three consecutive Legislative Assemblies without substantive changes. If approved by the Legislative Assembly, these proposals will become part of the Association's Standing Legislative Positions.

If a proposal is not approved as an SLP, the Assembly has the option of voting to retain it as a regular position for the next legislative session. In this case, a vote will occur immediately following the failure of adoption as an SLP, with a motion by the Legislative Committee to approve as a regular position.

Part 2 and Part 3 of the Standing Positions Calendar consider recommendations from the WSSDA Legislative Committee to amend or eliminate existing Standing Legislative Positions (authorized by WSSDA By-laws, Article IX, Section 6, B-3). Part 2 includes amendments. Since no SLPs were proposed for elimination, Part 3 has been omitted.

PART 1 Additions to Standing Legislative Positions

Per WSSDA Board Procedure 1290P, the following positions have been adopted by Legislative Assemblies in 2011, 2012, and 2013, making them eligible for consideration as Standing Legislative Positions. The Legislative Committee voted to bring these forward to the Assembly for consideration and possible adoption as a Standing Legislative Position.

Funding Issues

1. Baseline MSOC Funding

Recommendation: DO PASS Submitted by: Legislative Committee

WSSDA shall initiate and/or support legislation that creates a system to allocate adequate revenue to School Districts for relief of the burden of Materials, Supplies, and Operating Costs (MSOCs) with a required review by OSPI every four years of actual costs as submitted by school districts.



ARGUMENT FOR ADOPTION AS A STANDING LEGISLATIVE POSITION

In 2010, baseline funding for MSOC was established through SHB 2776 (Chapter 236, Laws of 2010), with a requirement that allocations for MSOC be annually increased beginning in 2011-13 until specified values are achieved in the 2015-16 school year. The baseline that was used in this calculation was from the 2007-08

school year, which doesn't necessarily reflect the current level of MSOC needs. This proposal seeks to have OSPI and the Legislature use more current actual costs so that the system keeps up with changing school needs.

2. Exempting Fund Balance

Recommendation: **DO PASS** Submitted by: Legislative Committee

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



ARGUMENT FOR ADOPTION AS A STANDING LEGISLATIVE POSITION

The Legislature should not consider prudent school district fiscal management as a resource to justify reductions to the State's constitutional funding obligations for Washington students. While the 2013-15 omnibus operating budget includes new investments for K-12 education, we must remember that the Legislature has a history of forcing districts to dip into reasonable and responsible local fund balances/reserves to meet state basic education obligations. District fund balances are necessary to establish financial stability of the district, and it is essential that school districts maintain adequate levels of unassigned fund balance to mitigate financial risk that can occur from unforeseen revenue fluctuations, unanticipated expenditures, and similar circumstances.

Less than 5 years ago, a special session of the Legislature reduced state K-12 apportionments and backfilled the apportionment with \$208 million in federal Education Jobs money which was intended to enrich, not supplant, resources for students. In February 2011, the Legislature imposed retroactive cuts on school districts in the middle of a school year, when existing contracts were in place. When the 2011-13 operating budget passed, the Legislature reduced K-12 staff salaries (\$179 million), eliminated K-4 enhancement funding (\$169.6 million), cut alternative learning experience funding (\$41.1 million), and reduced food service and Running Start funding (\$6 million each). Finally, our Legislature also saw fit to suspend citizen Initiatives 728 and 732, where the voters overwhelmingly prioritized cost of living adjustments for K-12 staff and student class size reductions.

These unprecedented cuts and reductions had a devastating effect on school district budgets and we are just starting to recover. We must remain vigilant. This proposal, as a Standing Legislative Position, will maintain a strong posture to protect reasonable and responsible fund balances/reserves from being used to shore up State obligations.

3. Grandfathered Inequities

Recommendation: **DO PASS** Submitted by: Legislative Committee

WSSDA shall initiate and/or support legislation that removes grandfathered inequities in K-12 education levy lids.



ARGUMENT FOR ADOPTION AS A STANDING LEGISLATIVE POSITION

There is no rational basis for the current differences in levy collection authority between school districts. The Legislature has simply taken the inequities that existed in 1977 and kept them in place without any meaningful or substantial change for more than 30 years. Districts that failed to pass their local levy more than a generation ago are still paying the price, struggling to compete with neighboring districts that receive additional funding to offer teachers more competitive salaries and students more class time and better quality programs.

In the recent past, Legislative action increased levy lids by a fixed percentage and this only perpetuated and intensified the funding inequities between neighboring districts. WSSDA must be a strong advocate for a solution that levels the funding playing field for all school districts in Washington State.

4. Impacts to Common School Funding Revenues

Recommendation: **DO PASS** Submitted by: Legislative Committee

WSSDA shall oppose legislation that negatively impacts funding revenues that are traditionally used to support common schools, such as impact fees, collection timing, and property tax capacity.



ARGUMENT FOR ADOPTION AS A STANDING LEGISLATIVE POSITION

State property taxes have been designated for funding of common schools by the state legislature. In previous sessions regarding tax increment financing (TIF), the legislature has not allowed the use of state property taxes to be used to finance or pay for bonds for infrastructure improvements because it would reduce dollars available to K-12. It is important to make sure that the funds already assessed by school districts (levies) and the state property taxes are used for common schools.

In addition, not all local governments charge impact fees, but those that do work with their school districts to ensure adequate facility and enrollment planning. Voters have turned down capital bond levies, and more and more districts have been forced to use portables to house students. To allow something like impact fees to be delayed until occupancy, for instance, would make it difficult for districts to be prepared for enrollment changes. Districts can't tell students they can't go to the neighborhood school once they've moved in. Growth should pay for growth.

The 2013 Legislature passed a bill that would have removed control from local governments regarding impact fees. Governor Jay Inslee vetoed the legislation, saying he would be willing to work with smaller, family-run Washington developers on a solution as the economy recovers. It is expected that the bill sponsors will try again in the future.

5. Sustainable Revenue for Education Funding

Recommendation: **DO PASS** Submitted by: Legislative Committee

WSSDA shall initiate and/or support legislation to implement a comprehensive, attainable, stable and sustainable funding plan for education in Washington State.



ARGUMENT FOR ADOPTION AS A STANDING LEGISLATIVE POSITION

For four straight years since the McCleary decision, a comprehensive, stable and sustainable funding plan for K-12 education has remained elusive with the State Legislature.

WSSDA must remain vigilant to compel the Legislature towards real and sustainable forward progress to adopt a plan and revenue approach that will meet the requirements of ESHB 2261 (Chapter 548, Laws of 2009) and SHB 2776 (Chapter 236, Laws of 2010). In addition, the Legislature must step up to address underfunding of the current system, as well as pay for reforms and new school and district requirements that have been approved or enacted in the past few years such as Common Core standards, the new evaluation system, and accountability.

Governance/Local Control

6. Federal DREAM Act

Recommendation: **DO PASS** Submitted by: Legislative Committee

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



ARGUMENT FOR ADOPTION AS A STANDING LEGISLATIVE POSITION

In 2003, WSSDA and many other education associations successfully advocated on behalf of legislation granting “undocumented” students resident status for the purpose of higher education tuition. These students can now attend our public colleges and universities at a reasonable rate, yet they will still be unable to live and work here after college unless there are changes to federal law. In fact, these students still live in fear that at any time they could be deported.

This proposal seeks to take the next step and supports federal legislative action from Congress and the President to allow “undocumented” students to qualify for conditional permanent resident status.

7. WSSDA Universal Membership and Dues

Recommendation: **DO PASS** Submitted by: Legislative Committee

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



ARGUMENT FOR ADOPTION AS A STANDING LEGISLATIVE POSITION

WSSDA relies on the current universal dues structure to support operations of a robust service offering to all districts. Many districts pay for their dues just by using the model policy and legal resources offered by WSSDA; others rely heavily on advocacy and professional development opportunities to become more effective school board members.

Similar associations in other states have offset association costs by building a significant set of alternative services and affinity programs that are only available to members, e.g., insurance, collective bargaining, etc. To create similar programs would take time and may take away from services currently offered by existing Education Service Districts (ESDs).

With all districts paying dues, WSSDA is able to represent all school districts and bring wider diversity to the table of discussion on K-12 issues. Without all school directors belonging to WSSDA, the voice of school districts would fragment and we would lose the strength of our collective voice on our most pressing common-ground issues. Without mandatory participation, voluntary WSSDA members will continue our advocacy work and non-participating districts would receive the benefit of WSSDA advocacy without incurring a fair-share cost.

School Operations

8. Attorney/Client Privileges

Recommendation: **DO PASS** Submitted by: Legislative Committee

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



ARGUMENT FOR ADOPTION AS A STANDING LEGISLATIVE POSITION

Because school districts are subject to civil litigation, it is essential

to the protection of the taxpayers' interests that communications between a district's officials and their attorneys be protected by the current privilege that extends to everyone. WSSDA should continue to oppose legislation that would erode the attorney/client privilege and current law related to the non-disclosure of attorney work product and other communications between the district and its legal counsel.

9. Average Daily Attendance (Unexcused Absence)

Recommendation: **DO PASS** Submitted by: Legislative Committee

WSSDA opposes any legislation that requires districts to use average daily attendance for student FTE funding.



ARGUMENT FOR ADOPTION AS A STANDING LEGISLATIVE POSITION

Regardless of attendance, districts are mandated by contracts and legislation to provide education for all students on all school calendar days. Staff salaries are not reduced or increased according to attendance.

Requiring Average Daily Attendance would be one more unfunded mandate. All districts would have to change the programs and systems currently being used to report attendance, resulting in more labor hours to complete this task. In the event of uncontrolled absences this would be another financial burden on local districts. This is not an effective way to address absenteeism or FTE funding.

10. Immigration Status

Recommendation: **DO PASS** Submitted by: Legislative Committee

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



ARGUMENT FOR ADOPTION AS A STANDING LEGISLATIVE POSITION

In May 2011, the Department of Education's Office of Civil Rights (OCR) composed a "Dear Colleague" letter advising school districts that they are required to provide equal access to public education. OCR advised that enrollment practices designed to discourage participation of students based on their citizenship status, or that of their parents, contravene federal anti-discrimination laws. OCR cited the Supreme Court decision of *Plyler v. Doe*, saying the Court has made clear that "the undocumented or non-citizen status of a student (or his or her parent or guardian) is irrelevant to the student's entitlement to an elementary and secondary education."

Teachers and administrators feel caught between their obligation to provide an education to all students and pressure to enforce

immigration laws. Existing federal law clearly directs schools to avoid inquiring into a student and parent's immigration status; a conflicting state law would put school districts in a difficult position and compromise their ability to provide equal access to education.

Washington State's Constitution (Article IX, Section 1) is clear, "It is the paramount duty of the state to make ample provision for the education of all children residing within its borders, without distinction or preference on account of race, color, caste, or sex."

Student Achievement

11. Career and College Ready Diploma

Recommendation: **DO PASS** Submitted by: Legislative Committee

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



ARGUMENT FOR ADOPTION AS A STANDING LEGISLATIVE POSITION

In November 2010, the State Board of Education (SBE) adopted a 24-credit high school diploma, with specific credits in certain subject areas and fewer electives. At the time, the SBE also said it would not change requirements that had a fiscal impact.

However, during 2011 the SBE conducted rulemaking to shift around the credit requirements within the 20-credit box, arguing that the OSPI fiscal note prepared in 2010 did not preclude the shift. Changes were achieved by reducing the number of elective credits and increasing the number of core class credits, despite opposition from school districts that pointed out fiscal, operational and social impacts. The change became effective February 2012 and applies to the graduating class of 2016.

For the 2013 session, the SBE adopted implementation of the third science credit and additional art credit as a priority, and legislation(which did not pass) referenced implementation of the November 2010 SBE decision of 24 credits. The 2013-2015 operating budget included funding for guidance counselors. While this investment may be part of a funding solution for 24 credits, school districts need lab space and staffing levels to meet the requirements, neither of which was considered in budget proposals.

Many school districts do not have confidence that the SBE or legislature won't change the credit requirements again without adequate funding. State Board decisions affect local districts and local funding, not just state funding; any additional changes to credit requirements should be voluntary until funded by the state.

12. Delinking Assessments from Graduation Requirements

Recommendation: **DO PASS** Submitted by: Legislative Committee

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



ARGUMENT FOR ADOPTION AS A STANDING LEGISLATIVE POSITION

State testing requirements for graduation continue to be the wrong tool for the job of student accountability. Under the previously distributed Washington Assessment of Student Learning (WASL), even the technical support documents provided by the state-contracted testing agency, Riverside Publishing Company, stated that the WASL is a school and district accountability system. The WASL 2002 Technical report (Student Learning Grade 10) prepared by Riverside for OSPI stated: “Scores from one test given on a single occasion should never be used to make important decisions about students’ placement, the type of instruction they receive, or retention in a given grade level in school.”

In addition, in the 2013 session, the Legislature changed which assessments will be required for different graduating classes, under EHB 1450 (Chapter 22, Laws of 2013, 2nd special session). Some legislators would like to move to a more comprehensive science assessment while others believe a focus on biology is sufficient. All of this unpredictability and uncertainty makes it difficult for parents, students, counselors, teachers, school officials and the public to track graduation requirements and to be prepared for success.

Students are individuals and are best evaluated by people who have a relationship with the child, who best know the work the child performs, and who are in the best professional position to evaluate whether the child has met standards. Our teachers and other school leaders are in the best position to evaluate student performance.

In addition, it is important to use consistent measurements of proficiency, such as unit testing, to evaluate a student’s progress and mastery of a subject. Locally elected school boards should have the authority to determine the requirements for high school graduation.

People and Staffing

13. Alternative Routes to Principal Certification

Recommendation: **DO PASS** Submitted by: Legislative Committee

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



ARGUMENT FOR ADOPTION AS A STANDING LEGISLATIVE POSITION

While it is important for a principal to have educational background, the decision regarding alternative routes to qualification is the responsibility of locally elected school board directors who understand the needs of their students and community expectations. Many smaller school districts are finding it difficult to attract and retain strong school leaders. School districts must remain empowered to determine the best fit for their school and district needs.

This position will allow districts to retain the option of hiring someone who has good management credentials and is on track to earn a principal certification but who may not have been a classroom teacher. Experience and leadership requirements would be specified by the district and would be available when a position is advertised.

14. OSPI Investigations

Recommendation: **DO PASS** Submitted by: Legislative Committee

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



ARGUMENT FOR ADOPTION AS A STANDING LEGISLATIVE POSITION

OSPI has a small number of investigators who review allegations, gather evidence (written, testimony, other documents), and present cases to school administrators for disposition. Once a complaint is filed with OSPI, school districts often have a long wait to hear from OSPI regarding the disposition of the complaint and the suspension of a teacher. During the investigation, a teacher is almost always on paid leave which poses a financial hardship on districts. A delayed investigative process is detrimental to fact finding and negatively impacts both the employee and the district. Timely investigations are in the best interest all parties.

15. Retroactive Cuts and Reductions in Force

Recommendation: **DO PASS** Submitted by: Legislative Committee

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



ARGUMENT FOR ADOPTION AS A STANDING LEGISLATIVE POSITION

In an unprecedented move, the 2011 Legislature voted to reduce funding allocations to school districts during the academic year in which those funds were to be used. This action was taken well after staffing was decided, and employee contracts and employment commitments were finalized. Once the funding allocation reductions were enacted, school districts had no mechanism to make certificated staffing changes commensurate with the funding reductions for that year. Placing school districts in such a situation, without also creating a mechanism by which staffing could be modified mid-year, is an unacceptable action for the Legislature to take.

