



Deer Park Board of Directors

September 14, 2026 Regular Board Meeting

Published on September 10, 2026 at 8:39 AM PDT

Date and Time

Monday September 14, 2026 at 6:00 PM PDT

Location

District Administration - Board Room

Agenda

I. Opening Items

- A. Record Attendance
- B. Call the Meeting to Order

II. Flag Salute

III. Closed Session

IV. Superintendent Report

- A. 2026 SBA Results: Anya Gumke
- B. Report: Non-Residential Enrollment Update

V. Board Discussion

- A.** Board of Directors Meeting Calendar
- B.** Policies for 2nd Read: Final Edits
 - Policy 1400 - Board Meeting Calendar
 - Policy 5253 - Maintaining Professional Staff Student Boundaries
- C.** Legislative Assembly (General Assembly): Lindsay Lofstrom
 - Review legislative proposals for upcoming Legislative Session
- D.** Board Evaluation (Policy 1820)
 - Wssda Self-Assessment

VI. Action Items

- A.** Travel with Students
 - Cross Country to Missoula MT

VII. Executive Session: (7:00 PM) Per RCW 42.30.110(i)

To discuss with legal counsel potential litigation

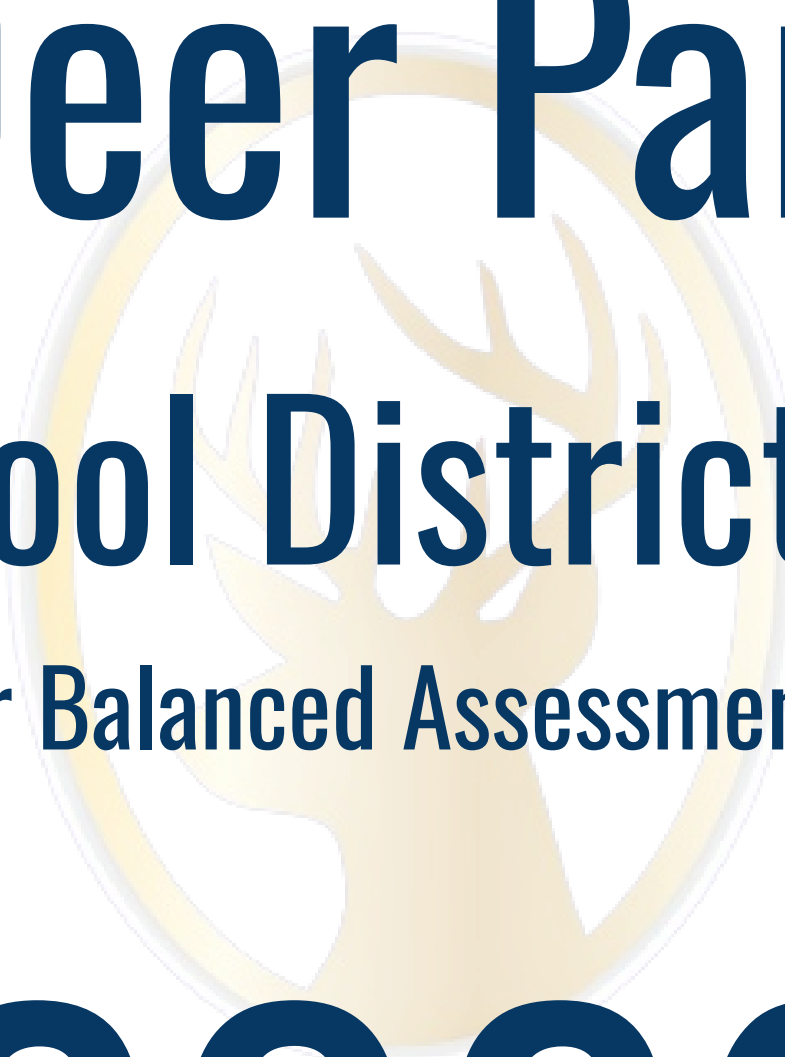
VIII. Closing Items

- A.** Adjourn Meeting

Coversheet

2026 SBA Results: Anya Gumke

Section:	IV. Superintendent Report
Item:	A. 2026 SBA Results: Anya Gumke
Purpose:	
Submitted by:	
Related Material:	2026 SBA Results (1).pdf



Deer Park School District 414

Smarter Balanced Assessment Results

2026

Mathematics

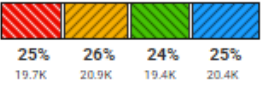
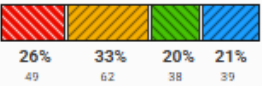
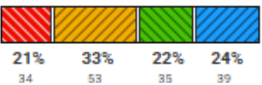
Smarter Balanced Assessment Results

2026

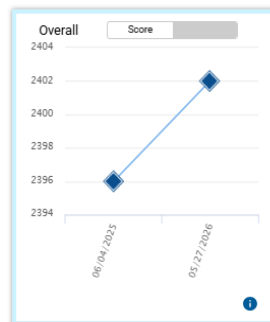
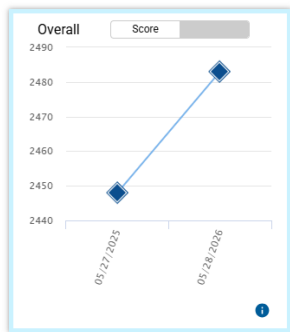
3rd Grade Mathematics

School	School ID	Total	Total			
			Student Count	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
State			76662	2440	Percent Count: 27% 20% 26% 27%	53%
District			191	2430	Percent Count: 27% 25% 30% 19%	49%
Arcadia Elementary	32414_2173		141	2447	Percent Count: 18% 26% 32% 24%	56%
Deer Park Home Link Program	32414_1852		50	2382	Percent Count: 52% 20% 24% 4%	28%

4th Grade Mathematics

School	School ID	Total	Total			
			Student Count	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
State			80348	2480	 Percent Count: 25% 26% 24% 25% 19.7K 20.9K 19.4K 20.4K	49%
District			188	2470	 Percent Count: 26% 33% 20% 21% 49 62 38 39	41%
Arcadia Elementary	32414_2173		161	2482	 Percent Count: 21% 33% 22% 24% 34 53 35 39	46%
Deer Park Home Link Program	32414_1852		27	2401	 Percent Count: 56% 33% 11% 15 9 3	11%

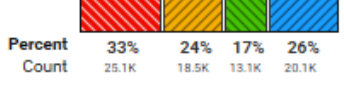
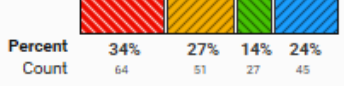
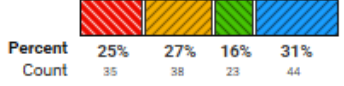
Cohort Data (Graduating Class of 2034)



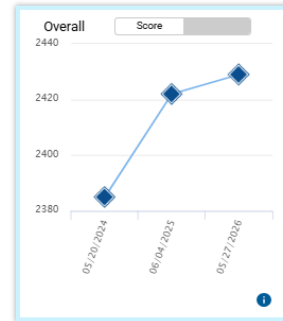
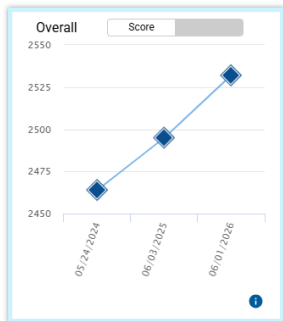
Date Taken	Assessment Name	Test Reason	Overall	Average Score	Level 1	Level 2	Level 3	Level 4
05/27/2025	Grade 3 Math Summative	Spring 2024-2025 (Summative)		2448	22	24	26	27
05/28/2026	Grade 4 Math Summative	Spring 2025-2026 (Summative)		2483	20	34	22	25

Date Taken	Assessment Name	Test Reason	Overall	Average Score	Level 1	Level 2	Level 3	Level 4
06/04/2025	Grade 3 Math Summative	Spring 2024-2025 (Summative)		2396	46	29	8	17
05/27/2026	Grade 4 Math Summative	Spring 2025-2026 (Summative)		2402	54	33	13	0

5th Grade Mathematics

School	School ID	Total	Student Count	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
State			76882	2505	 Percent Count: 33% 24% 17% 26% 25.1K 18.5K 13.1K 20.1K	43%
District			187	2499	 Percent Count: 34% 27% 14% 24% 64 51 27 45	39%
Arcadia Elementary	32414_2173		140	2523	 Percent Count: 25% 27% 16% 31% 35 38 23 44	48%
Deer Park Home Link Program	32414_1852		47	2428	 Percent Count: 62% 28% 9% 2% 29 13 4 1	11%

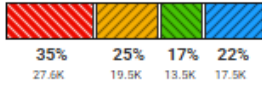
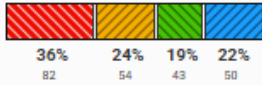
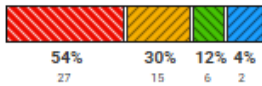
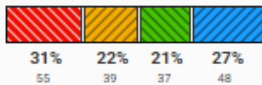
Cohort Data (Graduating Class of 2033)



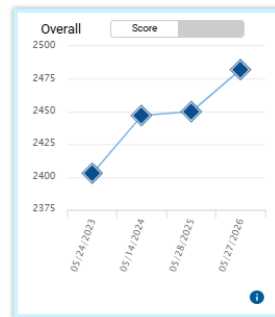
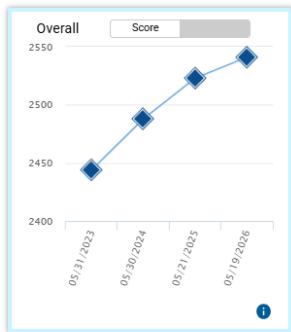
Date Taken	Assessment Name	Test Reason	Overall	Average Score	Level 1	Level 2	Level 3	Level 4
05/24/2024	Grade 3 Math Summative	Spring 2023-2024 (Summative)		2464	14	20	33	33
06/03/2025	Grade 4 Math Summative	Spring 2024-2025 (Summative)		2495	17	25	33	26
06/01/2026	Grade 5 Math Summative	Spring 2025-2026 (Summative)		2532	22	27	18	34

Date Taken	Assessment Name	Test Reason	Overall	Average Score	Level 1	Level 2	Level 3	Level 4
05/20/2024	Grade 3 Math Summative	Spring 2023-2024 (Summative)		2385	46	27	19	8
06/04/2025	Grade 4 Math Summative	Spring 2024-2025 (Summative)		2422	46	35	14	5
05/27/2026	Grade 5 Math Summative	Spring 2025-2026 (Summative)		2429	65	24	11	0

6th Grade Mathematics

School	School ID	Total	Total			
			Student Count	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
State			78118	2515	 Percent Count: 35% (27.6K), 25% (19.5K), 17% (13.5K), 22% (17.5K)	40%
District			229	2520	 Percent Count: 36% (82), 24% (54), 19% (43), 22% (50)	41%
Deer Park Home Link Program	32414_1852		50	2462	 Percent Count: 54% (27), 30% (15), 12% (6), 4% (2)	16%
Deer Park Middle School	32414_3261		179	2536	 Percent Count: 31% (55), 22% (39), 21% (37), 27% (48)	47%

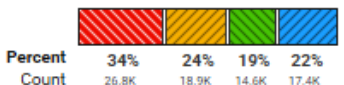
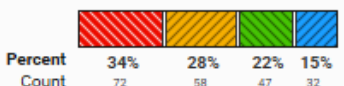
Cohort Data (Graduating Class of 2032)



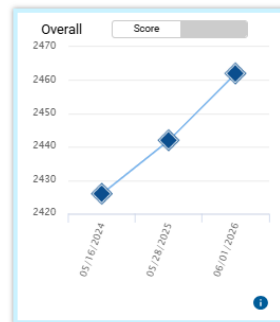
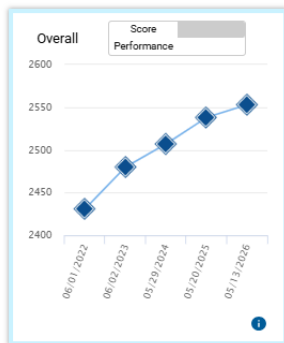
Date Taken	Assessment Name	Test Reason	Overall	Average Score	Level 1	Level 2	Level 3	Level 4
05/31/2023	Grade 3 Math Summative	Spring 2022-2023 (Summative)		2444	21	25	25	29
05/30/2024	Grade 4 Math Summative	Spring 2023-2024 (Summative)		2488	19	29	24	28
05/21/2025	Grade 5 Math Summative	Spring 2024-2025 (Summative)		2523	25	24	17	34
05/19/2026	Grade 6 Math Summative	Spring 2025-2026 (Summative)		2541	29	23	19	29

Date Taken	Assessment Name	Test Reason	Overall	Average Score	Level 1	Level 2	Level 3	Level 4
05/24/2023	Grade 3 Math Summative	Spring 2022-2023 (Summative)		2403	39	19	39	3
05/14/2024	Grade 4 Math Summative	Spring 2023-2024 (Summative)		2447	28	39	22	11
05/28/2025	Grade 5 Math Summative	Spring 2024-2025 (Summative)		2450	42	36	19	3
05/27/2026	Grade 6 Math Summative	Spring 2025-2026 (Summative)		2482	47	31	17	6

7th Grade Mathematics

School	School ID	Total	Total			
			Student Count	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
State			77656	2534	 Percent Count: 34% 26.8K, 24% 18.9K, 19% 14.6K, 22% 17.4K	41%
District			209	2526	 Percent Count: 34% 72, 28% 58, 22% 47, 15% 32	38%
Deer Park Home Link Program	32414_1852		51	2458	 Percent Count: 59% 30, 22% 11, 14% 7, 6% 3	20%
Deer Park Middle School	32414_3261		158	2548	 Percent Count: 27% 42, 30% 47, 25% 40, 18% 29	44%

Cohort Data (Graduating Class of 2031)



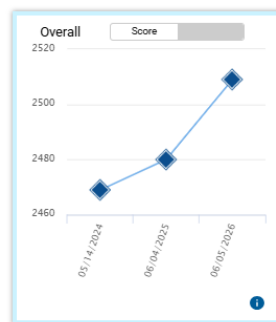
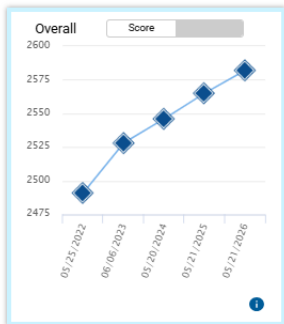
Date Taken	Assessment Name	Test Reason	Overall	Average Score	Level 1	Level 2	Level 3	Level 4
06/01/2022	Grade 3 Math Summative	Spring 2021-2022 (Summative)		2431	25	23	32	20
06/02/2023	Grade 4 Math Summative	Spring 2022-2023 (Summative)		2480	21	30	24	25
05/29/2024	Grade 5 Math Summative	Spring 2023-2024 (Summative)		2507	30	27	17	27
05/20/2025	Grade 6 Math Summative	Spring 2024-2025 (Summative)		2538	24	32	16	28
05/13/2026	Grade 7 Math Summative	Spring 2025-2026 (Summative)		2553	24	30	26	20

Date Taken	Assessment Name	Test Reason	Overall	Average Score	Level 1	Level 2	Level 3	Level 4
05/16/2024	Grade 5 Math Summative	Spring 2023-2024 (Summative)		2426	57	31	5	7
05/28/2025	Grade 6 Math Summative	Spring 2024-2025 (Summative)		2442	62	21	7	10
06/01/2026	Grade 7 Math Summative	Spring 2025-2026 (Summative)		2462	57	21	17	5

8th Grade Mathematics

School	School ID	Total	Student Count	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
State			76446	2546		39%
District			208	2560		39%
Deer Park Home Link Program	32414_1852		40	2513		25%
Deer Park Middle School	32414_3261		168	2571		42%

Cohort Data (Graduating Class of 2030)



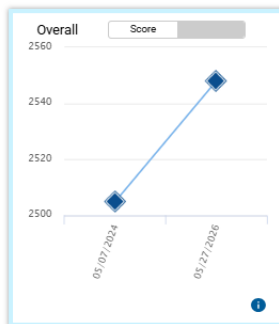
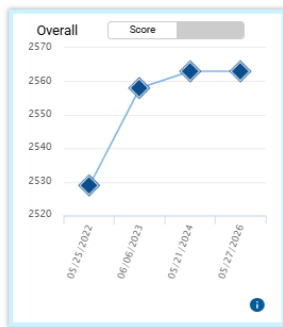
Date Taken	Assessment Name	Test Reason	Overall	Average Score	Level 1	Level 2	Level 3	Level 4
05/25/2022	Grade 4 Math Summative	Spring 2021-2022 (Summative)		2491	16	28	35	22
06/06/2023	Grade 5 Math Summative	Spring 2022-2023 (Summative)		2528	20	25	29	26
05/20/2024	Grade 6 Math Summative	Spring 2023-2024 (Summative)		2546	20	31	25	24
05/21/2025	Grade 7 Math Summative	Spring 2024-2025 (Summative)		2565	25	22	25	28
05/21/2026	Grade 8 Math Summative	Spring 2025-2026 (Summative)		2582	23	30	20	27

Date Taken	Assessment Name	Test Reason	Overall	Average Score	Level 1	Level 2	Level 3	Level 4
05/14/2024	Grade 6 Math Summative	Spring 2023-2024 (Summative)		2469	52	32	6	10
06/04/2025	Grade 7 Math Summative	Spring 2024-2025 (Summative)		2480	48	42	3	6
06/05/2026	Grade 8 Math Summative	Spring 2025-2026 (Summative)		2509	55	19	10	16

10th Grade Mathematics

School	School ID	Total	Student Count	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
State			75202	2563		35%
District			192	2547		29%
Deer Park Achievement High S...	32414_5734		31	2471		6%
Deer Park High School	32414_4123		126	2567		35%
Deer Park Home Link Program	32414_1852		35	2541		29%

Cohort Data (Graduating Class of 2028)



