



direct

Washington State School Directors' Association MARCH-APRIL 2016

WSSDA DIRECT:

Now in Full Color

This March-April Issue of the *WSSDA Direct* marks the first issue that is in full color. We hope you like it.

Color costs have dropped dramatically in recent years with the advent of new printing and copying technologies. The upshot is that the additional cost of printing in full color is now about \$90 per issue, or 4.5 cents per copy.

It takes us about two hours of design time to convert from full color, in which it is designed, back to the old two-color format. So even that less than a nickel savings evaporated.

COLOR, CONTINUED ON PAGE 3

Legislator spotlight

Legislator Spotlights are a new addition to *WSSDA Direct*. Periodically we plan to spotlight legislators who are current or former school board members. We begin with two state representatives who will no longer be serving in the House after this session: Chad Magendanz and Chris Reykdal.

We asked them how their experience as a school board member prepared them for the state Legislature and what suggestions they would give school directors to build relationships with local legislators.

(continued pg. 8)



Fifth district representative Chad Magendanz,



Prairie High School's Academic Intervention

Sitting in classrooms, students –armed with notebooks and pens – chat in groups at tables or flock near teachers' desks, patiently waiting for a few moments of the mentor's time.

It is on these two mornings each week of the school year that students have the opportunity to get Falcon Support, or help from their teachers to make up work, study, and

ask questions about the materials presented during class time.

Prairie offers Falcon Support to its students for 40 minutes two times each week during the first period of the day. While students are not required to attend Falcon Support, those who do most often see results in the form of higher grades on coursework.

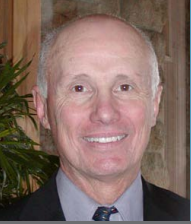
PRAIRIE HS, CONTINUED ON PAGE 6

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BURKE: Elections in 2016 add uncertainty to education policy

NATION: When reading is fun, everybody wins

NEW: Spotlight on Magendanz and Reykdal



EXECUTIVE DIRECTOR
Alan Burke

Elections in 2016 add uncertainty to education policy



In an election year, can we really expect anything major to change in the educational policy world? That question is being asked at both the state and federal levels as winter turns to spring and the 2016 election campaign enters its full-throttle phase.

In Washington state, the Legislature has punted the grand McCleary solution to the 2017 session. A bill to close a number of tax loopholes was introduced in the House. The governor provided a revenue source for his plan to increase beginning teacher salaries and add a one percent teachers' COLA. Neither idea generated enough interest to be seriously considered. In the end, very few educational policy bills saw the light of day in the various fiscal committees because of the price tags that accompanied them.

Indeed, in 2016 the very mention of an idea that could be considered a tax increase was legislative kryptonite.

Now—meaning whenever the special session ends and the legislators go home—the big game begins.

With all 98 House seats and 49 Senate positions up for grabs in November, party control of the 2017 Legislature is up in the air. Democrats currently are in charge of the House by a 50-48 count—the thinnest margin in over a decade. The Senate, effectively 26-23 Republican because Tim Sheldon (D-Shelton) caucuses with that party, certainly looks like the surer bet to stay R in 2016. However, margins larger than three have been overcome in the past.

In the governor's race most observers predict that incumbent Jay Inslee will be the victor, but recent bad publicity over decisions in the Departments of Transportation and Corrections have given Republican challenger Bill Bryant hope.

To be sure, the McCleary deadline has not changed. By June 30, 2017, the last day of the current biennium, the Legislature and the

governor will need to formulate a policy and financial answer to the full state funding of basic education—and most probably levy reform as well. The substance of that solution likely will look very different depending which political party controls the Legislature and the governor's mansion.

In Washington DC, the situation is equally unclear. With the Every Student Succeeds Act (ESSA) now a reality, the questions on everyone's mind are (1) who will be president and (2) who will he or she choose as the new secretary of education? Between now and the election we can expect quite a bit of political churning and maneuvering as current Secretary John King issues rules and guidance that interpret the 1,059-page ESSA.

