



Direct

Washington State School Directors' Association

APRIL 2014



Members of Wenatchee High School's Spanish Club tutors students from Lewis & Clark Elementary.

OUR KIDS OUR FUTURE

Spanish Club tutors young ESL readers

Monday mornings a group of high school students can be found reading with Lewis & Clark elementary students before the school day begins. The teenagers are members of the Spanish Club at Wenatchee High School and the elementary kids are mostly first and second graders who are not meeting reading standards for their grade level.

"This is a way to improve their Spanish," explains senior Alexa Andre, President of the Spanish Club. "They may speak it at home but not read it."

Spanish Club Advisor Frederick Lenard says that the program has been in place for three years now. "For my kids, it's a Spanish-related community service activity," says Lenard. Tutors can earn community service hours, earn cultural credit if they are enrolled in third year

CONTINUED ON PAGE 6

Legislature adjourns, invests more in K-12

BY MARIE SULLIVAN

When the Legislature gavelled the 2014 session to a close March 13, funding for K-12 education was another \$60 million to the good.

While still short of what would be needed for full funding under McCleary, for the 2014-15 school year districts will see a bump of \$111.02 in their allocations for books, operations and supplies for all students (over the 2013-14 school year allocation). The Legislature also began to restore state apportionment reductions for districts that receive federal timber payments and had a 57 percent Free and Reduced Price Lunch eligibility in the previous year.

In addition, lawmakers listened to district leaders, who suggested shifting \$97 million to begin phasing in a 24-credit diploma. This money was initially allocated in the 2013 session to increase instructional hours from 1,000 to 1,080 hours for students in grades 7-12. The shift includes an additional \$164.25 for students in grades 9-12, an increase in guidance counselors, and a reduction in student-to-teacher ratios for lab science classrooms.

Session missteps

Unfortunately, the Legislature left town without making significant education

CONTINUED ON PAGE 4



Gov. Jay Inslee signed ESHB 2207 March 31st. The bill partially restores basic education funding to school districts that receive federal forest payments. Those attending the bill signing included school directors Lee Anne Riddle (Ferndale) and Russ Pfeiffer-Hoyt (Mount Baker), Marie Sullivan (WSSDA), and Will Clark (former WSSDA staff).

INSIDE THIS ISSUE

Blueprint to school board conduct: Respect and responsibility

TAYLOR: 60th anniversary of Brown v. Board

Proposals due in May for annual conference breakout sessions

A guide to respect and responsibility

BY LAWRENCE HARDY

Say what you will about “good news” stories, the news media thrives on disaster, dysfunction, and entropy. “Students Getting a Great Education” may be a nice headline, but “Raging Bystander Leaps Atop Table Amid Bitter Board Dispute” (an actual story from a Midwestern district a few years back) is a lot more — how to put this? — fun to write.

Maybe that’s what a reporter from a weekly paper near Hartford, Conn., was thinking when he faced one of those “all the news is good” problems and came up with a novel way of finding that kernel of controversy that is the news media’s lifeblood.

It seems that the Berlin Board of Education had an unusual number of 9-0 votes on major issues, which may have seemed fine to the untrained (read “non-media”) eye. But what if there was some nefarious reason why the board was voting in seeming lockstep, a hidden power beneath its guise of comity? An exposé was clearly in the making, and the reporter went right to one of his primary sources — Board President Gary Brochu — to ferret it out.

Brochu laughs as he tells this story:

“Why is it you never disagree about anything?” the reporter asked.

“What makes you think we don’t disagree?” an amused Brochu answered.

In Berlin, a 3,000-student district in the suburbs south of Hartford, of course disagreements exist. What the reporter didn’t grasp was that the board members talked these disagreements out in committees long before those votes. They made sure they all had the same information (and understood that information) so that, when it came time to vote on a given issue, the way forward was usually apparent to all.

“We aspire,” says Brochu, not entirely joking, to “boring professionalism.”

Shared understanding

Now Berlin’s “boring professionalism” has been codified into a board member handbook, copies of which have been requested by boards in Colorado, Florida,

New York, and other states.