Date Taken	Assessment Name	Test Reason	Overall	Average Score	Level 1	Level 2	Level 3	Level 4
05/25/2022	Grade 6 Math Summative	Spring 2021-2022 (Summative)		2529	27	31	20	22
06/06/2023	Grade 7 Math Summative	Spring 2022-2023 (Summative)		2558	23	27	21	28
05/21/2024	Grade 8 Math Summative	Spring 2023-2024 (Summative)		2563	32	28	19	21
05/27/2026	Grade 10 Math Summative	Spring 2025-2026 (Summative)		2563	38	27	23	13

Date Taken	Assessment Name	Test Reason	Overall	Average Score	Level 1	Level 2	Level 3	Level 4
05/07/2024	Grade 8 Math Summative	Spring 2023-2024 (Summative)		2505	54	25	11	11
05/27/2026	Grade 10 Math Summative	Spring 2025-2026 (Summative)		2548	46	21	25	7

English Language Arts

Smarter Balanced Assessment Results

2026

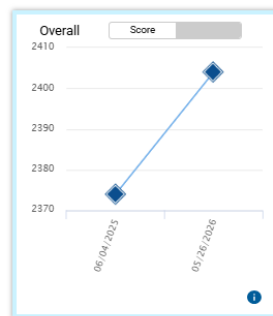
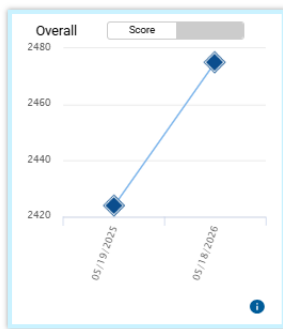
3rd Grade English Language Arts

School	School ID	Total	Total			
			Student Count	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
State			76543	2426 <i>i</i>	 Percent Count: 29% (22.1K), 22% (17.1K), 21% (15.9K), 28% (21.5K)	49%
District			192	2405 <i>i</i>	 Percent Count: 35% (67), 27% (51), 18% (34), 21% (40)	39%
Arcadia Elementary	32414_2173		142	2414 <i>i</i>	 Percent Count: 32% (45), 25% (36), 18% (25), 25% (36)	43%
Deer Park Home Link Program	32414_1852		50	2380 <i>i</i>	 Percent Count: 44% (22), 30% (15), 18% (9), 8% (4)	26%

4th Grade English Language Arts

School	School ID	Total	Total			
			Student Count	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
State			80285	2470 <i>i</i>	 Percent Count: 30% 24.2K, 19% 15.6K, 22% 17.3K, 29% 23.2K	50%
District			188	2464 <i>i</i>	 Percent Count: 31% 58, 21% 40, 28% 53, 20% 37	48%
Arcadia Elementary	32414_2173		161	2473 <i>i</i>	 Percent Count: 27% 44, 22% 35, 29% 47, 22% 35	51%
Deer Park Home Link Program	32414_1852		27	2412 <i>i</i>	 Percent Count: 52% 14, 19% 5, 22% 6, 7% 2	30%

Cohort Data (Graduating Class of 2034)



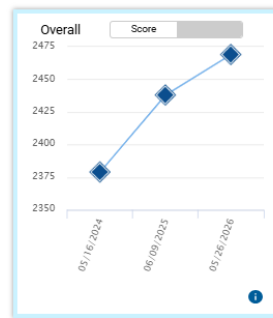
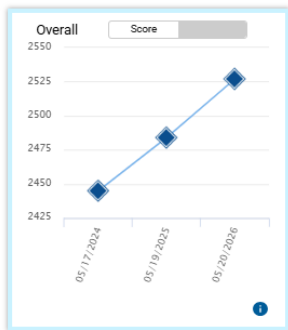
Date Taken	Assessment Name	Test Reason	Overall	Average Score	Level 1	Level 2	Level 3	Level 4
05/19/2025	Grade 3 ELA Summative	Spring 2024-2025 (Summative)		2424 <i>i</i>	30	28	14	27
05/18/2026	Grade 4 ELA Summative	Spring 2025-2026 (Summative)		2475 <i>i</i>	26	22	30	22

Date Taken	Assessment Name	Test Reason	Overall	Average Score	Level 1	Level 2	Level 3	Level 4
06/04/2025	Grade 3 ELA Summative	Spring 2024-2025 (Summative)		2374 <i>i</i>	46	25	21	8
05/26/2026	Grade 4 ELA Summative	Spring 2025-2026 (Summative)		2404 <i>i</i>	54	21	21	4

5th Grade English Language Arts

School	School ID	Total	Total			
			Student Count	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
State			76874	2510	 Percent Count: 27% 19% 26% 28% 21.1K 14.4K 20.2K 21.2K	54%
District			187	2506	 Percent Count: 24% 22% 34% 20% 44 42 64 37	54%
Arcadia Elementary	32414_2173		140	2520	 Percent Count: 19% 19% 39% 24% 26 27 54 33	62%
Deer Park Home Link Program	32414_1852		47	2466	 Percent Count: 38% 32% 21% 9% 18 15 10 4	30%

Cohort Data (Graduating Class of 2033)



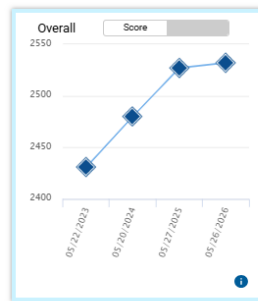
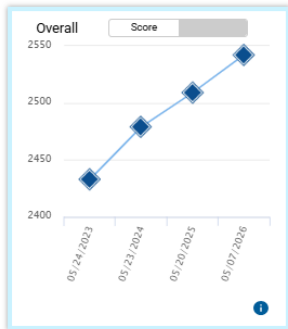
Date Taken	Assessment Name	Test Reason	Overall	Average Score	Level 1	Level 2	Level 3	Level 4
05/17/2024	Grade 3 ELA Summative	Spring 2023-2024 (Summative)		2445	23	20	25	32
05/19/2025	Grade 4 ELA Summative	Spring 2024-2025 (Summative)		2484	22	24	22	32
05/20/2026	Grade 5 ELA Summative	Spring 2025-2026 (Summative)		2527	17	18	40	26

Date Taken	Assessment Name	Test Reason	Overall	Average Score	Level 1	Level 2	Level 3	Level 4
05/16/2024	Grade 3 ELA Summative	Spring 2023-2024 (Summative)		2379	49	22	22	8
06/09/2025	Grade 4 ELA Summative	Spring 2024-2025 (Summative)		2438	32	32	32	3
05/26/2026	Grade 5 ELA Summative	Spring 2025-2026 (Summative)		2469	35	35	24	5

6th Grade English Language Arts

School	School ID	Total	Student Count	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
State			78177	2520		48%
District			228	2534		55%
Deer Park Home Link Program	32414_1852		50	2514		46%
Deer Park Middle School	32414_3261		178	2540		58%

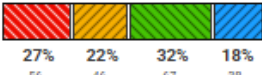
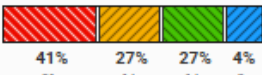
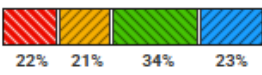
Cohort Data (Graduating Class of 2032)



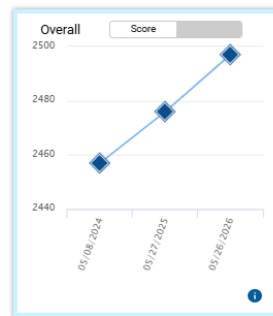
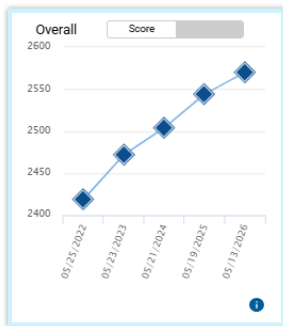
Date Taken	Assessment Name	Test Reason	Overall	Average Score	Level 1	Level 2	Level 3	Level 4
05/24/2023	Grade 3 ELA Summative	Spring 2022-2023 (Summative)		2433	27	24	20	29
05/23/2024	Grade 4 ELA Summative	Spring 2023-2024 (Summative)		2479	27	20	20	33
05/20/2025	Grade 5 ELA Summative	Spring 2024-2025 (Summative)		2509	26	18	31	25
05/07/2026	Grade 6 ELA Summative	Spring 2025-2026 (Summative)		2542	21	20	36	23

Date Taken	Assessment Name	Test Reason	Overall	Average Score	Level 1	Level 2	Level 3	Level 4
05/22/2023	Grade 3 ELA Summative	Spring 2022-2023 (Summative)		2431	17	33	31	19
05/20/2024	Grade 4 ELA Summative	Spring 2023-2024 (Summative)		2480	25	11	31	33
05/27/2025	Grade 5 ELA Summative	Spring 2024-2025 (Summative)		2527	17	19	39	25
05/26/2026	Grade 6 ELA Summative	Spring 2025-2026 (Summative)		2532	19	22	42	17

7th Grade English Language Arts

School	School ID	Total	Total			
			Student Count	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
State			77751	2552	 Percent Count: 26%, 21%, 33%, 21% 19.9K, 16.5K, 25.3K, 16.1K	53%
District			207	2549	 Percent Count: 27%, 22%, 32%, 18% 56, 46, 67, 38	51%
Deer Park Home Link Program	32414_1852		51	2496	 Percent Count: 41%, 27%, 27%, 4% 21, 14, 14, 2	31%
Deer Park Middle School	32414_3261		156	2566	 Percent Count: 22%, 21%, 34%, 23% 35, 32, 53, 36	57%

Cohort Data (Graduating Class of 2031)



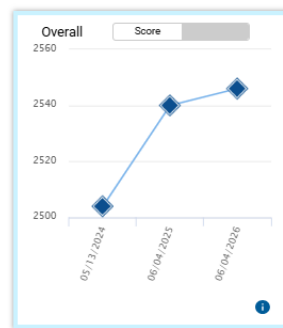
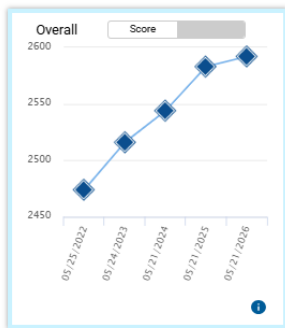
Date Taken	Assessment Name	Test Reason	Overall	Average Score	Level 1	Level 2	Level 3	Level 4
05/25/2022	Grade 3 ELA Summative	Spring 2021-2022 (Summative)		2419	30	25	18	27
05/23/2023	Grade 4 ELA Summative	Spring 2022-2023 (Summative)		2472	27	20	26	27
05/21/2024	Grade 5 ELA Summative	Spring 2023-2024 (Summative)		2504	22	21	37	20
05/19/2025	Grade 6 ELA Summative	Spring 2024-2025 (Summative)		2544	17	28	29	25
05/13/2026	Grade 7 ELA Summative	Spring 2025-2026 (Summative)		2570	22	22	34	22

Date Taken	Assessment Name	Test Reason	Overall	Average Score	Level 1	Level 2	Level 3	Level 4
05/08/2024	Grade 5 ELA Summative	Spring 2023-2024 (Summative)		2457	40	31	17	12
05/27/2025	Grade 6 ELA Summative	Spring 2024-2025 (Summative)		2476	43	26	24	7
05/26/2026	Grade 7 ELA Summative	Spring 2025-2026 (Summative)		2497	40	26	29	5

8th Grade English Language Arts

School	School ID	Total	Student Count	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
State			76676	2560	Percent Count: 27% (20.4K), 23% (17.3K), 31% (23.9K), 20% (15.1K)	51%
District			208	2578	Percent Count: 17% (35), 27% (57), 37% (76), 19% (40)	56%
Deer Park Home Link Program	32414_1852		40	2550	Percent Count: 30% (12), 23% (9), 40% (16), 8% (3)	48%
Deer Park Middle School	32414_3261		168	2584	Percent Count: 14% (23), 29% (48), 36% (60), 22% (37)	58%

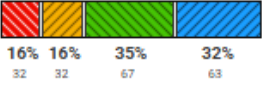
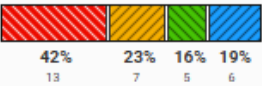
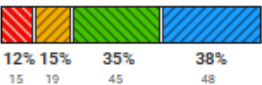
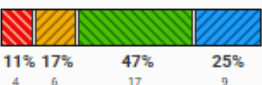
Cohort Data (Graduating Class of 2030)



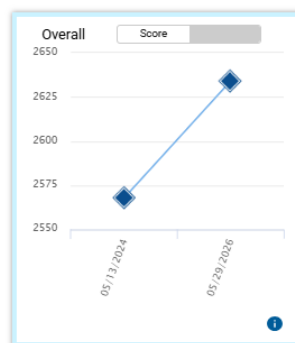
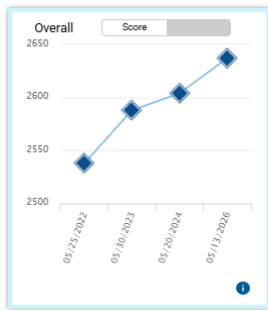
Date Taken	Assessment Name	Test Reason	Overall	Average Score	Level 1	Level 2	Level 3	Level 4
05/25/2022	Grade 4 ELA Summative	Spring 2021-2022 (Summative)		2474	21	26	29	24
05/24/2023	Grade 5 ELA Summative	Spring 2022-2023 (Summative)		2516	19	22	34	25
05/21/2024	Grade 6 ELA Summative	Spring 2023-2024 (Summative)		2544	14	26	35	25
05/21/2025	Grade 7 ELA Summative	Spring 2024-2025 (Summative)		2583	15	23	33	29
05/21/2026	Grade 8 ELA Summative	Spring 2025-2026 (Summative)		2592	14	22	39	25

Date Taken	Assessment Name	Test Reason	Overall	Average Score	Level 1	Level 2	Level 3	Level 4
05/13/2024	Grade 6 ELA Summative	Spring 2023-2024 (Summative)		2504	35	29	26	10
06/04/2025	Grade 7 ELA Summative	Spring 2024-2025 (Summative)		2540	16	52	19	13
06/04/2026	Grade 8 ELA Summative	Spring 2025-2026 (Summative)		2546	32	23	35	10

10th Grade English Language Arts

School	School ID	Total	Student Count	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
State			75901	2608	 Percent Count: 17% 19% 33% 31% 12.9K 14.2K 25.4K 23.4K	64%
District			194	2614	 Percent Count: 16% 16% 35% 32% 32 32 67 63	67%
Deer Park Achievement High S...	32414_5734		31	2532	 Percent Count: 42% 23% 16% 19% 13 7 5 6	35%
Deer Park High School	32414_4123		127	2634	 Percent Count: 12% 15% 35% 38% 15 19 45 48	73%
Deer Park Home Link Program	32414_1852		36	2614	 Percent Count: 11% 17% 47% 25% 4 6 17 9	72%

Cohort Data (Graduating Class of 2028)



Date Taken	Assessment Name	Test Reason	Overall	Average Score	Level 1	Level 2	Level 3	Level 4
05/25/2022	Grade 6 ELA Summative	Spring 2021-2022 (Summative)		2538	19	28	32	22
05/30/2023	Grade 7 ELA Summative	Spring 2022-2023 (Summative)		2588	14	14	50	21
05/20/2024	Grade 8 ELA Summative	Spring 2023-2024 (Summative)		2604	10	24	41	25
05/13/2026	Grade 10 ELA Summative	Spring 2025-2026 (Summative)		2637	11	14	38	38

Date Taken	Assessment Name	Test Reason	Overall	Average Score	Level 1	Level 2	Level 3	Level 4
05/13/2024	Grade 8 ELA Summative	Spring 2023-2024 (Summative)		2568	21	31	31	17
05/29/2026	Grade 10 ELA Summative	Spring 2025-2026 (Summative)		2634	7	14	52	28

Science

Washington Comprehensive Assessment of Science Results

2026

5th Grade Science

School	School ID	Total	Total			
			Student Count	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
State			76906	700	Percent Count: 26% (20.1K), 19% (14.7K), 37% (28.2K), 18% (13.8K)	55%
District			187	694	Percent Count: 21% (40), 26% (48), 40% (75), 13% (24)	53%
Arcadia Elementary	32414_2173		140	704	Percent Count: 17% (24), 24% (33), 44% (62), 15% (21)	59%
Deer Park Home Link Program	32414_1852		47	666	Percent Count: 34% (16), 32% (15), 28% (13), 6% (3)	34%

8th Grade Science

School	School ID	Total	Total			
			Student Count	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
State			76827	688	Percent Count: 30% (22.8K), 22% (16.7K), 28% (21.5K), 21% (15.9K)	49%
District			208	684	Percent Count: 27% (56), 25% (52), 33% (69), 15% (31)	48%
Deer Park Home Link Program	32414_1852		39	680	Percent Count: 26% (10), 28% (11), 33% (13), 13% (5)	46%
Deer Park Middle School	32414_3261		169	685	Percent Count: 27% (46), 24% (41), 33% (56), 15% (26)	49%

11th Grade Science

School	School ID	Total	Total			
			Student Count	Average Scale Score	Performance Distribution	Percent in Levels 3 & 4
State			61001	695	Percent Count: 20% 12.5K, 31% 18.9K, 36% 22.1K, 12% 7.6K	49%
District			146	687	Percent Count: 15% 22, 40% 58, 41% 60, 4% 6	45%
Deer Park Achievement High S...	32414_5734		21	675	Percent Count: 10% 2, 57% 12, 33% 7	33%
Deer Park High School	32414_4123		106	688	Percent Count: 16% 17, 39% 41, 42% 44, 4% 4	45%
Deer Park Home Link Program	32414_1852		19	694	Percent Count: 16% 3, 26% 5, 47% 9, 11% 2	58%

Coversheet

Policies for 2nd Read: Final Edits

Section: V. Board Discussion
Item: B. Policies for 2nd Read: Final Edits
Purpose:
Submitted by:
Related Material:
1400-Meeting_Conduct (redline).pdf
5253 Maintaining Professional Staff Student Boundaries (redlined) v 2 (1).pdf

Policy: 1400
Section: 1000 - Board of Directors

Meeting Conduct, Order of Business, and Quorum

The board will schedule its meetings in compliance with the law, and as deemed by the board to be in the best interests of the district and community. The board will function through (1) regular meetings, (2) special meetings, and (3) emergency meetings.

Regular Meetings

Regular meetings are held at 6:00 pm on the ~~second and fourth Monday~~ **first and third Wednesday** of each month in the Board room. An agenda of the business that the board will transact will be posted on the district website, or the website shared or hosted by another public agency not less than twenty-four (24) hours in advance of the published start time of the meeting.

