



NEW BUDGET

Dues unchanged in 2017 for sixth straight year

The WSSDA Board of Directors voted at its January meeting to keep dues unchanged for the sixth straight year. The action came following the adoption of the 2017 final budget and a review of five-year projections.

The 2017 budget adopted by the board includes total revenues of about \$3.3 million, with a comparable \$3.3 million in expenditures. The budget projects a slight surplus of about \$3,100 during the year.

"We know how important it is to keep expenses down so schools can focus resources directly on the classroom," said WSSDA Executive

BUDGET, CONTINUED ON PAGE 11

2016 MEMBER SURVEY

Poverty and inequality tops long list of challenges



(See survey results on page 8)

Federal Way prepares scholars for success



Advanced Manufacturing at Federal Way prepares students for engineering careers such as industrial and manufacturing. One student in this class shared, "I'm really interested in engineering and manufacturing...after high school I want to try to get my degree in engineering and try to work for a big company like Boeing."

Washington is ranked No.1 in the percentage of working science, technology, engineering and math (STEM) professionals.

In support of its strategic plan, Goal 5: Persistence to Graduation, Federal Way Public Schools (FWPS) offers courses that make up different specific career pathways to its high school scholars.

The Engineering, Manufacturing & Industrial Technology Career Pathway prepares scholars for higher education and careers in machinery, manufacturing, engineering, computer science, drafting and design, and related fields.

FWPS has partnered with industry leaders such as Boeing, Hexcel, NW Technical Products and Pacific Coast Composites to support the Engineering, Manufacturing & Industrial Technology Career Pathway. These partnerships inform the pathway's design to provide tangible connections to real world experience for FWPS scholars.

SUCCESS, CONTINUED ON PAGE 4



EXECUTIVE DIRECTOR
Tim Garchow



Finding our voice

With the start of Washington State’s 65th legislative session, I have been reflecting on ways to help our members find their voice on education issues. After all, this is the *McCleary* session, the Super Bowl of all sessions for education in our state. Now, more than ever, it is critical that the elected officials charged with the governance of our state’s schools are heard.

During my reflection, I came upon an article by Dr. Patricia Blumenthal that seemed to resonate well with my thinking.

“On the back porch of my childhood home, a small, wooden plaque hung on the exposed beams, just about where your eyes would naturally rest when you were gazing up in thought. The plaque contained a quote, attributed to Abraham Lincoln: *Better to remain silent and be thought a fool than to speak up and remove all doubt.*”

He had a point, Lincoln did, and I’m sure we all know people who should heed that advice from time to time. But the message for most of us — and certainly to me — was to hold back on speaking your mind. Be careful when you open your mouth.

But there’s a problem with those messages. A problem that I didn’t recognize until later in life, and that was that if you spend your life keeping your thoughts to yourself, holding back when you have something to say, then you miss an opportunity in life to influence outcomes — to change an opinion, to clear up a misunderstanding, to give support, to challenge an

assumption, to keep someone from making a mistake. Your voice begins to fade.”*

Dr. Blumenthal then goes on to suggest an alternative to Lincoln’s quote. “It is far better to speak up and remove doubt than to be misunderstood and unheard.”

Each of us is at different points in our journey to find our voice. Some of our members have complete comfort in meeting face-to-face with legislators. Many of our members confidently testify with grace and knowledge. Some members prefer using email or writing letters, and others are more comfortable leaving a voice message on a legislator’s office line after work.

Wherever you are in your own journey of finding your voice, I appreciate the fact that more and more of you are using it. In the past, some legislators have told us that they rarely hear from school directors, I don’t think that is the case any longer. Those of you who have attended the fall regional meetings or the annual conference have heard me talk about “The Tunnel”.

This is what it looks like inside the tunnel. The courage, commitment, and voice of our board, legislative committee, legislative reps, and membership are making a difference, and it is an honor to be alongside you on this journey. Together, we are the resounding voice of public education.

*From a column by Pat Blumenthal, *Huffington Post*, July 9, 2016

“ In the past, some legislators have told us that they rarely hear from school directors, I don’t think that’s the case any longer. ”



PRESIDENT
Joanne Greer

Kelso's Patty Wood elected to State Board of Education

Patty Wood of Kelso has been elected to the State Board of Education. Wood was president of the Kelso School District Board, where she has served for 13 years. She resigned from that position after winning the seat on the state board.