Of course, the work of a board member is anything but boring -- unless you consider the nurturing and education of America’s future leaders to be a trivial task. What Berlin’s board is seeking to standardize is a shared understanding of the job and a way of deliberating, behaving, and conducting itself that reflects that common belief.

“The expectation is that it be a professional board,” says Robert J. Rader, executive director of the Connecticut Association of Boards of Education. “It acts respectfully and responsibly to each other as well as to the staff. Hopefully, it will be institutionalized.”

Rick Maloney, vice president of the board of directors for the University Place School District near Tacoma, Wash., heard Rader and Brochu speak on the handbook at NSBA’s 2012 Annual Conference in San Diego.

“They gave a great presentation on how they approach the job of a board member, and a board member handbook really fits well with their approach,” Maloney says.

In fact, Maloney liked what the speakers had to say so much that he asked for a copy of Berlin’s handbook to use as a template for his own board. He revised it for his 5,000-student district, and now he and Ken Gass, a board member for the Bellingham Public schools whose board also revised the handbook for its own use, have made a presentation on board handbooks themselves.

Core values

So what does Berlin’s handbook look like? It’s 22 pages long, including a helpful three-page list of commonly used educational acronyms and what they mean. That list alone would be worth a read by any new board member or anyone brushing up on what a DSAP is (for the record, Durational Shortage Area Permit).

It starts with a two-paragraph preamble, followed by a mission statement, board goals (student achievement, communication, facilities and educational adequacy, and board governance), and core values. Among these values:

Deliberate in many voices, but govern as one.

Cultivate a sense of group responsibility;

understanding that it is the board, not the staff or the administration, which is responsible for excellence in governance.

The second core value resonated with Brochu when, after one of his presentations, a board member from another district approached him and said her board’s meetings would be less dysfunctional if it wasn’t for the superintendent. Brochu didn’t buy that, saying that it was the board’s responsibility, not the superintendent’s, to make the meetings productive.

The seventh core value is also telling: “Commit, both individually and collectively, to being well-informed on local, state, and national issues.”

Despite this kind of effort from board members, there will be times when Brochu senses that some board members might not fully understand an issue. At these times, the board is inclined to postpone the vote so members can get more information. This is one way of avoiding divided votes, which often is caused more by misunderstanding than by a fundamental difference in board policy.

“We can disagree, but the question is: What are we disagreeing about?” Brochu says.

If, for example, you’re continually needing to discuss Robert’s Rules of Order — well, you’ve got bigger problems than just procedure, Brochu says. He recalls a board president from another district once telling him “All I need is five votes” to get something through his nine-member board.

“I agree with you,” Brochu replied. “You only need five to pass — but then what?”

David B. Erwin, Berlin’s superintendent, doesn’t have to deal with that problem.

“It’s really been great working with them, because there’s such an ethos of strong professionalism in this district,” Erwin says.

Maintaining board culture

If a district’s board and staff are so professional, why do you even need a handbook? Brochu talks a lot about the importance of continuity, about leaving a legacy and a board culture that does not depend on one or more person’s personality or dedication.

CONTINUED ON PAGE 3

It's the very opposite of the idea, popularized in some school districts, that one person (a superintendent, perhaps) can come into a troubled district, shake things up for the better, then turn around and ride off into the sunset a few years later. Rarely is this kind of progress — if, indeed, it is real progress — sustained.

Another reason for a handbook is that board membership changes, sometimes dramatically. Berlin, for example, welcomed three new board members this fall, but its board culture remained the same.

As University Place puts it in its board handbook: “A new board is formed every time a new member joins.”

The changes may not be great if a new member joins a large board, but the dynamic will shift nonetheless. That's even truer for someone joining a small board like University Place's, which has just five members.

“In our case, one board member — that's 20 percent of the vote,” Maloney says.

'Soft power'

In addition to underlying principals and guidelines, Berlin's handbook also addresses specifics such as NSBA's Key Work of School Boards, and has descriptions of the district's three standing committees. Erwin, who says he knows of districts with 15 or 16 such committees, says he appreciates that his board took the time to limit the number to what it considered the board's core functions.