If the board adjourns to times other than a regular meeting time, the board will provide notice of the meeting in the same manner as provided for special meetings. All regular meetings of the board will be held within the district boundaries. In cases of emergency, fire, flood, earthquake, or other emergency, the presiding officer *chair/president* may provide for a location other than that of the regular meeting, a remote meeting with no physical location, or a meeting at which physical attendance is limited. In the instances of remote or limited in-person meetings, the District will provide real-time telephonic, electronic, internet, or other readily available means of remote access that do not require an additional cost to access the meeting.

The district will hold remote or physical attendance limited meetings only in cases of emergency declared by federal, state or local government, or in cases of local emergency, fire, flood, earthquake or other emergency, and at such meetings will provide real-time telephonic, electronic, internet or other readily available means of remote access that do not require an additional cost to access the meeting.

Special Meetings

Special meetings may be called by the *chair/president* or at the request of a majority of the board members. A written notice of a special meeting, stating the time and place of the special meeting and the business to be transacted will be delivered to each board member. Written notice will also be delivered to each newspaper and radio or television station that has filed a written request for such notices. Written notice may be delivered personally, by mail, facsimile, or email. The notice must be posted on the district's website unless the district (1) does not have a website or share a website with, or have its website hosted by, another public agency; (2) employs no full-time equivalent employees; or (3) does not have an employee whose job description or employment contract provides a duty to maintain or update the website.

The district must also prominently display the notice at the main entrance of the district's headquarters as well as at the location of the meeting if the meeting is held at a location other than the headquarters and is not held as a remote meeting. During a declared emergency that prevents a meeting from being held in-person with reasonable safety, the district may post notice of a remote meeting without a physical location on the district website, or the website hosted or shared by another agency.

All required notices must be delivered or posted not less than twenty-four (24) hours prior to the meeting.

A board member waives the written notice requirement if that board member:

1. Submits a written waiver of notice to the board secretary at or prior to the time the meeting convenes. The waiver may be given by telegram, fax, or email; or
2. Is actually present at the time the meeting convenes.

The board will not take final disposition on any matter other than those items stated in the meeting notice.

If the district calls a special meeting of the board to deal with an emergency involving injury or damage to persons or property or the likelihood of such injury or damage, when time requirements of such notice would make notice impractical and increase the likelihood of such injury or damage, or when the required notice cannot be posted or displayed with reasonable safety, including but not limited to declared emergencies in which travel to physically post notice is barred or advised against, the board may meet immediately with no prior notice.

Emergency Meetings

If the district determines, by reason of fire, flood, earthquake, or other emergency, that there is a need for expedited action by the board to meet the emergency, the *chair/president* may provide for a meeting site other than the regular meeting site, for a remote meeting without a physical location, or for a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency. The *chair/president* may provide for an emergency meeting without providing notice.

If, after the declaration of an emergency by a local or state government or agency, or by the federal government, the district determines that it cannot hold a board meeting with its members or with public attendance in person with reasonable safety because of the emergency, the district will either:

1. Hold a remote meeting without a physical location, or

2. Hold a meeting at which the physical attendance by some or all members of the public is limited due to the declared emergency.

Members of the board may appear at a remote meeting telephonically or by other electronic means that allows for real-time, remote communication.

For a remote meeting or a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency, the district must provide an option for the public to listen to the proceedings telephonically or by using a readily available alternative in real-time that does not require any additional cost for participation. Free readily available options include, but are not limited to, broadcast by the public agency on a locally available cable television station that is available throughout the jurisdiction or other electronic, internet, or other means of remote access that does not require any additional cost for access to the program. The district may also permit the other electronic means of remote access.

The district will provide notice for remote meetings or meetings at which the physical attendance by some or all members of the public is limited due to a declared emergency according to this Policy. The notice for meetings pursuant to a declared emergency must include instructions on how the public may listen live to proceedings and how the public may access any other electronic means of remote access offered by the district.

The district will not take final disposition on any matter during a remote meeting or a meeting at which the physical attendance by some or all members of the public is limited due to a declared emergency unless the district has provided an option for the public to listen to the proceedings, except for an executive session, pursuant to this Policy.

Public Notice

The board will give proper public notice for any special meeting whenever a regular meeting is adjourned to another time. The board may provide notice for an emergency meeting in accordance with this Policy.

All meetings will be open to the public with the exception of executive or closed sessions authorized by law. The board will take final action resulting from executive session discussions during a meeting open to the public as required by law.

Individuals with disabilities who may need a modification to participate in a meeting and those who may have difficulty physically attending a meeting should contact the superintendent's office no later than three days before a regular meeting and as soon as possible in advance of a special meeting so that special arrangements can be made.

During the interim between meetings, the office of the superintendent, as board secretary, will be the office of the board. The district's public records will be open for inspection in the manner provided by and subject to the limitation of the law.

Quorum and Voting

A quorum consists of the majority of all board members. For school boards with five members, three board members constitute a quorum. A quorum is required for the transaction of business, including voting. Board members are not required to be physically present to attend a board meeting. Any or all board members may attend a board meeting and vote via any communication platform that provides real-time verbal communication without being in the same physical location with those in attendance.

Additionally, any meeting held via a communication platform must: 1) include proper notice with any required passwords or authorization codes; 2) be known and accessible to the public; and 3) accommodate any member of the public who wishes to participate.

The board will take no action by secret ballot at any meeting required to be open to the public. Generally, the board votes on motions and resolutions by "voice" vote, unless a board member requests to vote by oral roll call, in which case the board will do so. A motion passes when a majority of those board members present and voting vote in favor. However, a majority vote of *all* board members is required to elect or select a superintendent or board officer and the board must vote on these matters by an oral roll call. The board will vote by an oral roll call whenever required by law.

Meeting Conduct and Order of Business

The board will conduct all board meetings in a civil, orderly, and business-like manner. The board uses *Roberts Rules of Order (Revised)* as a guide, except when board bylaws or policies supersede such rules. During board meetings, board members will refrain from communicating electronically (e.g., by email, text, social media) with their fellow board members.

The board will use the agenda to establish its regular order of business. However, either the superintendent or a board member may request additions or changes to the prepared agenda, and the board may adopt a revised agenda or order of business by a majority vote of the board members present. At a special meeting, the board may take final action only on that business contained in the notice of the special meeting.

It is unlawful for any member of the public to knowingly carry onto, or to possess on, any area of a facility being used for official school board meetings, a dangerous weapon, including but not limited to a firearm, "nun-chu-ka sticks," "throwing stars," air gun or pistol, stun gun, or other dangerous weapon as listed in RCW 9.41.280. The board will ensure that signs providing notice of the restrictions on possession of firearms and other weapons are posted at facilities being used for official meetings of the board.

Public Attendance and Comment

Any member of the public may attend board meetings, including individuals who do not live within district boundaries. The board will not require people to sign in, complete questionnaires, or establish other conditions for attendance.

The board recognizes the value of public comment on educational issues and the importance of involving members of the public in its meetings. In order to permit fair and orderly expression of public comment, with the exception of emergency situations, the board will provide a period at or before every regular meeting at which final action is to take place for public comment. During public comment period, visitors may address the board on any topic within the scope of the board's responsibility. Public comment may occur orally or through written comments submitted before the meeting. Written comments must adhere to the standards of civility discussed below and must be received one week before the board meeting. All written public comments timely submitted will be distributed to each board member.

The board may structure the oral public comment period, including determining the total time allotted for public comment and equally apportioning the minutes for each speaker. The board is not obligated to provide additional public comment time to accommodate everyone in attendance who wishes to speak. Any structure the board imposes will be content neutral.

The board may require those who wish to speak (but not all attendees) to sign in so that the board has a tally of individuals who wish to speak and can call them forward. When called forward, individuals will identify themselves and proceed to make comments within the time limits established by the board.

The board is not obligated to respond to questions or challenges made during the public comment period and the board's silence will not signal agreement or endorsement of the speaker's remarks. The board may control the time, place, and manner of public comment. The chair/president may terminate an individual's statement when the allotted time has passed and may interrupt a speaker to require the same standard of civility that the board imposes on itself. Examples of uncivil comments include comments that:

- Are libelous or slanderous under a legal standard;
- Are an unwarranted invasion of privacy;
- Are obscene or indecent pursuant to the Federal Communications Act or any rule or regulation of the Federal Communications Commission;
- Violate school district policy or procedure related to harassment, intimidation, or bullying of students, or policy or procedure related to nondiscrimination;
- Incite an unlawful act on school premises or violate a lawful school regulation; or
- Create a material and substantial disruption of the orderly operation of the board meeting.

The board as a whole has the final decision in determining the appropriateness of all such rulings and can maintain order by removing those who are disruptive. However, the board recognizes the distinction between uncivil discourse, which it will not tolerate, and comments about the board, district, and / or staff that are negative yet still civil in nature. The board will exercise its authority to maintain order in a content neutral manner.

In addition to the public comment period ~~at the beginning of the meeting~~, the board may identify the agenda items that require or would benefit from opportunity for public comment and provide those opportunities as part of the meeting agenda before taking final action. Individuals or groups who wish to present to the board on an agenda item are encouraged to request and schedule such presentations in advance. Opportunity for public comment—both oral and written—is required before the board adopts or

amends a policy that is not expressly or by implication authorized under state or federal law, but which will promote the education of K-12 students, or will promote the effective, efficient, or safe management and operation of the district. Additionally, the board will provide an opportunity for a representative of a firm eligible to bid on materials or services solicited by the board to present about his or her firm.

Meeting Recordings

Effective June 30, 2024, all regular and special meetings of the board at which a final action is taken or formal public testimony is accepted, except executive sessions or emergency meetings, will be audio recorded. Such recordings will be maintained for at least one year. The recording will include the comments of the directors and the comments of members of the public if formal public testimony is accepted at the meeting.

Cross References: 1220 - Board Officers and Duties of Board Members
 1410 - Executive or Closed Sessions
 1420 - Proposed Agenda and Consent Agenda

Legal References: RCW 28A.330.020 Certain board elections, manner and vote
 required - Selection of personnel, manner
 RCW 28A.320.040 Bylaws for board and school government
 RCW 28A.330.070 Office of board • • • Records available for
 public inspection
 RCW 28A.343.370 Vacancies
 RCW 28A.343.380 Meetings
 RCW 28A.343.390 Quorum • • • Failure to attend meetings
 RCW 42.30.030 Meetings declared open and public
 RCW 42.30.050 Interruptions - Procedure
 RCW 42.30.060 Ordinances, rules, resolutions, regulations, etc.,
 adopted at public meetings • • • Notice • • • Secret voting
 prohibited
 RCW 42.30.070 Times and places for meetings - Emergencies -
 Exception
 RCW 42.30.080 Special Meetings
 42 U.S.C. • • • • 12101-12213 Americans with Disabilities Act
 RCW 9.41.280 Possessing dangerous weapons on school
 facilities • • • Penalty • • • Exceptions
 RCW 42.30.035 Minutes

Management Resources: 2022 - June Issue

2018 - August 2018 - August Policy Issue
2014 - June Issue
2013 - April Issue
2012 - June Issue
Policy News, June 2005 Special Meeting Notice Requirements

Adoption Date:

Classification: **Essential**

Revised Dates: **02.00; 06.05; 06.12; 12.12; 04.13; 06.14; 08/01/2018; 06/29/2022; 07.23; 04.24**

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Policy: 5253
Section: 5000 - Personnel

Maintaining Professional Staff/Student Boundaries

Purpose

~~The purpose of this policy is to provide~~ This policy provides all staff, students, volunteers, and community members with information about their role in protecting children from inappropriate conduct by adults. This policy applies to all district staff and volunteers. For purposes of this policy and its procedure, the terms "district staff," "staff member(s)," and "staff" also include volunteers.

General Standards

The board expects all district staff to maintain the highest professional standards when they interact with students. District staff are required to maintain an atmosphere conducive to learning by consistently maintaining professional boundaries.

Professional staff/student boundaries are consistent with the legal and ethical duty of care that district employees have for students.

The interactions and relationships between district staff and students should be based upon mutual respect, and trust, and commitment to an understanding of the professional appropriate boundaries between staff and students in and outside of the educational setting, and consistent with the educational mission of the district.

District staff will not intrude on a student's physical and emotional boundaries unless the intrusion is necessary to serve a demonstrated educational purpose. An educational purpose is one that relates to the staff member's duties in the district. ~~Inappropriate boundary invasions can take various forms. Any type of sexual conduct with a student is an inappropriate boundary invasion.~~

Additionally, staff members are expected to be aware of the appearance of impropriety in their own conduct and the conduct of other staff when interacting with students. Staff members will notify and discuss issues with their building administrator or supervisor whenever they suspect or question whether their own or another staff member's conduct is inappropriate or constitutes a violation of this policy.

The board recognizes that staff may have familial and pre-existing social relationships with parents or guardians and students. Staff members should use appropriate professional judgment when they have a dual relationship to students to avoid violating this policy, the appearance of impropriety, and the appearance of favoritism. Staff members shall pro-actively discuss these circumstances with their building administrator or supervisor.

Use of Technology

The board supports the use of technology to communicate for educational purposes. However, ~~when the communication is unrelated to school work or other legitimate school business~~ district staff are prohibited from ~~inappropriately~~ communicating with students by phone, e-mail, text, instant messenger, or other forms of electronic or written communication. ~~District staff members are prohibited on-line or~~ from engaging in any conduct on social networking websites that violates the law, district policies or procedures, or other generally recognized professional standards. ~~This prohibition includes prohibiting staff from "friending" and/or "following" students on social media.~~

District staff members are expected to exercise sound professional judgment, maintain appropriate professional boundaries, and use discretion when communicating or interacting with students through online platforms and social networking sites. Staff shall not engage in online conduct that violates federal or state law, district policy or procedure, or generally recognized professional standards. Staff should not "friend," "follow," or otherwise establish personal social media connections with current students except when such interactions occur through district-approved accounts or platforms for legitimate educational purposes.

Staff whose conduct violates this policy may face discipline and/or termination consistent with the district's policies and procedures, acceptable use agreement, and collective bargaining agreements, as applicable.

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The superintendent will develop protocols for reporting and investigating allegations and develop procedures and training to accompany this policy.

Cross References: 3205 - Sexual Harassment of Students Prohibited
3207 - Prohibition of Harassment, Intimidation and Bullying
3210 - Nondiscrimination

Legal References: Title IX of the Education Amendments of 1972

Chapter 9A.44, RCW – Sex offenses

Chapter 9A.88, RCW – Indecent exposure – Prostitution

RCW 28A.400.320 Crimes against children – Mandatory termination of classified employees – Appeal – Recovery of salary or compensation by district

RCW 28A.405.470 Crimes against children – Mandatory termination of certificated employees – Appeal – Recovery of salary or compensation by district

RCW 28A.405.475 Termination of certificated employee based on guilty plea or conviction of certain felonies – Notice to superintendent of public instruction - Record of notices

RCW 28A.410.090 Revocation or suspension of certificate or permit to teach – Criminal basis – Complaints – Investigation - Process

RCW 28A.410.095 Violation or noncompliance – Investigatory powers of superintendent of public instruction – Requirements for investigation of alleged sexual misconduct towards a child – Court orders – Contempt – Written findings required

RCW 28A.410.100 Revocation of authority to teach – Hearings

Chapter 28A.640, RCW Sexual Equality

Chapter 28A.642, RCW Discrimination Prohibition

Chapter 49.60, RCW – Washington State Law Against Discrimination

Chapter 181-87 WAC Professional certification – Acts of unprofessional conduct

Chapter 181-88 WAC Definitions of sexual misconduct, verbal and physical abuse - Mandatory disclosure – Prohibited agreements

Classification: Important

Adoption Date: 03/27/2017

Revised Dates:

Coversheet

Legislative Assembly (General Assembly): Lindsay Lofstrom

Section: V. Board Discussion
Item: C. Legislative Assembly (General Assembly): Lindsay Lofstrom
Purpose:
Submitted by:
Related Material: GA 2026 Post-amendment Handbook.pdf

2026 GENERAL ASSEMBLY HANDBOOK

POST-AMENDMENT VERSION



Washington State School
Directors' Association



ASSOCIATION
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Welcome, School Directors!

Dear School Board Members,

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

This handbook lists every proposal up for a vote. Proposals are adopted only when a majority of delegates vote in favor.

Currently, our platform includes 219 positions adopted at past General Assemblies that span a range of educational topics. The positions direct the legislative work of WSSDA staff acting on your behalf. And if you haven't heard this before, hear it now: advocacy is a year-round process. So, our actions at General Assembly have a year-round impact.

But we know each district is unique, so there's not always a one-size-fits-all solution for 295 school districts. So, when you engage with legislators, it's okay if your board's position isn't aligned with WSSDA's. But when it is, strengthen your advocacy by pointing it out.