With most state officials demanding less federal intrusion into state-based educational policy, the secretary can expect significant push back if he seeks to assert prescriptive rules into the revised accountability systems that states are developing. On the other hand, civil rights groups will be watching closely that states are not given carte blanche to roll back policies designed to assure that every student is given a solid education—regardless of zip code.

By all accounts Secretary King will be out of a job come January—even if a Democrat wins the White House. So, beginning with the inauguration, the direction of federal involvement in K-12 education will take a new turn. In all probability the educational policy heavy-hand of Barack Obama/Arne Duncan will be replaced by a pair with a lighter touch—or so we guess. Stay tuned.

“ With the Every Student Succeeds Act (ESSA) now a reality, the questions on everyone's mind are (1) who will be president; and (2) who will he or she choose as the new Secretary of Education? ”

Given the compliments we've received on the full-color, on-line edition, moving to a full-color print edition seemed to be a no-brainer.

Not everyone might agree and we want to hear from all of you about the change. So please feel free to weigh in on this change or any other suggestions you have to help us improve our newsletter. Just contact Communications Director Michael Wilson at m.wilson@wssda.org or 360.252.3013.

Finally, each year we consider whether to shift to an online-only version of the Direct. We track online downloads and compare it with the information we receive from members in our biennial survey. Thus far, the results have been pretty clear. The print version has a much larger readership and members say they like getting it that way.

We will, of course, continue to ask that question on our surveys and debate the issue. Look for it on the survey that we will be doing this fall. And if you can't wait to comment until then, feel free to include it in your email.



PRESIDENT Chris Nation



Maple Hills Elementary in Issaquah was one of many schools around the state that celebrated reading in early March.

When reading is fun, everyone wins!

Whether you're trapped on the barren landscape of Mars, encountering a large squid while diving in the darkest depths of the ocean or simply trying to change the oil in your car, reading a book will spark the imagination, create new understandings and teach new skills.

Across our state and nation, we celebrated Read Across America week in March. Districts throughout Washington tweeted and posted on Facebook to remind students, teachers, parents – all of us – how important it is to read, and to have fun while doing so.

As our nation enters a new era with the passage of the Every Student Succeeds Act (ESSA), both federal and state policy makers need to establish a foundation of learning that will provide engaging opportunities for all students to embrace reading.

Reading not only engages the imagination, it teaches a child how to spell, use proper grammar, understand the meaning of words, comprehend subject matter, and how to think outside the box and be creative. Reading sets the child up for success not only in school, but ultimately in life.

We are in an age of technology, where anyone can just use 'spell check' or automated correction of punctuation and grammar. While these are useful tools, our society has become too dependent upon them.

Our children deserve better. They should understand that reading is fun! Once they understand that, they will want to read and will naturally absorb the learning that comes along with the fun.

It is our responsibility as school board directors, policy makers, teachers, and parents to provide engaging reading opportunities to all kids. We need to show them that reading is more than textbooks and homework.

The mission of inspiring children to become leaders in their education should be a priority at all levels of education. Let's show them that reading is the cornerstone of a successful future, in school and in life.

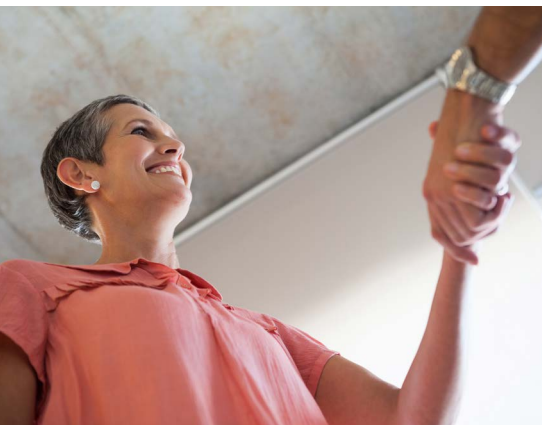
REFLECTIONS

Quick pic



This magnolia tree on the southeast side of the State Capital is called the "Sine Die Tree". Traditionally, 60-day sessions adjourn around the time the tree begins blooming. Webster defines sine die as: "to adjourn without any future date being designated." The 2016 Regular Session adjourned Sine Die, on March 11th and a 30-day special session was ordered to begin 46 minutes later. This year, the term "sine die" was clearly a misnomer. —JV

Helping your new team start strong



It's hard to be a new school director. Veteran board members know how to navigate board meetings, whom to ask for information and what those myriad education acronyms mean. Whether you're the newbie or you have been on your board for years, here are some ways to get the new team up and running.