"Public education is the foundational element of our society, and that belief drives my service in education," Wood said. "It is my goal to make sure every Washington student not only has equal access but equal opportunity to attain a K-12 education that results in career ready or college prepared young adults."

She was elected by school board members in the Western Region in a vote count by the Office of the Superintendent of Public Instruction. She fills the Western Region, Position 4, on the 16-member state board. Her four-year term begins in January.

Wood, who was serving in her second term on the Washington State School Directors Association (WSSDA) Board of Directors, also resigned from that board after giving up her local seat.

At its last meeting, the WSSDA Board of Directors selected Monty Anderson of Battle Ground to finish off her term. He serves on the Nominating and Annual Conference Planning committees for WSSDA, and was recently elected for the fourth consecutive time as board president.



Heading in the right direction

Hoping all the holiday festivities have left you with treasured memories and an optimistic outlook for this coming year!

While January marks the halfway point in our school calendar, it is just the beginning of our work at WSSDA and in the Legislature.

If you have been a director for a while, you know the amount of time and effort it has taken to overturn the federal *No Child Left Behind* law. While we have the promise of its replacement, the *Every Child Succeeds Act* (ESSA), we still have work to do. Whether or not you were able to join us in DC, be sure to stay in contact with the office staff of your representatives and senators. They are listening and need to hear from us.

The work that has been done in the last couple of years has given our voice considerable weight in the conversations surrounding K-12 education. Together we are making a positive impact for our students!

On the *McCleary* front, don't stop now. We aren't quite finished. We need to keep having detailed conversations with our legislators in Olympia. They need to know specific hardships that we face and how our students are impacted.

Remind them that we need increased flexibility to meet the needs of our students and funding that provides the resources necessary for teaching and learning. Emphasize "do no harm" when creating a solution for local levy issues.

It is important that our legislators hear from us in multiple ways. Sending emails is quite productive, phone calls make an impression and visiting them in Olympia shows we mean business. If you have the opportunity, please make an appointment to meet face-to-face.

If it is not possible to meet with your representatives or senator, ask to meet with their legislative aide. They are the gatekeepers. Make friends with them and you will have more influence when you do get an appointment.

Be brief and stick to the point. Our legislators are extremely busy, so they appreciate "sound bite" information and district specific data they can use in their caucus meetings.

By the time this is published we will have had our first WSSDA board meeting of 2017. The biggest item on the agenda is one of our goals for this year. We are looking at our vision and mission statements. Since we are an association that serves its membership, we want to make sure WSSDA is heading in the right direction. This goal will take a bit of time and effort to ensure it is relevant and meaningful for all of us. Making sure it is attainable is also important.

Our association has come a long way. We are doing incredible work on behalf of our students and we are excited to continue to lead and grow! Our staff is highly qualified and gearing up for all the events we have lined up. Committee calendars and agendas are being developed, so keep an eye on your email, [subscribe to eClippings](#) and regularly visit our website, www.wssda.org.

Our work is so important. It has the potential to impact students not just for today but also for tomorrow. Continue the good work and know that if you need assistance, WSSDA is here to help. Together we will provide the students of Washington state a quality education that will assure them a bright future.

Kind Regards,
Joanne

Spring Regional Meetings 2017



COMING SOON!

Visit wssda.org/events/regionalmeetings



March 29 Mukilteo

DIRECTOR AREA 1

March 30 Bellevue

DIRECTOR AREA 2

April 17 Battle Ground

DIRECTOR AREA 6

April 18 Clover Park

DIRECTOR AREA 3

May 1 Yakima

DIRECTOR AREA 8

May 2 Brewster

DIRECTOR AREA 7

May 3 Pasco

DIRECTOR AREA 11

May 4 Freeman

DIRECTOR AREA 10

May 10 Rainier

DIRECTOR AREA 5

May 11 Central Valley (Spokane)

DIRECTOR AREA 9

May 20 Bremerton

DIRECTOR AREA 4

SUCCESS CONTINUED FROM PG. 1

“We are preparing our scholars for the world of work and doing so means they have the practical experience with tools and content that will allow them to transition to the trades, apprenticeships, or two or four year colleges,” said Dr. Tammy Campbell, superintendent of Federal Way Public Schools.