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

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



Dr. Melissa Beard
President, WSSDA Board of Directors
Tumwater School District



Marisa Peloquin
Chair, WSSDA Legislative Committee
University Place School District



Arlista Holman
Chair, WSSDA Resolutions Committee
Auburn School District

Table of Contents

Shown in Voting Order

Standing Rules	6
Administrative Procedures	8
Amendment and Emergency Procedures and Timelines	12
How to Read this Handbook	16
Platform Revision Proposals	17
Consent Agenda	18
1. Advertising of Tobacco, Alcohol, and Cannabis.....	19
2. Co-Curricular Activities.....	21
3. Conflict of Interest	22
4. Cooperation for Effective Schools	23
5. Goals	24
6. Insurance.....	25
7. Legislative Positions	26
8. Local Education Planning and Assessment.....	27
9. Long Range Facilities Planning	28
10. Mission.....	29
11. Permanent Positions	30
12. Professional Development and Standards	31
13. Retirement System Abuses	32
14. Review of Legislative Positions.....	33
15. Review of Permanent Positions	34
16. State Funded Art Objects in School Facilities	35
17. State Funding of School Operations.....	36
18. Types of Positions.....	37
19. Vision	38
20. WSSDA's Relationship with Educational Organizations	39
21. Enrollment Decline.....	40
22. Mayoral Control	41
23. Participation in Local Voters' Pamphlet	42
24. Supporting Immunization Requirement Process.....	43
Association Operations.....	44

Table of Contents

Shown in Voting Order

25. Commitment to Public Education	45
Capital Facilities and School Construction	46
26. Climate Impact Mitigation Assistance	47
27. Climate Impact Mitigation Assistance	49
Funding & Allocations.....	50
28. Achievement and Opportunity Gaps.....	51
29. Funding of Co-Curricular Activities	52
30. Private Schools Funding	53
31. State and Local Responsibilities for Salaries	54
A32. Simple Majority for Bonds (Amendment to Amendment Proposal).....	55
32. Simple Majority for Bonds	56
33. Federal Funds.....	57
34. Maintaining the Integrity of Retirement Systems	58
35. Timely Fiscal Data.....	59
36. Smarter Class Size Flexibility	60
37. Stability During Enrollment Declines.....	61
A38. Education and Funding for Gifted Student Programs (Amendment to Amendment Proposal).....	62
38. Education and Funding for Gifted Student Programs.....	63
39. Fiscal Notes and Unfunded Mandates	64
40. Funding Safe, Healthy, Contemporary School Buildings.....	66
41. Levy Authority and Local Effort Assistance (LEA)	72
42. Forest Reveue Apportionment Withholding	74
Governance	75
43. Effects of Social Media on Mental Health	76
44. Board Development	77
45. Educational Policy Development.....	78
46. Student Civil Rights	79
47. Support of Educational Service Districts	80
48. Required Training for School Directors.....	81
49. Regional Collaboration of Choice/Magnet Programs.....	82
50. Attract, Recruit, and Retain Diverse School Board Directors.....	84

Table of Contents

Shown in Voting Order

51. Attract, Recruit, and Retain Diverse School Board Directors.....	89
52. Federal DREAM Act	91
Learning.....	92
53. Academic Responsibility	93
54. Early Learning.....	94
55. Inclusive Schools	95
56. Safe School Environments: Prevention, Reporting, and Response to Sexual Harassment and Misconduct	96
57. Technology, Development, and Learning	97
58. Enrollment Options	99
A59. School Cell Phone Policies (Amendment to Amendment Proposal).....	101
59. School Cell Phone Policies.....	103
60. Artificial Intelligence Technology (1)	104
61. Artificial Intelligence Technology (2)	106
62. Graduation Requirements and Pathways.....	108
A63. Gun Violence Prevention (Amendment to Amendment Proposal).....	110
63. Gun Violence Prevention	112
64. Reduce Barriers to Post-Secondary Education	114
65. Removing Barriers to Innovation in Public Schools.....	116
66. Student Access to Supports, Activities, and Services	117
67. Transition to Kindergarten	119
68. Supporting Multilingual Learners.....	121
Staff	123
69. Strikes & Labor Disputes	124
70. Attract, Recruit, and Retain Diverse Staff	125
Notes	129

Standing Rules

Purpose

These Standing Rules govern the conduct of the WSSDA General Assembly. Administrative procedures, timelines, submission requirements, and explanatory materials shall be contained in the General Assembly Handbook, WSSDA Bylaws, and applicable operating policies.

Rule 1: Authority

- A. The parliamentary authority shall be that designated by the WSSDA Bylaws (currently Robert's Rules of Order Newly Revised)
- B. The presiding officer shall interpret and apply these rules, subject to appeal by the assembly.

Rule 2: Delegates and Credentials

- A. Each Washington public school board may credential a director from its board with authority to debate and vote at the General Assembly. This credentialed director is the Delegate.
- B. Delegates must be duly sworn and officially seated members of their respective school boards.
- C. Only one school director may speak and vote throughout the voting process on any given proposal. A district may change delegates between proposals in accordance with WSSDA procedures.

Rule 3: Quorum

- A. The WSSDA Bylaws define quorum for its General Assembly as "five (5) percent of WSSDA's regular membership at the onset of the meeting," or 74 Washington school boards.
- B. Once established, a quorum shall be presumed until adjournment.

Rule 4: Agenda

- A. The order of business shall be established in the General Assembly Handbook.
- B. Business may be conducted either on a regular agenda or on a consent agenda.
- C. If a consent agenda is used, any Delegate may request that an item be removed from it. Removal shall require support from 4 additional Delegates, and removed items shall be considered separately.

Rule 5: Debate

- A. Only the credentialed Delegate of a school district may speak on any given proposal.

Standing Rules *(continued)*

- B. Delegates wishing to speak shall indicate whether they intend to speak in favor of or in opposition to the given proposal.
- C. Delegates will be recognized to speak by the presiding officer in the order in which they enter the speaking queue.
- D. No Delegate may speak a second time on the same proposal until all other Delegates wishing to speak have had an opportunity to do so.
- E. Upon recognition, Delegates shall state their name and school district for the record.
- F. Unless extended by a two-thirds vote or by general consent, debate on any proposal shall be limited to ten (10) minutes, with five (5) minutes allocated to proponents and five (5) minutes allocated to opponents.
- G. The presiding officer shall, whenever practical, alternate recognition between proponents and opponents.

Rule 6: Motions

- A. Delegates may make motions authorized by the parliamentary authority.
- B. Made motions shall require support from five Delegates before consideration.
- C. Points of Order may be raised when a delegate believes the rules are being violated and shall be handled in accordance with parliamentary authority.

Rule 7: Voting

- A. Only credentialed Delegates present may vote.
- B. Proxy and absentee voting are prohibited.
- C. Each district shall be entitled to one vote.

Rule 8: Amendments and Emergency Proposals

- A. Amendments and emergency proposals shall be handled through WSSDA Operating Policies.

Administrative Procedures

Purpose

These Administrative Procedures support the conduct of the WSSDA General Assembly. They provide guidance regarding Delegate participation, credentialing, electronic platform operations, publication requirements, committee reports, and other operational matters. Parliamentary rules governing the conduct of the General Assembly are contained in the Standing Rules.

Section 1: General Assembly Purpose

- A. The General Assembly provides Washington school boards with the opportunity to consider and vote upon proposals that guide WSSDA's work, direction, and collective advocacy.
- B. Proposals considered by the General Assembly may include:
 - a. Revisions to the Bylaws;
 - b. The establishment of the annual dues;
 - c. New, amended, consolidated, or retired permanent positions;
 - d. New, amended, consolidated, or retired legislative positions; and
 - e. Emergency proposals authorized by the WSSDA Bylaws and Operating Policies.

Section 2: Delegate Credentialing

- A. Each Washington school board is entitled to credential one voting delegate.
- B. Delegates must be duly sworn and officially seated members of their respective boards.
- C. Delegates shall be identified through the electronic credentialing and identification process established by WSSDA.
- D. Districts may substitute Delegates between proposals in accordance with procedures established by WSSDA.
- E. Delegate credentialing procedures shall be communicated to participating districts prior to the General Assembly.

Administrative Procedures *(continued)*

Section 3: General Assembly Handbook

- A. WSSDA shall publish a General Assembly Handbook containing information necessary for Delegate participation. The Handbook may include:
 - a. Order of business;
 - b. Proposals to be considered;
 - c. Proposer and Committee recommendations;
 - d. Amendment information;
 - e. Emergency proposal information;
 - f. Voting instructions;
 - g. Delegate participation instructions; and
 - h. Other information deemed appropriate by WSSDA.
- B. The Handbook shall be published in accordance with the timelines established by WSSDA Operating Policies.
- C. Administrative corrections, including typographical, formatting, punctuation, or other clearly erroneous information, may be corrected by WSSDA staff.

Section 4: Electronic Platform Procedures

- A. WSSDA shall provide an electronic system for Delegate recognition, debate, and voting.
- B. Delegates shall receive instructions regarding the use of the electronic platform prior to the General Assembly.
- C. Platform instructions may include:
 - a. Recognition procedures;
 - b. Voting procedures;
 - c. Motion submission procedures;
 - d. Motion support procedures;
 - e. Delegate substitution procedures; and
 - f. Technical assistance procedures.

Administrative Procedures *(continued)*

- D. Delegates are responsible for maintaining access to the electronic platform during the General Assembly.

Section 5: Technical Assistance

- A. Delegates requiring technical assistance may seek support through the General Assembly Helpdesk by contacting assembly@wssda.org.
- B. Individual technical difficulties shall not delay assembly proceedings.
- C. Proceedings may be interrupted only when technical issues substantially impair participation by the assembly as a whole, as determined by the Presiding Officer.

Section 6: Committee Reports and Recommendations

- A. The Resolutions Committee and Legislative Committee shall review proposals submitted pursuant to WSSDA's operating policy.
- B. Committee recommendations shall be published in the General Assembly Handbook. These recommendations are advisory and do not determine the outcomes of any vote of the General Assembly.
- C. Committee chairs, vice chairs, or designated representatives may provide informational reports to delegates concerning proposals before the assembly.

Section 7: Administrative Responsibilities

- A. WSSDA staff shall administer credentialing, voting platform operations, and technical support functions necessary for the General Assembly.
- B. WSSDA staff may provide procedural and technical assistance to delegates and the presiding officer.

Administrative Procedures *(continued)*

- C. WSSDA staff may make administrative corrections and adjustments necessary for the orderly conduct of the General Assembly, provided such corrections do not alter the substance of proposals before the assembly.

Section 8: Publication and Notice Requirements

- A. Publication and notice requirements shall be governed by the WSSDA Operating Policies.
- B. WSSDA shall provide Delegates with notice of General Assembly materials in accordance with established timelines.
- C. Publications may include the General Assembly Handbook, amendment information, emergency proposal information, voting instructions, and related materials.

Section 9: References

- A. Detailed amendment procedures shall be contained in the Amendment Process and Timeline document.
- B. Detailed emergency proposal procedures shall be contained in the Emergency Proposal Process and Timeline document.
- C. Electronic platform instructions shall be contained in separate operational guidance distributed to Delegates.
- D. These Administrative Procedures may be revised by WSSDA as necessary to support implementation of the General Assembly.

Amendment and Emergency Procedures and Timelines

Purpose

- A. These Procedures communicate the process by and timelines within which amendments and emergency proposals are submitted, reviewed, published, and presented to the WSSDA General Assembly.
- B. These Procedures supplement the WSSDA Bylaws, WSSDA Operating Policies, Standing Rules of the General Assembly, and General Assembly Administrative Procedures.

Section 1: Amendment Procedures

- A. Amendments to legislative and permanent position proposals may be submitted only through the amendment form located on WSSDA's website at wssda.org/amendments.
- B. Proposed amendments shall:
 - a. Be submitted during the designated amendment submission period;
 - b. Be adopted by at least one Washington public school board; and
 - c. Be submitted through procedures established by WSSDA.
- C. Amendments properly submitted through the approved process shall be presented to the General Assembly.
- D. Per WSSDA Operating Policy, amendments may not be offered from the floor.

Section 2: Informal Conference Committees

- A. When multiple amendments are submitted regarding the same proposal, WSSDA may establish an Informal Conference Committee.
- B. The committee shall consist of representatives of districts submitting amendments to the same proposal.
- C. The purpose of the committee shall be to seek consensus regarding a consolidated amendment.
- D. If consensus is achieved, the consolidated amendment shall be published and presented to the General Assembly.

Amendment and Emergency Procedures and Timelines *(continued)*

- E. If consensus is not achieved, amendments shall be published and presented separately according to established procedures.

Section 3: Amendment Timeline

2026 Timeline

July 1: General Assembly Handbook Published

- The Handbook includes all proposals scheduled for General Assembly consideration and provides information regarding the amendment process.

August 1: Amendment Submission Window Opens

- School boards may begin submitting amendments to proposals contained in the Handbook.

August 7: Amendment Submission Window Closes

- All proposed amendments must be received by the published deadline.

August 8 – August 12: Informal Conference Committee Process (if necessary)

- Conference Committees may be convened to reconcile multiple amendments concerning the same proposal.

August 19: Final General Assembly Handbook Published

- The final Handbook includes proposals, amendments, committee recommendations, and other information necessary for delegate consideration.

September 19: General Assembly

- The General Assembly shall first consider the amendment and then consider the proposal as amended or as originally presented.

Section 4: Emergency Proposal Procedures

- A. The WSSDA Bylaws authorize the WSSDA Board of Directors to submit emergency proposals to the General Assembly.
- B. Emergency proposals may address:
 - a. WSSDA business matters;
 - b. Permanent positions; and

Amendment and Emergency Procedures and Timelines *(continued)*

- c. Legislative positions.
- C. Emergency proposals shall not include amendments to the WSSDA Bylaws.
- D. Emergency proposals shall not be used to circumvent the regular proposal process.

Section 5: Criteria for Emergency Proposals

- A. Emergency proposals may be considered only when all of the following conditions are met:
 - a. The issue did not exist or was reasonably unknown during the regular proposal submission period;
 - b. The issue presents actual or imminent concern affecting students, staff, district operations, finances, or facilities;
 - c. The matter is of sufficient urgency that it cannot reasonably wait until the next proposal cycle; and
 - d. No previously submitted proposal substantially addresses the same issue.
- B. Emergency proposals may be submitted only through the emergency proposal form located on WSSDA's website at wssda.org/amendments.

Section 6. Review of Emergency Proposals

- A. Emergency proposals submitted by school districts shall be reviewed by the appropriate committee or committees then submitted to the WSSDA Board of Directors.
- B. Committees may provide recommendations to the WSSDA Board regarding:
 - a. Whether the proposal should be presented to the General Assembly;
 - b. Whether the proposal should receive a "Do Pass" or "Do Not Pass" recommendation; and
 - c. Other information deemed relevant.
- C. The WSSDA Board shall determine whether an emergency proposal will be presented to the General Assembly.
- D. The decision of the WSSDA Board regarding emergency proposal submission shall be final.

Amendment and Emergency Procedures and Timelines *(continued)*

Section 7: Emergency Proposal Timeline

2026 Timeline

August 20: Emergency Proposal Submission Process Opens

- Emergency proposal forms and instructions are made available to WSSDA members.

September 10 at 3:00 p.m.: Emergency Proposal Submission Deadline

- Emergency proposal requests must be submitted by the published deadline.

September 11 at 5:00 p.m.: WSSDA Board Meeting Prior to General Assembly

- The WSSDA Board determines whether emergency proposals will be presented to the General Assembly.

At Least Four Hours Prior to General Assembly

- Emergency proposals approved by the Board shall be published and made available to delegates.

How to Read this Handbook



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



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



PLATFORM REVISION PROPOSALS





CONSENT AGENDA



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Retirement Proposal

01. Advertising of Tobacco, Alcohol, and Cannabis

Submitted by: Mead School District

Resolutions Committee Recommendation: Do Pass

Current Position

WSSDA opposes the advertisement of alcoholic beverages, cannabis, and tobacco or nicotine products, vaping, and associated delivery devices on school properties.

Proposer Rationale

NOTE: The Mead school board provided the same rationale for each of their proposals. To shorten the handbook by about 100 pages, all subsequent Mead proposals refer back to this page and include specific considerations as identified by the Mead board.

The recommendation is that the Legislative category be items that are universally agreed upon, and could be considered a top priority, deserving of constant effort and advocacy on behalf of school directors. Not simply a list of beliefs or desires held by partial WSSDA membership in the arena of competing ideas or political objectives.

Here are the considerations for recommending a legislative position be retired:

- Duplicate concept or position (for ex: statement for ample funding can cover all areas, no need for specific funding requests, which set up competing priorities)
- Simple statement of belief or affirmation
- Something that is already possible at the district level
- Low priority
- Unrealistic
- Unmanageable or too lengthy
- Not central to WSSDA or unnecessary for WSSDA to hold the specific position (can still be a good belief or position,



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AGENDA



FUNDING &
ALLOCATIONS



PERMANENT

Consent Agenda

Retirement Proposal

just not necessary for WSSDA to be the one expressing it)
Permanent positions should be recategorized as basic value statements, and should be ideas that are universally agreeable to school districts.

These should not represent current ideological issues or merely re-statements that are already basic tenets of public education.

Here are the considerations for recommending a Permanent position be retired:

- Not universal to all districts
- Simple statement of belief
- Unnecessary to list as a position (already obvious as a tenet of public education)

This is not ideological, but simply intended to be an administrative cleanup. The tendency is to get stuck in the pattern of keeping a position on this list simply because it is in some way agreeable. That may well be. But this list is currently unwieldy, competitive, and at risk of being a meaningless topic of debate, rather than an effective tool to move the organization forward.

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Pass recommendation because, as the submitting district said, the standalone position is unnecessary. The committee would note that existing state law already requires boards to include this in their operating policies (RCW 28A.210.310).



Consent Agenda

Retirement Proposal

02. Co-Curricular Activities

Submitted by: Mead School District

Resolutions Committee Recommendation: Do Pass

Current Position

WSSDA recognizes the importance of co-curricular activities to the educational program. WSSDA urges school boards to appoint a member to receive, review and report information on co-curricular activities and recommendations.

Proposer Rationale

Unnecessary, outdated.

(See full rationale statement on page 20 for proposal #01)

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Pass recommendation because, as the submitting district said, the standalone position is unnecessary. The committee would note that decisions to appoint board members to certain roles are administrative in nature, and in place for the purpose of this position in most cases.



Consent Agenda

Retirement Proposal

03. Conflict of Interest

Submitted by: Mead School District

Resolutions Committee Recommendation: Do Pass

Current Position

No member of the WSSDA Board of Directors may conduct business with, or represent any firm that conducts business with WSSDA, except as permitted by state law, the state executive ethics board and the WSSDA Bylaws.

Proposer Rationale

Unnecessary, outdated.

(See full rationale statement on page 20 for proposal #01)

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Pass recommendation because, as the submitting district said, the standalone position is unnecessary. The committee would note that policies regarding conflicts of interest and the WSSDA board of directors should be defined in other places within the WSSDA governance structure (e.g, operating policy, etc.)



Consent Agenda

Retirement Proposal

04. Cooperation for Effective Schools

Submitted by: Mead School District

Resolutions Committee Recommendation: Do Pass

Current Position

WSSDA believes the Governor, the Legislature, the State Superintendent, the State Board of Education, local school boards, and employee organizations should work together for improved outcomes in student achievement.

Proposer Rationale

Unnecessary, outdated.