The Legislative Committee believes the Legislature must change the provisions contained in the applicable section of RCW 28A.405 to enable a district to terminate certificated contracts mid-year if state funding is reduced after the start of the school year.

16. Teacher Seniority and Reductions in Force

Recommendation: **DO PASS** Submitted by: Legislative Committee

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



ARGUMENT FOR ADOPTION AS A STANDING LEGISLATIVE POSITION

Current practice in the State of Washington is to consider only seniority when making reductions in force decisions. This is not in statute, but is typically part of the collective bargaining agreement. While teaching experience can be an important indicator of teacher effectiveness, many important factors should be used to determine effectiveness in a classroom. By retaining the highly effective teachers and releasing ineffective teachers, the overall quality of education will increase compared with the current system.

In 2012, the Legislature passed ESSB 5895, which included the requirement that starting in the 2015-16 school year, evaluation ratings must be used in the process of determining reductions in force and assignment/transfer decisions – determined through collective bargaining. In 2013, the Teacher/Principal Evaluation Project (TPEP) Steering Committee provided recommendations for how evaluations and other appropriate elements will inform human resource and personnel practices regarding reductions in force and assignments/transfers. Additionally, by July 1, 2016, the TPEP Steering Committee is to provide recommendations on how teacher evaluations could inform state policies regarding criteria for obtaining continuing contract status. These recommendations should provide additional support to districts seeking to move to a more performance-based system of teacher evaluation and retention.

PART 2 Amendments to Standing Legislative Positions

Per Article IX, Section 6 (B-3) of WSSDA's by-laws, the Legislative Committee reviews approximately 20 percent of the organization's Standing Legislative Positions for possible updates through amendment or elimination.

The following SLPs have been amended by the Committee and are before the Assembly for approval or further amendment. New language is **bold and underlined**, while language recommended for elimination is shown in ~~strikethrough~~.

7.1.2 MSOC Funding

Recommendation: **DO PASS AS AMENDED** Submitted by: Legislative Committee

WSSDA shall initiate and/or support legislation and appropriations which recognize that school districts' abilities to maintain and enhance quality educational opportunities, for all students a changing student population, are strengthened inhibited by the state's inadequate funding for maintenance, supplies and operating costs (MSOC). WSSDA supports enhanced MSOC funding. MSOC funding should be regularly increased recognizing inflationary costs.

(Adopted 2005; Amended 2010)

ARGUMENT FOR THE AMENDMENT

In 2010, baseline funding for MSOC was established through SHB 2776 (Chapter 236, Laws of 2010), with a requirement that allocations for MSOC be annually increased beginning in 2011-13 until specified values are achieved in the 2015-16 school year. The baseline that was used in this calculation was from the 2007-08 school year, which doesn't necessarily reflect the current level of MSOC needs. This proposal seeks to have OSPI and the Legislature use more current actual costs so that the system keeps up with evolving school needs to amply serve all students. While the Legislature has made forward progress in MSOC funding in the 2013 and 2014 Legislative sessions, we are still dependent on voters to approve levy funding to supplant where state funding falls short.

7.1.6 Special Education Funding

Recommendation: **DO PASS AS AMENDED** Submitted by: Legislative Committee

WSSDA shall initiate and/or support legislation which requires full funding for mandated Special Education (~~handicapped~~) programs and services; such programs and services should maximize assistance to children rather than to their various categorizations and assessments. Any state funding formula shall: recognize that costs will vary according to the needs of every child and, therefore, for every district, based upon the I.E.P. of each student; provide adequate funding for all

of the required services for eligible special education students without imposing an artificial cap; exclude from any special education program enrollment funding caps students for whom districts do not receive an annual basic education allocation; and recognize that any funding formula based upon the assumption that every district has the same budget percentage costs for special education is inherently flawed and will not work.

(Adopted 1988; Amended 1990, 1996 and 2005)



ARGUMENT FOR THE AMENDMENT

This amendment simply streamlines our language to be consistent with our intent that all students are entitled to educational services that recognize their strengths and empower each student for success.

7.1.17 School Construction Funding

Recommendation: **DO PASS AS AMENDED** Submitted by: Auburn School District

WSSDA shall support an increase to the state's funding formulas for school construction so that the allocation of square feet per student at least meets the national average, is adjusted to address the changes in class size and changing graduation requirements, and the actual costs of construction for the implementation of legislation, and the cost per square foot allocation reflects actual costs.



ARGUMENT FOR THE AMENDMENT

Due to the McCleary decision and the potential implementation of 2261 and 2776 Legislation (which significantly changes the current capacity and configuration of our schools), many districts will not be able to meet the new demands placed on the utilization of current space.

With the implementation of Full-Day Kindergarten, the phase-in of the K-3 Class size ratios and the implementation of STEM programs, as well as the increase in high school graduation requirements designed to assure that students are career and college ready, which includes the need for additional high school science labs, districts are out of space and resources to address these well intended and mandated improvements to the schools in Washington State. The current state formula does not adequately address the school construction square footage adjustments needed for implementation of these laws. This proposal advocates for the State to plan and adjust to their own evolving requirements within the scope of reasonable national averages.

Regular Calendar

The Regular Calendar represents positions that have been put forward by school districts or the Legislative Committee for consideration by the Assembly and possible adoption for the WSSDA legislative agenda for the next session.

All positions on this calendar have been discussed by the Legislative Committee at its June or July meeting, and have either a “Do Pass” or “Do Not Pass” recommendation from the Committee.

In some instances, the Legislative Committee has recommended “Do Not Pass” on a school district proposal, but the submitting school district has asked that the position be brought to the Assembly for a vote. These proposals are included in this section.

Arguments for or against a position have been written by the submitting district, by WSSDA staff using a school district proposal form, or by WSSDA staff at the direction of the Legislative Committee based on comments made at committee meetings.

Position statements are grouped into categories with similar topics so that Assembly participants may weigh similar proposals and have a clear sense of the range of issues under consideration. To review existing Standing Legislative Positions, turn to page 47.

Structural funding changes

17. Grandfathered Inequities

Recommendation: **DO PASS** Submitted by: Issaquah School District

WSSDA shall initiate and/or support legislation that removes grandfathered inequities in K-12 education levy lids.

ARGUMENTS FOR

There is no rational basis for the current differences in levy collection authority between school districts. The Legislature has simply taken the inequities that existed in 1977 and kept them in place without any meaningful or substantial change for more than 30 years.

Districts that failed to pass their local levy more than a generation ago are still paying the price, struggling to compete with neighboring districts that receive additional funding to offer teachers more competitive salaries and students more class time and better quality programs.

In the recent past, Legislative action increased levy lids by a fixed percentage and this only perpetuated and intensified the funding inequities between neighboring districts. WSSDA must be a strong advocate for a solution that levels the funding playing field for all school districts in Washington State.

18. Sufficient K-8 Facility Capacity

Recommendation: **DO PASS** Submitted by: Spokane School District

WSSDA shall initiate and/or support legislation that creates a specific capital funding stream for school projects specific to creating sufficient K-8 facility capacity to meet the lower class size expectations for early elementary grades.



ARGUMENTS FOR

Our district and community is supportive of the legislative direction to see lower class sizes, in particular, for the early elementary grade levels. We welcome that goal and the funding model allocating resources for sufficient teachers to meet those lower class size goals. Our district's concern, however, is with having sufficient capital facilities to meet the lower class size goals. In addition to hiring more teachers, we will need some additional space for them to do their work. Towards that end, we believe it is important for the state to provide a specific capital funding stream for school projects specific to creating sufficient K-8 facility capacity to meet the lower class size expectations for early elementary grades. To qualify for such funding, districts should explain how the project specifically addresses capacity enhancement to meet the needs of lower class sizes at the early elementary grades.

There are substantial costs and that is why we believe the legislature needs to address it. The actual costs will depend on the way additional space needs are met; portables, additions to existing schools or new schools. The legislature may want to develop a model for how much it would pay for different approaches and let districts make decisions based on those models.

19. Paraprofessional Pay

Recommendation: **DO NOT PASS** Submitted by: Selah School District

WSSDA shall initiate and/or support legislation that would increase pay to a level of a living wage for paraprofessional employees.



ARGUMENTS FOR

Districts employ PARAs and pay them according to state funding allocations. Some PARAs begin work with districts while their children are young and they can work around the school schedule. They must have education requirements and pass a test to be eligible for employment. They receive training from the district and informal training from certified staff. As their skills increase and their children mature, many PARAs leave school employment for more lucrative jobs. A living wage would encourage PARAs to stay in school employ longer and become even more skilled. The loyalty and pride of well-paid certified staff pays off in public support for our schools. It would be no different for PARAs. Their voices add to

the public's feeling about the welfare of their school district. When employees feel valued by the district they respond positively.



ARGUMENTS AGAINST

The Legislative Committee recommends "Do Not Pass" on this proposal for three reasons: (1) It would support a full-time wage for part-time work; (2) It provides no justification for singling out paraprofessionals from other classified staff; and (3) Vagueness.

Many paraprofessionals work part time hours, and some work extremely limited hours. By its terms, this proposal would require those very part-time employees to receive a "living wage". In that case, what wage would be paid to those who work full-time hours? How few hours could one work, yet still be entitled to a "living wage"?

All employees play an important role in achieving each district's mission and goals. Some are paid more than others. No justification is offered in this proposal for distinguishing paraprofessionals from kitchen workers, bus drivers, security staff, maintenance staff, custodians, and other classified staff who each play an important role in the operation of our schools.

Finally, and most importantly, the proposal is exceptionally vague and open to broad interpretation. The term "paraprofessional" is not used uniformly across all school districts. While used in various laws, "paraprofessional" is not necessarily limited to a specific type of employee. The term "living wage" is overly broad and open to subjective interpretation. It would be better for such a proposal to specify what hourly rate it recommends and specifically define the employees to which it is intended to apply.

20. Changing School Bond Approval Requirements

Recommendation: **DO PASS** Co-Sponsored by: Moses Lake and Quincy School Districts

WSSDA shall initiate and/or support legislation that would change the bond approval percentage from 60% to simple majority.



ARGUMENTS FOR

Many school districts pass bond proposals with percentages in the mid- to high-50 percent range but are unable to achieve the 60 percent threshold to pass. For school districts, this is the only election that requires the higher threshold; excess M&O, transportation, and capital project/technology, construction all can pass at 50 percent.

SB 5589, which would have dropped the threshold to simple majority, was considered during the 2013 legislative session. SJR 8208 would have asked voters to amend the Constitution to allow a simple majority of voters to authorize school district bonds. Neither measure passed out of the Senate Government Operations Committee. This proposal would encourage the Legislature to bring such a bill forward again.

21. Perpetual Levy Authority

Recommendation: Do Pass Submitted by: Legislative Committee

WSSDA shall initiate and/or support legislation that allows school districts the authority to make levies perpetual by establishing per pupil rates to be collected annually from property taxes and adjusted for inflation in accordance with federally established inflation rates. A vote on the levy would only be necessary if a change in the rate was desired.



ARGUMENTS FOR

Many other public services have perpetual levy authority including counties, emergency medical service districts, cities or towns, public hospital districts, urban emergency medical service districts, regional fire protection service authority, and fire protection districts (per RCW 84.52.069). Public education is one of the only public services without this authority and yet it is the paramount duty of the state.

The services provided in Public Education often include at least 12 years of continuous service to any individual child so having some predictability and stability in all funding sources would allow the schools to plan most effectively for the children.

Having perpetual levy funding also makes homeowner taxes more predictable which allows families to more easily budget into the future. Finally, it supports the Supreme Court mandate to provide funding that is ample, stable and sustainable.

22. Allowing Submission of a Two-Year Budget to OSPI

Recommendation: **DO PASS** Submitted by: Legislative Committee

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



ARGUMENTS FOR

In challenging fiscal times, school districts suffer from their dependence on and the ambiguity of state funding. Enrollment projections that lead to May 15 reductions in force notices happen in March or April; budgets are adopted well before the districts know what their apportionment share will be; and school starts in September.

Having the ability to adopt and submit a biennial budget would help school districts stabilize their financial outlook, increase predictability with K-12 employees, and provide educational programs and resources to our students in a positive manner that projects confidence in the school district.

23. Fully Fund Class Size Reduction

Recommendation: **DO PASS** Submitted by: Kent School District

WSSDA shall initiate and/or support legislation for the state to fully fund any mandate for class size reduction, not only for class size, but for facilities necessary to provide the classroom space and other ancillary costs.



ARGUMENTS FOR

The 2013-2015 Biennium appropriations act specifies that a school's demonstrated actual average K-1 class size shall be 20.3 full-time equivalent students per teacher. Funding for the class size reduction ratio has been allocated, but there is no accompanying funding for facilities to house the lower class size.

To follow through with class size reduction in all of the schools within the state of Washington, there will be permanent facilities, not portable classrooms, needed in most school districts. For example, in Kent School District we estimate 20 classrooms will be needed to reduce class size in grades K-6. Additional expenditures will be made for leasing portable classrooms that may have to remain as permanent classrooms. This would impact the district budget to the detriment of the educational program. Budget implications are the same for most districts, which will be shortage of facilities and without adequate funding to house the students.

Permanent facilities for reduced class size paid for through fully funding a capital projects budget statewide will promote meeting adequate facilities needs for years to come and release other funds for needed instructional programs and materials.

24. Enhanced Funding for Transitional Bilingual Instruction

Recommendation: **DO PASS** Submitted by: Legislative Committee

WSSDA shall initiate and/or support the recommendations of the Quality Education Council for funding and the continued instructional hour increases for the Transitional Bilingual Instructional Program (TBIP) for 2015-2016 and beyond as outlined below.

- Increase hours of English Language Acquisition instruction for students in English Proficiency levels 1-3 (as measured by the annual WELPA) to provide six to eight (6-8) instructional hours per week for grades 6-12;
- Provide two years of three additional hours of English Language instruction for exited students (level 4 students at all grades); and
- Continue funding to permanently support this program.



ARGUMENTS FOR

To close the opportunity gap in the state, the Legislature has begun to realize that school districts need additional and focused resources for our English Language Learner (ELL) students. Investments in the Transitional Bilingual Instruction Program (TBIP) are integral to guaranteeing that all students meet standards and are college and career ready.

In Kent, the number of ELL students has increased annually for the past 10 years. The percent of ELL students has reached 16.8 percent of the district's student population, comprising about 4,500 students. This is not unusual in the state, and the numbers are expected to grow.

Providing additional instructional support will: help accelerate English language acquisition; provide support for students' understanding instruction in core classes; close the achievement gap for all ELL students learning state standards; and graduation rates will increase for ELL students, opening doors to higher education and better futures.

25. Full Funding of Basic Education

Recommendation: **DO NOT PASS** Submitted by: Brinnon School District

WSSDA shall initiate and/or support legislation that will immediately address the inability of small and rural school districts to make up for the inadequate basic education funding that the WA State Legislature is currently providing.



ARGUMENTS FOR

Small rural school districts do not have the financial capacity inside their local levy tax dollars to make up for the in-adequate funding that the WA State legislature is currently providing. Our students need to be ready for a competitive job market and funding is critical to achieve that goal. The educational playing field among all districts should be equal.