These are represented by a student achievement committee, a communications committee, and an educational resources committee. Of course, additional temporary or ad hoc committees can be formed as the needs arise.

Berlin is a high-performing district, and in recent years student achievement has been increasing. This year, for example, nearly 50 percent of 10th-graders were deemed “advanced” on state writing tests, compared to about 25 percent in 2007.

The district was also one of 477 honored this year by the College Board for increasing access to Advanced Placement (AP) coursework while maintaining or increasing the percentage of students scoring 3 or higher on AP exams.

School board members do more than vote on issues and make policy: They set the tone and model the behavior for the entire district -- something Brochu refers to as the board's “soft power.” And it is this influence that the board member handbook seeks to leverage for the benefit of the entire school system and community.

“We have an obligation, a moral obligation to model for the district how we expect the district to conduct itself,” Brochu says. “We want to say, ‘This is who we are. This is what we agree together to be, and we're going to hold ourselves accountable.’”

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PRESIDENT
Mari Taylor

Pivotal moment changed lives for all

This May marks the 60th anniversary of a pivotal moment in American history. On May 17, 1954 a unanimous Supreme Court decision read by Chief Justice Earl Warren declared, “*in the field of public education the doctrine of ‘separate but equal’ has no place. Separate educational facilities are inherently unequal.*”

Many of us recognize the Brown versus Board of Education decision as the turning point that ended legal segregation in America's public schools, but Brown v. Board's impact has affected public policy in every arena, protecting and upholding the Constitutional rights of women, people with disabilities, older adults and the LGBT community. The Brown decision transformed the law and the culture of our nation, casting into sharp relief the existence of state-supported segregation while simultaneously denouncing open bigotry and discrimination as legally and morally wrong.

From a distance of 60 years it is hard to remember 1954 does not mark the beginning of the fight for equality and dignity in education. From Plessy v. Ferguson in 1896 on, US courts had repeatedly reinforced and legitimized the notion of “*separate but equal*”. The Brown decision struck down laws that made it legal to limit a person's rights based on race, dismantling deeply entrenched legal protections for discrimination.

Further, Brown v. Board paved the way for passage of the Civil Rights Act 10 years later. This legacy is revered and venerated in education circles today. As discouraged as we may become about stubborn achievement gaps and more subtle forms of racism and discrimination, there is no question that the sacrifice of many brave men, women and children transformed our schools and our nation. Still this ‘history’ is relative since many in our communities have clear recollections of living within the constraints of state-sanctioned discrimination.

Consider the story of Ruby Bridges, the six-year-old African-American girl who bravely integrated New Orleans' William Frantz Elementary School in 1960.

Ruby's parents were illiterate sharecroppers whose faith and hope for a better future fortified their resolve to send their young daughter with federal marshals through angry mobs to an empty school where white parents refused to send their children as long as she was there. And then came Pam Foreman. She was the caucasian daughter of the Reverend Lloyd Foreman, who brought his daughter to school the next day, through the angry mobs without protection. The Foreman family's action soon spurred other white parents to bring their children back to Frantz.

The bravery and commitment of families who were willing to put their precious children forward to further the cause of dignity and equality in our nation is unfathomable. And yet here we are.

Certainly the battle is not finished. We continue to struggle with the effects of institutional racism and discrimination, voter suppression laws, housing segregation, income inequality, and social policies that reinforce and further constrain individuals' abilities to grasp the American dream through free quality public education.

During the month of May, I encourage Washington's school boards to pass a [resolution marking the 60th anniversary](#) of Brown versus Board of Education, honoring the legacy and acknowledging the work that still stands before us.

CONTINUED FROM PAGE 1

investments to bring funding on track for the 2017-18 school year or acting on the Supreme Court's January 9th order to submit a plan to implement basic education funding and activities by April 30, 2014.