(See full rationale statement on page 20 for proposal #01)

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Pass recommendation because, as the submitting district said, the standalone position is unnecessary. The committee believes that cooperation between the Governor, the Legislature, the State Superintendent, the State Board of Education, local school boards, and employee organizations is a basic tenet of our work to advance public education and that it need not be included in WSSDA's permanent positions.



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OPERATIONS



PERMANENT

Consent Agenda

Retirement Proposal

05. Goals

Submitted by: Mead School District

Resolutions Committee Recommendation: Do Pass

Current Position

- WSSDA's organizational culture and structure continuously improves service to school directors and their districts.
- WSSDA's premier membership development cultivates and strengthens school director leadership skills and effective governance.
- WSSDA's advocacy fosters and promotes partnerships with other education leaders and stakeholders, and initiates or enhances legislation to advance education policy.
- WSSDA leads in policy development to promote safe, secure, and respectful learning environments for each and every student.
- WSSDA expands public awareness of local school district governance and public education. WSSDA provides concise, timely information, and meets the communication needs of its members.
- WSSDA promotes innovation to address new educational trends, advances, and the future needs of students and school districts.
- WSSDA leads in advocating, modeling, and promoting equity to address the educational needs of each and every student.

Proposer Rationale

Remove as a specific position, and reformat in a different category of Values.

(See full rationale statement on page 20 for proposal #01)

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Pass recommendation because the goals of WSSDA should be defined in other places within the WSSDA governance structure (e.g., strategic plan, operating policy, etc.)



Consent Agenda

Retirement Proposal

06. Insurance

Submitted by: Mead School District

Resolutions Committee Recommendation: Do Pass

Current Position

WSSDA encourages school boards to adopt policies which will assure a safe school environment and reduce exposure to damage claims. Adequate comprehensive insurance coverage should be secured to protect against financial loss.

Proposer Rationale

Unnecessary, outdated.

(See full rationale statement on page 20 for proposal #01)

Committee Rationale

If a majority of assembly participants vote to adopt this position, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Pass recommendation because every school district is required by law to adopt policies and maintain comprehensive insurance.



CONSENT
AGENDA



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OPERATIONS



PERMANENT

Consent Agenda

Retirement Proposal

07. Legislative Positions

Submitted by: Mead School District

Resolutions Committee Recommendation: Do Pass

Current Position

WSSDA's Legislative Positions communicate WSSDA's viewpoint (stance) on a spectrum of state and/or federal legislative issues. They are action-oriented and articulate desired legislative outcomes on behalf of the state's public school districts.

WSSDA uses the legislative positions to help set the course for its legislative advocacy plan each year. The Legislative Committee will review new positions and make recommendations for action to be voted on during the annual General Assembly.

Proposer Rationale

This is not a position, just a statement.
(See full rationale statement on page 20 for proposal #01)

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Pass recommendation because the definition of legislative positions is operational in nature and can be defined in other places within the WSSDA governance structure (e.g., operating policy, operational practice, etc.)



Consent Agenda

Retirement Proposal

08. Local Education Planning and Assessment

Submitted by: Ferndale, Mead, and Woodland School Districts

Resolutions Committee Recommendation: Do Pass

Current Position

WSSDA believes that in order to meet the standard of educational excellence, local boards should:

- Develop a strategic plan with a student focused vision that includes short- and long-range goals; and
- Frequently evaluate and assess program effectiveness with an emphasis on student learning.

Proposer (Mead) Rationale

Unnecessary to state a position that states the need for goals.

(See full rationale statement on page 20 for proposal #01)

Proposer (Ferndale and Woodland) Rationale

Strategic Plans are already required, expected, & monitored under RCW 28A.320.010. Does WSSDA need to state things that are already required by law, standard practice, & embedded in accountability systems?

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Pass recommendation because it's already governed under RCW 28A.320.010, which outlines specific regulations and standards. The committee understands that this is part of standard practice and required by law.



Consent Agenda

Retirement Proposal

09. Long-Range Facilities Planning

Submitted by: Ferndale, Mead, and Woodland School Districts

Resolutions Committee Recommendation: Do Pass

Current Position

WSSDA believes that the financing of the common schools shall be full, ample, sustainable, stable, and responsive to the electorate and equitably borne, providing a high-quality public education for all students.

Proposer (Mead) Rationale

Should be stated as a Value of WSSDA.
(See full rationale statement on page 20 for proposal #01)

Proposer (Ferndale and Woodland) Rationale

State law already requires long-range capital facilities planning. Ensuring adequacy is not mandated and is outside the control of school boards alone. This position is therefore misleading and unnecessary.

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Pass recommendation because, as the submitting district said, long-range facilities planning is already required and monitored under state law (RCW 36.70A.070).



Consent Agenda

Retirement Proposal

10. Mission

Submitted by: Mead School District

Resolutions Committee Recommendation: Do Pass

Current Position

WSSDA builds leaders by empowering its members with tools, knowledge, and skills to govern with excellence and advocate for public education.

Proposer Rationale

Unnecessary to state as a position.
(See full rationale statement on page 20 for proposal #01)

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Pass recommendation because the mission of WSSDA should be defined in other places within the WSSDA governance structure (e.g., strategic plan, operating policy, etc.)



CONSENT
AGENDA



ASSOCIATION
OPERATIONS



PERMANENT

Consent Agenda

Retirement Proposal

11. Permanent Positions

Submitted by: Mead School District

Resolutions Committee Recommendation: Do Pass

Current Position

WSSDA's permanent positions communicate WSSDA's foundational core principles on issues of widespread concern for students, its membership, other education organizations, and the general public. Permanent positions represent WSSDA's beliefs and values as adopted by its membership and set forth a variety of key conditions necessary for the state's public school districts to obtain success for each and every student.

WSSDA uses the permanent positions to inform its work in all areas, and to inform its advocacy work when questions arise about topics covered by permanent positions. The permanent positions are advisory to individual school boards as well as to other organizations and educational stakeholders. Each year WSSDA requests proposals from school boards in order to update its permanent positions. Members may recommend that WSSDA take a position on a new issue or that it amend an existing position. The Resolutions Committee will review new positions and make recommendations for action to be voted on during the annual General Assembly.

Proposer Rationale

Doesn't need to be stated as a position. This is just an explanation of the purpose of positions.
(See full rationale statement on page 20 for proposal #01)

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Pass recommendation because the definition of permanent positions is operational in nature and can be defined in other places within the WSSDA governance structure (e.g., operating policy, operational practice, etc.)



Consent Agenda

Retirement Proposal

12. Professional Development and Standards

Submitted by: Mead School District

Resolutions Committee Recommendation: Do Pass

Current Position

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

Proposer Rationale

Unnecessary, outdated.

(See full rationale statement on page 20 for proposal #01)

Committee Rationale

If a majority of assembly participants vote to adopt this position, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Pass recommendation because this statement is operational in nature and could be better as part of WSSDA's strategic plan and operational policies.

CONSENT
AGENDAFUNDING &
ALLOCATIONS

PERMANENT

Consent Agenda

Retirement Proposal

13. Retirement System Abuses

Submitted by: Mead School District and Resolutions Committee

Resolutions Committee Recommendation: Do Pass

Current Position

WSSDA believes that districts should comply with the law and the intent of the retirement system.

Proposer Rationale

Unnecessary, outdated.

(See full rationale statement on page 20 for proposal #01)

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Resolutions Committee proposed this and advanced a Do Pass recommendation because it is redundant and unnecessary. School districts are already legally obligated to comply with state and federal law, and board directors affirm this responsibility through their oath of office.



CONSENT
AGENDA



ASSOCIATION
OPERATIONS



PERMANENT

Consent Agenda

Retirement Proposal

14. Review of Legislative Positions

Submitted by: Mead School District

Resolutions Committee Recommendation: Do Pass

Current Position

The WSSDA Legislative Committee is authorized to annually review and initiate legislative positions and to recommend changes to consolidate and strengthen legislative positions. The results of such proposals and recommendations is presented for action in writing at the next General Assembly.

Proposer Rationale

Purpose of Leg committee doesn't need to be a position.
(See full rationale statement on page 20 for proposal #01)

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Pass recommendation because the process of how legislative positions are reviewed and used is operational in nature and can be defined in other places within the WSSDA governance structure (e.g., Bylaws, operating policy, operational practice, etc.)



CONSENT
AGENDA



ASSOCIATION
OPERATIONS



PERMANENT

Consent Agenda

Retirement Proposal

15. Review of Permanent Positions

Submitted by: Mead School District

Resolutions Committee Recommendation: Do Pass

Current Position

The WSSDA Resolutions Committee is authorized to review and initiate WSSDA's permanent positions as required by the Bylaws and to recommend changes to correct syntax, clarify intent, eliminate conflicts, or combine related permanent positions.

These positions must be foundational, enduring, and equitable. The results of such changes, clarifications, and combinations are presented for action in writing to the next General Assembly.

Proposer Rationale

Purpose of Resolution committee doesn't need to be a position.
(See full rationale statement on page 20 for proposal #01)

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Pass recommendation because the process of how permanent positions are reviewed and used is operational in nature and can be defined in other places within the WSSDA governance structure (e.g., Bylaws, operating policy, operational practice, etc.)

CONSENT
AGENDACAP. FACILITIES
& SCHOOL
CONSTRUCTION

PERMANENT

Consent Agenda

Retirement Proposal

16. State Funded Art Objects in School Facilities

Submitted by: Mead School District

Resolutions Committee Recommendation: Do Pass

Current Position

WSSDA believes that when art object funding is provided from the state capital construction budget, school boards shall have the option to select artists and art projects that have particular significance to their communities.

Proposer Rationale

Unnecessary, outdated.

(See full rationale statement on page 20 for proposal #01)

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Pass recommendation because, as the submitting district said, the standalone position is unnecessary. The committee believes WSSDA's existing local control position adequately covers this topic.

CONSENT
AGENDAFUNDING &
ALLOCATIONS

PERMANENT

Consent Agenda

Retirement Proposal

17. State Funding of School Operations

Submitted by: Mead School District

Resolutions Committee Recommendation: Do Pass

Current Position

WSSDA believes the state legislature shall fully, amply, and sustainably fund public education as mandated by the Washington State Constitution. Local levies are not intended to fund basic education.

Proposer Rationale

Duplicate: Fully Fund Basic Ed.

(See full rationale statement on page 20 for proposal #01)

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Pass recommendation because, as the submitting district said, the standalone position is unnecessary. The committee would note that WSSDA has many other positions that advocate for and advance full, ample, and sustainable school funding.



CONSENT
AGENDA



ASSOCIATION
OPERATIONS



PERMANENT

Consent Agenda

Retirement Proposal

18. Types of Positions

Submitted by: Mead School District

Resolutions Committee Recommendation: Do Pass

Current Position

WSSDA has two types of positions that its members and staff use to guide their work, decisions, and collective advocacy: Permanent Positions and Legislative Positions. The positions are grounded in the Association's mission, vision, and guiding principles for students, directors, and WSSDA overall. Permanent Positions are foundational, enduring, and more aspirational in nature by presenting a desired vision for K-12 school districts, while Legislative Positions are action-oriented and focused on legislative strategies and tactics.

Proposer Rationale

Not a specific position, just an explanation.

(See full rationale statement on page 20 for proposal #01)

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Pass recommendation because the types of positions WSSDA has are well documented, operational in nature, and defined in other places within the WSSDA governance structure (e.g., bylaws, operating policy, operational practice, etc.)



CONSENT
AGENDA



ASSOCIATION
OPERATIONS



PERMANENT

Consent Agenda

Retirement Proposal

19. Vision

Submitted by: Mead School District

Resolutions Committee Recommendation: Do Pass

Current Position

All Washington School Directors effectively govern to ensure each and every student has what they need to be successful within our state's public education system.

Proposer Rationale

Not a specific position, statement of vision or value.

(See full rationale statement on page 20 for proposal #01)

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Pass recommendation because the vision of WSSDA should be defined in other places within the WSSDA governance structure (e.g., strategic plan, operating policy, etc.)



Consent Agenda

Retirement Proposal

20. WSSDA's Relationship with Educational Organizations

Submitted by: Mead School District

Resolutions Committee Recommendation: Do Pass

Current Position

WSSDA will be a leader amongst education organizations. WSSDA will continue to seek closer collaboration with education organizations.

Proposer Rationale

Unnecessary, outdated.

(See full rationale statement on page 20 for proposal #01)

Committee Rationale

If a majority of assembly participants vote to adopt this position, the existing position will be retired (eliminated). The Resolution Committee advanced a Do Pass recommendation because this should be an integral part of the mission and vision. The committee believes that WSSDA will continue to work hand in hand with educational organizations.

CONSENT
AGENDAFUNDING &
ALLOCATIONS

PERMANENT

Consent Agenda

Retirement Proposal

21. Enrollment Decline

Submitted by: Mead School District

Legislative Committee Recommendation: Do Pass

Current Position

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

Proposer Rationale

Unclear position.

(See full rationale statement on page 20 for proposal #01)

Committee Rationale

If a majority of assembly participants vote to adopt this position, the existing position will be retired (eliminated). The Legislative Committee advanced a Do Pass recommendation because the position is duplicative with language in the "Stabilizing District Budgets" legislative position.



Consent Agenda

Retirement Proposal

22. Mayoral Control

Submitted by: Ferndale, Mead, and Woodland School Districts

Legislative Committee Recommendation: Do Pass

Current Position

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

Proposer (Mead) Rationale

Low Priority.

(See full rationale statement on page 20 for proposal #01)

Proposer (Ferndale and Woodland) Rationale

I don't know of this ever being an issue in the past and don't see it being an issue in the future, so there is no reason to keep this.

Committee Rationale

If a majority of assembly participants vote to adopt this position, the existing position will be retired (eliminated). The Legislative Committee advanced a Do Pass recommendation because they feel WSSDA's local control position covers this issue. Therefore, the committee sees no reason to maintain this position.



Consent Agenda

Retirement Proposal

23. Participation in Local Voters' Pamphlet

Submitted by: Mead School District and Legislative Committee

Legislative Committee Recommendation: Do Pass

Current Position

WSSDA shall initiate and/or support legislation directing county auditors, or other suitable county officials, to appoint "for" and "against" citizens' committees to write separate voter-guide statements, in an effort to inform voters about local bond and levy issues, and require that members of these committees live within the jurisdiction affected by the bond or levy item.

Proposer Rationale

Unnecessary. (Already happens)
(See full rationale statement on page 20 for proposal #01)

Committee Rationale

If a majority of assembly participants vote to adopt this position, the existing position will be retired (eliminated). The Legislative Committee advanced a Do Pass recommendation because this position has already been addressed by the Washington State Legislature and enacted into law. The committee believes the advocacy tasks for this position have been completed.



Consent Agenda

Retirement Proposal

24. Supporting Immunization Requirement Process

Submitted by: Ferndale, Mead, and Woodland School Districts

Legislative Committee Recommendation: Do Pass

Current Position

WSSDA strongly supports the rules established under WAC 246-105 for adding to, or deleting from, the list of childhood immunizations required for childcare or school entry.

Proposer (Mead) Rationale

Unnecessary, existing law.

(See full rationale statement on page 20 for proposal #01)

Proposer (Ferndale and Woodland) Rationale

This WAC already exists and is actively maintained. This position doesn't add advocacy value and is a regulatory process controlled by the Department of Health (DOH), not the legislature. This position is misaligned with WSSDA's legislative role and not necessary to keep.

Committee Rationale

If a majority of assembly participants vote to adopt this position, the existing position will be retired (eliminated). The Legislative Committee advanced a Do Pass recommendation because it is integrated into an existing regulatory process. Specifically, the Washington Administrative Code (WAC) 246-105-30 is already established within the legal framework. The Legislative Committee supports immunization but has expressed concerns about the specific procedural approach.



ASSOCIATION OPERATIONS





Association Operations

Retirement Proposal

25. Commitment to Public Education

Submitted by: Mead School District

Resolutions Committee Recommendation: Do Not Pass

Current Position

WSSDA is committed to quality public education for each and every student.

Proposer Rationale

Unnecessary to list as a position, obvious as a tenant of public education. (See full rationale statement in proposal #01 on the consent agenda)

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Not Pass recommendation because they believe WSSDA should maintain a strong belief statement in support of its commitment to quality public education for each and every student.



CAPITAL FACILITIES & SCHOOL CONSTRUCTION





Cap. Facilities & School Const.

Amendment Proposal

26. Climate Impact Mitigation Assistance

Submitted by: Legislative Committee

Legislative Committee Recommendation: Do Pass

Current Position

WSSDA shall initiate and/or support legislation to help district reduce their long-term impacts on the planet to support our students living and learning in a healthy and sustainable environment. The intent is to decarbonize district operations, mitigate the impact of district building and operational practices on the climate, and reduce day-to-day costs, which should include:

- Funding to help districts switch from petroleum-powered vehicle fleets to zero-emission vehicle fleets, including vehicles, related infrastructure and management services, and workforce development for drivers, mechanics, and other support personnel.
- Funding to help districts replace petroleum or natural gas-based building heating and cooking systems with electric or renewable (e.g. geothermal) versions.
- Funding to help districts implement U.S. Green Building Council LEED practices.
- Technical support for these projects in the form of state-funded consulting assistance in transitioning to zero-emission vehicles, green building practices, energy efficiency, and climate resilient operations.

With Proposed Amendment

WSSDA shall initiate and/or support legislation to help district reduce their long-term impacts on the planet to support our students living and learning in a healthy and sustainable environment. The intent is to decarbonize district operations, mitigate the impact of district building and operational practices on the climate, and reduce day-to-day costs, which should include:

- Funding to help districts switch from petroleum-powered vehicle fleets to zero-emission vehicle fleets, including vehicles, related technology infrastructure and management ~~services~~, and workforce development for drivers, mechanics, and other support personnel.
- Funding to help districts replace petroleum or natural gas-based building heating and cooking systems with electric or renewable (e.g. geothermal) versions.
- Funding to help districts implement U.S. Green Building Council LEED practices.
- Technical support for these projects in the form of state-funded consulting assistance in transitioning to zero-emission vehicles, green building practices, energy efficiency, and climate resilient operations.

Proposer/Rationale

If a majority of assembly participants vote to adopt this position, the existing position will be amended. The Legislative Committee proposed this and advanced a Do Pass recommendation because they wanted to make the position support all districts in a way that holds that, while not everyone can engage in climate mitigation due to technological needs, we are all committed to an environmentally friendly future with the right supports and technology in place.