■ **Acknowledge the change.** Anytime there is a new board member, you are forming a new team. Talk about group norms and operating protocols together.

■ **Talk with experts.** Your district business manager or finance department is a great source for understanding school funding and your budget. Student achievement experts understand your district's curriculum and how assessments are administered and results evaluated. Other district specialists who can help smooth the learning curve include those in technology, special services, student transportation, the administrative team and the district office support staff.

■ **Get the numbers.** While the amount of available data can be overwhelming, it is important to start looking at the data your school district collects and how it's used. Find out what data your board reviews regularly and ask your superintendent or fellow board member to review it with you.

■ **Take a board self-assessment.** Boards with new members may hesitate to take a self-assessment, but it is an excellent tool to understand gaps in knowledge that can inform new board member training.

■ **Understand the history.** Superintendents often joke that they inherit the sins of the superintendents before them, and the same is true of board members. Spending time with your district's most veteran members to understand the events in your school district's history will give you important context for making sound decisions.

■ **Take advantage of WSSDA online.** Visit www.wssda.org to keep up-to-date on the latest news, events and other resources. WSSDA offers information about school finances, OPMA and conflicts of interest, understanding

assessment data and other topics helpful to new directors on its publications page at <http://bit.ly/1UfEFit>. You can subscribe for a free daily electronic education news clipping service called eClippings at <http://bit.ly/1KvfFBJ>. WSSDA is also active on Facebook or you can follow us on Twitter to stay on top of what's happening.

■ **Explore other resources.** While WSSDA offers many resources for school directors, there are other sources that can be helpful, too. You can check your district's "scorecard" on OSPI's website, connect regionally with your Educational Service District (ESD) or understand statewide issues through the Washington State Board of Education (SBE). In addition, you can learn about successes at other districts at the www.ourkidswa.com web site.

VISION, RESOURCES AND MONITORING

What is distinctive about the Boards of Distinction?

School boards who are recognized as a Board of Distinction have many traits in common. These relate to the responsibilities of the board and distinguish their leadership.

The boards all hold high expectations for academic achievement, college and career readiness and productive citizenry. What really sets these boards and school districts apart is their unified approach to vision, resource alignment and monitoring of progress.

The actions taken by our Boards of Distinction communicate that they do not settle for "good enough".

These boards align resources towards goals to reach their vision. They allocate money or time toward goals, such as providing health and human service support, increasing the number of academic intervention specialists at the highest poverty schools, or offering professional development for staff to address a struggling student's needs.

Another common trait is monitoring progress towards goals. Boards of Distinction continually use and analyze data to track their progress to eliminate achievement and discipline gaps. It's common practice to focus on the data that best measures a specific goal and to build a calendar for the year for monitoring goals. There is consistent coherence across vision, goals, resource allocation and monitoring progress across the Boards of Distinction.

The most important result of this cohesive leadership approach is not an award. It is the success found by students and staff. Take a moment in a work or study session and ask if your actions as a board represent coherence and commitment across these three important responsibilities: setting the vision, allocating resources and monitoring progress towards district goals.

Introduction to a theme

The WSSDA Annual Conference is where school directors come to learn or refine skills needed to govern a complex system as a team. They also come to be inspired to continue the challenging but important work of being educational leaders. Whether through breakout sessions, keynote speakers, or conversation with peers, different aspects of leadership are apparent throughout every conference.

The Annual Conference Planning Committee, which met in February, wants to promote this as a conference for leaders. They also recognize that these leaders are passionate about kids. “Lead to Inspire,”

developed out of the committee members’ conversations. We will choose speakers who will incorporate a message of inspirational leadership into their presentations.