ARGUMENTS AGAINST

The WSSDA Legislative committee firmly agrees that the State is not meeting its responsibility and that small and rural districts are at a disadvantage. The proposal's intent, however, is addressed within WSSDA's Standing Legislative Position (SLP) 7.1.12. The committee invites small districts to make use of WSSDA resources, such as the Small Schools Task Force, to specifically address these issues.

26. School Urgent Repair and Energy Efficiency Grants

Recommendation: **DO PASS** Submitted by: Legislative Committee

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

ARGUMENTS FOR

The Legislative Committee believes state-level grant funding for these programs and others targeting school building needs should continue to be a priority in the capital budget. The 2013-15 budget did not include funding for school district small or urgent repair projects. For the past eight years, the Legislature has funded the Small Repair Grant Program in the capital biennial budgets. The title for the “small repair” program has changed over the years, but the need for these emergency grants remains. In addition, in the 2011-13 capital omnibus budget, the Legislature included \$20 million to continue a program started in 2010 for energy operational cost savings improvements to school facilities. An additional \$40 million was provided in the 2012 supplemental capital budget. The 2013-15 capital budget includes \$7 million for energy efficiency grants.

Facility safety and efficiency continue to be a top priority for our districts. The Legislature is increasing the financial burden on local districts and forcing districts to make choices between building maintenance and instructional needs.

27. Technology Funding Stream

Recommendation: **DO PASS** Submitted by: Spokane School District

WSSDA shall initiate and/or support legislation that creates a specific technology funding stream for school projects specific to creating sufficient technology capacity to successfully administer the Smarter Balanced State Assessments.

ARGUMENTS FOR

Our district understands the states participation in the Smarter Balanced Assessment consortium and the commitment to use those assessments for students in Washington. Our district's concern, however, is with having sufficient technology facilities to successfully administer these assessments. There will be fairly specific needs for reliable technology so that results will be truly reflective of a student's knowledge and skills rather than the technology they had access to for the assessment. Towards that end, we believe it is important for the state to provide a specific technology funding stream for school projects specific to creating technology capacity to meet the needs of the Smarter Balanced Assessments. To qualify for such funding,

districts should explain how the project specifically addresses technology needs for administering these assessments and why it is beyond the technology typically provided to this point.

Without sufficient technology, our students will struggle to complete the exams. This adverse effect could occur while they are taking the exam or it could result from lost instructional time due to a “merry-go-round” of classrooms trying to rotate through a limited number of computers to take the assessments. We don’t have enough instructional time to be losing it due to a lack of technology capacity.

There are substantial costs and that is why we believe the legislature needs to address it. We would expect good estimates for the level of technology needed and the cost of that technology would best come from the piloting that was done this last year with the assessments.

28. Prioritizing Funding of 2261 Requirements

Recommendation: **DO PASS** Submitted by: Legislative Committee

WSSDA shall initiate and/or support legislation to prioritize the mandates of ESHB 2261 (Chapter 548, Laws of 2009) components, and additional mandates of E2SSB 6552 (Chapter 217, Laws of 2014) components in the following order:

- Fully fund facility requirements to district implementation of:
 - Full-day Kindergarten, starting with highest poverty schools by FY 2018
 - K-3 Class size, starting with highest poverty schools by FY 2018
 - Grade 9-12 lab science class size mandates by FY 2015
- Fully fund all components for the following legislated mandates:
 - Increased instructional hours – to 1,000 for K-6 and 1,080 for grades 7-12 by FY18
 - 24-credit diploma that provides options to students pursuing different post-secondary paths, for graduating class of 2020
 - Highly Capable programs as required by ESHB 2261 (Chapter 548, Laws of 2009), and recommended by ELAC report of 2011, by FY 2015
- Maintain full funding of:
 - Materials, Supplies and Operating Costs (MSOC)
 - Pupil transportation
 - K-3 class size

- Fully fund and maintain:
 - Compensation for administrative, certificated and classified staff by FY 2018
 - Full funding technical working group staffing recommendations for prototypical schools by FY 2018 per SHB 2776 (Chapter 236, Laws of 2010)



ARGUMENTS FOR

Public education is complicated and multifaceted. Funding reform must be addressed through a comprehensive and intentional plan of implementation that includes input from school directors and other stakeholders to ensure that our student's most pressing needs are met first and form a strong foundation for sustainable success.

Priorities for implementation could be debated in myriad ways; however, attention to fundamental structural components eases the way for smooth implementation of additional requirements. As the Legislature moves closer to full funding, the priorities for implementation will need to adjust. The Legislative Committee believes that now is an appropriate time for such an adjustment.

This proposal recommends adjustments to priorities of focus, in great part, because of E2SSB 6552 which increases both instructional hours and graduation requirements. These new requirements must be fully funded in order to be a positive influence on the Legislature's intent to improve student success.

In 2013 and 2014, the Legislature focused funding priorities on transportation and Materials, Supplies and Operating Costs (MSOC). Resourcing in those areas have substantively improved. Now is an appropriate time to shift advocacy towards fully funding the additional facility and staffing requirements necessary to adequately incorporate the additional instructional hours and graduation requirements imposed by E2SSB 6552.

29. Professional Development

Recommendation: **DO PASS** Submitted by: Legislative Committee

WSSDA shall initiate and/or support legislation that fully funds time and training costs for up to 80 hours of annual state or district directed/approved professional development and classroom preparation time for each certificated classroom teacher in Washington State.



ARGUMENTS FOR

In the past the State has funded professional development for certificated classroom teachers based on recommendations from various groups that have studied what best supports good classroom teaching and help teachers keep their skills fresh. State funding for professional development and classroom preparation has been eliminated due to budget cuts and local districts have become responsible, by default and necessity, to fund training and collaboration using local levy funds.

Teachers need time, outside of the student contact time, to prepare for new statewide efforts such as the Common Core Standards and WaKIDS, as well as to learn about new ways to improve their effectiveness in the classroom.

In addition, the Compensation Technical Work Group in its June 2012 report recommended the Legislature fund 10 professional development days (80 hours of time). The WSSDA position would link professional development and classroom preparation time to specific state and/or district-directed and approved training and time. This position would recommend up to 80 hours, allowing funding to be phased in if necessary.

30. Common Core Funding

Recommendation: **DO PASS** Submitted by: Legislative Committee

WSSDA shall initiate and/or support legislation to ensure the state fully funds the transition, implementation and execution of new assessments required by Common Core Standards, which include formative and year-end assessments.



ARGUMENTS FOR

Superintendent of Public Instruction Randy Dorn formally adopted the Common Core Standards in July 2011. As Washington begins incorporating Common Core into its curriculum, there will be a cost for new materials, professional development, and testing. Adequate investments by the state are critical to ensure teachers and students are able to transition to Common Core seamlessly.

31. Enrichment Programs

Recommendation: **DO PASS** Submitted by: Legislative Committee

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



ARGUMENTS FOR

Research shows that supporting middle school programs will pay dividends in reducing dropout rates, helping students stay engaged in school, and challenging students to excel.

One example of a solid middle school program that has been funded by the Legislature is AVID. The AVID class is designed to support students who have the potential and ability to do well in school but, for whatever reason, are not working up to their potential. The AVID class, which meets once daily, provides intensive student support, study skills, test preparation, college information, family involvement, and motivational activities. Other similar programs are offered in high school.

The Legislature should continue to support these types of programs to meet diverse student needs and help all students achieve success.

32. Teacher and Principal Evaluation System Implementation

Recommendation: **DO PASS** Submitted by: Legislative Committee

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

ARGUMENTS FOR

Currently there is insufficient money provided by the state to pay for the evaluation time required to administer the TPEP Program. Principals and teachers require many hours of preparation time to fill out the reports and complete the evaluations required by TPEP.

Better preparation leads to more complete and in-depth data collection and helps prevent teacher burn out. A well-prepared teacher leads to a well-educated student.

33. Levy Rollbacks

Recommendation: **DO PASS** Submitted by: Legislative Committee

WSSDA shall initiate and/or support legislation which would ensure that no school district would lose levy authority if the district's apportionment/budgets are decreased by the state. Districts should be held harmless for at least a two-year period.

ARGUMENTS FOR

While apprehensive about the evolving discussions in the State Legislature on how to reach full funding by 2018, we must keep in mind that districts are still recovering from significant funding cuts imposed in 2009, 2010, and 2011. Legitimate concerns remain as to how evolving funding concepts will affect district levy bases and the ability to meet the needs of all students within our districts. Until the ambiguities are resolved and the road ahead is clear, WSSDA should be firm in our resolve that districts should remain 'held harmless' when funding formulas change for at least two years.

34. Defining a Minimum School Day

Recommendation: **DO PASS** Submitted by: Legislative Committee

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



ARGUMENTS FOR

School districts should be able to exercise local control over the structure of their calendars. Districts sometimes must seek waivers from the 180-day school year (while still maintaining the required instructional hour thresholds) because it is their only cost-effective option to provide professional development, collaboration or planning time to implement state education mandates. If Basic Education was fully funded, including the funding for professional development, waivers from the school day for training and collaboration would not be necessary.

Student achievement and assessments

35. English Language Learners Assessments

Recommendation: **DO PASS** Co-Submitted by: Kent and Tukwila School Districts

WSSDA shall support legislation that creates funding for and development of academic language interim assessment tools to measure growth toward mastery of English Language Development Standards, in addition to the annual measurements of progress in academic English Language Learning (WELPA).



ARGUMENTS FOR

Currently there are no interim state formative tests of English language acquisition available for teachers to use during the year to monitor progress of their students in learning English. Teachers need these formative tests to plan instruction. Annual test results cannot guide teachers throughout the year. If the issue is not resolved, the achievement/opportunity gap between English Language Learners will continue to widen. Fewer ELL students will graduate from high school due to less knowledge of English.

36. Student Data Access

Recommendation: **DO PASS** Submitted by: Kent School District

WSSDA shall initiate and/or support legislation to create and make available to Washington K-12 schools, colleges and universities, a statewide data system including student achievement, course-taking, demographic, and degree/transfer attainment data, in a secure system that protects individual student privacy, in order to allow K-12 districts, colleges and universities to assist students in successful and smooth transitions between districts into post-secondary education and into the workforce.



ARGUMENTS FOR

Ability to share student data that is actionable and accessible for all students in the state of Washington from preschool through college would facilitate school districts and post-secondary institutions to inform effective alignment of programs and curriculum, identify scalable best practices, close the opportunity gap, and help ensure successful transitions from K-12 through college and university and into the workforce.

We need a system that offers longitudinal data charts, detailed analysis of K-16 transitions and college readiness, information and artifacts on success factors, and comparisons among like colleges, school systems, schools, grade levels and subjects. Making this information accessible to schools, school systems, colleges and universities, will allow education stakeholders to make informed decisions about improving public education.

The advantage of data-sharing and articulation will allow K-12 districts and colleges and universities to assist students in successful and smooth transitions between districts, into post-secondary education, and into the work force. Numbers of college-going students would increase, and the college completion rate would increase, also, based on possible adjustments that increase alignment between K-12 and post -secondary systems.

37. College-in-the-high-school Programs

Recommendation: **DO PASS** Submitted by: Legislative Committee

WSSDA shall support legislation to allow students in all high school grades to participate in the college-in-the-high-school programs, and require school districts to provide general information about college-in-the-high-school programs to ninth grade students and to their parents and guardians.



ARGUMENTS FOR

Under current legislation, only eleventh and twelfth grade students can earn dual high school and college credits. Thus, the current provision does not fully support best practices or the research on the value of providing access to more rigorous courses to more of our students. Legislation is needed to amend the current WAC to allow all high school students to earn college credit while in high school. The availability of college credit programs for students at all grade levels will afford our students broader academic options and strengthen transitions from high school to post-secondary education.

The Education Commission of the State (ECS) recommends that “Eligibility for dual enrollment should hinge on demonstrated academic abilities, not bureaucratic procedures or information that is not directly related to a student’s academic abilities or plan of study.”

Administrative costs would increase slightly in K-12 districts through increased student counseling and management of record-keeping and accounting associated college-in-the-high-school programs. However, this is a relatively small investment that will provide rewarding educational opportunities and academic advancement for more of our students.

38. AP/IB Coursework

Recommendation: **DO PASS** Submitted by: Spokane School District

WSSDA shall initiate and/or support legislation that creates the clear ability for AP and IB coursework (and other coursework if appropriate) to satisfy any state occupational education graduation requirement.

ARGUMENTS FOR

Our district, OSPI and the state legislature have done much work to identify CTE courses that have sufficient academic content covered to satisfy a content specific graduation requirement and be identified as equivalent. Such identified equivalency helps provide students with career goals well aligned with CTE offerings the flexibility to take more of the courses they need, are interested in and are aligned with their future occupational and career goals. Unfortunately, Washington State has not seen fit to do the same for students with career goals not well served by typical CTE classes. We believe the state should identify clear flexibility within any state occupational education graduation requirement to allow for accelerated, college level coursework in academic content areas, aligned with a student's post high school college goals, to satisfy the occupational education graduation requirement. In other words, an elective AP or IB course should satisfy the occupational education graduation requirement as it is well aligned with that student's occupational goal and

1. Demonstrates the application of essential academic learning requirements in the context of preparing for living, learning and work.
2. Demonstrates occupational specific skills.
3. Demonstrates knowledge of career options within a chosen pathway.
4. Demonstrates employability and leadership skills.

Such flexibility would afford such students the same type of flexibility to take more of the courses they need and are interested in and are aligned with their future occupational and career goals.

39. Weighted Grade Point Average

Recommendation: **DO PASS** Submitted by: Spokane School District

WSSDA shall initiate and/or support legislation that creates the opportunity for school districts to report a weighted grade point average on the state standardized high school transcript and recognize the accelerated coursework a student has completed.

ARGUMENTS FOR

While significant legislative time and discussion has focused on providing opportunities for academic acceleration of students and requiring such as the default for students ready for such challenge, the same effort has not gone into removing legislative disincentives for students to take more challenging coursework such as honors, AP or IB courses. One such disincentive is the legislatively mandated standard grade reporting and calculation system laid out in WAC 392-415-050 which does not allow the option of reporting of a Weighted Grade Point average on the standard high school transcript. Since the state legislature allows for no distinction, for purposes of GPA, between regular coursework and accelerated coursework, students may avoid the accelerated coursework to protect their GPA. Since the state legislature has advocated for academic acceleration, they must also give district's the opportunity to recognize student achievement in those accelerated courses appropriately, consistent with the desire to see students take on the higher level of academic rigor and expectation.

40. OSPI Authority for Graduation Requirements

Recommendation: **DO PASS** Submitted by: Legislative Committee

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

ARGUMENTS FOR

The State Board of Education (SBE) and the Legislature set graduation requirements in our state. Many districts believe that there is a disconnect between local school district governing boards and the SBE regarding graduation requirements, and that the SBE does not take into account the financial, operational or social costs of changes to current requirements. Previously, the Legislature was responsible for setting graduation requirements, but this practice led (and could lead) to unpredictability and changes based on political pressures and agendas to adjust to the latest thinking by non-education "experts."

OSPI has an independently elected official, and the agency works closely with school districts on funding and student achievement programs. Moving the authority to set minimum graduation

requirements from the SBE to OSPI would lead to a more stable set of requirements, as well as maintaining local district authority to set graduation requirements higher than state requirements.