Cap. Facilities & School Const.

Amendment Proposal

Clean Amended Position

WSSDA shall initiate and/or support legislation to help district reduce their long-term impacts on the planet to support our students living and learning in a healthy and sustainable environment. The intent is to decarbonize district operations, mitigate the impact of district building and operational practices on the climate, and reduce day-to-day costs, which should include:

- Funding to help districts switch from petroleum-powered vehicle fleets to zero-emission vehicle fleets, including vehicles, technology infrastructure and management, and workforce development for drivers, mechanics, and other support personnel.
- Funding to help districts replace petroleum or natural gas-based building heating and cooking systems with electric or renewable (e.g. geothermal) versions.
- Funding to help districts implement U.S. Green Building Council LEED practices.
- Technical support for these projects in the form of state-funded consulting assistance in transitioning to zero-emission vehicles, green building practices, energy efficiency, and climate resilient operations.



Cap. Facilities & School Const.

Retirement Proposal

27. Climate Impact Mitigation Assistance

Submitted by: Lynden School District

Legislative Committee Recommendation: Do Not Pass

Current Position

WSSDA shall initiate and/or support legislation to help district reduce their long-term impacts on the planet to support our students living and learning in a healthy and sustainable environment. The intent is to decarbonize district operations, mitigate the impact of district building and operational practices on the climate, and reduce day-to-day costs, which should include:

- Funding to help districts switch from petroleum-powered vehicle fleets to zero-emission vehicle fleets, including vehicles, related infrastructure and management services, and workforce development for drivers, mechanics, and other support personnel.
- Funding to help districts replace petroleum or natural gas-based building heating and cooking systems with electric or renewable (e.g. geothermal) versions.
- Funding to help districts implement U.S. Green Building Council LEED practices.
- Technical support for these projects in the form of state-funded consulting assistance in transitioning to zero-emission vehicles, green building practices, energy efficiency, and climate resilient operations.

Proposer Rationale

This position is short-sighted because not all school districts in the state of WA are eligible for such changes without crippling their transportation operations, especially those in the Pacific Northwest. This position should focus on requesting legislature for grants rather than putting requirements that aren't feasible or applicable to all districts in WA.

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Legislative Committee advanced a Do Not Pass recommendation because they recognize that climate impact policymaking conversations are ongoing in Washington state and across the country, and that advocacy for infrastructure remains important to school districts. They also note that the advocacy this position directs WSSDA to engage in does not mandate any particular requirements on school districts but instead ensures a "seat at the table" to bring school district needs to the conversation.



FUNDING & ALLOCATIONS



Funding & Allocations

Amendment Proposal

28. Achievement and Opportunity Gaps

Submitted by: Resolutions Committee

Resolutions Committee Recommendation: Do Pass

Current Position

WSSDA believes that the achievement and opportunity gaps between students, whether caused by socioeconomic, racial, ethnicity, gender, sexual orientation, English-language proficiency, familial, disability access to internet connectivity or other disparities, are not acceptable. WSSDA recognizes that addressing these gaps requires additional resources that will vary across districts. State basic education funding formulas must provide for these resources through sufficient additional funding to close these gaps.

With Proposed Amendment

WSSDA believes that ~~the achievement and opportunity gaps between students, whether caused by socioeconomic, racial, ethnicity, gender, sexual orientation, English-language proficiency, familial, disability access to internet connectivity or other disparities~~ regardless of circumstances and barriers, are not acceptable must be addressed. WSSDA recognizes that addressing these gaps requires additional resources that will vary across districts. State basic education funding formulas must provide for these resources through ~~sufficient additional~~ full, ample, and sustainable funding to close these gaps.

Clean Amended Position

WSSDA believes that achievement and opportunity gaps, regardless of circumstances and barriers, must be addressed. WSSDA recognizes that eliminating these gaps requires additional resources that will vary across districts. State basic education funding formulas must provide for these resources through full, ample, and sustainable funding to close these gaps.

Proposer/Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be amended. The Resolutions Committee proposed this and advanced a Do Pass recommendation because listing specific disparities can unintentionally limit the scope of the issue. Efforts to create a comprehensive list may omit certain groups or circumstances, effectively narrowing the focus. A more general statement ensures the policy remains inclusive, adaptable, and applicable to all students experiencing barriers to success as conditions evolve.



Funding & Allocations

Amendment Proposal

29. Funding of Co-Curricular Activities

Submitted by: Resolutions Committee

Resolutions Committee Recommendation: Do Pass

Current Position

WSSDA believes that co-curricular programs are an essential part of a student's education. The state shall participate in the full, ample, and sustainable funding of such activities to maximize access for all students.

With Proposed Amendment

WSSDA believes that co-curricular programs are an essential part of a student's education and shall be. ~~The state shall participate in the fully, amply, and sustainably funded~~ ing of such activities to maximize access for all students.

Clean Amended Position

WSSDA believes that co-curricular programs are an essential part of a student's education and shall be fully, amply, and sustainably funded to maximize access for all students.

Proposer/Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be amended. The Resolutions Committee proposed this and advanced a Do Pass recommendation to align position language with previously adopted verbiage of other funding positions held by WSSDA.



Funding & Allocations

Amendment Proposal

30. Private Schools Funding

Submitted by: Resolutions Committee

Resolutions Committee Recommendation: Do Pass

Current Position

WSSDA believes private schools make their greatest contribution to a diverse society by remaining strictly independent of government. Public funds shall not be used to support private schools, directly or indirectly through tax credits, vouchers, or similar mechanisms.

With Proposed Amendment

WSSDA believes private schools make their greatest contribution to a diverse society by remaining strictly independent of government. Public funds shall not be used to support private schools, ~~directly or indirectly through tax credits, vouchers, or similar mechanisms.~~

Clean Amended Position

WSSDA believes private schools make their greatest contribution to a diverse society by remaining strictly independent of government. Public funds shall not be used to support private schools.

Proposer/Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be amended. The Resolutions Committee proposed this and advanced a Do Pass recommendation to simplify the position to make it a simple and clear statement that public funds shall not be used for private schooling. Eliminating terminology that may have or will become obsolete further strengthens the longevity of the position and can reduce confusion with other tax incentive programs.

An excellent example of unintended confusion would be the federal tax credit program for scholarship granting organizations. Currently governors are deciding whether to opt their state into this program, which means that private citizens can donate to private scholarship granting organizations who in turn will grant scholarships to students. Donors can then file on their federal tax returns for a dollar-for-dollar federal tax credit up to \$1700 per individual taxpayer for their donation. If the Governor opts Washington into the program, these private scholarships can and will benefit public school students through scholarships for tutoring, after school programs, or even special needs services. The current verbiage in the Private School Funding position stating “tax credit” may confuse our association’s advocacy on this issue if WSSDA so chooses to advocate for this tax credit opportunity.

Adopting a simplified but clear stance on the use of public funding for private education removes this confusion.



Funding & Allocations

Amendment Proposal

31. State and Local Responsibility for Salaries

Submitted by: Resolutions Committee

Resolutions Committee Recommendation: Do Pass

Current Position

WSSDA believes that:

- The state should establish, maintain, and fully, amply, and sustainably fund a basic education statewide salary schedule for certificated instructional staff (CIS) and classified staff (CLS).
- School boards should retain local authority and the discretion to provide extra compensation for all non-basic education enhancements by using supplemental contracts as authorized by RCW 28A.405.240. School boards, not the state, should be responsible for negotiating supplemental contracts.

With Proposed Amendment

WSSDA believes that:

- The state should establish, maintain, and fully, amply, and sustainably fund a basic education statewide salary schedule for certificated instructional staff (CIS) and classified staff (CLS).
- School boards should retain local authority and the discretion to provide extra compensation for all non-basic education enhancements by using supplemental contracts as authorized by RCW 28A.405.240. School boards, not the state, should be responsible for negotiating supplemental contracts. Responsibility for negotiating supplemental contracts should remain with locally elected school boards.

Clean Amended Position

WSSDA believes that:

- The state should establish, maintain, and fully, amply, and sustainably fund a basic education statewide salary schedule for certificated instructional staff (CIS) and classified staff (CLS).
- School boards should retain local authority and the discretion to provide extra compensation for all non-basic education enhancements by using supplemental contracts as authorized by RCW 28A.405.240. Responsibility for negotiating supplemental contracts should remain with locally elected school boards.

Proposer/Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be amended. The Resolutions Committee proposed this and advanced a Do Pass recommendation because they believe the suggested changes improve the position's readability.



Funding & Allocations

Amendment to Consolidation Proposal

A32. Simple Majority for Bonds

Submitted by: South Kitsap School District

Resolutions and Legislative Committee Recommendation: Do Pass

Consolidated Positions as Originally Proposed

WSSDA believes that all school bonds and levies shall require only a simple majority of ballots cast for passage.

Consolidated Positions with Proposed Amendment

WSSDA believes that all school bonds and levies shall require only a simple majority of ballots cast for passage. To that end, we support legislation that lowers the voting threshold until a simple majority is reached.

Clean Consolidated Positions with Proposed Amendment

WSSDA believes that all school bonds and levies shall require only a simple majority of ballots cast for passage. To that end, we support legislation that lowers the voting threshold until a simple majority is reached.

Proposer Rationale

We would like to provide a way for WSSDA to support legislation that lowers the bond threshold to below 60%. We would love a simple majority but recognize that we may need to compromise to 55%. Many bond measures would have passed if the threshold was 55%.

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the amendment will be adopted. The Legislative Committee advanced a Do Pass recommendation because they feel the conversation about supporting options other than 50% in simple majority conversations should be had by the membership.



Funding & Allocations

Consolidation Proposal

32. Simple Majority for Bonds

Submitted by: Resolutions and Legislative Committees

Resolutions and Legislative Committee Recommendation: Do Pass

Current Positions

Simple Majority

WSSDA believes that bonds and levies shall require a simple majority vote for passage.

Passage of School Finance Issues

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

Clean Consolidated Positions

WSSDA believes that all school bonds and levies shall require only a simple majority of ballots cast for passage.

Proposer/Committee Rationale

If a majority of assembly participants vote to adopt this proposal, two existing positions will be consolidated into a single position titled Simple Majority for Bonds. The Resolutions and Legislative Committees proposed this and advanced a Do Pass recommendation because the association does not need multiple positions on the same topic, so this proposal simply merges the two positions into one.



Funding & Allocations

Retirement Proposal

33. Federal Funds

Submitted by: Mead School District

Resolutions Committee Recommendation: Do Not Pass

Current Position

WSSDA believes federal funds for public education should be channeled directly to school districts.

Proposer Rationale

Outdated, unnecessary. (See full rationale statement in proposal #01 on the consent agenda)

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Not Pass recommendation because they believe this statement is an important value to maintain, especially amid many pending changes to federal education funding.



Funding & Allocations

Retirement Proposal

34. Maintaining the Integrity of Retirement Systems

Submitted by: Mead School District

Resolutions Committee Recommendation: Do Not Pass

Current Position

WSSDA believes that the retirement systems for teachers and all school and district employees should be fully, amply, and sustainably funded, financially strong, and managed responsibly. Funds should be maintained for the duration for which all employees enrolled in those systems need to access them. WSSDA also supports continued control of those retirement systems by independent boards.

Proposer Rationale

Unnecessary, outdated. (See full rationale statement in proposal #01 on the consent agenda)

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Not Pass recommendation because they believe this position is important to maintain, especially in light of ongoing conversations about revenue changes in the state budget. They believe this position is one way WSSDA can support maintaining the integrity of school retirement systems and funding.



Funding & Allocations

Retirement Proposal

35. Timely Fiscal Data

Submitted by: Mead School District

Resolutions Committee Recommendation: Do Not Pass

Current Position

WSSDA urges the State Legislature, the Office of Financial Management and the Superintendent of Public Instruction to strive, individually and collectively, to provide school districts with fiscal data and operating instructions at the earliest possible date each year, but no later than May 1, to allow districts necessary planning time to prepare their budgets and meet their contractual obligations.

Proposer Rationale

Unnecessary, outdated. (See full rationale statement in proposal #01 on the consent agenda)

Committee Rationale

If a majority of assembly participants vote to adopt this position, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Not Pass recommendation because in recent years this data has not been available to districts in time to inform staffing decisions to be made in a timely manner. In the context of school district budgeting, it poses a challenge when the Office of Financial Management and the Superintendent of Public Instruction do not provide fiscal data and operating instructions in a timely manner.



Funding & Allocations

New Position Proposal

36. Smarter Class Size Flexibility

Submitted by: Olympia School District

Legislative Committee Recommendation: Do Not Pass

Proposed New Position

WSSDA shall initiate legislation that allows for the averaging of K-5 class sizes across a district, rather than enforcing rigid, grade-by-grade limits.

Proposer Rationale

- **Creates More Balanced Classrooms:** Provides districts with the necessary flexibility to manage student-teacher ratios effectively, ensuring more equitable and manageable class sizes across all elementary schools.
- **Aligns Staffing with Enrollment Realities:** Allows districts to deploy staff resources more strategically in response to enrollment shifts, which supports smoother transitions for students and families.
- **Operational Efficiency:** Reduces administrative burdens associated with constant grade-level class size adjustments, freeing up resources for direct student support.

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, a new position will be created. The Legislative Committee advanced a Do Not Pass recommendation because they believe this proposal would require WSSDA to advocate for legislation that is contrary to Initiative 1351 (passed in 2014) focused on class-size reduction. Additionally, in the context of class-size research, they believe that averaging K-5 class sizes may be contrary to research-based practices.



Funding & Allocations

New Position Proposal

37. Stability During Enrollment Declines

Submitted by: Olympia School District

Legislative Committee Recommendation: Do Not Pass

Proposed New Position

WSSDA shall initiate legislation that mandates the use of a rolling three-year enrollment average for districts with declining enrollment when calculating basic education funding allocations.

Proposer Rationale

- **Recognizes Fixed Costs:** A rolling average acknowledges that a significant portion of school costs are fixed and cannot be immediately adjusted, providing a necessary buffer against sudden budgetary cliffs.
- **Reduces Sudden Budget Swings:** Creates financial predictability and stability, allowing districts to plan staffing and programs thoughtfully rather than reacting with sudden cuts.
- **Protects Staff, Programs, and Student Supports:** Preserves core educational services and essential staff positions during temporary or gradual enrollment declines, ensuring continued quality education for all students.

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, a new position will be created. The Legislative Committee advanced a Do Not Pass recommendation because they believe this proposal would require WSSDA to advocate for legislation that mandates a three-year enrollment average, not simply allows it, even in cases where year-over-year enrollment could improve over the duration of that time period. At the same time, they believe there is merit to the intent of this proposal, and feel it would be better presented in the form of an amendment to the existing 'Stabilizing District Budgets' legislative position.



Funding & Allocations

Amendment to Amendment Proposal

A38. Education and Funding for Gifted Student Programs

Submitted by: Lake Washington School District

Legislative Committee Recommendation: Do Pass

Amended Position as Originally Proposed

WSSDA shall initiate and/or support legislation to ensure funding for the education of gifted students identified by the district.

Amended Position with Proposed Amendment

WSSDA shall initiate and/or support legislation to ensure full, ample, and sustainable funding of ~~for~~ highly capable services, including the identification process and the education of highly capable ~~gifted~~ students identified by the district.

Clean Amended Position with Proposed Amendment

WSSDA shall initiate and/or support legislation to ensure full, ample, and sustainable funding of highly capable services, including the identification process and the education of highly capable students identified by the district.

Proposer Rationale

- 1) Both the proposer and committee rationales indicate that the intent is to fully fund highly capable programs, but the revised position doesn't say anything about full funding, it just says "ensure funding for the education of gifted students"
- 2) Many hicap dollars today are spent on identification, not on the education of hicap students, so having a position that solely refers to the education piece is not sufficient.
- 3) "Gifted" should be replaced with "highly capable."

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the amendment will be adopted. The Legislative Committee advanced a Do Pass recommendation because they agreed that this amendment strengthens the proposal.



Funding & Allocations

Amendment Proposal

38. Education and Funding for Gifted Student Programs

Submitted by: Woodland School District and Ferndale School District

Legislative Committee Recommendation: Do Pass

Current Position

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

With Proposed Amendment

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

Clean Amended Position

WSSDA shall initiate and/or support legislation to ensure funding for the education of gifted students identified by the district.

Proposer Rationale

We believe funding should follow actual identified student need and program delivery rather than a fixed percent. The revision includes ALL students instead of only 10% of the student population.

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be amended. The Legislative Committee advanced a Do Pass recommendation because the updated amendments will ensure full funding of students' actual needs. This language is expected to provide greater flexibility in resource allocation. The specifics surrounding the 10% allocations are ambiguous.



Funding & Allocations

Amendment Proposal

39. Fiscal Notes and Unfunded Mandates

Submitted by: Lake Washington

Legislative Committee Recommendation: Do Pass

Current Position

WSSDA shall initiate and/or support requiring all legislation mandating K-12 programs or services provide full funding for all costs, including incidental, administrative and non-employee and other related costs of the programs or services. WSSDA supports requiring that the legislature only progress K-12 legislation out of committee for which an estimated fiscal impact has been determined, including an estimate of representative local cost of compliance (fiscal notes), from representative districts around the state, for any proposed state laws or administrative rules, that would impact educational programs or services. WSSDA supports requiring K-12 related legislation to have a null and void clause, eliminating the mandates, if state funding is not appropriated to implement the legislation, in accordance with the school district fiscal note. WSSDA shall advocate for and/or pursue litigation against the state when mandates are not fully funded.

With Proposed Amendment

WSSDA shall initiate and/or support requiring all legislation that imposes mandates on public school districts to mandating K-12 programs or services provide full funding for all costs necessary to implement those mandates, including incidental, administrative and non-employee, capital construction, and related costs ~~and other related costs of the programs or services~~. WSSDA supports requiring that the legislature only progress K-12 legislation out of committee for which an estimated fiscal impact has been determined, including an estimate of representative local cost of compliance (fiscal notes), from representative districts around the state, for any proposed state laws or administrative rules, that would impact educational programs or services. WSSDA supports requiring K-12 related legislation to have a null and void clause, eliminating the mandates, if state funding is not appropriated to implement the legislation, in accordance with the school district fiscal note. WSSDA shall advocate for and/or pursue litigation against the state when mandates are not fully funded.