Gov. Jay Inslee pulled together a dozen legislators representing the four caucuses in February, but no agreement was reached. The Senate Majority Caucus indicated multiple plans might be submitted. The governor is expected to convene legislators again in advance of the April deadline.

The Legislature also failed to act on a proposal to help Washington keep its waiver from No Child Left Behind. Several bills were introduced, discussed, and even voted on. However, legislators couldn't agree on a way or timeline to allow student test scores on state assessments to be used as one of multiple measures under the new teacher and principal evaluation system. OSPI has warned districts to set aside 20 percent of Title I funds for next year's school year budget in the event the waiver is lost.

24-credit diploma authorized

One of the biggest bills this session was authorizing a 24-credit diploma for the graduating class of 2019 or, under a waiver, the graduating classes of 2020 or 2021. Districts that need more time may apply to the State Board of Education

(SBE) and the board must approve the extension at its next meeting.

Under the framework adopted by the SBE in 2010 and updated in 2014, the new four credits would include a third science credit (and two labs), two credits in world language or personalized pathway, and one additional credit (for a total of two) in art or personalized pathway. As enacted by the Legislature, the third credit of science or math must be selected by the student — not mandated by the SBE — based on the student's High School and Beyond Plan with approval of a parent, guardian, principal or counselor.

Students will not be required to attempt 24 credits and fail two courses to graduate under the new law. Rather, school district boards must adopt a policy prior to the 2015-16 school year to allow students with unusual circumstances to graduate with 22 credits. WSSDA will be developing a model policy by June 30, 2015 for this two-credit waiver option.

Other elements of the 24-credit bill and other education-related legislation are described in the March 24 session summary posted under "Legislative Updates" or the March 21 webinar posted on the WSSDA website. A more detailed session summary will be available by mid-May.

MARIE SULLIVAN is WSSDA's Director of Governmental Relations.

2014 LEGISLATIVE SESSION Budget notes

- \$58 million in new investments for Materials, Supplies, and Operating Costs (MSOC).
 - Increase from \$732.02 (2013-14) to \$848.04 (2014-15)
- \$2 million in restored basic education funding to districts that receive federal timber payments and have a poverty level of 57% (previous year). Restored state funding is capped at \$70,000.
 - Districts that receive more than \$70,000 in federal timber payments will have \$70,000 restored.
 - Districts that receive less than \$70,000 in federal timber payments will have their full amount restored.
- \$97 million shift of existing funding. Eliminates 1,080 instructional hour requirement for 2014-15, supports phase in of 24-credit diploma (E2SSB 6552):
 - \$164.25 per student in grades 9-12; Guidance counselor ratio in prototypical high school of 600 students is increased from 2.009 to 2.539;
 - Lab science classroom ratio is reduced to 19.98; and
 - 1,080 instructional hours will apply to the 2015-16 school year, grades 9-12, and 1,000 instructional hours for grades 1-8. Hours may be calculated using a district-wide average of instructional hours over grades 1-12.
- \$2 million "net" for miscellaneous expenditures, including:
 - \$558,000 for transportation formula funding adjustments.
 - \$245,000 for various activities to increase cultural competency and close the achievement gap.
- \$2 million to expand beginning teacher program grants to districts for support of new teachers.
- No supplemental capital budget adopted.



ANNUAL CONFERENCE

Seeking students to shine on stage in Spokane



Now accepting recommendations for student performers from eastern Washington for the 2014 WSSDA Annual Conference held in Spokane this November.

Looking for knock-your-socks-off-talent such as high-energy drummers, dancers, stompers, rockers and other musicians.

Send a brief description of the group you are recommending and contact information to Connie Lauderdale at C.Lauderdale@wssda.org by May 16.

Officer positions open for nomination and application

BY DEBBIE LONG

Make a difference for our children and consider running for WSSDA leadership. The WSSDA Nominating Committee is seeking school directors for officer positions for 2015. Positions up for election include:

President-elect

This position is open to a member from any area of the state. He or she becomes WSSDA President for 2016.

Vice president

This position is open to a member from either the east or west sides of the Cascades, alternating from year to year. This year it is open to a member from the east side.