41. Authorizing End-of-Course Exams

Recommendation: **DO PASS** Submitted by: Legislative Committee

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

ARGUMENTS FOR

End-of-course exams evaluate proficiency for content that has been learned during the past nine months and is fresh in the student's mind. It is not fair to students to require an assessment for material which may have been learned a year or two prior to taking the exam. End-of-course exams are standardized, criterion-referenced tests across Washington, where all students take the same test for the same course. Comprehensive exams may evaluate content which the student has not been taught at the time of test in the spring of 10th grade, but which may be taught in later grades.

Ideally there is a high correlation among end-of-course exam, course content, and actual student learning. A good end-of-course exam should not only identify what the student has accomplished, but will show where students continue to need assistance.

42. Kindergarten Preparedness

Recommendation: **DO PASS** Submitted by: Legislative Committee

WSSDA shall initiate and/or support legislation which would provide resources necessary for kindergarten preparedness through access to comprehensive public early learning programs, especially for children in poverty or for whom English is not their primary language. These programs should include rich experiences and strong literacy and numeracy components.

ARGUMENTS FOR

The evidence is clear that the better prepared youngsters are when they arrive for kindergarten, the greater likelihood they have for sustained academic success. Research also suggests that students who are prepared for kindergarten require less intervention in future years.

With the advent of Common Core and related increased academic expectations for all students, it is becoming more evident that kindergarten students must begin their school career better prepared than was expected in the past. Increases in poverty levels and in the

number of homes where English is not the primary language lead to developmental deficits for incoming kindergartners and contribute to a preparation gap from which some of these students will never recover.

Those students who are fortunate enough to be involved in a comprehensive early childhood education program that helps prepare them for kindergarten show marked improvement over their peers who are not. Public early childhood education programs allow for closer alignment with the K-12 system to provide a seamless transition for kindergarten students who have been in those public programs.

For all children, but especially for those kindergarten students who come from homes of poverty, the long-term benefits of high-quality early education programs are well documented (Campbell, Pungello, Miller-Johnson, Burchinal, & Ramey, 2001; Ramey & Ramey, 2006). Studies have shown that educational intervention has the potential to narrow or eliminate the socioeconomic performance gap, showing sustained results (Brooks-Gunn et al., 1994) and cost-effective (Barnett, 1998). Children were less likely to drop out of school, repeat grades, or need special education, compared with similar children who did not have such exposure (Barnett, 1998). Identified outcomes of quality, comprehensive early literacy programs include:

1. Improve language fluency, IQ, and other cognitive processes.
2. Reduce school problems and academic failure in both elementary and high school
3. Improve social, academic, and emotional intelligence when implemented in early childhood (Campbell et al., 2001)

School operations and facility management

43. Attorney/Client Privileges

Recommendation: **DO PASS** Submitted by: Spokane Public Schools

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



ARGUMENTS FOR

Because school districts are subject to civil litigation, it is essential to the protection of the taxpayers' interests that communications between a district's officials and their attorneys be protected by the current privilege that extends to everyone. WSSDA should continue to oppose legislation that would erode the attorney/client privilege and current law related to the non-disclosure of attorney work product and other communications between the district and its legal counsel.

44. WaKIDS Implementation

Recommendation: **DO PASS** Submitted by: Spokane School District

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

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



ARGUMENTS FOR

The state has adopted the Washington Kindergarten Inventory of Developing Skills (WaKIDS) as a statewide assessment of kindergarten readiness. While some funding has been appropriated, it is dwarfed by the training and time needed for kindergarten teachers to administer effectively. Of particular concern is the level of data entry required of teachers.

In Spokane, full-day kindergarten teachers must complete an observation-based assessment on each child by the end of the seventh week of school. The district estimated the additional required teacher time at 25-50 hours beyond the school day per teacher; the estimate is consistent with the survey results from the WaKIDS work group released January 2013. Many of the work group’s concerns mirror Spokane’s, and the recommendations should be addressed and funded prior to full-scale implementation.

45. Authorizing Internal Appeal Prior to Public Records Penalties

Recommendation: **DO PASS** Submitted by: Legislative Committee

WSSDA shall initiate and/or support legislation that would allow public agencies to require a requestor to use an internal administrative appeal process within the agency itself prior to being able to seek daily penalties for a violation of the Public Records Act.

ARGUMENTS FOR

Under RCW 42.56.550, daily penalties of up to \$100 per day can be levied against a district for each document not disclosed and for up to one year. A simple mistake or oversight can expose the district to significant penalties. As requests become increasingly sophisticated and complex, and the review of electronic files and documents becomes more frequent, the possibility of a simple mistake or oversight is compounded.

Public agencies should have the opportunity to rectify such cases prior to the imposition of daily fines or financial penalties. If not, the potential for the Public Records Act to be abused is increased without enhancing the ability of individuals or groups to have access to public records of interest.

46. Student Sex Offenders in the Classroom

Recommendation: **DO PASS** Submitted by: Legislative Committee

WSSDA shall initiate and/or support legislation that permits a school district to deny a registered sex offender from attending the same school or program as the victim.

ARGUMENTS FOR

The current requirements to re-enroll a registered sex offender provide them with the right to public education. However, there is little protection for the victim of that perpetrator if they attend the same school. There is no means currently to allow the district to provide an alternative delivery method for the education of the perpetrator if the victim is attending the same school. Recently, in Washington State, a convicted sex offender has been allowed back into the same school building as their victim. The only option for the victim is to leave the school. In rural areas, this may not be an available option, or the victim will need to enroll in some type of ALE program. This proposal prioritizes the rights of the victim to attend the school of their choice without fear of interaction with the perpetrator.

Governance

47. Elimination of Storm Water Fees

Recommendation: **DO NOT PASS** Submitted by: Rochester School District

WSSDA shall initiate and/or support the elimination of storm water fees charged to school districts.

ARGUMENTS FOR

Many school districts are being charged storm water fees by local governments. These fees function as a tax - directly removing levy funds from the classroom. School Districts should be exempted from any fee that functions as a tax removing needed dollars where they could be better spent in the classroom. If a school district already pays these fees, this will save the district from pulling more money out of their classrooms. If the school district has not yet been charged these fees, it will protect them from future fees being imposed on the school district in the future. If a school district is already charged these fees, they will be able to put this money back into the classroom. This would show the public that school districts are being frugal with their levy dollars and keeping more of these funds in the classroom.

ARGUMENTS AGAINST

The WSSDA Legislative Committee considers storm water fees to be part of the routine aspects of a school district's community obligation just as compliance with other utility and regulatory obligations are routine. Exempting school districts from storm water fees only places a higher cost burden on other residents and property owners in the service area.

The Committee also noted that payment of storm water fees vary widely from district to district and even school to school within a district. There are also many school districts that do not incur storm water fees. Thus, the Committee is not convinced that this issue has state-wide application.

48. Exempt State and Local Sales Tax

Recommendation: **DO NOT PASS** Submitted by: Monroe School District

WSSDA shall initiate and/or support legislation that exempts school districts from paying state and local sales taxes.



ARGUMENTS FOR

Each year, school districts spend approximately \$1B in the State of Washington on goods and services in their General Fund alone. Most of these expenditures are subject to state and local sales taxes. It is estimated that districts are spending more than \$100M per year on state and local sales taxes. What is unfortunate is that in many cases districts must raise taxes to pay a tax bill to another level of government. This is bad tax policy and needs to be stopped. Districts face an extraordinary burden when they attempt to pass a bond measure which requires a 60% approval rating to pass. Many bonds fail each year and many communities are very price sensitive. It can be reasonably surmised that it would be easier to pass bonds if they were lower because the cost of sales tax would not be included. It also makes sense that exempting school districts from paying sales taxes would be considered the same as sending districts more dollars in partial fulfillment of McCleary.



ARGUMENTS AGAINST

The WSSDA Legislative Committee felt that local government entities, including school districts, are also users of the services and infrastructure paid for by sales taxes. Therefore, we have a community obligation to share in the burden of the costs of those public services and infrastructure (i.e., fire, police, roads, local government, etc.).

49. Simplify Accountability and Reporting Requirements

Recommendation: **DO PASS** Submitted by: North Kitsap School District

WSSDA shall initiate and/or support the modification of WAC and RCW to eliminate, integrate and simplify accountability and reporting requirements. WAC-180-16-220, "Supplemental basic education program approval requirements," requires that districts develop, adopt school improvement plans (SIPs) with annual reviews and submit to OSPI. The WAC prescribes content and approach to SIPs. This content and approach should be aligned and integrated with other requirements and allow for districts determine the content and approach.



ARGUMENTS FOR

This is an issue of great concern to our school district. The superfluous paperwork and complicated reporting requirements do not contribute to strong educational outcomes or organizational mission efficiencies. Nor do they help districts to use scarce resources

most effectively. Streamlining reporting requirements would benefit all districts and dramatically reduce non-compliance issues. District resources are scarce and should be prioritized toward improving educational outcomes. Streamlining and simplifying reporting requirements will result in better use of funds and ultimately improve student learning. Better educational outcomes will also increase public confidence.

50. Building Schools outside Urban Growth Areas

Recommendation: **DO PASS** Sponsored by: Bethel School District

WSSDA shall initiate and/or support legislation to allow school districts to build a school outside of a county's urban growth area (UGA) under the state's Growth Management Act (GMA) when certain circumstances are met. The legislation should also authorize counties that fully plan under the GMA to permit the construction of schools outside of designed UGAs when specified criteria are met. Legislation should establish planning actions that counties must satisfy in complying with the requirement to permit school construction outside of UGAs.

ARGUMENTS FOR

This proposal was approved by the WSSDA Legislative Committee for the 2013 year and received unanimous or near unanimous support by delegates of the 2013 Legislative Assembly. The issue is becoming of increasing concern to other districts. There were two proposed bills in the legislature this session that addressed these concerns. While neither bill was successful, we hope to see increased support in the coming session.

51. Compensation Technical Working Group Recommendations

Recommendation: **DO PASS** Submitted by: Legislative Committee

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

ARGUMENTS FOR

The need to bargain compensation with our unions is a contentious and emotional undertaking. By supporting the work done by the Compensation Technical Working Group, we can use a more rational and evidence based approach to setting compensation that is also more consistent state wide.

This work was thorough and professional and the recommendations were well vetted. As School Directors, we should support the effort to have these recommendations implemented. In addition, many school districts designate inordinate amount of local funding to

teacher salaries in the form of TRI which could be redirected to other local priorities if the Compensation TWG recommendations were implemented.

As the state moves toward state-level funding of education vs. local funding, as mandated by the Supreme Court, we will need vehicles to adjust compensation from local TRI funds to state funds. By adopting these ranges, we also level the field for school district compensation so we have less need to set salaries based on the highest paid teachers in our region. School Districts should not be in the position of competing with neighboring school districts for top staff based on their ability to pay higher compensation or put in the position of continuously bargained increases to keep up with neighboring districts.

52. School Director Involvement on Education Workgroups

Recommendation: **DO PASS** Submitted by: Legislative Committee

WSSDA shall initiate and/or support legislation ensuring that school directors are involved on all committees and working groups that affect public education as they relate to basic education, funding, school operations, and governance.



ARGUMENTS FOR

Every legislative session, education bills and/or budget provisos are passed that create formal and informal work groups, task forces, or committees – most charged with making recommendations that affect basic education, school district funding or operations. School directors are elected leaders focused on student achievement. Making sure our voice is at the table for these important conversations is imperative.

53. Charter Schools under Locally Elected School Boards

Recommendation: **DO PASS** Submitted by: Legislative Committee

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



ARGUMENTS FOR

Charter schools offer communities an opportunity to innovate with the tax-funded public education system. These schools will impact local school districts and will rely, in part, on local community tax dollars. Local School Directors are the duly elected representatives of the community charged with overseeing the local public education system and we are directly accountable to our constituents for the use of public funds and for the operation of our public schools. It necessarily follows that we should be given the exclusive authority and responsibility to charter and oversee charter schools within our school district boundary.

54. Accountability through Local Governance

Recommendation: **DO PASS** Submitted by: Legislative Committee

WSSDA shall initiate and/or support legislation that promotes local control over restructuring efforts (school/district improvement). Specifically, all mandated corrective action shall be negotiated with and implemented by the locally elected school board. The local board may seek assistance and support from the Office of Superintendent of Public Instruction and/or the State Board of Education.



ARGUMENTS FOR

The State Board of Education's initial accountability index was adopted following enactment of E2SSB 6696 in the 2010 legislative session. Under state law, Washington's voluntary intervention system will become a mandatory intervention system. The state's lowest five percent of "persistently lowest-achieving schools" will be targeted for corrective action. Schools and districts that are declared "Required Action Districts" must undergo an academic performance audit, develop a plan which must be approved by the State Board, and take other actions to improve student performance.

The trend of increasing state and federal mandates serves to undermine local control, which is essential to community involvement. Boards are responsive to their communities and the unique needs of their students. Unfunded requirements and "one size fits all" solutions compete for the limited resources necessary to directly impact opportunities for student success. While we support holding local school boards accountable, the State and Federal standards are not clearly defined and continue to remain underfunded and/or unfunded mandates.

55. Removing Barriers to Innovation in Public Schools

Recommendation: **DO PASS** Submitted by: Legislative Committee

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



ARGUMENTS FOR

Although it is the "paramount duty of the state to make ample provision for the education of all children residing within its borders," the local elected school district boards of directors bear ultimate responsibility in our state for the health and operation of our public schools. This is as it should be.

Since the passage of No Child Left Behind, there have been a growing number of mandates, fixes, and increasingly detailed

operational directives flowing from Washington, DC and Olympia designed to “repair” whatever current thinking is about what is “wrong” with our schools. School districts are innovating under (and in spite of) the existing system. We should be encouraging innovation in our schools and not looking at creating a parallel system of charter schools that are not held to the same state laws and rules and are not accountable to the taxpayer.

Extending the rights of charter schools to all public schools would have the following benefits:

- Flexibility is cost effective and efficient, while still requiring accountability;
- Districts have in place the mechanics to be successful innovators with their strong partnerships with businesses and non-profits, community support and data performance tools; and
- Top-down prescription is generally ineffective since it does not have a clear understanding of individual communities and its students’ strengths, challenges and needs.

56. Keeping the Cap on Charter Schools

Recommendation: **DO PASS** Submitted by: Legislative Committee

WSSDA shall initiate and/or support legislation that preserves the limit of 40 charter schools over five years passed by voters in 2012. This cap shall not be lifted before 60 percent of authorized Washington charter schools have completed three consecutive school-years of operation at one or two of the highest levels on the Achievement Index for all student groups and without a public vote at the next available general election.

ARGUMENTS FOR

While studies show that a limited number of charter schools are outperforming public schools in their state, the research is clear that charter schools do about the same or worse than public schools when measured for student achievement success. Yet there remains unsubstantiated perception that charter schools are a consistently better alternative to public education.

Charter schools are a new experiment in Washington State. We owe a duty to our students and taxpayers to ensure that this new venture truly results in improved and sustainable student success before expanding the experiment. Washington voters narrowly approved 40 charter schools over five years. To respect the voters’ tepid approval in November 2012, the initiative’s caps should remain for at least the five years designated by the voters and only modified with a public vote affirming the need to increase the number of charter schools.

57. Mayoral Control

Recommendation: **DO PASS** Submitted by: Legislative Committee

WSSDA opposes legislation that authorizes mayoral control of public K-12 schools.



ARGUMENTS FOR

If Washington continues to be faced with national trends on education reform, the next step after charter schools may be movement towards to mayoral control. This should be rejected since undermines the Washington State Constitution that affirms the governing authority for public education to be vested in local school boards and a separately elected Superintendent of Public Instruction.