The Engineering, Manufacturing & Industrial Technology pathway is structured to give scholars hands on experience with technologies and processes that mirror those used in today’s workplace to prepare scholars for post-secondary education and career opportunities.

Pacific Coast Composites helped launch the Composites Manufacturing course at Todd Beamer High School and donated composite material, supplies and equipment to the class. Manufacturing students at Federal Way High School have access to a brand-new Computer Numerical Control (CNC) Machine.



Teacher prepares scholars for careers in engineering such as chemical, civil, electrical, and mechanical. A student scholar shared about the class, “My favorite part is building something and seeing what you can do with putting simple products together and making a bigger product. I kind of want to be an engineer.”

Chris Herrero of Pacific Coast Composites explained how this benefits FWPS scholars, “Students are able to turn the skills they learn into a job straight from high school. It gives students another path to take when graduating high school. This also helps the composite manufacturers and manufacturers in general by providing them with a skilled workforce right away.”

Courses are offered in engineering, National Automotive Technician’s Education Foundation certification, manufacturing, construction, woodworking and metals and computer science. Course titles include Intro to Engineering, Automotive Fundamentals, Robotics and Advanced Manufacturing. Scholars can earn college credit for some of these courses due to partnerships with Green River College, Highline College and Renton Technical College.

Each high school offers Career and Technical Education (CTE) courses in support of this career pathway, with some specialization at each school to provide a unique educational experience. Decatur High School offers courses focused on the automotive industry, engineering and robotics.

Thomas Jefferson High School offers construction and woodworking classes. Todd Beamer High School offers courses in composite manufacturing, drafting and design and computer science. Federal Way High School has implemented curriculum from Project Lead the Way, taking a design/build approach with engineering and manufacturing.

TAF Academy scholars participate in an award-winning STEM-focused model, rooted in project-based learning and are provided access to internships and field experiences.

For more information about the different career pathways offered in FWPS visit this link: www.fwps.org/Page/2353.



This story and many more can be found at www.ourkidswa.org. Send stories of your school district’s successes to M.Wilson@wssda.org.

Federal Way Partners with Boeing, Omax Corporation and others to provide scholars real world STEM experience

Federal Way Public Schools provides five career pathways to its high school scholars. The Engineering, Manufacturing, and Industrial Technology career pathway offers scholars industry relevant courses including Principles of Engineering, Aerospace Engineering, Composites Manufacturing and Drafting and Design Technology.

FWPS has partnered with industry professionals to provide the best possible experience for its scholars. Among those that have supported the Engineering, Manufacturing, and Industrial Technology pathway are OMAX Corporation and The Boeing Company.

OMAX Corporation is a global leader in abrasive waterjet systems, based locally in Kent, Wash. Its revolutionary work has positively impacted the manufacturing industry by making waterjet technology more precise and affordable. Stephen Bruner, Vice President of Marketing at OMAX, says the company is supportive of education and is a strong advocate of First Robotics, an after-school program that exposes young people to science, technology, engineering and math, or STEM, fields. Thomas Jefferson High School and Federal Way High School both have First Robotics teams competing this year.

Employees from several Boeing locations have also provided career readiness support to FWPS scholars. Harris Sullivan, manager of the Boeing Fabrication Internship for high school students provides a summer internship program to high school scholars.

In 2016, four FWPS scholars were selected to participate in this competitive internship. Participants receive safety training and work in a simulated environment before moving on to four weeks in a factory environment where they experience the real day-to-day life at Boeing.

Students are paired with a mentor, and Sullivan shared one instance where these mentoring relationships have been valuable beyond the completion of the program. Over the past four summers, Boeing has had one female student each summer express interest in a career in chemical engineering. Not only were these students paired with the same female mentor working in that field, but they were connected to each other as well. These students have since formed their own support system, discussing career goals and educational pursuits with each other and their mentor.