These are two important opportunities to exercise your leadership beyond the local level. I encourage you to consider running.

Not ready to step up? You can also nominate a fellow director who you believe would do an excellent job of representing school boards.

Here are some reasons to run for office:

- Help shape education.
- Make a positive difference as leaders.
- Represent different groups in the community and ensure that others have a voice in making decisions.
- Help create stronger ties between the school boards and other stakeholders.
- Preserve and improve the quality of your school system.
- Stand up for quality in public education.

For more information on the responsibilities of these positions, please visit www.wssda.org. The website also has nomination and application forms for download. The information and forms will also be mailed to all Washington school directors in the near future.

Elections for open positions on the association's board of directors and committees will continue to take place during caucus sessions at the WSSDA Annual Conference in November.

The committee will accept nominations until May 20. Candidate applications will be accepted until June 8.

DEBBIE LONG is WSSDA's Immediate Past President and WSSDA Nominating Committee Chair.



DIRECTOR OF POLICY AND LEGAL SERVICES
Heidi Maynard

What's new in Policy and Legal Services?

April webinar to discuss juvenile sex offenders in schools

Join us April 16 at noon for a webinar to learn about new developments and best practices regarding juvenile sex offender notification and safety plans for these students. Kathleen Sande of OSPI's Institutional Education division will co-present on lessons learned from years of experience on the "6580 workgroup" which was tasked with issuing the original model policy and recommendations on the issue of notification in schools.

Here's what you can expect from this informative hour:

- An understanding of a juvenile sex offender's right to an education and the district's legal responsibility to provide it;
- Context surrounding the issue of juvenile sex offender notification;
- A review of the current notification process;
- An understanding of the new safety plan concept;
- Best practices to implement a successful student safety plan.

This is a controversial issue that districts are better able to address in a proactive manner before a juvenile sex offender enrolls in their district. Putting the processes in place before an issue arises is the key to addressing all concerns and protecting all students.

Upgrades to Model Policy Online complete

WSSDA has partnered with BoardDocs to bring our Model Policy Online subscribers enhanced search and navigation ability. Some of you may already be using BoardDocs for your paperless meetings. The new system will now allow searches by classification and revision date, as well as content. This will allow your policy staff to prioritize the internal manual review process and research issues of importance to your district. The system will still allow you to download policies for ease of customization.

Save time and energy with new service

In order to assist districts with keeping their policies current amid an ever-increasing number of updates required by state and federal law, WSSDA now offers the *Policy & Legal News* Update Service. This service is available to *Policy & Legal News* subscribers and includes:

- Timely quarterly updates of appropriate district policies/procedures by a WSSDA consultant as warranted by each issue of *Policy & Legal News*;
- Updates provided in electronic form in track changes so districts can see the changes and answer questions from the board and superintendent during the adoption process;
- Reasonable availability of a WSSDA consultant throughout the update period to answer questions relevant to the updates.

The new service is designed to save district staff time and energy which can then be devoted to other priorities. This service is not a substitute for a district's policy manual review process and does not guarantee a thoroughly current policy manual. It is geared to those districts whose staff have used *Policy & Legal News* to keep up-to-date with policy changes, but wish to contract this work out temporarily or even indefinitely.

For questions about Model Policy Online or *Policy & Legal News* Update Service, contact Megan Simmons at m.simmons@wssda.org or 360-252-3018 for more information.

Spanish, and experience a leadership service.

Spanish Club Vice-President Joseph Cain works regularly with the children, helping them with their reading and using assessment tools to document the children's progress. "It's a great way for kids to learn and grow," says Cain. "Their family language at home is Spanish and they're reading in Spanish here at school."

Lucy Garcia, Reading Intervention Specialist at Lewis & Clark, oversees the tutoring program. "Research has shown that when second language learners master their own language in all the modalities, like listening, speaking, reading and writing, then they're able to transition into a second language must faster and much easier," says Lucy Garcia.