58. Washington State Voting Rights

Recommendation: **DO PASS** Submitted by: Legislative Committee

WSSDA shall initiate and/or support legislation that maintains local school board authority to determine the structure of the school district's voting subdivisions.



ARGUMENTS FOR

In the 2012, 2013, and 2014 legislative sessions, lawmakers considered bills that would have created a Washington Voting Rights Act similar to what has been enacted in California. Under the California law, school districts and local governments have been sued by individuals alleging they have not had the opportunity to elect a representative of their “protected class.” In such instances, the local jurisdiction is forced to change from an election where all voters can vote for all candidates to one where voters are limited to candidates solely in their drawn boundary.

Allowing school districts to determine their voting subdivision structure based on community input preserves the ability to have a board of qualified candidates who represent all students in the district, not just the voters who elected them to the position.

Contracts and personnel

59. Teacher Certification for ELL Students

Recommendation: **DO NOT PASS** Co-Submitted by: Kent and Tukwila School Districts

WSSDA shall initiate and/or support,

1. All teachers receiving K-12 classroom endorsements for preparation to teach in general education classes will be required to be prepared to teach English Language Learners.
2. Approved universities with teacher education programs in place to train teachers for the English Language Learner Endorsement should serve in an advisory capacity to developing legislation which will require such training to be part of the requirements for all teachers completing endorsement programs in the State of Washington, and to outline the components necessary to prepare all teachers adequately to be successful instructors for English Language Learners.



ARGUMENTS FOR

There is a serious statewide shortage of qualified English Language Learner certificated teaching personnel. If the Legislature acts promptly, the state has a unique opportunity to develop an economic strength for the state by exploring and supporting the positive aspects of multilingual constituents. While all certificated teachers do not need to be bilingual or multilingual, under this proposal all certificated teachers shall be trained or be enrolled in training in effective teaching and language acquisition strategies to meet the diverse learning needs of students whose first language is other than English.



ARGUMENTS AGAINST

The Legislative Committee recognizes the challenges our teachers face with the large variety of languages and cultures in their classroom. However, the Committee believes the implementation, as specified in the position statement, would be overly burdensome to teacher preparation colleges and universities. Teachers needing these skills should be seeking out an endorsement, training, and credentialing without being overly prescriptive in statute. In addition, districts have the ability to make these types of training and credentialing required for all their instructional staff.

60. Classified Athletic Coaches Database

Recommendation: **DO PASS** Submitted by: Pasco School District

WSSDA shall initiate and/or support legislation which will direct the Washington Interscholastic Activities Association (WIAA), through policies to be established by the Office of the Superintendent of Public Instruction (OSPI), to maintain a state wide database of coach misconduct/wrongdoing that would mirror mandated misconduct reports required for certificated school staff members in order to ensure that students are protected during extra-curricular activities as well as they are protected in classroom environments. This database would be available to school districts to screen applicants for employment and would be in addition to any background check investigations currently required.

ARGUMENTS FOR

Washington State lacks a state wide accountability system or database for classified athletic coaches. After the Seattle Times investigative story “Coaches Who Prey,” a statewide process to report certificated athletic coaches’ wrongdoing was established across the state. This process allows districts to log on to see if any other district has reported wrongdoing by a certificated applicant. However, districts must hire a high percentage of classified athletic coaches and there is no systemic way to check on classified applicants who may have committed wrongdoing in another district. The last of this system endangers our student athletes across Washington.

61. Employee Dismissal

Recommendation: **DO NOT PASS** Submitted by: Pasco School District

WSSDA shall initiate and/or support legislative revisions to amend RCW 28A.405.340 that provide districts with a reasonable process by which to terminate certificated staff, yet protect terminated staff’s due process rights. The pre-termination due process should be streamlined so the termination decision can be expedited. The due process rights of the terminated employee would remain protected by the post-termination hearings process. The school district and the terminated employee would both be provided a right of appeal to Superior Court.

ARGUMENTS FOR

School districts, and, by extension, taxpayers bear the burden of costly and extended litigation. School districts, as party to any litigation, should have the ability to appeal a hearing officer’s decision which may have a negative impact on students and/or the district. The public expects reasonable outcomes in certificated

termination processes. A reasonable, expedited process and the right of a school district to appeal a hearing officer's decision would address those reasonable expectations.



ARGUMENTS AGAINST

The WSSDA Legislative Committee prefers the wording of Proposal #62 and would ask the Legislative Assembly to Do Not Pass #61 and pass Proposal #62. Proposal #62 was approved in 2013 by the Legislative Assembly and would be able to continue on the path to becoming a Standing Legislative Position (SLP) in 2015.

62. Employee Dismissal

Recommendation: **DO PASS** Submitted by: Spokane School District

WSSDA shall initiate and/or support legislative revisions that provide districts with a reasonable process by which to terminate certificated staff, yet protect terminated staff's due process rights. The pre-termination due process should be streamlined so that the termination decision can be expedited. The due process rights of the terminated employee would remain protected by the post-termination hearings process.



ARGUMENTS FOR

Current law requires an extensive pre-termination process that can be time-consuming and burdensome for school districts, exceeds the minimum requirements of due process guaranteed by the Constitution, and extends the time period that the employee continues to receive compensation.

Public school districts are required to pay a terminated employee's salary during a pending appeal. These appeals can drag on for months or sometimes years. No other public employee group in Washington continues to be paid after they've been fired or suspended. Teachers are not a "protected class" and a district's hands shouldn't be tied as they decide whether or not they can "afford" to terminate an employee.

Employees have—and should have—procedural rights. However, under the current system, a terminated employee has no incentive to process his or her appeal quickly. This can be a huge drain on a district's budget, especially in many smaller districts where an open position due to termination cannot be filled until an appeal is complete because the district is still paying the "fired" employee.

63. Recruitment of Bilingual Teachers

Recommendation: **DO NOT PASS** Submitted by: Kent School District

WSSDA shall initiate and/or support increased support and recruitment of bilingual teachers that are ELL endorsed as well as bilingual teachers for dual language programs as well as increased monetary support for these types of programs.

ARGUMENTS FOR

The Kent School District supports a very diverse student community comprised of different cultures, beliefs, and languages. To speak to this diversity we have implemented Dual Language programs at two of our elementary campuses and have seen increased student success. We feel that an increased opportunity to participate in these types of bilingual programs is imperative for us to facilitate accelerated student achievement and college career readiness in a global economy.

There are currently Dual Language programs in surrounding districts such as Highline, Bellevue, and Seattle. By participating in more Dual Language programming throughout our district, we will ensure our students have the same intellectual and bilingual experiences as neighboring districts to better prepare our students for competitive success. Students in our Dual Language programs show higher scores overall compared to their peers in the general education classrooms when looking at district assessments.

ARGUMENTS AGAINST

The WSSDA Legislative Committee felt that the proposal's intent already exists within the discretion of local school districts and therefore is a local issue to be decided within a school district's existing autonomy.

Local school districts are free to support and recruit as they deem appropriate and meritorious to their district need and as local student demographics dictate. Some districts may have an interest in ELL certified teachers for targeted objectives while other districts decide to target vocational education teachers. These decisions and focus points should be left up to local school district leadership.

64. Removing Poor Performing Teachers

Recommendation: **DO PASS** Submitted by: Spokane School District

WSSDA shall initiate and take action to cause the Washington State Legislature to change the applicable provisions of RCW 28A.405 to provide for a practical and efficient system for the non-renewal of certificated staff who do not meet the new evaluation criteria as defined in 28A.405.100.

Such a system would provide the following:

1. That the statute not require the same timeline for or number of employee-supervisor conferences and fully completed evaluation documents during the established probationary period; and
2. The administrative appeal process ends with a decision by the Board of Directors after providing the employee an opportunity to present his/her information. The employee retains the right to appeal to a judge.



ARGUMENTS FOR

While the reforms of the teacher evaluation process associated with E2SSB 6696 (Chapter 235, Laws of 2010) will enable districts to better identify poor performing teachers, districts need a practical, efficient mechanism via which those teachers can be removed from the system if their performance does not sufficiently improve. Such a process has not been approved by the state legislature but should be. The amount of time a probationary process and appeals process takes is time consuming and makes it nearly impossible to meet the probable cause requirement or make it through the administrative process. While preserving employee due process, an appeal for non-renewal should consist of an informal grievance process to the Board of Directors, which provides the employee an opportunity to present any information to challenge the nonrenewal documents prepared during probation.

65. Access to Collective Bargaining Agreements

Recommendation: **DO PASS** Submitted by: Freedom Foundation

WSSDA shall initiate legislation to require bargaining agents organized under the jurisdiction of the Public Employment Relations Commission to have a duty to send a digital copy of their collective bargaining agreement to the commission for inclusion into a library of current and prior agreements within thirty days of the effective date of the agreement. (SB 6250, 2014)



ARGUMENTS FOR

This proposal supports improved transparency for citizens regarding the provisions of collective bargaining agreements in school districts and other public entities across the State at minimal cost.

No cost is anticipated, since the duty to report should rest with the organization seeking to be the workplace representative authorized by the Public Employment Relations Commission. Their obligation to verify the final version and send an email is a minimal cost.

Increased transparency and a library of public records readily available would be the immediate benefit to the public and to districts engaged in contract negotiations. Research and attention to collective bargaining also has the potential to mitigate misunderstandings about collective bargaining process and impact on local school district operations and policies.

66. Authorizing Districts to Appeal Hearing Officer Decisions

Recommendation: **DO PASS** Submitted by: Legislative Committee

WSSDA shall initiate and/or support legislation to amend RCW 28A.405.340 to allow districts to appeal adverse hearing officer decisions in teacher termination or non-renewal cases to Superior Court.



ARGUMENTS FOR

Under RCW 28A.405.340, a teacher who is being terminated or non-renewed by a district may appeal an adverse hearing officer's ruling to Superior Court, but a school district has no such right of appeal. Due process and equity demand that school districts have a right to appeal an adverse ruling just as teachers do.

Adverse rulings can happen for a number of reasons, including error on the part of the hearing officer. Teachers should not be returned to a classroom without the district having the right to appeal the hearing officer's decision. This is particularly important in cases where the employee has demonstrated, through their own conduct, that their behavior has a negative effect on student success and learning.

67. Changing the Ethics Statute to Address Hiring Decisions

Recommendation: **DO PASS** Submitted by: Legislative Committee

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



ARGUMENTS FOR

Smaller school districts often find it difficult to attract candidates when both spouses are engaged in education-related professions. Recognizing this problem, in 2006 the Legislature created an exception to the rules to exempt school districts with 200 Student FTE. This proposal would extend the exemption to districts with up to a 1,000 Student FTE. This proposal would help smaller school districts attract and retain quality administrators. Local school districts would create their own policies regarding hiring and direct reporting practices when spouses or family members are employed by the same district.

68. Staff Assignments

Recommendation: **DO PASS** Submitted by: Legislative Committee

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



ARGUMENTS FOR

With increased awareness of the impact of teachers in high needs schools and state and federal mandates of staff evaluation and placement, districts should be allowed to place staff based on need, skill and use of endorsements. At this time, state mandates shift implementation to the district, but make it difficult since districts must adhere to bargaining agreements. Increased flexibility in assignments will be beneficial in getting the right staff where the need is the greatest.

Many states are moving away from transfers based on seniority because they are not compatible with state and federal requirements. Usually schools with higher needs students get the least qualified, experienced teachers, compounding the achievement gap. The Legislature took steps in 2010 and in 2012 to change the evaluation process and thereby “tenure,” allowing for more control at the district and building level. Finally, the state holds districts and building leaders accountable for student learning so they should have flexibility and authority to allocate their human resources based on need and fit.

Standing Legislative Positions

Standing Legislative Positions are proposals that are considered so important and/or so universally accepted by school directors that they become part of WSSDA's ongoing legislative positions. These positions do not need to be reintroduced every year to become part of WSSDA's annual legislative package and remain SLPs until they are eliminated. Gaps in numbering indicate that a position has been eliminated.

7.1 Budget and Finance

7.1.1 Levy Equalization/Levy Lid

WSSDA shall initiate and/or support legislation which would increase the percent of levy impacted by levy equalization (local effort assistance) to 20 percent. WSSDA opposes raising or repealing the levy lid; however, if an increase in the levy lid were adopted by the Legislature, WSSDA supports requiring that levy equalization be fully funded and a commensurate increase in levy equalization be included.

(Adopted 1994; Amended 1999, 2005 and 2010)

7.1.2 MSOC Funding

WSSDA shall initiate and/or support legislation and appropriations which recognize that school districts' abilities to maintain and enhance quality educational opportunities, for a changing student population, are inhibited by the state's inadequate funding for maintenance, supplies and operating costs (MSOC). WSSDA supports enhanced MSOC funding. MSOC funding should be regularly increased recognizing inflationary costs.

(Adopted 2005; Amended 2010)

7.1.3 Transportation

WSSDA supports a school transportation funding formula that is based on actual operational costs. Such an operational formula will be designed to:

- Account for cost differentials between districts based on geography, congestion, safety and other factors;
- Eliminate underfunding based on once-per-year student rider counts;
- Address the under-utilization of vehicles for

- kindergarten routes and in rural areas;
- Provide funding for bus monitors when necessary, especially for high-need special education students;
 - Permit districts to use funds for adult crossing guards when they are more cost-efficient than transporting students; and
 - Allow districts to use bonds or multi-year levies to purchase student transportation equipment.

(Adopted 2001)

7.1.4 Special-Needs and At-Risk Students

WSSDA shall initiate and/or support legislation that will provide enhanced funding for programs for special-needs and at-risk students and for those districts with proportionately higher numbers or higher costs of such students.

(Adopted 1990; Amended 2011)

7.1.5 Increased Funding for High-Poverty Schools

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

(Adopted 1991; Amended 2012)

7.1.6 Special Education Funding

WSSDA shall initiate and/or support legislation which requires full funding for mandated Special Education (handicapped) programs and services; such programs and services should maximize assistance to children rather than to their various categorizations and assessments. Any state funding formula shall: recognize that costs will vary according to the needs of every child and, therefore, for every district, based upon the I.E.P. of each student; provide adequate funding for all of the required services for eligible special education students without imposing an artificial cap; exclude from any special education program enrollment funding caps

students for whom districts do not receive an annual basic education allocation; and recognize that any funding formula based upon the assumption that every district has the same budget percentage costs for special education is inherently flawed and will not work.

(Adopted 1988; Amended 1990, 1996 and 2005)

7.1.7 Education for Gifted

WSSDA shall initiate and/or support legislation which would assure funding for the education of gifted students at a level of 10 percent of the student population, place that funding within the basic education allocation system and set a minimum number of students to be funded in small school districts.

(Adopted 1987; Amended 2005)

7.1.8 All-Day Kindergarten

WSSDA shall initiate and/or support legislation for the funding of kindergarten for all districts that chose to offer full-day kindergarten at 1.0 FTE. Legislation will include provisions to change the space allocation formula for un-housed students to reflect full-time kindergarten.

(Adopted 1990; Amended 2004 and 2006)

7.1.9 Full-Time-Equivalent Computation

WSSDA shall initiate and/or support legislation which would modify the method of computing a full-time-equivalent secondary student for the purpose of state apportionment for those students who are enrolled in more than twenty-five hours of instruction per week.