FWPS is committed to partnering with local businesses and companies to help scholars successfully navigate critical transitions in their schooling to graduate from high school ready for college, career, and post-secondary experiences. Partnerships with The Boeing Company, Omax Corporation and others provide scholars real world experience to prepare them for high demand careers in our region. Furthermore, such rigorous experiences will enable these scholars to have a robust Career Plan Letter that outlines their next steps after graduation in order to realize their post-secondary goals.



Student scholars work on projects in the Composite Manufacturing class at Todd Beamer High School. This class prepares scholars for possible careers in engineering such as automotive and aerospace.

A student in the class said, "I like this class because it really does help me to work with my hands, and this class shows me hands on what the manufacturing field of carbon fiber and composite materials will be like."





Early steps toward graduation equity

OSPI plans to release graduation and ninth grade course failure data February 22. The graduation data was sent to districts in late January for a preview. The ninth grade failure data was released to districts in late October 2016.

The ninth grade course failure data will be revised based on district feedback and re-released February 8. Superintendents will have a chance to review the analytics, begin conversations and develop a communications plan to address potential media inquiries.

Why are these data being presented together? Research indicates that ninth grade course failure is an early warning indicator on graduation. Support for struggling students is critical. According to research conducted by the University of Chicago (2014)*, students on track after

their ninth grade year are four times more likely to graduate.

Their research found ninth grade success was the single best determinant of whether or not a student would graduate. It is a more accurate predictor of graduation than student test scores, personal characteristics, or background.

OSPI has partnered with Gonzaga University to determine effective practices for improving overall rates. The common themes underlying the success include: transformational leadership, collaborative inquiry, tiered system of supports, and data-driven processes.

**Preventable Failure – Improvements in Long-Term Outcomes when High Schools Focused on the Ninth Grade Year, April 2014, The University of Chicago Consortium on Chicago School Research.*

Student discipline rulemaking is underway

By Heidi Maynard, Director of Policy and Legal Services

Here at WSSDA we've received questions from board directors about the rulemaking that is required to implement [4SHB 1541](#). The law itself went into effect last June, adding language intended to minimize disproportionality in student discipline. OSPI adopted expedited rules but also announced its intention to do additional, more comprehensive rulemaking to interpret the new language of the statute.

WSSDA then issued an interim update to its [Policy/Procedure 3241, Classroom Management, Discipline and Corrective Action](#), in order to provide districts with the required language for the 2016-17 school year. In so doing, we broke with our usual practice of waiting to issue a policy update until all new administrative rules (WACs) were adopted due to the significance of the changes.

The new law required WSSDA to "create model school district discipline policies and procedures and post these models publicly by December 1, 2016." In developing these models, WSSDA was required to "request technical assistance and guidance from the equity and civil rights office within the Office of the Superintendent of Public Instruction and the Washington state Human Rights Commission." Meanwhile, the new law required districts "to adopt and enforce discipline policies and procedures consistent with the model policy by the beginning of the 2017-18 school year."

What is justifiably confusing for districts is that WSSDA's December 1, 2016 update did not take place. As so often happens with legislative timelines, conditions change. WSSDA has communicated with both the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) that sponsored



the bill as well as OSPI and all parties agreed that WSSDA's issuance of the model policy should be deferred until spring 2017, after the additional WACs are adopted.

On November 1, 2016, OSPI filed a CR 101 Preproposal Statement of Inquiry to initiate the rulemaking process. All other things being equal, the proposed rules should be issued sometime during February. A period for public comment will follow. We encourage districts to participate in this process whether through their school attorneys or administrators who deal directly with student discipline issues on a regular basis.

Final adoption should occur in April. WSSDA will be ready with drafts near completion when the final rules are adopted, and consultation with the HRC and OSPI will follow. That said, we hope to issue the revised policy/procedure in time to allow for both board adoption



and inclusion in printed 2017-18 parent/student handbooks. In compliance with the law, we will be posting the policy/procedure on the WSSDA website as soon as it is issued.

Because rulemaking timelines are subject to a wide range of variables, we are recommending that districts plan now to schedule time at two board meetings in early May for adoption. We are also recommending that districts try to re-schedule their handbook printing deadline with their vendors, moving it back to mid-May if at all possible.

For more information, please refer to the Student Discipline Rulemaking Update issued by OSPI on November 16, 2016.