Proposer Rationale

The current "Funding Safe, Healthy, Contemporary School Buildings" position includes a statement around ensuring that legislative mandates include funding for any construction costs required for implementation. That statement is more appropriate for this position, where it provides another concrete example of possible unfunded mandates.

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be amended. The Legislative Committee advanced a Do Pass recommendation because they feel this amendment strengthens the position. The position includes a statement that legislative mandates must include funding for any implementation costs.



Funding & Allocations

Amendment Proposal

Clean Amended Position

WSSDA shall initiate and/or support requiring all legislation that imposes mandates on public school districts to provide full funding for all costs necessary to implement those mandates, including incidental, administrative and non-employee, capital construction, and related costs. WSSDA supports requiring that the legislature only progress K-12 legislation out of committee for which an estimated fiscal impact has been determined, including an estimate of representative local cost of compliance (fiscal notes), from representative districts around the state, for any proposed state laws or administrative rules, that would impact educational programs or services. WSSDA supports requiring K-12 related legislation to have a null and void clause, eliminating the mandates, if state funding is not appropriated to implement the legislation, in accordance with the school district fiscal note. WSSDA shall advocate for and/or pursue litigation against the state when mandates are not fully funded.



Funding & Allocations

Amendment Proposal

40. Funding Safe, Healthy, Contemporary School Buildings

Submitted by: Lake Washington School District

Legislative Committee Recommendation: Do Pass

Current Position

WSSDA shall initiate and/or support legislation that establishes an ongoing, sustainable, and reliable source and system to amply fund safe, healthy, and contemporary school buildings. To achieve this level of funding the legislature should consider:

- Reimbursement for the sales tax receipts and TERO tax on native reservations for all school construction projects.
- Development of a new school construction funding formula that accounts for the total project cost including but not limited to: property acquisition, design and engineering fees, permitting life cycle cost analysis, and building commissioning; uses the national average for the square footage required for modern schools and the true market cost per square foot to construct, and renew schools that will remain safe, healthy, and support high-quality teaching and learning.
- Optimizing the life-cycle cost of the facility.
- Creating a funding formula that allows for construction for all school districts based upon need.
- Fund construction costs resulting from new legislation and changes in class size or graduation requirements at an enhanced level to enable districts to quickly meet the new requirements.
- Review and reduce regulations regarding construction and siting of school facilities that do not contribute to student learning; health and safety; and the affordability of siting, constructing, and maintaining school facilities.
- Remove the 30-year moratorium on School Construction funds for a building that was modernized and received prior SCAP funding if the need is to accommodate growth and add more space for unhoused students.
- Supports for the Washington Urgent Repair Grant Program, the Energy (Efficiency) Operational Savings Project Grants, and other capital budget funding programs that meet emerging or underfunded maintenance, repair and construction needs at school buildings.
- Allowing school districts to build a school outside of a county's Urban Growth Area (UGA) under the state's Growth Management Act (GMA). Legislation must be applicable to all districts in the

Proposer Rationale

This proposal substantially revises and strengthens WSSDA's legislative position on school construction funding, including the addition of simple majority for school construction bonds as a legislative priority, as well as alignment with the 9 proposals from OSPI's SCAP Revision Planning Study Final Report (November 2025).

- Every substantive element of the original position is preserved in the revised position, either directly or through incorporation into stronger, more specific language:
- Sales tax and TERO reimbursement: Retained in this position; language clarified to advocate for reimbursement of state sales tax on all projects, as well as TERO reimbursement for projects on tribal lands.
- New construction funding formula: Aligns with the recommendations around core



Funding & Allocations

Amendment Proposal

state that can demonstrate the required circumstances, and not be arbitrarily limited to only select counties or school districts.

- Incentivizing cooperative partnerships use of facilities with the local community, such as early learning providers, social service providers, community and technical colleges, and public baccalaureate institutions.
- Revisions in the current calculation of “instructional space” so school districts are not penalized by the loss of any state construction funding due to the facilities partnership.
- Any unclaimed School Construction Assistance Program (SCAP) funding at the end of the fiscal year shall not be reallocated.
- Providing flexibility for school districts that have a voter-approved capital levy to issue non-voted bonds for the purpose of constructing new school buildings.

With Proposed Amendment

WSSDA shall initiate and/or support legislation establishing funding systems for school construction that are equitable, flexible, fiscally responsible, and responsive to ever changing construction conditions, ensuring every student in Washington State has access to a safe, healthy, sustainable, and contemporary learning environment. Specific legislative priorities include:

- Placing before voters a constitutional amendment lowering the voter approval threshold for school district bonds from the current supermajority to a simple majority, removing the single greatest structural barrier to local school construction funding and SCAP eligibility statewide.
- Establishing a structured long-range capital planning framework within SCAP, with expanded planning grants and outreach support, providing the means for districts of all sizes to equitably access state funding and align with Growth Management Act principles.
- Creating a minor modernization eligibility pathway within SCAP to support smaller scale but critical facility improvements – such as HVAC, roofing, ADA compliance, and envelope upgrades – that fall below full modernization thresholds.
- Implementing a sweep funding mechanism to proactively capture and retain unclaimed SCAP bonding capacity each biennium for targeted, high-priority K-12 capital investments, rather than allowing those funds to lapse or be redirected to non-education purposes.
- Developing a voluntary prototypical Education Specification that promotes efficient, cost-effective school facility design to reduce construction and long-term operational costs and

calculation methodologies from the SCAP report's Proposal 9.

- Life-cycle cost optimization: Aligns with the prototypical Ed Spec recommendation from the SCAP report's Proposal 4.
- Need-based funding formula: Aligns with the recommendations around need-based supplemental funding from the SCAP report's Proposal 5.
- Construction costs from new legislative mandates: These costs represent unfunded mandates. Incorporated in a separate proposal to update the "Fiscal Notes and Unfunded Mandates" position.
- Removing SCAP moratorium: Aligns with the recommendations around phased modernization from the SCAP report's Proposal 7.
- Grant programs: Aligns with the recommendations around a minor modernization SCAP pathway (SCAP report Proposal 2) and SCAP sweep funding (SCAP report Proposal 3).
- No reallocation of unclaimed SCAP funds: Aligns with the recommendations around SCAP sweep funding (SCAP report



Funding & Allocations

Amendment Proposal

optimize facility life-cycle outcomes.

- Establishing need-based supplemental state funding to districts that cannot meet basic facility needs even with maximum SCAP assistance.
- Modifying SCAP policy to allow all non-SCAP funding sources - including federal grants, state grants, tribal contributions, and other local contributions - to count toward a district's required local funding match.
- Allowing school districts to pursue phased modernization of school facilities without restarting their SCAP eligibility timeline.
- Streamlining the SCAP documentation process to reduce administrative complexity and improve predictability, particularly for smaller districts with limited administrative capacity.
- Updating SCAP's core calculation methodologies to better reflect actual construction costs, regional disparities, and district fiscal capacity, with a regular review cycle to keep formulas current.
- Exempting or reimbursing school districts from state sales tax on all school construction projects, and reimbursing districts for TERO taxes incurred on construction projects on or near tribal lands.
- Maintaining school districts' authority to collect impact fees as an essential local funding source for addressing enrollment-driven capacity needs.
- Incentivizing cooperative facility partnerships between school districts and community organizations, and revising the calculation of "instructional space" so districts are not penalized through loss of state construction funding as a result of such partnerships.
- Allowing school districts to site and construct facilities outside a county's Urban Growth Area under the Growth Management Act where demonstrated need exists, with any such authorization applicable statewide.

Proposal 3).

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be amended. The Legislative Committee advanced a Do Pass because they felt the amendments will make the position statement much more action-oriented and advocacy-focused.

~~that establishes an ongoing, sustainable, and reliable source and system to amply fund safe, healthy, and contemporary school buildings. To achieve this level of funding the legislature should consider:~~

~~Reimbursement for the sales tax receipts and TERO tax on native reservations for all school construction projects.~~

~~Development of a new school construction funding formula that accounts for the total project cost including but not limited to: property acquisition, design and engineering fees, permitting life cycle cost~~



Funding & Allocations

Amendment Proposal

analysis, and building commissioning; uses the national average for the square footage required for modern schools and the true market cost per square foot to construct, and renew schools that will remain safe, healthy, and support high-quality teaching and learning.

Optimizing the life-cycle cost of the facility.

Creating a funding formula that allows for construction for all school districts based upon need.

Fund construction costs resulting from new legislation and changes in class size or graduation requirements at an enhanced level to enable districts to quickly meet the new requirements.

Review and reduce regulations regarding construction and siting of school facilities that do not contribute to student learning; health and safety; and the affordability of siting, constructing, and maintaining school facilities.

Remove the 30-year moratorium on School Construction funds for a building that was modernized and received prior SCAP funding if the need is to accommodate growth and add more space for unhoused students.

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

Allowing school districts to build a school outside of a county's Urban Growth Area (UGA) under the state's Growth Management Act (GMA). Legislation must be applicable to all districts in the state that can demonstrate the required circumstances, and not be arbitrarily limited to only select counties or school districts.

Incentivizing cooperative partnerships use of facilities with the local community, such as early learning providers, social service providers, community and technical colleges, and public baccalaureate institutions.

Revisions in the current calculation of "instructional space" so school districts are not penalized by the loss of any state construction funding due to the facilities partnership.

Any unclaimed School Construction Assistance Program (SCAP) funding at the end of the fiscal year shall not be reallocated.

Providing flexibility for school districts that have a voter-approved capital levy to issue non-voted bonds for the purpose of constructing new school buildings.



Funding & Allocations

Amendment Proposal

Clean Amended Position

WSSDA shall initiate and/or support legislation establishing funding systems for school construction that are equitable, flexible, fiscally responsible, and responsive to ever changing construction conditions, ensuring every student in Washington State has access to a safe, healthy, sustainable, and contemporary learning environment. Specific legislative priorities include:

- Placing before voters a constitutional amendment lowering the voter approval threshold for school district bonds from the current supermajority to a simple majority, removing the single greatest structural barrier to local school construction funding and SCAP eligibility statewide.
- Establishing a structured long-range capital planning framework within SCAP, with expanded planning grants and outreach support, providing the means for districts of all sizes to equitably access state funding and align with Growth Management Act principles.
- Creating a minor modernization eligibility pathway within SCAP to support smaller scale but critical facility improvements – such as HVAC, roofing, ADA compliance, and envelope upgrades – that fall below full modernization thresholds.
- Implementing a sweep funding mechanism to proactively capture and retain unclaimed SCAP bonding capacity each biennium for targeted, high-priority K-12 capital investments, rather than allowing those funds to lapse or be redirected to non-education purposes.
- Developing a voluntary prototypical Education Specification that promotes efficient, cost-effective school facility design to reduce construction and long-term operational costs and optimize facility life-cycle outcomes.
- Establishing need-based supplemental state funding to districts that cannot meet basic facility needs even with maximum SCAP assistance.
- Modifying SCAP policy to allow all non-SCAP funding sources - including federal grants, state grants, tribal contributions, and other local contributions - to count toward a district's required local funding match.
- Allowing school districts to pursue phased modernization of school facilities without restarting their SCAP eligibility timeline.
- Streamlining the SCAP documentation process to reduce administrative complexity and improve predictability, particularly for smaller districts with limited administrative capacity.
- Updating SCAP's core calculation methodologies to better reflect actual construction costs,



Funding & Allocations

Amendment Proposal

regional disparities, and district fiscal capacity, with a regular review cycle to keep formulas current.

- Exempting or reimbursing school districts from state sales tax on all school construction projects, and reimbursing districts for TERO taxes incurred on construction projects on or near tribal lands.
- Maintaining school districts' authority to collect impact fees as an essential local funding source for addressing enrollment-driven capacity needs.
- Incentivizing cooperative facility partnerships between school districts and community organizations, and revising the calculation of "instructional space" so districts are not penalized through loss of state construction funding as a result of such partnerships.
- Allowing school districts to site and construct facilities outside a county's Urban Growth Area under the Growth Management Act where demonstrated need exists, with any such authorization applicable statewide.



Funding & Allocations

Consolidation Proposal

41. Levy Authority and Local Effort Assistance (LEA)

Submitted by: Legislative Committee

Legislative Committee Recommendation: Do Pass

Current Positions

Assessed Valuation Basis for Local Effort Assistance

WSSDA will initiate and/or support legislation that bases a district's amount of Local Effort Assistance (LEA) on the prior year's property values thereby removing a possible negative financial impact on a district's already approved budget due to increases in property valuation.

Levy Authority and Local Effort Assistance

WSSDA shall initiate and/or support legislation that eliminates inequities and the differential access of school districts across the state to access levy and levy equalization (Local Effort Assistance, LEA) resources resulting from EHB 2242 (2017) by maintaining the ability for school districts to access local, voter-approved levy funding and, revising how levy authority is calculated to be based on a designated percentage of each school district's budget, and reinstating and fully, amply, and sustainably funding LEA as originally conceived in 1989 (50 percent levy equalization as a 'floor' for equalization funding) with the goal of equalizing 100 percent of the total amount levied.

However, if the current policy in EHB 2242 is maintained, levy and LEA policy needs to be adjusted by:

- Raising the amount of maximum levy funding available to districts from \$1.50/1,000AV to \$3.00/1000AV, up to \$3,000 per student;
- Increasing the LEA from \$1,500 per-pupil to \$3,000 per student to provide equity in per-pupil levy amounts across the districts; and
- Aligning the growth factors used to calculate levy and LEA annually to assure greater stability and reliability.

All state levy and LEA policies must also minimize and fund time for compliance reporting, accounting, and auditing levy fund uses.

Proposer/Committee Rationale

If a majority of assembly participants vote to adopt this proposal, three existing positions will be consolidated into a single position titled Levy Authority and Local Effort Assistance. The Resolutions and Legislative Committees proposed this and advanced a Do Pass recommendation because the association does not need multiple positions on the same topic, so this proposal merges the sentiments of the three existing positions, with a slight adjustment to ensure these numbers increase annually with inflation.



Funding & Allocations

Consolidation Proposal

Protecting Local Effort Assistance

WSSDA shall oppose legislation that reduces Local Effort Assistance (LEA) funding, which provides resources necessary to ensure equitable access to educational opportunities for students in property-poor districts.

Clean Consolidated Positions

WSSDA shall initiate and/or support legislation that eliminates inequities and the different access of school districts across the state to levy equalization (LEA) resources. Such legislation should:

- eliminate reductions to LEA funding at the state-level;
- maintain the ability for school districts to access local, voter-approved levy funding; and revise how levy authority is calculated to be based on a designated percentage of a school district's budget;
- base a district's amount of LEA on the prior year's property values, thereby removing a possible negative financial impact on a district's already approved budget due to increases in property valuation;
- reinstate and fully, amply, and sustainably fund LEA as originally conceived in 1989 (50 percent levy equalization as a 'floor' for equalization funding) with the goal of equalizing 100 percent of the total amount levied; and
- minimize and fund time for compliance reporting, accounting, and auditing of levy fund uses.

As long as the current LEA policy is maintained, levy and LEA policy needs to be adjusted by:

- raising the amount of maximum levy funding available to districts from \$1.50/\$1,000AV to \$3.00/\$1,000AV, up to \$3,000 per student;
- increasing the LEA from \$1,500 per student to \$3,000 per student to provide equity in per student levy amounts across the districts (these numbers should include annual inflationary increases); and
- aligning the growth factors used to calculate levy and LEA annually to assure greater stability and reliability.



Funding & Allocations

Retirement Proposal

42. Forest Revenue Apportionment Withholding

Submitted by: Mead School District

Legislative Committee Recommendation: Do Not Pass

Current Position

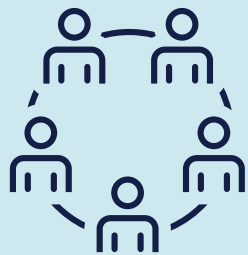
WSSDA shall initiate and/or support legislation preventing the state from withholding moneys from the state's monthly apportionment in the amount equal to state forest revenue or to the federal forest fees received by school districts from the federal government.

Proposer Rationale

Outdated, unnecessary. (See full rationale statement in proposal #01 on the consent agenda)

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Legislative Committee advanced a Do Not Pass recommendation because they believe this is an important advocacy statement to maintain. The Legislature has funded temporary “wins” regarding federal forest revenue apportionment withholding, but we continue to fight for a permanent solution. WSSDA staff is currently using this position to advocate for lasting solutions to ensure school districts receive this revenue in a timely, anticipated manner.



GOVERNANCE



Governance

Amendment Proposal

43. Effects of Social Media on Mental Health

Submitted by: Seattle Public Schools

Resolutions Committee Recommendation: Do Pass

Current Position

WSSDA believes, following the Surgeon General's guidelines, that social media can harm youth mental health, well-being, and development. Social media platforms expose young people to content that can promote unhealthy social comparisons; can exacerbate social isolation, anxiety, self-doubt, and depression; and can enable harassment, stalking and cyber bullying. We encourage districts to partner with families and health experts to follow research on social media impacts and to implement policies and procedures that align with best practices related to developmentally appropriate access and use of social media.

With Proposed Amendment

WSSDA believes, following the Surgeon General's guidelines, that social media can harm youth mental health, well-being, and development. Social media platforms expose young people to content that can promote unhealthy social comparisons; can exacerbate social isolation, anxiety, self-doubt, and depression; and can enable harassment, stalking and cyber bullying. We encourage districts to partner with families and health experts to follow research on social media impacts and to implement policies and procedures that align with best practices related to developmentally appropriate access and use of social media, including policies that limit student exposure to social media by restricting access to personal electronic devices during school.

Clean Amended Position

WSSDA believes, following the Surgeon General's guidelines, that social media can harm youth mental health, well-being, and development. Social media platforms expose young people to content that can promote unhealthy social comparisons; can exacerbate social isolation, anxiety, self-doubt, and depression; and can enable harassment, stalking and cyber bullying. We encourage districts to partner with families and health experts to follow research on social media impacts and to implement policies and procedures that align with best practices related to developmentally appropriate access and use of social media, including policies that limit student exposure to social media by restricting access to personal electronic devices during school.