Introduction to the Look

Explosive chemical reactions and what to inspire in kids are the ideas that WSSDA’s graphic artist plays with in the visuals for “Lead to Inspire.” That ah-ha moment of inspiration—when the light goes on, the brain floods with electricity and new ideas or states of being are achieved—is represented in the circles of graduated color and atom-inspired “energy lines”. In other pieces throughout the year and at conference, images of kids—in some cases, full-size—will visually represent the importance of thinking about the whole child and provide topics of inspiration.

Call for Proposals

Breakout session proposals will be accepted from about April 20 to June 5. Start the conversation now about what your district could offer, or encourage a neighboring district’s board to submit a proposal. Board members should introduce the speaker, moderate the session, or serve on a panel if they don’t want to be the primary speaker. We know Washington’s school directors prefer to learn from peers, so make your presence known! As the planning committee agreed, they would rather hear an imperfect presentation from a peer than something slick from someone who has never been on a school board.

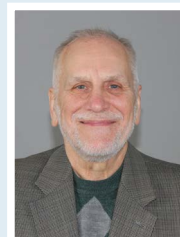
The strands are:

- Lead to Inspire (leadership and governance)
- Lead the Conversation (advocacy and community engagement)
- Lead for Every Child (whole child, defining success and equity)
- Lead Into the Future (present and future of education)

More detail on each strand can be found at wssda.org>annual conference>for presenters.

Getting to know your WSSDA consultants:

MIKE MARYANSKI



Mike brings a wealth of knowledge to the leadership consultants team, including 44 years of experience in a variety of education roles. For 23 of those years, he served as a superintendent. In addition, he has experience as an adjunct professor; a presenter at state and national conferences and a staff development trainer in multiple school settings and districts. Based in Ravensdale, he currently sits on two non-profit boards. Mike’s strengths include a deep belief in the need for collaboration and the capacity to support individual and team growth through reflective conversations, shared aspiration and understanding complexity.

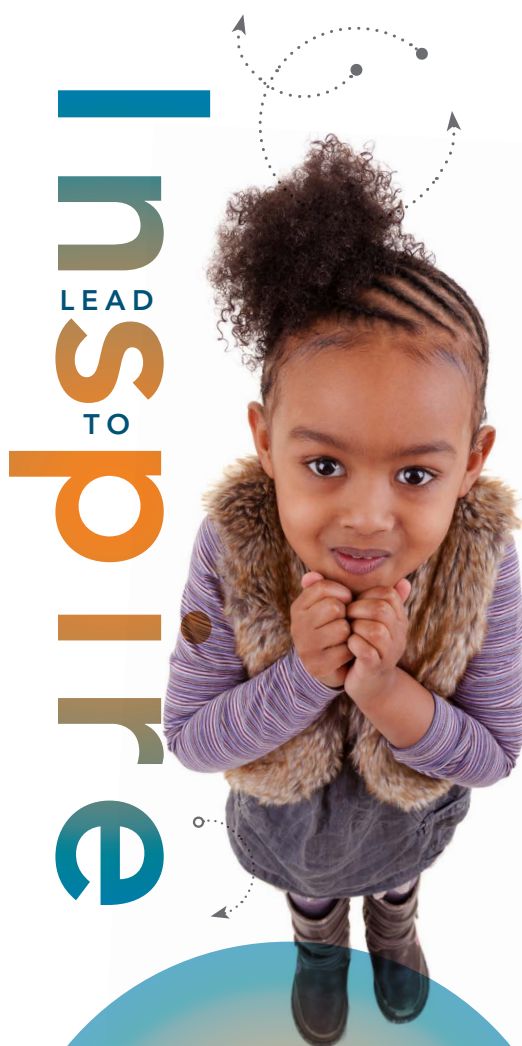
CINDY McMULLEN



Cindy is a returning school director, having served on the Central Valley School Board in the Spokane Valley from 1987-2011, then serving

four years on the State Board of Education, and being re-elected to the Central Valley Board in 2015. She has been active in WSSDA, graduating from Leadership WSSDA in 1998, being elected to the legislative committee, serving on WSSDA’s Board of Directors and finally being elected president in 2006. She was a WSSDA Cadre member from 2003-2011 and has presented numerous trainings and conference sessions over the years.