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BOARD MEMBERS

New kids on the block

Five local board members have joined the WSSDA Board of Directors. Monty was chosen to fill a vacancy while Don, Leanne, My-linh and Alex were all elected in November.



Monty Anderson
BATTLE GROUND



Don Davis
YAKIMA



Lee Anne Riddle
FERNDALE



My-Linh Thai
BELLEVUE



Alex Ybarra
QUINCY

2016 MEMBER SURVEY

Poverty and inequality tops long list of challenges

By Michael Wilson, Director of Communications and Marketing



Poverty and racial inequality has risen to the top of the list of challenges facing school directors in Washington state, according to the most recent member survey.

Rounding out the top five challenges were closing the student achievement gap, facility issues, engaging parents and the community, and passing of levies and bonds. In 2014, NCLB was the top issue with closing the achievement gap at number two. Poverty and racial inequality was third.

“Help bring awareness of poverty in local school districts,” said one survey respondent.

Some respondents asked for more focus on equity, diversity and homelessness, noting the relationship between poverty and academic achievement. There were kudos for WSSDA’s leadership on the issues and calls for more sessions on equity, but also calls for rethinking how we address the subject.

Just under 20 percent of members participated in the survey, somewhat less than in prior surveys in 2012 and 2014, but the feedback was still voluminous, with many pages of written comments in addition to the multiple choice questions.

Other survey highlights

Other broad findings include:

- Community engagement and understanding funding and budget development were the biggest personal challenges for board members, as they were in 2014.
- Satisfaction levels for nearly all WSSDA products and services are at or above industry benchmarks in the public and private sectors.
- More members are following WSSDA on social media. However, there remains a considerable number who use social media but don’t follow WSSDA.
- The time investment in serving on a board appears to have risen somewhat and the satisfaction may have fallen a bit.

It’s not easy to sit on a school board

About 68% of respondents said their experience on the board had been very positive, a relatively high level to be sure, but lower than in the prior two surveys. The 2014 result was 73% and in 2012 it was 75%. Most of the change was from directors moving from the “very positive” to “somewhat positive” camps. The negative ratings held pretty steady at about 2.5%.

Even among the vast majority that said their experience was a positive one, the difficulties and frustrations were evident.

“I enjoy and value my board experience,” said one typical response. “However, I’m disappointed that we can never seem to get to a higher level of governance. Change in board members requires review of board role and responsibility, and team building, so it feels like we are continually starting over.”

Despite the challenges, nearly two-thirds of respondents said they strongly agree that they understand the education system well enough to be effective as a board member. Another quarter mildly agreed.

Events are highly rated, but schedule conflicts and travel distances can be an issue

Survey respondents

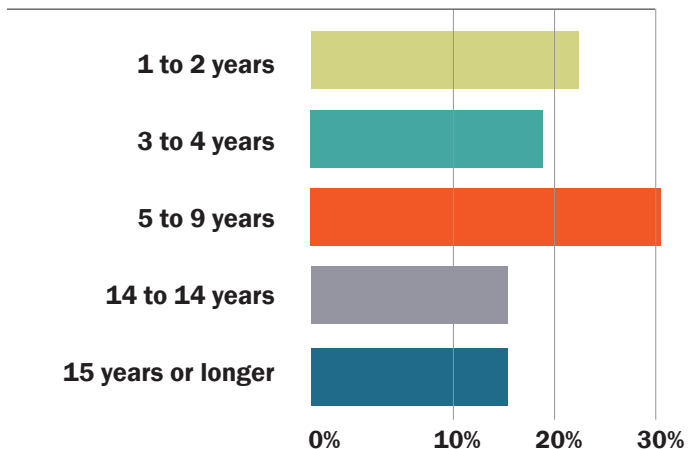
Overall, survey participants were more likely to be women and from Western Washington than school directors as a whole. For example, in 2016 about 51% of respondents were women compared to about 42% in the general population of school directors.

Respondents in the 2016 survey had slightly fewer years of experience than in the 2014 survey, but about the same as in 2012. More than 30% had 10 or more years on their boards, and nearly another 30% had 5-9 years.

Only one respondent was under 30 years of age and 88% (171) were 46 years old or more. Forty-two percent of that group was older than 60.