When the teen tutors arrive for the first tutoring session, the primary children find themselves a little tongue-tied. "When they meet them for the first time they're very nervous and they hardly talk at all," says Lucy Garcia. "They warm up within a few sessions. Our younger kids really, really enjoy having an older student come and work with them and talk with them."

Lewis & Clark is a dual language school where Spanish-speaking children learn English, and English-speaking children learn Spanish. Garcia says that as native Spanish speaking children learn English they need to practice reading and writing in Spanish, their first language. "Spanish is the language where we teach the reading process and the literacy skills," says Garcia. "That's how they get content knowledge."

New to the tutoring program this year is a research-based program that combines modeling, repeated reading, and progress monitoring — three strategies that research has shown are effective in improving students' reading proficiency. Garcia was able to purchase the program thanks to a Community Foundation of North Central Washington grant.

"This year I got the Classrooms Can! grant from the Community Foundation," says Garcia. "I was able to buy a program called Read Naturally. Kids are able to track their growth in their reading abilities in both English and Spanish.

The Wenatchee Education Association has also given grants to the tutoring program to buy books for the kids to take home as prizes, and to have an end of the year celebration. Regular funding comes from a federal program called Title I.

"It's been a really productive year," says Lucy Garcia. "Every year we get better and we learn new things and find what else we can do."

Visit www.ourkidswa.com to read other inspirational stories from K-12 schools in Washington.

Common Core Summit in Yakima

You are invited to a statewide Common Core Communications Leadership Summit April 21 in Yakima. The day-long event is intended to help you and your district craft communication and outreach strategies and understand key aspects Common Core.

The summit will include specific strategies to help parents and the community to understand what the Common Core State Standards mean for our students and how they prepare them for college and challenging careers.

The summit will include presentations, panel discussions, time for district teams to discuss what they are learning, and breakout sessions

on standards for mathematics and English language arts. There will also be breakout sessions on assessments and building public awareness.

Trevor Greene, Toppenish High School's National Principal of the Year will be among those speaking.

We encourage you to register or obtain additional information on this free-event. Online information is available at: <http://www.ascd.org/common-core-state-standards/implementation-resources-for-washington.aspx>.

The event is sponsored by Washington State ASCD, the state Office of Superintendent of Public Instruction and the Council of Chief States School Officers.

SPRING REGIONAL MEETINGS

April 29
DIRECTOR AREA 2

Kent
6:00 p.m. – 8:30 p.m.

Administration Building
Boardroom
12033 SE 256th St.
Kent, WA 98030

May 5
DIRECTOR AREA 8

Naches Valley
6:00 p.m. – 8:30 p.m.

Naches Valley Middle School
32 Shafer Avenue
Naches, WA 98937

April 30
DIRECTOR AREA 1

Lake Stevens
6:00 p.m. – 8:30 p.m.

Administration Building
Boardroom
12309 22nd St. NE
Lake Stevens, WA 98258

May 6
DIRECTOR AREA 7

Omak
6:00 p.m. – 8:30 p.m.

Omak High School
Commons
20 South Cedar St.
Omak, WA 98841

May 1
DIRECTOR AREA 5

Elma
6:00 p.m. – 8:30 p.m.

Elma High School
Library
1011 W. Main Street
Elma, WA 98541

May 7
DIRECTOR AREA 10

Cheney
6:00 p.m. – 8:30 p.m.

Betz Elementary School
Viking Room
317 N Seventh
Cheney, WA 99004

Register online at www.wssda.org/events/regionalmeetings

ANNUAL CONFERENCE

Breakout session proposals due in May

If you are interested in speaking at the WSSDA Annual Conference in Spokane this November 19-22, now is the time to submit your breakout session proposal.

The conference will call attendees to action with the theme: *Inspire. Celebrate. Lead.* Share how your district or educational organization is making a difference. Submit a proposal.

Breakout session strands include:

- **Governing with excellence**

Knowledge and practices needed to govern school districts include setting policy, overseeing the budget, hiring and evaluating the superintendent, using data, board-superintendent roles, clear communication, and setting parameters for a district's success.