Cindy is an attorney who specializes in municipal law serving small cities, towns and special purpose districts over her 35+ years of practice. She brings a great deal of knowledge and experience from her extensive background in education and law to support school directors. She is well-versed in boardmanship, school law, superintendent evaluation, board self-assessment, conflict resolution and board protocols.





Prairie math teacher Tad Oman helps sophomore Cyrstan Marchel with a math assignment during the school's built-in academic intervention, called Falcon Support.

The overall goal is to help students succeed and graduate, said Prairie High School Principal Travis Drake. And with a graduation rate that consistently hovers above 91 percent, Prairie has one of the best graduation rates in Clark County.

Once upon a time, Falcon Support might have been called study hall, and it might have been offered outside the regular school day. In today's education world, it's considered an academic intervention.

For several years at Prairie, the intervention was called STAT—Student Teacher Access Time—and it was on the schedule every day for 30 minutes either before or after a student's lunch.

Prairie's staff decided to change up the program this year when it became clear that discipline issues occurred most often during the school's lunch hour among students who chose not to participate in the daily study hall and instead took a long lunch.

When they saw the need to re-evaluate the study hall, staff researched what other high schools in the state that are similar in size to Prairie offer for built-in academic intervention. Their research found that 29 of 42 schools offer an intervention period. They also looked into when other schools offer the study time and learned that the clear majority of schools—23 out of 29—offer it in the morning between class periods and that five schools offer it before first period.

Prairie teachers discussed the possibilities and chose to offer Falcon Support before first period so that students would seek help in the subject areas in which they need it and not be tempted to stay in one classroom just because it is convenient when Falcon Support begins.

The study time is optional for students, but on a recent Tuesday morning many classrooms easily had their seats filled with students. In Tad Oman's class, a constant stream of students formed a short line at his desk. Students waited patiently to present their pre-calculus and algebra 2 questions to him.

Many students worked in pairs. At one table, seniors Natalie Whitesel and Becca Dougal discussed math and English. The girls

use the time to study and complete homework because their after-school availability is limited by sports, drama and other Associated Student Body (ASB) activities.

"It's really helpful," Dougal said. "It's nice if you have a test later in the day and can use the time to study." Both girls said the time helps them to understand the material and equates to better grades.

"It's really beneficial for the kids who use it," said Kathy McManamy, a math teacher at Prairie. "They are asking questions and getting understanding. The hard part is getting the students who need to come to come in."

Prairie has taken measures to encourage students who need help to get it during Falcon Support. Teachers send personal invites to students who receive low grades, and some staff have volunteered to work with specific students and establish quality relationships with them in hopes that they would improve their class work.

"You can't discipline a student to be motivated," Drake said. "But building a relationship goes a long way in getting a student to step up. Falcon Support works as well as any intervention I've seen with the resources we have."



This story and many more can be found at www.ourkidswa.org. Be part of Our Kids, Our Future's first anniversary. Send stories of your school district's successes to M.Wilson@wssda.org.

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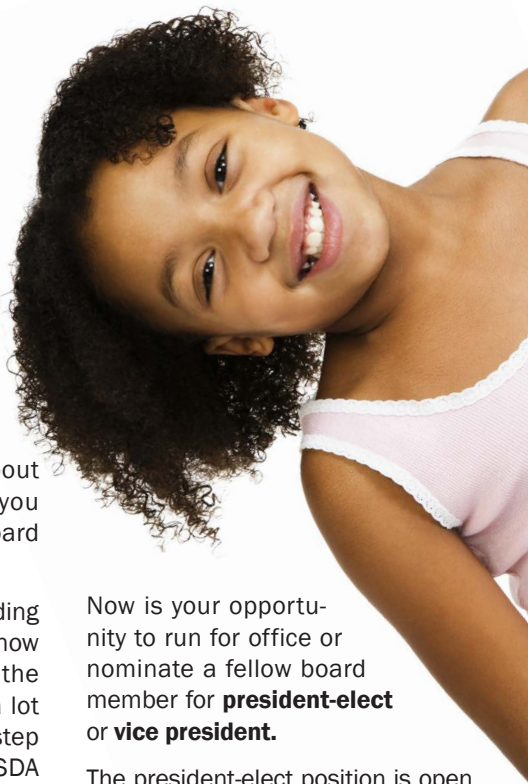
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Nominations open to select next slate of leadership

Start the conversation now about who you want representing you at the top level of WSSDA's Board of Directors.