(Adopted 1987)

7.1.10 Technology Funding

WSSDA shall initiate and/or support legislation which would fully fund the provision and maintenance of technology in school districts, as a part of basic education, to a statewide standard established by OSPI, in consultation with its K-12 technology advisory committee.

(Adopted 2010)

7.1.11 Remote and Necessary Schools

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

(Adopted 1991; Amended 2012)

7.1.12 Full Funding of Basic Education

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

(Adopted 2012)

7.1.13 Pension Funding

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

(Adopted 2012)

7.1.14 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.

(Adopted 2010)

7.1.15 Career and Technical Education Funding

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

(Adopted 2011)

7.1.16 School Construction

WSSDA supports “ample provision” for school construction through state policies that:

- Fund school construction needs when districts are determined eligible;
- Maintain a reliable system of funding that supports adequate planning at the local level;
- Provide specific sources of revenue to support and enhance state trust revenue;
- Give highest priority to projects that address un-housed student needs, either through new construction or remodeling
- Allocate square footage to meet current and future program needs;
- Recognize realistic construction costs including mandated green building costs; and
- Equalize funding for modernization of existing school facilities in lieu of abandonment and new construction.

(Adopted 2001; Amended 2008)

7.1.17 School Construction Funding

WSSDA shall support an increase to the state’s funding formulas for school construction so that the allocation of square feet per student at least meets the national average and the cost per square foot allocation reflects actual costs.

(Adopted 2005; Amended 2008)

7.1.18 Passage of School Finance Issues

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

(Adopted 1977; Amended 2000 and 2001)

7.1.19 Fiscal Note

WSSDA supports requiring identification of the local cost of compliance (fiscal notes) for any proposed state laws or administrative rules which would affect educational programs or services, as a means of avoiding unfunded mandates.

(Adopted 1978; Amended 2002)

7.1.20 Forest Revenue Apportionment Withholding

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

(Adopted 2013)

7.2 Unfunded Mandates

7.2.1 Unfunded Mandates

WSSDA shall initiate and/or support a requirement that all legislation mandating K-12 programs or services provide full funding for all costs, including incidental, administrative and non-employee and other related costs of the programs or services. Additionally, if adequate funding is not provided to school districts to comply with currently mandated programs or services, those mandates should be eliminated.

(Adopted 2005; Amended 2009)

7.2.2 Truancy Becca Funding

WSSDA shall initiate and/or support legislation that: (1) provides adequate state compensation to school districts for additional secretarial and administrative time to monitor truancies, send letters, prepare court documents and truancy petitions, attend court hearings and provide follow-up supervision for Becca compliance; or (2) eliminate the Becca law if the funding is not continually forthcoming

(Adopted 2010)

7.3 School Operations

7.3.1 Open Public Meetings Act

WSSDA shall initiate and/or support legislation that maintains the current provisions of the Open Public Meetings Act, including without limitations those that allow for confidential executive sessions of the governing

board for specified purposes, that allow for the presence of necessary individuals other than board members, and that do not require minutes, taping or any other record of the discussions that transpire in sessions.

(Adopted 2011)

7.3.2 School Year

WSSDA shall initiate and/or support legislation which provides state-funded training and planning time for staff and more academic time for students, in the following manner:

- Provide for summer school programs;
- Substantially increase the length of the students' school year;
- Assure that staff has planning and in-service time in excess of the students' calendar year; and
- Provide financial flexibility and incentives for local districts to operate year-round instruction in any or all of their school buildings.

(Adopted 1988; Amended 1990, 1992 and 2005)

7.3.3 Exclude School Calendar from Mandatory Negotiations

WSSDA believes that the school calendar is a matter of public concern and should not be a mandatory subject of collective bargaining.

(Adopted 1979; Amended 2001)

7.3.4 Community Schools

WSSDA shall initiate and/or support legislation to encourage and incentivize cooperative partnerships and/or joint use of facilities with the local community, such as early learning providers, social service providers, community and technical colleges, and public baccalaureate institutions. The legislation should include revisions in the current calculation of "instructional space" so school districts are not penalized by the loss of any state construction funding due to the facilities partnership.

(Adopted 2011)

7.3.5 Building Improvements

WSSDA shall initiate and/or support legislation to permit school districts in the state of Washington to make limited improvements of not more than 10 percent of the current value of the facility, such as energy retrofits, in existing facilities without requiring a review and/or upgrading of the entire building to meet current codes in other areas.

(Adopted 1992)

7.3.6 Public Records Act

WSSDA shall initiate and/or support legislation clarifying that any notes taken or electronic recordings made during an executive session are exempt from disclosure under the Public Records Act.

(Adopted 2012)

7.3.7 Student Contact Time

WSSDA shall initiate and/or support legislation that allows school districts to meet the requirements of state law for funding purposes through the use of student contact time rather than student contact days without having to seek waivers from either SBE or OSPI.

(Adopted 2012)

7.3.8 Students in Residential Placement

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

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

(Adopted 2013)

7.3.9 Mandatory School Age

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

(Adopted 2013)

7.3.10 Legal Notices Website

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

(Adopted 2013)

7.4 Governance

7.4.1 Consolidation/Erosion of School Districts

WSSDA believes that consolidation of local school districts should occur only through a process of voting by the affected citizens and not by legislative mandate.

(Adopted 1982; Amended 1986 and 1994)

7.4.2 State Board of Education Membership

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

(Adopted 2013)

7.5 Early Learning and Higher Education

7.5.1 Early Childhood Education

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

(Adopted 1991; Amended 2011)

7.5.2 Conditional Scholarships

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

(Adopted 2011)

7.6 Personnel and Contracts

7.6.1 School Employee Salaries

WSSDA shall initiate and/or support legislation which would require parity for all educational employee groups whenever state salary increases are provided and which would assure the state of Washington of having salaries for education personnel that would allow them to remain competitive with other states and commensurate with comparable professions.

(Adopted 1988; Amended 1990)

7.6.2 Salaries — Experience Recognition

WSSDA shall initiate and/or support legislation that would recognize employment experience as a registered nurse, occupational therapist, physical therapist, communication disorders specialist/speech pathologist, audiologist, psychologist, social worker, counselor or career/technical education professional in a position which requires Washington state licensing, certification or a degree that is comparable to that required for Washington state teacher certification.

(Adopted 2010, Amended 2013)

7.6.3 Administrators for Small Schools

WSSDA shall initiate and/or support legislation that would assure stable financial support for the proper and adequate administrative staffing in small schools and small school districts; preferably at least one administrator per district.

(Adopted 1990)

7.6.5 Health Care Bargaining

WSSDA shall initiate and/or support legislation which would exclude funding of health benefits from being negotiated in school district's collective bargaining agreements.

(Adopted 2010)

7.6.6 Strikes and Labor Disputes

WSSDA is opposed to strikes as a means of settling disputes in public education as referenced in RCW 41.56.120. WSSDA strongly supports decisions by Washington courts that strikes by public employees are illegal. Participants in strikes should suffer economic losses or professional sanctions.

WSSDA supports legislation that would:

1. Remove mandatory binding arbitration as the means of resolving impasses in negotiations. It is against the public interest to give final authority over the schools' operations to an arbitrator, who has no continuing responsibility for implementing an arbitration award.
2. Impose penalties upon either party who fails to

participate in impasse processes and other required procedures designed to promote agreement before the beginning of school.

When a local school district is faced with a strike, WSSDA recommends that the school board take the action, including injunctive relief, it deems necessary to fulfill its obligation to students and patrons. During a strike, WSSDA will provide services or assistance requested by the local school board.

(Adopted 2001, Amended 2013)

7.6.8 Fiscal Nonrenewal Date

WSSDA shall initiate and/or support legislation to change the staff non-renewal notification deadline to May 15 or 30 days after the budget becomes law, whichever occurs last.

(Adopted 1993, Amended 2013)

7.6.10 Diversity Training

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

(Adopted 1995; Amended 2003)

7.6.11 Alternative Routes to Teacher Certification

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

(Adopted 2012)

7.6.12 Retirement Incentives

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

(Adopted 2013)

7.7 State Government and Tax Policy

7.7.1 Tax Reform

WSSDA shall initiate and/or support legislation to restructure the Washington State tax system to establish a stable, broad-based, flexible source of revenue for the State of Washington which is equitable and adequate, in order to ensure better educational funding as well as to provide other essential state services.

(Adopted 1989, Amended 2013)

Legislative funding philosophy

In addition to the legislative positions of WSSDA, the following statements, individually and collectively, form the basic philosophy of school funding — as determined by school board members in Washington. While not technically a “legislative position,” this philosophy guides members and the WSSDA staff as we work cooperatively with state officials on a variety of school funding issues.

Providing quality public education to the children of Washington is essential to the well-being of our state and its citizens ... today and into the future.

This responsibility is clearly proclaimed in our Washington Constitution as the state’s “paramount duty.” School funding must be stable, sufficient and equitable — in order to achieve maximum results and efficiencies. Local levies should only enhance and never replace the financial responsibility of the state.

Demands of public education continue to increase. All students can learn, but the cost of educating students increases with their individual needs. In particular, students with special needs comprise a growing share of the student population and their needs can be expensive. Quality staff, a rich array of programs, and all support or incidental services must be funded adequately.

Local school boards are in partnership with the state — a partnership based on trust and commitment to provide the best possible education for all children of Washington, to ensure the common good ... today and into the future.

WSSDA Bylaws

ARTICLE I. NAME

This Association shall be known as the Washington State School Directors' Association (WSSDA), herein after referred to as the Association.

ARTICLE II. PURPOSE

The purpose of the Association shall be to further "the coordination of programs and procedures pertaining to policy making and to control and management among the school districts of the state," as provided by law, and to provide leadership for the continual improvement of a public education system which assures effective learning for all students.

ARTICLE III. POWERS

The Association shall have the powers as set forth in the Bylaws and RCW 28A:

- A. To prepare, adopt, amend and repeal a constitution and rules and regulations, bylaws, and general policy statements for its own organization and for its government and guidance, provided action taken with respect thereto is not inconsistent with the provisions of law under RCW 28A;
- B. To arrange for and call such meetings of the Association, or of the officers and committees thereof, as are deemed essential to the performance of its duties;
- C. To provide for the compensation of members of the Board of Directors, and for the payment of travel and subsistence expenses incurred by members, officers and employees of the Association while engaged in the performance of duties under the direction of the Association;
- D. To employ an Executive Director and other necessary personnel;
- E. To collect membership dues according to law; and
- F. To act or to provide such services as may be requested or authorized by the Association's members, or for them by the Board of Directors, provided that such acts or services are permitted by law, and the Bylaws.

ARTICLE IV. MEMBERS

Section 1. Classification of Members

The membership of the Association shall be comprised of:

- A. Regular Members. Regular members shall be the members of the boards of directors of the school districts of the state of Washington, as provided by law.
- B. Associate Members. Associate members shall comprise the educational service districts' board members and members of the State Board of Education.
- C. Honorary Members. Honorary members shall comprise the past presidents of the Association no longer serving on a local board and any who have rendered distinguished service to this Association or to education and have been voted into honorary membership by the Association at the Delegate Assembly.

Section 2. Privileges

Privileges of associate and honorary members include:

- A. The privilege of attending meetings as a nonvoting participant; and
- B. Receiving copies of the Association's complimentary publications.

Such members are not eligible to hold elective office or participate in the Association's business or operating decisions.

ARTICLE V. OFFICERS

There shall be four officers: a president, a president-elect, a vice president and the immediate past president. The vice president shall be elected from the east side of the Cascade Mountains in evennumbered years and from the west side of the Cascade Mountains in odd-numbered years. A school director shall be ineligible to serve as an officer if he or she is simultaneously serving as a statewide elected official or as a member of the state legislature.

Section 1. Terms

- A. The terms of office for the president, president-elect and vice president shall be one year or until his/her successor is elected.
- B. Upon the completion of the President's term of office at the end of the Annual Conference, the president-elect shall assume the office of president.
- C. A president not reelected in his/her district of residence may act as presiding officer at the immediately ensuing Annual Conference.

Section 2. Elections

The election of the president-elect and vice president shall be announced at the Annual Conference and they shall take office immediately following adjournment of that conference.

- A. The election shall be by written or electronic ballot. Every regular member of the Association will receive a ballot.
- B. Those candidates receiving a majority of votes cast for the respective offices shall be declared elected.
- C. If no candidate receives a majority of the votes, the two candidates receiving the highest number of votes will be candidates for re-balloting.

Effective 2012:

The election of the president-elect and vice president shall be announced at the Annual Conference and they shall take office immediately following adjournment of that conference.

- A. The election shall be by written or electronic ballot. Every regular member of the Association will receive a ballot.
- B. Those candidates receiving a majority of votes cast for the respective offices shall be declared elected.
- C. If no candidate receives a majority of the votes, the two candidates receiving the highest number of votes will be candidates for re-balloting.

*The Nominating Committee will create policies and procedure to implement the all-member voting process by 2012.

Section 3. Vacancy

- A. A vacancy occurs when an officer resigns or is removed; or when the officer for any reason is no longer eligible to serve on their local board, including failure to receive a majority of votes in a local election.
- B. In the event of a vacancy in an officer position after Annual Conference, the Nominating Committee shall conduct a special election* of the membership to fill that vacancy for the remainder of the term. If the vacancy occurs in the office of vice president the successor shall come from the same side of the Cascade Mountains as the elected vice president.
- C. In the event of a vacancy occurring within three months of the end of an officer's term, the board, after consultation with the Nominating Committee, shall appoint a member to fill the vacancy for the remainder of the term.
- D. In the event of an absence of the president, the president-elect shall assume the duties of president. In the event of an absence in the offices of president and president-elect, the vice president shall assume the duties of those positions.

*The Nominating Committee shall develop the process for special elections by 2012.

Section 4. Duties

- A. The duties of the officers shall be those as set forth in the Bylaws, by the board of directors, the delegate assembly or the parliamentary authority.
- B. In the event of the President's temporarily vacating the chair, the President-elect shall preside.

Article VI. DIRECTOR AREAS

Section 1. Districts Within Director Areas

The state is divided into eleven school director areas for the purpose of representation on committees of the Association established by the Bylaws. Each area shall have one representative on the Board of Directors and Resolutions and Nominating Committees except for Area Two which shall have two representatives. Each area shall have two representatives on the Legislative Committee except for Area Two which shall have four representatives.

- Area One: School districts within Northwest Educational Service District 189;
- Area Two: School districts within Puget Sound Educational Service District in King County and the Bainbridge Island School District;
- Area Three: School districts within Puget Sound Educational Service District in Pierce County;
- Area Four: School districts within Olympic Educational Service District 114;
- Area Five: School districts within Educational Service District 113;
- Area Six: School districts within Educational Service District 112;
- Area Seven: School districts within North Central Educational Service District;
- Area Eight: School districts within Educational Service District 105;
- Area Nine: School districts within Educational Service District 101 in Ferry, Stevens and Pend Oreille Counties and the following school districts within Spokane County: Central Valley, Deer Park, East Valley, Mead, Nine Mile Falls, Orchard Prairie, Riverside, Spokane and West Valley;
- Area Ten: School districts within Educational Service District 101 in Lincoln, Adams and Whitman Counties, the following school districts within Spokane County: Great Northern, Medical Lake, Freeman, Cheney, Liberty and Clarkston School District in Asotin County; and,
- Area Eleven: School districts within Educational Service District 123 except Clarkston School District

Section 2. West Side Districts

All school districts west of the easterly boundaries of Whatcom, Skagit, Snohomish, King, Pierce, Lewis and Skamania counties are considered to be west of the Cascade Mountains.