- **Contemporary issues in education**

TPEP, Common Core, STEM, new education legislation, privatization vs. public education, and college readiness.

- **Success and well-being**

Well-being for both children and adults, relationships that inspire us to be our best, policies that create safe environments in which to excel, and practices to help negotiate the stresses and demands we face. Programs to engage all children, close the achievement gap, and boost achievement are also great topics to consider.

- **Advocacy and community engagement**

Opportunities and techniques to help school boards inform, engage, and partner with community members, parents, local and state government, and the media.

- **Change for the better**

Arts innovation, flipped learning, creative uses of technology, and other practices that create a springboard for success and what's new and promising in public education. The strand also invites discussion of how leaders articulate the value of exploring and embracing new ideas, and the need to take risks in order to improve.

The WSSDA Annual Conference is the premier educational event for school board members in Washington state. Attendees include school directors, school superintendents and administrators, state officials, and others.

For more information, visit www.wssda.org. The deadline for proposals is Friday, May 9.

Legislative proposals due May 23 for 2015 session

School districts have the opportunity to help set WSSDA's legislative agenda for the 2015 session by submitting proposals by May 23.

All Legislative Representatives and superintendents should have received the announcement, instructions, and an example of a completed proposal form in mid-March. If you have not received the information packet, please contact Nan Laughton at n.laughton@wssda.org.

To start the proposal discussion process, please follow these steps:

1. Schedule time on a board agenda to discuss position ideas.
2. Review the 2014 Legislative Positions (on the WSSDA web site, Legislative tab) in advance of the meeting to focus in on priority positions. Positions that have a number of "7.X.X" do not need to be resubmitted.
3. Highlight or mark positions without a "7.X.X." that your district may want to resubmit for consideration OR identify new ideas that would be good positions for WSSDA to consider advocating.
4. Write draft position statements for discussion by your board.
5. Discuss the proposal(s) at the board meeting, including rationale for the position statement.

Once your board has given the green light to submit a proposal(s) to WSSDA, you have three ways to send it in by the May 23 deadline:

- Use the new and improved online form
- Send via regular or electronic mail
- Fax to (360) 252-3022, ATTN: Nan Laughton

All proposals will be evaluated by the Legislative Committee at its June 20-21 meeting. Districts will be notified whether the proposal was accepted, if the committee has made changes, or is recommending the proposal not be submitted to the Legislative Assembly.

It is really important to discuss fresh new ideas, so please consider submitting a proposal. If you've never created one before and need some assistance, please contact Governmental Relations Director Marie Sullivan at M.Sullivan@wssda.org or 360.252.3010.





WSSDA Direct is published monthly by the Washington State School Directors' Association to provide information of interest to school directors and the education community. The views expressed in opinion articles appearing in WSSDA Direct are those of the writers and do not necessarily represent WSSDA policies or positions. If you have a disability and need this publication in an alternate format, please contact the WSSDA Communications Department.

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E-Mail mail@wssda.org

CALENDAR OF EVENTS

April

- 16 Webinar
- 25, 26 Board of Directors' Meeting
- 29 Regional Meeting: DA 2
- 30 Regional Meeting: DA 1

May

- 1 Regional Meeting: DA 5
- 5 Regional Meeting: DA 8
- 6 Regional Meeting: DA 7
- 7 Regional Meeting: DA 10
- 14 Webinar
- 29 Webinar for New Board Members

June

- 18 Webinar
- 20, 21 Board of Directors Meeting
- 20, 21 Legislative Committee Meeting
- 27-29 NSBA Pacific Region Summer Institute

July

- 18, 19 Legislative Committee Meeting
- 31 Webinar for New Board Members

August

- 13 Webinar
- 22-24 Board of Directors' Retreat

September

- 17 Webinar
- 18 Board of Directors Meeting
- 18 Resolutions Committee Meeting
- 19 Legislative Committee Meeting
- 19-20 Legislative Assembly
- 25 Webinar for New Board Members

October

- 25 Legislative Committee Meeting

November

- 19-22 Annual Conference