Are you ready for the challenge of leading at the state level? Will someone you know inspire directors statewide if given the opportunity? Will a little push and a lot of encouragement get someone to step out of his or her comfort zone? WSSDA leadership is a growth opportunity full of challenges and rewards.

The nomination and application period for the WSSDA officer positions of president-elect and vice president is April 1 through June 12. Nominations will be accepted through May 24 and candidate applications will be accepted through June 12.



Now is your opportunity to run for office or nominate a fellow board member for **president-elect** or **vice president**.

The president-elect position is open to a member from any area of the state. He or she serves as president-elect for 2017 and automatically becomes WSSDA President in 2018. This year's vice president position is open to a member from the eastside.

Nomination forms and applications are available at <http://www.wssda.org/AboutUs/Elections.aspx>.

A NOTE FROM CHRIS NIEUWENHUIS

Your WSSDA Nominating Committee, comprised of board members just like you, is seeking candidates for officer positions. Please consider stepping up to this amazing opportunity.

WSSDA officers have access to many occasions for professional growth and influence at the state and federal levels. As part of the NSBA Pacific Region, officers of WSSDA have the opportunity to shape national policy that affects children in Washington, as well as across the country.

Now in my fourth and final year serving as an officer, I look back with fond memories of relationships formed with directors across Washington and our country. The greatest part about serving as an officer is having the ability to work on issues with countless dedicated education advocates. I can honestly say that these past four years have flown by and I am grateful for the opportunity to play a small part in advocating for the education of our greatest natural resource. Kids!!!

So, take a minute to look in the mirror and see if the person staring back at you is ready to step up to a higher level of education advocacy.

Chris Nieuwenhuis



Focus on Equity

An equitable education with access to opportunities for all students is a primary goal of school directors in Washington state. WSSDA is committed to providing support, professional development and encouragement in the effort through the following:

Equity and Access Caucus

This caucus was established in November 2014 to provide a forum for school directors to discuss issues of equity and how to increase awareness and equitable practices in their school districts. Caucus members also support equity advocacy as needed. The next meetings are scheduled in conjunction with WSSDA's Legislative Assembly on September 23 and Annual Conference on November 17. Registration for these events is not required to attend the caucus meeting.

Equity: From the Boardroom to the Classroom (WSSDA, WASA and AWSP)

Keynote speaker Pedro Noguera will inspire district teams as they work with concepts of adaptive leadership and core practices for equity in our schools. Participants will leave this conference with actionable steps towards improving educational equity in their districts. Registration for the May 24th event is closed, but the demand for this event indicates a high level of interest among school directors. Look for more WSSDA equity events coming soon.

Equity Convening (WSSDA and Puget Sound ESD)

Achieving Racial Equity through Policy and Beyond, Part III will be held on April 29 at Renton Community College. School directors and superintendents from King and Pierce counties will focus on how to achieve educational racial equity through policy development and beyond. Join us for an interactive day to learn how we can take collective responsibility to eliminate barriers for students and families of color. Watch for registration opening soon. Register at <http://bit.ly/1UJulQ9>.



WSSDA • WASA • AWSP

*With support from The American Reading Company



Representative Chad Magendanz was elected in 2012 to represent the 5th legislative district (Issaquah, North Bend, Maple Valley) in the House of Representatives. He served on the Issaquah School Board between the years 2008 – 2013. He served in the U.S. Navy, and has worked as an electrical engineer and software consultant.

Chad Magendanz

Fifth District

How did your experience as a school board member prepare you for the state Legislature, especially regarding your views on education?