Section 3. East Side Districts

Except as provided below, all other school districts are considered to be east of the Cascade Mountains: School districts in Klickitat County, other than Bickleton and Goldendale, are considered to be west of the Cascade Mountains.

ARTICLE VII. BOARD OF DIRECTORS

Section 1. Membership

The Board of Directors shall consist of the president, president-elect, vice president and immediate past president and representatives from school director areas, as defined in the Bylaws. Any member(s) serving on the NSBA board of directors shall serve ex officio with voting privileges.

Section 2. Election

Representatives from each school director area shall be nominated and elected to the board of directors at an Annual Conference of the Association. Elections shall take place at a caucus of members from the school director area. Election shall be by a plurality of votes cast by those present and voting.

Section 3. Terms of Office

- A. Each Board of Directors' member shall hold this position until a successor has been elected.
- B. The terms of the representatives from school director areas shall begin immediately following the close of the Annual Conference and shall be for three years and staggered so that, as nearly as may be, the terms of one-third shall expire each year.
- C. Service on the Board of Directors shall be limited to two consecutive three-year terms.
- D. The Board of Directors shall have authority to fix the length of the first terms of representatives from newly-created school director areas.

*For members serving on the Board, as of January 2010, the term limitations cycle shall begin when their current term expires.

Section 4. Duties

- A. The Board of Directors shall, between Annual Conferences, be charged with implementing the purposes of the Association, exercising general supervision over its affairs and interpreting the Bylaws. It shall be charged with the duty of effecting policies and programs adopted at meetings of the Association.
- B. The Board of Directors shall have the responsibility to prepare and approve the Association's annual budget. This budget may be revised by the Board of Directors at any time.
- C. The Board of Directors shall have such power as is identified by the policies, Bylaws, parliamentary authority and the Board of Directors to provide for the effective and efficient operations of the Association, provided that all actions shall be in compliance with the law and those positions established by the delegates at the Delegate Assembly.

Section 5. Meetings

- A. The Board of Directors shall meet in person or by electronic means at the call of the president or on its own motion or upon the request of any four of its members.
- B. With proper notification to all members, the Board may meet by teleconference.

Section 6. Quorum.

A majority of the Board shall constitute a quorum.

ARTICLE VIII. EXECUTIVE COMMITTEE

Section 1. Membership

There shall be an Executive Committee comprised of the officers of the Association and one Board member elected from the Board of Directors.

Section 2. Powers and Duties

The Executive Committee shall oversee the general affairs of the Association between meetings of the Board of Directors, advise the Executive Director on matters pertaining to the positions and policies of the Association and the Association's plans established by the Board of Directors, and perform such other duties and exercise such other powers as are prescribed by the Board of Directors.

Section 3. Meetings

- A. Meetings may be called by the President or a majority of the members.
- B. Meetings may be held by teleconference or other electronic means.

Section 4. Quorum

A majority of the Executive Committee shall constitute a quorum.

Article IX. COMMITTEES

Section 1. Standing Committees

- A. The standing committees of the organization shall be Legislative, Nominating, Resolutions, and Interscholastic Activities.
- B. The membership, election powers, and duties of the committees shall be those as stated in the Bylaws.

Section 2. Elections

- A. At each Annual Conference of the Association, committee representative(s) from school director areas shall be elected by director area caucus by a plurality of the votes cast. They shall serve for a two-year term or until their successors are elected. Terms shall be staggered so that, as nearly as possible, the terms of one-half of each committee shall expire each year.
- B. Committee members shall assume office immediately following their election at the Annual Conference.

Section 3. Other Committees

- A. The Board of Directors may create advisory committees or task forces. The president, with the approval of the Board, may appoint the chair and members.
- B. All advisory committees or task forces shall be reviewed annually.

Section 4. Meetings

Meetings may be held by teleconference or other electronic means.

Section 5. Quorum

A majority of any committee shall constitute a quorum.

Section 6. Legislative Committee

- A. Membership: There shall be a Legislative Committee which shall consist of the vice president, four representatives from Director Area Two and two representatives from all other director areas, as defined by the Bylaws.
 1. At each Annual Conference of the Association, one half of the Legislative Committee members representing each director area shall be nominated and elected by director area caucus by a plurality of the votes cast.

2. They shall assume office immediately following their election at the Annual Conference.
3. They shall serve for two years or until their successors are elected.

B. Duties:

1. The Legislative Committee shall recommend an annual legislative program including all positions and priorities to the Board of Directors for final approval. It shall devise that program with input from the Legislative Assembly.
2. The Legislative Committee shall monitor and actively support the Association's legislative program.
3. Each year the Legislative Committee shall review approximately twenty (20) percent of the Standing Legislative Positions and recommend revisions and/or deletions for consideration at the Legislative Assembly.
4. The Legislative Committee shall appoint three members to the Positions Subcommittee. The Positions Subcommittee shall review proposals for potential conflicts or inconsistencies with existing positions. The President or a designee shall chair the Subcommittee. Meetings shall be called, as needed, by the chair.

Section 7. Nominating Committee

- A. Membership: There shall be a Nominating Committee which shall consist of a past president appointed by the president to serve as chair, two representatives from Director Area Two, and one representative from all other director areas, as defined by the Bylaws.

B. Duties:

1. The Nominating Committee shall nominate one or more persons for president-elect and vice president, filing these nominations in writing with the executive director, at least ninety (90) days before the Annual Conference.
2. At the Annual Conference, the Nominating Committee shall present a report to the General Assembly.
3. The Nominating Committee shall be in charge of the entire balloting procedure, including the tabulations of all ballots for all elections conducted.
4. In the event of a vacancy in any officer position, the Board of Directors may consult with the Nominating Committee regarding the appointment process.

Section 8. Resolutions Committee

- A. Membership: There shall be a Resolutions Committee which shall consist of the President-elect, two representatives from Director Area Two and one representative from all other director areas, as defined by the Bylaws. The president-elect shall serve as the vice chair of the Resolutions Committee unless she/he is elected to chair the committee.

B. Duties:

1. The Resolutions Committee shall consider proposals for Permanent Association Positions submitted by school boards, the Board of Directors or Association committees. The Committee shall report its recommendations to the membership at least thirty (30) days prior to the Delegate Assembly.
2. Each year the Resolutions Committee shall review approximately twenty (20) percent of the Permanent Association Positions and recommend revisions and/or deletions for consideration at the Delegate Assembly.
3. The Resolutions Committee shall appoint three members to the Positions Subcommittee. The Positions Subcommittee shall review proposals for potential conflicts or inconsistencies with existing positions. The president or a designee shall chair the Subcommittee. Meetings shall be called, as needed, by the chair.

Section 9. Interscholastic Activities Committee

- A. Membership: There shall be an Interscholastic Activities Committee which shall consist of a WSSDA Board member appointed by the president, two representatives from Director

Area Two and one representative from all other director areas, as defined by the Bylaws.

B. Duties:

1. The Interscholastic Activities Committee shall review and make recommendations on all proposals to be submitted to WIAA representative assemblies. These recommendations shall be communicated to the Association's members.
2. The Interscholastic Activities Committee shall engage in education and communication activities to inform school directors of their roles and responsibilities in the provision of interscholastic activities and their relationship with the WIAA
3. The Interscholastic Activities Committee shall meet with the WIAA Executive Director to review WIAA state, regional and tournament financial affairs and review the audit of WIAA finances.
4. The Interscholastic Activities Committee shall review the governance of WIAA and the manner by which its operation are overseen by its Executive Board, the State Board of Education and the WSSDA and local boards, and make recommendations to the WSSDA Board of Directors regarding WIAA governance.
5. The Interscholastic Activities Committee shall make other recommendations to the WSSDA Board of Directors regarding WIAA or student interscholastic activities as the Committee deems appropriate.

ARTICLE X. VACANCIES

Section 1. Termination of Local Board Membership

When a person ceases to be a member of a local school district board of directors, any Association office or position held by that individual shall be declared vacant.

Section 2. Unexcused Absence

A vacancy occurs when a member holding any Association office or position is absent from two consecutive and properly called meetings, unless the absence is excused by the chair.

Section 3. Resignations

Any member holding any Association office or position may resign at any time by giving written notice to the President. Such resignations shall take effect immediately unless there is a time specified therein.

Section 4. Replacement

- A. In the event of a vacancy in the position of a school director area representative on the Board of Directors, the remaining members of the Board of Directors shall, with convenient speed, elect a successor from among the school directors in the school director area in which the vacancy occurs, to serve until the next Annual Conference.
- B. In the event of a vacancy on any other committee of the Association, the President shall, with convenient speed, appoint a successor to serve out the unexpired term or until the next Annual Conference, whichever happens first. The appointment shall be subject to Board approval.
- C. When a vacancy on an elected committee is announced in a director area caucus, it shall be filled by election from that caucus.
- D. When an area representative on the board of directors is elected to an officer position and this results in a board vacancy, the caucus shall conduct an election to fill the vacancy.

Section 5. Removal from Office

- A. Association Officers. Any officer may be removed for cause from office by an affirmative vote of two thirds of the entire Board of Directors at any regular or special meeting as set forth in the policies and procedures.

B. Members of the Board of Directors

1. Any member of the Board of Directors may be removed from office for cause by the affirmative vote of two thirds of the entire Board of Directors at any regular or special meeting; or
2. Director area representatives may be removed from office if twenty-five (25) percent of those school directors within that director area submit a petition to the president of the Association at least ten (10) days prior to the Annual Conference; and two-thirds of director area members present and voting, by ballot, at the caucus approve the removal.

ARTICLE XI. ASSOCIATION MEETINGS

Section 1. Annual Conferences

- A. There shall be an Annual Conference of the Association to be held at such time and place as may be designated by the Board of Directors.
- B. The Annual Conference shall be an assembly of the state's school directors for the purpose of conveying information, determining Association positions or policies relative to any issues and conducting Association elections and other business.
- C. It is the intent of the Association that Annual Conferences shall be held alternately on the east and west sides of the Cascade Mountains.

Section 2. Delegate Assemblies

- A. There shall be a Delegate Assembly consisting of one voting member from each school board in the state. It shall meet in conjunction with the Annual Conference.
- B. The Delegate Assembly shall establish the Association's Permanent Positions and the annual dues; amend the Bylaws; and may conduct such other business as may properly come before it.
- C. Special meeting of the Delegate Assembly may be called by the Board of Directors or by the delegates at any Delegate Assembly.
- D. Every delegate at the Delegate Assembly shall have one vote on matters pertaining to general Association business, setting the total amount of the annual dues assessed to all districts, and amendments to the Bylaws.
- E. Every delegate shall have one vote or a weighted vote, if five (5) delegates call for a weighted vote:
 1. On establishing or amending the Association's Permanent Positions; and
 2. On matters relating to the process of how dues are assessed to individual districts.
- F. The Board of Directors may submit emergency matters or late proposals, except amendments to the Bylaws, to be voted upon at the Delegate Assembly with a minimum of four (4) hours written notice to members at Annual Conference.
- G. There shall be no absentee or voting by proxy.

Section 3. Legislative Assemblies

- A. There shall be a Legislative Assembly consisting of one voting member from each school board in the state.
- B. It shall meet when called by the Board of Directors. The time and place of meeting shall be designated by the president.
- C. The Legislative Assembly shall consider legislative proposals and any new or proposed changes to existing Standing Legislative Positions.
- D. Every delegate at the Legislative Assembly shall have one vote, or a weighted vote, if five (5) delegates call for a weighted vote on all matters that come before the Assembly.

- E. There shall be no absentee or voting by proxy.
- F. The Board of Directors may submit emergency matters or late proposals, except amendments to the Bylaws, to be voted upon at the Legislative Assembly with a minimum of four (4) hours written notice to all members of the Legislative Assembly.

Section 4. Weighted Vote

When a weighted vote is called, delegates shall receive the number of votes as set forth in the vote chart based on student enrollment on the first school day in October.

OSPI Headcount Enrollment	Votes
0–1,000	1
1,001–5,000	2
5,001–10,000	3
10,001–15,000	5
15,001–20,000	7
20,001–25,000	9
25,001–30,000	11
30,001–35,000	13
35,001–40,000	15
40,001–45,000	17
45,001–50,000	19

Section 5. Quorums

At all meetings of the Association, five (5) percent of the regular membership shall constitute a quorum.

Section 6. Dues

The maximum dues assessed to any single school district may not exceed the base salary of a teacher in that district.*

2013 Dues

Number of certified personnel*	Dues
1. 1.00–7.00	\$630 or \$145.90 per Certificated Employee, whichever is greater
2. 7.01–15.00	\$1,260 or \$129.85 per Certificated Employee, whichever is greater
3. 15.01–25.00	\$1,890 or \$102.13 per Certificated Employee, whichever is greater
4. 25.01–36.00	\$2,520 or \$89.00 per Certificated Employee, whichever is greater
5. 36.01–54.00	\$3,150 or \$74.41 per Certificated Employee, whichever is greater
6. 54.01–100.00	\$4,410 or \$59.82 per Certificated Employee, whichever is greater
7. 100.01–175.00	\$6,300 or \$42.31 per Certificated Employee, whichever is greater
8. 175.01–250.00	\$6,930 or \$32.10 per Certificated Employee, whichever is greater
9. 250.01–500.00	\$8,190 or \$23.34 per Certificated Employee, whichever is greater
10. 501.00–750.00	\$12,600 or \$18.97 per Certificated Employee, whichever is greater
11. 750.01–1,000.00	\$15,120 or \$17.51 per Certificated Employee, whichever is greater
12. 1,000.00 or more	\$18,900 or \$14.59 per Certificated Employee, whichever is greater

*2011-2012 staffing as reported to the State Superintendent of Public Instruction

ARTICLE XII. FINANCE

- A. Within the limitation established by law, the Delegate Assembly shall determine the amount of the Association's revenue to be derived from dues for the ensuing year.
- B. In the absence of a quorum at Delegate Assembly, the Board of Directors may assess dues, not to exceed the amount of dues assessed the preceding year.
- C. The Association shall submit an annual financial statement to the membership and financial reports at each meeting of the Board of Directors.
- D. The Association staff and officers shall be bonded in an appropriate amount.
- E. The fiscal year shall be from January 1 through December 31 and all dues shall become payable on January 1 of each year.
- F. The President shall appoint a finance subcommittee of the Board of Directors to monitor the Association's finances and report to the Board.

ARTICLE XIII. ASSOCIATION OFFICE

The Association shall maintain its principal office and such other offices as may be necessary at such place or places as the Board of Directors shall from time to time determine.

ARTICLE XIV. AMENDMENTS

Section 1.

Any proposed amendment to the Bylaws must be submitted to the Board of Directors no later than ninety (90) days prior to the Delegate Assembly. The amendment must be submitted by:

1. At least five school boards that have taken formal board action to recommend the amendment; or
2. A majority of members of the Board of Directors of the Association.

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

Section 2.

Bylaws may be amended at the Delegate 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 Delegate Assembly.

ARTICLE XV. PARLIAMENTARY AUTHORITY

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern the association in all cases to which they are applicable and in which they are not inconsistent with law, these bylaws, or special rules of order adopted by the organization.

ARTICLE XVI. INDEMNIFICATION CLAUSE

The Association shall indemnify, defend and hold harmless its officers, directors, or employees from any and all losses, claims, demands, suits, costs and expenses (including reasonable attorney fees) of whatever nature or description arising from any claim against the officer, director or employee when acting on behalf of the Association. However, if a court of general jurisdiction determines that the director, officer or employee was not acting in good faith or within the scope of that person's authority or employment, such costs of defense or judgment shall not be authorized or paid.