See the full survey summary at: <http://bit.ly/2kkAQ0T>

How many years have you served as a school director?





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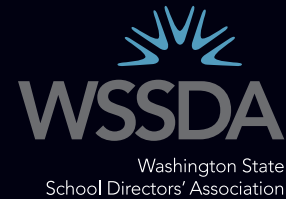
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SURVEY CONTINUED FROM PG.8

A small sample of what they SAID...

Don't avoid difficult discussions about the charter movement, privatization, etc.

Continue to be an effective advocate for students and directors

Communicate with board members that this is their association, not the central office's association

Help bring awareness of poverty in local school districts

WSSDA is a great organization, but not all board members are aware of its services



A small sample of what they NEED...

A better system on bringing new board members on board

Online sessions or courses for professional development

An advocate for local control

Mentoring program for directors - matched across similar districts throughout the state.

More training in the basics of school districts. T&R days, levy money use, TPEP, etc

A clearinghouse on collective bargaining provisions and "best practices"





Representative Paul Harris was elected to the Washington State House of Representatives in 2010 to represent the 17th Legislative District. Previously, he served on the Evergreen School Board from 1992 to 2002. Rep. Harris is the Ranking Member of the House Education Committee and serves on the Education Funding Task Force. He and his wife, Lori, live in Clark County.

Paul Harris

17th District

How did your experience as a school board member prepare you for the state Legislature, especially in terms of education?

By serving on a school board prior to serving in the Legislature, I gained experience in collaboration or working as a team with other board members. Those are valuable skills in the Legislature. You must be able to work across the aisle and with your colleagues. School boards look to follow a vision and set goals for school districts. That is similar to what we want to accomplish in the Legislature on education issues, as we shape policies and positions that impact students and schools. Having served on the school board, I always approach education issues with the thought – is this in the best interest for the students and the schools?

The 2017 session will be critical for districts as the Legislature takes action to fully finance K-12 education. What do you see as the most important issue in this conversation for school directors to have voice in, especially with funding *McCleary* ?

The most important will be the *McCleary* case. Not only how many dollars may be spent on education, but I expect school districts and administrators to be interested in how we arrive at a stable and equitable revenue source for our education system. Other important issues may include school construction in urban growth boundaries, compensation, and addressing frivolous Public Records Act requests. The public records issue continues to be a problem for schools and local governments.

What suggestions do you have for school directors to continue to build and maintain effective relationships with legislators now that the session has started?

It is all about communication. A little facetime can go a long way. It is beneficial to the legislator to hear the pros/cons of the issue directly from the school directors. It also provides an opportunity for the legislator to ask questions. There are hundreds of bills introduced each session. It is extremely difficult to know what each and every bill does, as well as track them. Do not hesitate to follow up with your legislators if the bill is moving or there are changes to the legislation.



Representative Kristine Lytton was elected to the Washington State House of Representatives in November of 2010 to represent the 40th Legislative District. She served on the Anacortes School Board from 2005-2010. Rep Lytton is the Chair of the House Finance Committee and Co-Chairs the Education Funding Task Force. She and her husband, Mike, live in Anacortes.

Kristine Lytton

40th District

How did your experience as a school board member prepare you for the state Legislature, especially in terms of education?

Volunteering in our schools, along with serving on a school board, gave me the opportunity to see the challenges facing educators in the classroom, and the challenges facing students and families. Each student is unique and deserving of every opportunity to be successful in their lives. Participating in commencement programs at the end of each school year was one of the most rewarding experiences as a school board director. The enthusiasm of students and their families was an exciting thing to see. But, it was also a time for me to question my decisions to ensure that I did everything possible to make sure every student left the doors of our schools prepared for career, post-secondary opportunities, and life.

The 2017 session will be critical for districts as the Legislature takes action to fully finance K-12 education. What do you see as the most important issue in this conversation for school directors to have voice in, especially with funding *McCleary* ?

It will be a challenge this session for the Legislature to assume the responsibility of fully funding basic education. School directors should continue to have contact with their legislators to ensure their voices are heard when policy and budget decisions are being made.

What suggestions do you have for school directors to continue to build and maintain effective relationships with legislators now that the session has started?