My experience as school board chair, a member of WSSDA's legislative committee, and as a NSBA Federal Relations Network coordinator allowed me to serve with fellow "policy wonks" and to dig into meaty education issues. It also helped me learn to coordinate effectively with elected officials to plot out legislative solutions to our state's biggest challenges. My predecessor in the House saw in me a passion that could carry the torch for kids through this difficult McCleary era and encouraged me to fill his seat.

Like many of you, I started my education advocacy as frustrated parent. Over the years, I learned to channel my "inner angry dad" into more productive outlets by speaking out proactively as a concerned citizen with policy makers in Olympia. It wasn't until I was comfortable testifying in Olympia that I even considered running for my local school board. My school board roles and more recently as a member of the House Education and Appropriations Committees have truly allowed me to be in my element and hone my passion for education and legislative advocacy.

What suggestions do you have for school directors to effectively build relationships with legislators locally?

Realize that we're just regular people with an unusual job, with many from similar backgrounds and with shared goals. Your shared background with many who have served on school boards can be a bridge to better understand positions. Focus on education policies that really matter to kids so you can avoid the partisan rhetoric that throws up instant barriers to communication. Don't be afraid to discuss the political obstacles to achieving your shared goals, and be realistic. Be sensitive to the political risks they face, and try to provide the political cover to put kids first



Representative Chris Reykdal was elected in 2010 to represent the 22nd legislative district (Olympia, Lacey, Tumwater). He served on the Tumwater School Board between the years of 2007 – 2011. Prior to the legislature, he was a Deputy Director at the State Board for Community and Technical Colleges and a history teacher in Longview, WA.

Chris Reykdal

22nd District

How did your experience as a school board member prepare you for the state Legislature, especially regarding your views on education?

My experience on the Tumwater School Board was incredible preparation for my role as a legislator and vice-chair of the House Education Committee. From constituent relationships, to deep education policy and finance issues, I have experienced these complexities at both the local and state levels. On the board, I could dive into the depths of local issues on a relatively narrow subject area – great public schools. As a legislator, every subject under the sun comes before you – schools, environmental issues, transportation funding, criminal justice, civil rights, and more. While we are locally elected, we are truly state representatives, so groups from Spokane to Sequim, Bellingham to Vancouver all have a vested interest in shaping your opinion on all matters of policy and budget.

Focusing on schools, I am quite cautious about unfunded mandates, and equally cautious about statewide solutions that may work in one area and not in another. I am more committed to local control paired with ample state funding – the state must provide complete funding for basic education and local districts should decide how best to deliver.

What suggestions do you have for school directors to effectively build relationships with legislators locally?

Together, school directors should proactively build a regular meeting schedule with local legislators. Dedicate specific time throughout the year to education issues as they relate to your district. I meet at least quarterly with local districts and superintendents from the three school districts in my legislative district. We time one meeting to set up our legislative agenda; one meeting during session as a check-in (generally after budgets are released); and one after session to debrief and prepare for the next year. This clear road map of priorities provides legislators with the best possible anchor to school district needs during the competing interests of the legislative session.



2016

Legislative Session Update

by Jessica Vavrus

The 2016 Regular Session started with high hopes for collaboration and forward momentum on funding basic education and levy reform, the teacher shortage crisis, high school assessment regulations and charter schools. A big thank you goes out to every district leader who reached out locally and who trekked to Olympia to share local stories with our policy makers.

As we went to press, the Legislature was 5 days into a special session where their primary task is finalizing a 2016 Supplemental Operating Budget. This means finding compromise between the current budget bills on the table.

There was action from the start of session on all of [WSSDA's 2016 Legislative Priorities](#) (and more) as we watched 116 of the some 2,000 total bills introduced this session. Of those 116, 22 have officially "Passed the Legislature" and are awaiting Governor Inslee's signature. Bills to address McCleary planning (SB 6195/HB 2366) and charter school "fixes" (SB 6194) were first out of the gate. By the last week of the regular session, the only education bill that had been signed into law was SB 6195. At the close of the regular session (3/10/16), Governor Inslee acted on 37 bills, 10 of which he signed. The remaining 27 receiving his veto. There were no education bills in this first batch of bills. He has until April 2nd to sign, partially veto, and/or partially veto the remaining bills on his desk from the regular session.