2014 WSSDA Officers

PRESIDENT
Mari Taylor
Lake Stevens
(425) 314-1131 Cell

VICE PRESIDENT
Chris Nation
Marysville
(425) 322-6630 Cell

PRESIDENT-ELECT
Chris Nieuwenhuis
Riverside
(509) 290-1824 Cell

IMMEDIATE PAST PRESIDENT
Debbie Long
Central Valley
(509) 993-1019 Cell

2014 WSSDA Board of Directors

DIRECTOR AREA 1
David Iseminger
Lake Stevens
(425) 501-4993 Cell

DIRECTOR AREA 2
Carol Van Noy
Riverview
(425) 941-8855 Cell

Nancy Merrill
Enumclaw
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DIRECTOR AREA 3
Rick Maloney
University Place
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DIRECTOR AREA 4
Cindy Kelly
Port Angeles
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DIRECTOR AREA 5
Chuck Namit
North Thurston
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DIRECTOR AREA 6
Patricia Wood
Kelso
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DIRECTOR AREA 7
Aurora Flores
Manson
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DIRECTOR AREA 8
Bruce Drollinger
Naches Valley
(509) 901-2088 Cell

DIRECTOR AREA 9
Joanne Greer
Deer Park
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DIRECTOR AREA 10
Harmon Smith
LaCrosse
(509) 592-3504 Cell

DIRECTOR AREA 11
Larry Ayre
Finley
(509) 551-5379 Cell

2014 WSSDA Legislative Committee

DIRECTOR AREA 1

Tony Ghazel
Committee Vice Chair
Orcas Island
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(360) 622-6033 Cell

Nancy Truitt Pierce
Monroe
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(206) 550-8890 Cell

DIRECTOR AREA 2

Lisa Connors
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(253) 931-8006 Cell

Danny Edwards
Committee Chair
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Marnie Maraldo
Issaquah
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Dawn McCravey
Northshore
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DIRECTOR AREA 3

Pat Donovan
Puyallup
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Brenda Rogers
Bethel
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DIRECTOR AREA 4

Sarah Methner
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Carolynn Perkins
Bremerton
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DIRECTOR AREA 5

Neal Kirby
Centralia
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Richard (Dick) Stone
Montesano
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DIRECTOR AREA 6

Edri Geiger
Vancouver
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(360) 901-8499 Cell

Michael Parsons
Evergreen
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DIRECTOR AREA 7

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Quincy
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(509) 760-0321 Cell

Roger Thompson
Palisades
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(509) 679-1596 Cell

DIRECTOR AREA 8

Mike Meyer
West Valley
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(509) 952-7487 Cell

Martha Rice
Yakima
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(509) 910-0708 Cell

DIRECTOR AREA 9

Robert Douthitt
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Mitch Jensen
East Valley
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DIRECTOR AREA 10

Scott Carruth
Ritzville
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(509) 660-0158 Cell

John Zingg
Freeman
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(509) 991-9093 Cell

DIRECTOR AREA 11

Richard Jansons
Richland
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(509) 528-3488 Cell

Stephen McGaughey
Finley
(509) 205-4764 Cell

WSSDA BOARD LIASON

Chris Nation
Marysville
(425) 322-6630 Cell

WSSDA Director Areas



Director Area 1

School Districts within Northwest Educational Service District 189:

Anacortes	Conway	Index	Meridian	Valley	Snohomish
Arlington	Coupeville	La Conner	Monroe	Oak Harbor	South
Bellingham	Darrington	Lake Stevens	Mount Baker	Orcas Island	Whidbey
Blaine	Edmonds	Lakewood	Mount	San Juan	Stanwood-
Burlington-	Everett	Lopez	Vernon	Sedro-	Camano
Edison	Ferndale	Lynden	Mukilteo	Woolley	Sultan
Concrete	Granite Falls	Marysville	Nooksack	Shaw Island	

BOARD OF DIRECTORS REPRESENTATIVE
David Iseminger, Lake Stevens

LEGISLATIVE COMMITTEE MEMBERS
Tony Ghazel, Committee Vice Chair, Orcas Island
Nancy Truitt Pierce, Monroe

Director Area 2

School Districts within Puget Sound Educational Service District in King County and the Bainbridge Island School District:

Auburn	Enumclaw	Kent	Northshore	Shoreline	Tahoma
Bainbridge Island	Federal Way Highline	Lake Washington	Renton Riverview	Skykomish Snoqualmie	Tukwila Vashon Island
Bellevue	Issaquah	Mercer Island	Seattle	Valley	

BOARD OF DIRECTORS REPRESENTATIVE

Nancy Merrill, Enumclaw
Carol Van Noy, Riverview

LEGISLATIVE COMMITTEE MEMBERS

Danny Edwards, Committee Chair, Riverview
Dawn McCravey, Northshore
Lisa Connors, Auburn
Marnie Maraldo, Issaquah

Director Area 3

School Districts within Puget Sound Educational Service District in Pierce County:

Bethel	Dieringer	Pierce	Steilacoom	University
Carbonado	Eatonville	Orting	Historical	Place
Historical	Fife	Peninsula	Sumner	White River
Clover Park	Franklin	Puyallup	Tacoma	

BOARD OF DIRECTORS REPRESENTATIVE

Rick Maloney, University Place

LEGISLATIVE COMMITTEE MEMBERS

Pat Donovan, Puyallup
Brenda Rogers, Bethel

Director Area 4

School Districts within Olympic Educational Service District 114:

Bremerton	Central Kitsap	North Kitsap	Port Townsend	Quilcene
Brinnon	Chimacum	North Mason	Queets-Clearwater	Quillayute Valley
Cape Flattery	Crescent	Port Angeles		Sequim

BOARD OF DIRECTORS REPRESENTATIVE

Cindy Kelly, Port Angeles

LEGISLATIVE COMMITTEE MEMBERS

Carolyn Perkins, Bremerton
Sarah Methner, Port Angeles

Director Area 5

School Districts within Educational Service District 113:

Aberdeen	Griffin	North River	Quinault Lake	Tenino
Adna	Hood Canal	North Beach	Rainier	Toledo
Boistfort	Hoquiam	North Thurston	Raymond	Tumwater
Centralia	Mary M. Knight	Oakville	Rochester	White Pass
Chehalis	McCleary	Ocosta	Satsop	Willapa Valley
Cosmopolis	Montesano	Olympia	Shelton	Winlock
Elma	Morton	Onalaska	South Bend	Wishkah Valley
Evaline	Mossyrock	Pe Ell	Southside	Yelm
Grapeview	Napavine	Pioneer	Taholah	

BOARD OF DIRECTORS REPRESENTATIVE

Chuck Namit, North Thurston

LEGISLATIVE COMMITTEE MEMBERS

Dick Stone, Montesano
Neal Kirby, Centralia

Director Area 6

School Districts within Educational Service District 112:

Battle Ground	Kalama	Naselle-Grays River	Trout Lake
Camas	Kelso	Valley	Vancouver
Castle Rock	Klickitat	Ocean Beach	Wahkiakum
Centerville	La Center	Ridgefield	Washougal
Evergreen	Longview	Roosevelt	White Salmon Valley
Glenwood	Lyle	Skamania	Wishram
Green Mountain	Mill A	Stevenson-Carson	Woodland
Hockinson	Mount Pleasant	Toutle Lake	

BOARD OF DIRECTORS REPRESENTATIVE
Patricia Wood, Kelso

LEGISLATIVE COMMITTEE MEMBERS
Edri Geiger, Vancouver
Michael Parsons, Evergreen

Director Area 7

School Districts within North Central Educational Service District:

Brewster	Grand Coulee Dam	Omak	Tonasket
Bridgeport	Lake Chelan	Orondo	Warden
Cascade	Mansfield	Oroville	Waterville
Cashmere	Manson	Palisades	Wenatchee
Coulee-Hartline	Methow Valley	Pateros	Wilson Creek
Eastmont	Moses Lake	Quincy	
Entiat	Nespelem	Soap Lake	
Ephrata	Okanogan	Stehekin	

BOARD OF DIRECTORS REPRESENTATIVE
Aurora Flores, Bridgeport

LEGISLATIVE COMMITTEE MEMBERS
Roger Thompson, Palisades
Tricia Lubach, Quincy

Director Area 8

School Districts within Educational Service District 105:

Bickleton	Ellensburg	Kittitas	Selah	Wahluke
Cle Elum-Roslyn	Goldendale	Mabton	Sunnyside	Wapato
Damman	Grandview	Mount Adams	Thorp	West Valley
East Valley	Granger	Naches Valley	Toppenish	Yakima
Easton	Highland	Royal	Union Gap	Zillah

BOARD OF DIRECTORS REPRESENTATIVE
Bruce Drollinger, Naches Valley

LEGISLATIVE COMMITTEE MEMBERS
Martha Rice, Yakima
Mike Meyer, West Valley (Yakima)

Director Area 9

School Districts within Educational Service District 101 in Ferry, Stevens and Pend Oreille Counties and the following school districts in Spokane County: Central Valley, Deer Park, East Valley, Mead, Nine Mile Falls, Orchard Prairie, Riverside, Spokane and West Valley:

Central Valley	Deer Park	Loon Lake	Onion Creek	Spokane
Chewelah	East Valley	Mary Walker	Orchard Prairie	Summit Valley
Columbia	Evergreen	Mead	Orient	Valley
Colville	Inchelium	Newport	Republic	Wellpinit
Curlew	Keller	Nine Mile Falls	Riverside	West Valley
Cusick	Kettle Falls	Northport	Selkirk	

BOARD OF DIRECTORS REPRESENTATIVE

Joanne Greer, Deer Park

LEGISLATIVE COMMITTEE MEMBERS

Robert Douthitt, Spokane

Mitch Jensen, East Valley

Director Area 10

School Districts within Educational Service District 101 in Lincoln, Adams and Whitman Counties; the following school districts in Spokane County: Great Northern, Medical Lake, Freeman, Cheney and Liberty; and Clarkston in Asotin County:

Almira	Endicott	Medical Lake	Sprague
Benge	Freeman	Oakesdale	St. John
Cheney	Garfield	Odessa	Steptoe
Colfax	Great Northern	Palouse	Tekoa
Colton	Harrington	Pullman	Washtucna
Clarkston	Lamont	Reardan-Edwall	Wilbur
Creston	Liberty	Ritzville	
Davenport	Lind	Rosalia	

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Harmon Smith, LaCrosse

LEGISLATIVE COMMITTEE MEMBERS

John Zingg, Freeman

Scott Carruth, Ritzville

Director Area 11

School Districts within Educational Service District 123 (except Clarkston):

Asotin-Anatone	Finley	North Franklin	Prescott	Touchet
College Place	Kahlotus	Othello	Prosser	Waitsburg
Columbia	Kennewick	Pasco	Richland	Walla Walla
Dayton	Kiona-Benton	Paterson	Star	
Dixie	City	Pomeroy	Starbuck	

BOARD OF DIRECTORS REPRESENTATIVE

Larry Ayre, Finley

LEGISLATIVE COMMITTEE MEMBERS

Richard Jansons, Richland

Stephen McGaughey, Finley

Caucus Meeting Room Locations

New this year!

Caucus meetings have been moved to Saturday with a start time of 9:00 a.m. The focus of the caucus meetings will be discussing the proposals which will allow time for deep discussion. Be prepared with your comments and questions.

Caucus meetings will be held at the Red Lion Hotel and the Yakima Convention Center. Refer to the room assignments below to see where your Director Area will meet. See the back page for floor maps*.

Yakima Red Lion Hotel

Director Area 1

East Ballroom

Director Area 2

West Ballroom

Director Area 3

Ivy Room

Director Area 4

Garden Terrace

Director Area 5

Upper Terrace

Director Area 6

Lower Terrace

Yakima Convention Center

Director Area 7

Room A

Director Area 8

Room B

Director Area 9

Room H

Director Area 10

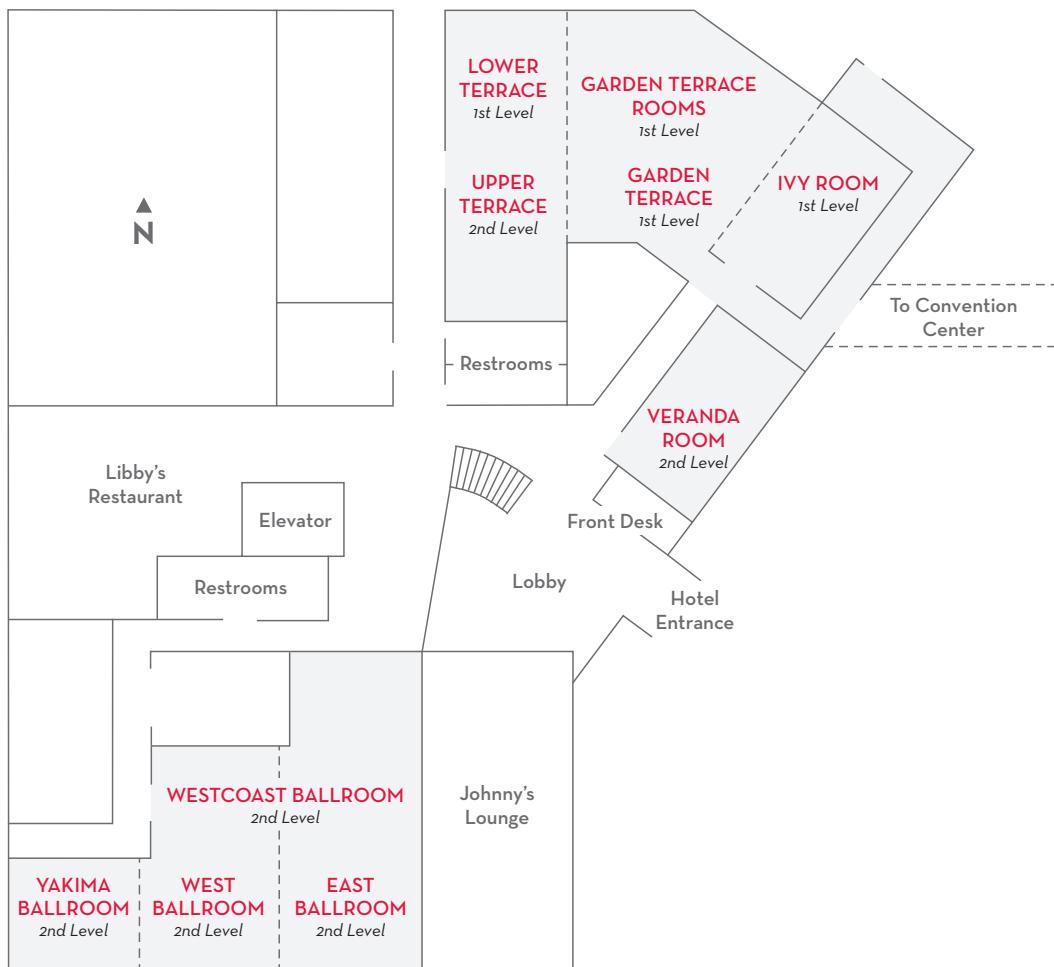
Room G

Director Area 11

Room F

*Rooms subject to change.

Yakima Red Lion Hotel



Yakima Convention Center