Hopefully school board directors spent time during the interim to reach out to their local legislators and relationships already exist. Legislators rely on knowledge of your successes and challenges to inform their work in Olympia. Meeting face-to-face can be difficult during the busy session, but phone calls and emails are always welcome. If you have input on specific issues, it is so important for you to share so that we can do our jobs well. Testifying at hearings is great because you are able to share your input with a wider group of legislators. We always prioritize out-of-town guests and community members to testify before lobbyists.

Legislative Session Update

by Jessica Vavrus, WSSDA Government Relations Director

January 9th marked the start of the 65th Legislative Session. The regular session is limited to 105 days. However, special sessions seem to have become the norm. About everyone agrees the “what” of remedying the education funding imbalance is at the very top of the issues that must be dealt with. However, the “how” is very much under debate.

At press, we now have three funding proposals to consider: Governor Inslee’s 2017-19 K-12 Operating Budget (12/2016); the Democratic Education Funding Proposal from the Education Funding Task Force (1/4/17); and the Senate Republican Majority Coalition Caucus’s “Education Equality Act” funding proposal (1/27/17). The rest of the session will be spent negotiating agreement on how to approach what needs to be done.

Since Day One, school directors have been present in sharing public testimony on education funding, school siting, and capital construction. Bills on educator shortages, public records requests, and simple majority in bond elections are also in play. [WSSDA’s 2017 Legislative Priorities](#) are spot on with the issues the Legislature is grappling with. However, meeting the state’s obligations for basic education while also meeting other pressing state needs is, and will continue to be, the main show. In addition to WSSDA’s 2017 Legislative Priorities, WSSDA has partnered with associations representing over 8,000 school directors, administrators, business officials, personnel directors, and principals to develop a [Prioritized To-Do List for Education Funding](#). This serves as a blueprint to guide next steps to full funding.

January 31 marked the 21st day of this 105-day “long” session. For those of you who run marathons, we are 20%, or 5.2 miles in! Many legislators are still strapping on their shoes as we approach the first policy cutoff (Feb. 17). With just over 1,400 bills, resolutions, and memorials introduced to date it’s not easy to sort through them all. Check out WSSDA’s Legislative Update Web Page (<http://wssda.org/Legislative/LegislativeUpdates.aspx>) to access just-in-time information and updates about the Legislative Session including:

- WSSDA’s Weekly Legislative Updates: Each weekend WSSDA issues a brief synopsis of the week’s happenings and a preview to the week to come.
- Weekly Committee Meeting Schedules: Each week WSSDA compiles a schedule of the Committee meetings in the week ahead that pertain to our Legislative Positions.
- WSSDA’s current Bill Watch: To get a feel for all of the bills introduced to date, check this comprehensive list out! The list is organized by WSSDA’s position.

Finally, each Friday we host a Legislative Update Webinar for school directors and board legislative representatives to share legislative updates and tips. Check out our new Web page for [School Board Legislative Representatives](#) to register and access the recordings of past webinars.

BUDGET CONTINUED FROM PG.1

Director Tim Garchow. “Staff has been great in helping us reign in expenditures.”

Based on preliminary information, WSSDA ended 2016 firmly in the black. Salaries and benefits were about seven percent less than originally projected for the year, in part due to vacancy savings. The association will have final expense numbers in the next month as the books are closed on 2016.

On the revenue side, increased revenues from other sources, including training workshops, policy services and marketing, helped keep the pressure off dues.

Tight controls on spending allowed the board to set aside \$200,000 in a dedicated capital building fund. This money would help pay for anticipated costs at the aging WSSDA headquarters in Olympia.

“It’s important to keep our facilities safe and sound, and we hope to do this without having to ask for a dues increase anytime soon,” Garchow said.



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CALENDAR OF EVENTS

February

- 11** WSSDA Board of Directors Meeting
- 12-13** Legislative Conference
- 13** Day on the Hill

March

- 26-27** NSBA Annual Conference
- 29** DA1 Regional Meeting, Mukilteo
- 30** DA2 Regional Meeting, Bellevue

April

- 17** DA6 Regional Meeting, Battle Ground
- 18** DA3 Regional Meeting, Clover Park



For the most updated calendar, visit WSSDA.org