A few highlights of bills that made it through regular session and hot topics still under negotiation, pending a final budget, include:

Learning Space for Every Student:

- The House Education Committee hosted a one-hour public hearing focused on simple majority in bond elections (HB 1941 and HJR 4210 from 2015). There was an outpouring of urgent calls to action from districts that were just shy of the 60% majority in their February bond elections. Kudos to districts that testified during the hearing, including leaders from South Kitsap, Bethel, Sequim, Central Kitsap, West Valley (Yakima), Yelm, Orting, and North Kitsap.
- The Legislature passed HB 2985 that makes a short-term adjustment to the formula



More than 450 school leaders flooded Olympia in Late January for the annual legislative conference. School directors met with 133 legislators and staff to press school board priorities during the annual Day on the Hill.

for determining eligibility for state construction assistance program (SCAP) funding. The bill excludes certain school vacated school facilities from district space inventories used to determine SCAP funding. The legislature is well aware that the SCAP is outdated and in need of an update.

• Finally, there were hopes for action to follow through on recommendations from the 2015 School Siting Taskforce. At least five bills this session included provisions to support districts in the 23 counties with siting issues. At the close of the session, no bills had passed. However, components of SB 6426 are still in play to address urgent issues in Pierce and Benton counties.

- Ample and Dependable Funding:
- Bills were addressed to delay the scheduled reduction to district levy lids and Local Effort Assistance and "do no harm" to districts that will begin planning for 2017-18 this coming fall. A delay of at least one year would allow the state to assume responsibility for basic education compensation costs, most of which are currently covered by local levies. At press time, the Legislature had not settled

on a final Supplemental Operating Budget for 2016 in which this delay may be included.

- SB 6292 attempted to permanently restore the full federal forest revenue amounts to the 215 eligible districts. Since the revenue is currently restored in the state budget (through the 2016-17 year), the bill was technically not necessary for the coming fiscal year. There will be more urgency on this topic next session.

Great Teachers in Every Classroom:

- Addressing the state's teacher shortage was high on the priority list this session. Sixteen bills were introduced this session that address the teacher shortage and various issues to support teachers and paraprofessionals. SB 6455 was adopted and included components ranging from allowing retired teachers to return to the classroom as substitutes, certification for teachers coming to Washington from out-of-state, and other recruitment and retention strategies as longer term solutions to the crisis.
- The Legislature also set a clear vision for education professional learning by adopting HB 1345 as a statewide definition of professional learning to guide the continued investment in the growth and development of educators in our state.

Other bills that WSSDA followed and that are awaiting the governor's signature include acts related to closing the opportunity gap (HB 1541), truancy reform (HB 2449), support to the growing population of homeless students in our state (HB 1682). Public records and voting rights were debated this session, but at press time did not make it through to the governor for signature. WSSDA will be reaching out in the interim to learn more from districts about the impacts of the growing number of public records requests you are experiencing. Check out [WSSDA's Weekly Legislative Updates](#) for a more in-depth snapshot of weekly happenings in Olympia throughout the 2016 Regular and Special Sessions.

If you didn't make it this year, we hope you can join us at next year's conference, planned for February 12 - 13 in Olympia. To check out materials from the 2016 Conference and to stay apprised for 2017, visit the [WSSDA Legislative Conference Web page](#).



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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CALENDAR OF EVENTS

April

- 2 Board of Directors Meeting
SeaTac Radisson Hotel
- 13 Spring Regional Meeting - DA11
- 16 Board of Directors Meeting
SeaTac Radisson Hotel
- 21 Spring Regional Meeting - DA3
- 23 Spring Regional Meeting - DA4
- 27 Spring Regional Meeting - DA6
- 29-30 Board of Directors Meeting
WSSDA

May

- 5 Spring Regional Meeting - DA5
- 13-14 Board of Directors Meeting
WSSDA
- 24-25 Equity Conference

June

- 12 Resolutions Committee Meeting
NSBA Advocacy Institute
- 13-14 NSBA Advocacy Institute
Washington, D.C.