Proposer Rationale

With the existing position, WSSDA has demonstrated concern for and support of limiting access to social media for youth. Adding a specification on cell phone use during school strengthens our position and provides a recommended action to address this threat to the health and well-being of our students.

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be amended. The Resolutions Committee advanced a Do Pass recommendation because they believe in the importance of districts working to limit access to personal electronic devices during school time, in ways and with policies that work for their unique needs.



Governance

Retirement Proposal

44. Board Development

Submitted by: Mead School District

Resolutions Committee Recommendation: Do Not Pass

Current Position

WSSDA believes that board orientation and continuing education are essential for effective board governance. Local boards should allocate funds and regularly participate in training sessions, self-studies and conferences to assure a high level of competency in best practices for each school director and for the board as a whole, in support of positive outcomes for students.

Proposer Rationale

Outdated, unnecessary. (See full rationale statement in proposal #01 on the consent agenda)

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Not Pass recommendation because they believe board development is critical (e.g., WSSDA conference, regional meetings, other learning) and that this is an important value statement to maintain.



Governance

Retirement Proposal

45. Educational Policy Development

Submitted by: Mead School District

Resolutions Committee Recommendation: Do Not Pass

Current Position

WSSDA believes educational policy-makers, at any level, need to include school directors on every commission, task force, or stakeholder group that directly or indirectly affects the development of K- 12 educational guidelines, regulations, or policies.

Proposer Rationale

Unnecessary, outdated. (See full rationale statement in proposal #01 on the consent agenda)

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Not Pass recommendation because they believe that school directors belong at education policy tables, and this position gives WSSDA a voice in support of that. As such, they believe this is an important value statement to maintain.



Governance

Retirement Proposal

46. Student Civil Rights

Submitted by: Mead School District

Resolutions Committee Recommendation: Do Not Pass

Current Position

WSSDA believes that the education system should support the civil rights of all students at the state and local levels.

Proposer Rationale

Unnecessary to state as a position – this is a value. (See full rationale statement in proposal #01 on the consent agenda)

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Not Pass recommendation because they believe that maintaining a strong belief statement in support of student civil rights is important.



Governance

Retirement Proposal

47. Support of Educational Service Districts

Submitted by: Mead School District

Resolutions Committee Recommendation: Do Not Pass

Current Position

WSSDA recognizes the need for the Washington educational service district network and supports full and equitable funding of its essential services.

Proposer Rationale

Unnecessary, outdated. (See full rationale statement in proposal #01 on the consent agenda)

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Resolutions Committee advanced a Do Not Pass recommendation because they believe that this is an important value statement to maintain. Educational Service Districts (ESDs) provide needed supports to school districts statewide, and have had their “core funding” reduced significantly by the Legislature in the past few years. This position is one that WSSDA can use to oppose future cuts.



Governance

New Position Proposal

48. Required Training for School Directors

Submitted by: Legislative Committee

Legislative Committee Recommendation: Do Pass

Proposed New Position

WSSDA opposes mandatory school director training requirements unless WSSDA is provided full state funding for development and delivery of required training and the state fully funds school director compensation for required training time and associated costs.

Proposer/Committee Rationale

If a majority of assembly participants vote to adopt this proposal, a new position will be created. The Legislative Committee advanced a Do Pass recommendation because they believe this proposal fills a critical gap in WSSDA's advocacy platform. The Washington State Legislature introduced a number of bills that include new training requirements for school directors, and this proposal requires WSSDA to oppose those bills unless the requirements identified in the proposal are included. These requirements ensure school directors are appropriately compensated for training requirements and that WSSDA is appropriately compensated to prepare and provide any required training at no cost to school directors.



Governance

Amendment Proposal

49. Regional Collaboration of Choice/Magnet Programs

Submitted by: Ferndale and Woodland School Districts

Legislative Committee Recommendation: Do Pass

Current Position

Regional Collaboration of Choice/Magnet Programs

WSSDA shall initiate and/or support legislation that addresses the resource challenges faced by districts in providing their students access to choice/magnet programs. To ensure equitable access to educational opportunities for all students in Washington, and to avoid duplication, the state will incentivize regional cooperation by providing operating and capital costs, and student transportation between districts when they share programs of choice/magnets within their Education Service District boundaries.

With Proposed Amendment

Regional Access to Collaboration of Choice and Specialized/Magnet Programs

WSSDA shall initiate and/or support legislation that reduces barriers and expands student access to regional choice and specialized/magnet programs, including but not limited to career and technical education (CTE), skills centers, and other inter-district offerings.

The Legislature should prioritize:

- Sustainable funding for inter-district student transportation to regional programs;
- Incentives for districts to collaborate regionally through Education Service Districts (ESD) to expand access and reduce duplication of services;
- Targeted operating support for shared programs that serve students across district boundaries, with emphasis on rural and underserved communities.

In advancing this work, the state should build upon existing regional delivery systems and

Proposer Rationale

The current position has outdated language, so we brought it up to date and restructured the same message.

Committee Rationale

If a majority of participants vote to adopt this proposal, the existing position will be amended. The Legislative Committee advanced a Do Pass recommendation because this revision updates the terminology associated with the term "magnet." This change enhances clarity and ensures that the language used reflects current standards and practices.



Governance

Amendment Proposal

partnerships to improve efficiency, access, and student outcomes.

~~To ensure equitable access to educational opportunities for all students in Washington, and to avoid duplication, the state will incentivize regional cooperation by providing operating and capital costs, and student transportation between districts when they share programs of choice/magnets within their Education Service District boundaries.~~

Clean Amended Position

Regional Access to Choice and Specialized Programs

WSSDA shall initiate and/or support legislation that reduces barriers and expands student access to regional choice and specialized programs, including but not limited to career and technical education (CTE), skills centers, and other inter-district offerings.

The Legislature should prioritize:

- Sustainable funding for inter-district student transportation to regional programs;
- Incentives for districts to collaborate regionally through Education Service Districts (ESD) to expand access and reduce duplication of services;
- Targeted operating support for shared programs that serve students across district boundaries, with emphasis on rural and underserved communities.

In advancing this work, the state should build upon existing regional delivery systems and partnerships to improve efficiency, access, and student outcomes.



Governance

Amendment Proposal

50. Attract, Recruit, and Retain Diverse School Board Directors

Submitted by: Shoreline School District

Legislative Committee Recommendation: Do Pass

Current Position

WSSDA shall initiate and/or support legislation and initiatives that promote innovative and intentional strategies to prepare, recruit, and retain individuals from diverse backgrounds and lived experiences to serve on local school boards;

- to better reflect the student populations that they serve; and
- to encourage equity across the state and remove barriers that inhibit participation on local school boards.

This shall include, but shall not be limited to:

- Proactively promote and encourage working parents, parents with younger children, and/or single parents; Black, Indigenous, and all community members of color; immigrant and multilingual residents; LGBTQIA+; and/or community members of all abilities to explore potential service as a school board director. For example,
 - Announce and inform the community about upcoming elections using the languages most commonly spoken by families in each district.
 - Provide information to the community on the process and requirements of standing for election.
 - Provide informational sessions to the community on the duties and time commitments of school board directors.
 - Simplify the qualifications necessary to serve on a local school board, to broaden the eligible candidate pool; eliminate the citizenship requirement to allow permanent, legal residents to serve.
 - Enhance the ability of all districts (especially small, low-density or low-income districts) to attract and retain a diverse school board by:
- Allowing school districts the option of providing a school board director salary to eliminate a resource barrier.
- Requiring that the choice around receiving compensation is an opt-out, instead of an opt-in,

Proposer Rationale

Providing ongoing access to training with state support and funding would ensure that the benefit of professional development and learning on best practices is not limited to individuals or districts that can dedicate funds to pay for access and participation. Increasing opportunity for directors to learn about and implement best practices will benefit school directors, boards, and ultimately our students when training in board governance is provided to and accessed by all board directors, regardless of the size or available resources of individual school districts.

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be amended. The Legislative Committee advanced a Do Pass recommendation because this will allow to provide ongoing access to training with state support and funding to ensure professional development.



Governance

Amendment Proposal

process to ensure all board members are aware of compensation options and availability.

- Allowing school board directors to access school district or state elected official benefits by clearly defining school board directors as elected officials associated with their school district or OSPI, or elected officials as part of a state entity, to eliminate a resource barrier.
- Provide an orientation, onboarding and/or mentoring process to assist new board members in learning their role, duties, and the landscape of the district.
- Providing, or reimbursing for, child care to board members during all school board functions and to the community during all public meetings, to eliminate a barrier to participation of parents and guardians.
- Requiring continued, optional virtual or telephonic participation in school board duties, to eliminate distance and travel barriers.
- Encourage flexibility around the scheduling of board meetings and other functions.
- Initiating and maintaining state funding to provide equitable distribution of school board director salary, benefits, and childcare.

With Proposed Amendment

WSSDA shall initiate and/or support legislation and initiatives that promote innovative and intentional strategies to prepare, recruit, and retain individuals from diverse backgrounds and lived experiences to serve, and be successful in governing on local school boards;

- to better reflect the student populations that they serve; and to encourage equity across the state and remove barriers that inhibit participation on local school boards; And
- to provide professional development and supports for effective governance.

This shall include, but shall not be limited to:

- Proactively promote and encourage working parents, parents with younger children, and/or single parents; Black, Indigenous, and all community members of color; immigrant and multilingual residents; LGBTQIA+; and/or community members of all abilities to explore potential service as a school board director. For example,
 - Announce and inform the community about upcoming elections using the languages most commonly spoken by families in each district.
 - Provide information to the community on the process and requirements of standing for election.



Governance

Amendment Proposal

- Provide informational sessions to the community on the duties and time commitments of school board directors.
- Simplify the qualifications necessary to serve on a local school board, to broaden the eligible candidate pool; eliminate the citizenship requirement to allow permanent, legal residents to serve.
- Enhance the ability of all districts (especially small, low-density or low-income districts) to attract and retain a diverse school board by:
 - Allowing school districts the option of providing a school board director salary to eliminate a resource barrier.
 - Requiring that the choice around receiving compensation is an opt-out, instead of an opt-in, process to ensure all board members are aware of compensation options and availability.
 - Allowing school board directors to access school district or state elected official benefits by clearly defining school board directors as elected officials associated with their school district or OSPI, or elected officials as part of a state entity, to eliminate a resource barrier.
- Provide an orientation, onboarding and/or mentoring process to assist new board members in learning their role, duties, and the landscape of the district.
- Ensure access to ongoing, high-quality training and professional development for school board directors through WSSDA, funded and equitably supported by the state, including best practices in board governance, superintendent evaluation, oversight of district budget and finances, policy development and maintenance, and improving outcomes for students.
- Providing, or reimbursing for, child care to board members during all school board functions and to the community during all public meetings, to eliminate a barrier to participation of parents and guardians.
- Requiring continued, optional virtual or telephonic participation in school board duties, to eliminate distance and travel barriers.
- Encourage flexibility around the scheduling of board meetings and other functions.
- Initiating and maintaining state funding to provide equitable distribution of school board director salary, benefits, and childcare.



Governance

Amendment Proposal

Clean Amended Position

WSSDA shall initiate and/or support legislation and initiatives that promote innovative and intentional strategies to prepare, recruit, and retain individuals from diverse backgrounds and lived experiences to serve, and be successful in governing on local school boards;

- to better reflect the student populations that they serve; and
- to encourage equity across the state and remove barriers that inhibit participation on local school boards; And to provide professional development and supports for effective governance.

This shall include, but shall not be limited to:

- Proactively promote and encourage working parents, parents with younger children, and/or single parents; Black, Indigenous, and all community members of color; immigrant and multilingual residents; LGBTQIA+; and/or community members of all abilities to explore potential service as a school board director. For example,
 - Announce and inform the community about upcoming elections using the languages most commonly spoken by families in each district.
 - Provide information to the community on the process and requirements of standing for election.
 - Provide informational sessions to the community on the duties and time commitments of school board directors.
 - Simplify the qualifications necessary to serve on a local school board, to broaden the eligible candidate pool; eliminate the citizenship requirement to allow permanent, legal residents to serve.
- Enhance the ability of all districts (especially small, low-density or low-income districts) to attract and retain a diverse school board by:
 - Allowing school districts the option of providing a school board director salary to eliminate a resource barrier.
 - Requiring that the choice around receiving compensation is an opt-out, instead of an opt-in, process to ensure all board members are aware of compensation options and availability.
 - Allowing school board directors to access school district or state elected official benefits by clearly defining school board directors as elected officials associated with



Governance

Amendment Proposal

their school district or OSPI, or elected officials as part of a state entity, to eliminate a resource barrier.

- Provide an orientation, onboarding and/or mentoring process to assist new board members in learning their role, duties, and the landscape of the district.
- Ensure access to ongoing, high-quality training and professional development for school board directors through WSSDA, funded and equitably supported by the state, including best practices in board governance, superintendent evaluation, oversight of district budget and finances, policy development and maintenance, and improving outcomes for students.
- Providing, or reimbursing for, child care to board members during all school board functions and to the community during all public meetings, to eliminate a barrier to participation of parents and guardians.
- Requiring continued, optional virtual or telephonic participation in school board duties, to eliminate distance and travel barriers.
- Encourage flexibility around the scheduling of board meetings and other functions.
- Initiating and maintaining state funding to provide equitable distribution of school board director salary, benefits, and childcare.



Governance

Retirement Proposal

51. Attract, Recruit, and Retain Diverse School Board Directors

Submitted by: Colville and Mead School Districts

Legislative Committee Recommendation: Do Not Pass

Current Position

WSSDA shall initiate and/or support legislation and initiatives that promote innovative and intentional strategies to prepare, recruit, and retain individuals from diverse backgrounds and lived experiences to serve on local school boards;

- to better reflect the student populations that they serve; and
- to encourage equity across the state and remove barriers that inhibit participation on local school boards.

This shall include, but shall not be limited to:

- Proactively promote and encourage working parents, parents with younger children, and/or single parents; Black, Indigenous, and all community members of color; immigrant and multilingual residents; LGBTQIA+; and/or community members of all abilities to explore potential service as a school board director. For example,
 - Announce and inform the community about upcoming elections using the languages most commonly spoken by families in each district.
 - Provide information to the community on the process and requirements of standing for election.
 - Provide informational sessions to the community on the duties and time commitments of school board directors.
 - Simplify the qualifications necessary to serve on a local school board, to broaden the eligible candidate pool; eliminate the citizenship requirement to allow permanent, legal residents to serve.
 - Enhance the ability of all districts (especially small, low-density or low-income districts) to attract and retain a diverse school board by:
- Allowing school districts the option of providing a school board director salary to eliminate a resource barrier.

Proposer Rationale (Colville)

WSSDA affirms in multiple positions "local control is essential to public education," and it will "support the public election...of local school directors and boards." Choosing elected leaders for public education should, as such, be at the sole discretion of the community and efforts by outside entities to influence those decisions are improper. Moreover, WSSDA's mission is to support the elected officials chosen by their community. Any effort to sway who its members are, whether directly or indirectly, is wholly inappropriate.

Proposer Rationale (Mead)

Unmanageable, this falls under existing election rules, Invites State overreach into local elections. (See full rationale statement in proposal 01 on the consent agenda)

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Legislative



Governance

Retirement Proposal

- Requiring that the choice around receiving compensation is an opt-out, instead of an opt-in, process to ensure all board members are aware of compensation options and availability.
- Allowing school board directors to access school district or state elected official benefits by clearly defining school board directors as elected officials associated with their school district or OSPI, or elected officials as part of a state entity, to eliminate a resource barrier.
- Provide an orientation, onboarding and/or mentoring process to assist new board members in learning their role, duties, and the landscape of the district.
- Providing, or reimbursing for, child care to board members during all school board functions and to the community during all public meetings, to eliminate a barrier to participation of parents and guardians.
- Requiring continued, optional virtual or telephonic participation in school board duties, to eliminate distance and travel barriers.
- Encourage flexibility around the scheduling of board meetings and other functions.
- Initiating and maintaining state funding to provide equitable distribution of school board director salary, benefits, and childcare.

Committee advanced a Do Not Pass recommendation because they believe this is an important advocacy statement to maintain. This position is WSSDA's only one focused on the needs of school directors, and it allows WSSDA to be "at the table" for conversations about legislative ideas affecting the school director role.



Governance

Retirement Proposal

52. Federal DREAM Act

Submitted by: Mead School District

Legislative Committee Recommendation: Do Not Pass

Current Position

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

Proposer Rationale

Outdated, unnecessary, outside WSSDA scope. (See full rationale statement in proposal #01 on the consent agenda)

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be retired (eliminated). The Legislative Committee advanced a Do Not Pass recommendation because they believe this is an important advocacy statement to maintain. It remains true that a process is needed to support students to become lawful U.S. residents, especially in the challenging context that many of our immigrant students are navigating.



LEARNING



Learning

New Position Proposal

53. Academic Responsibility

Submitted by: Peninsula School District

Resolutions Committee Recommendation: Do Pass

Proposed New Position

WSSDA believes the purpose of Washington's public education system is to ensure that each and every student develops a strong academic foundation through access to high-quality, standards-aligned instruction. Improving student outcomes should be the guiding principle.

This foundation includes essential knowledge and skills such as literacy, mathematics, critical thinking, and problem-solving. Public education must maintain high expectations for all students while providing the necessary supports to ensure every student has the opportunity to meet those expectations.

The state has a constitutional responsibility to fully, amply, and sustainably fund this system so that all students, regardless of starting point, background, circumstance, or ability, have access to these educational opportunities.

Proposer Rationale

The Board identified a critical gap in the Permanent Platform Position Catalog: the absence of a clear, foundational statement affirming that the primary responsibility of public education is to provide every student with a solid academic foundation. While the catalog includes positions addressing standards-aligned instruction, assessment, and literacy, it does not explicitly establish this core responsibility as the organizing principle for the system.

This proposed position addresses that gap by establishing, with clarity and certainty, that improving academic outcomes for every student must remain the central focus of public education. It reinforces the importance of high-quality, standards-aligned instruction and assessment practices, alongside a strong emphasis on literacy as a foundational skill.

At the same time, it upholds our commitment to equity through the intentional addressing of achievement gaps. Further, it affirms that the state maintains a duty to fully, amply, and sustainably fund this effort.

Establishing this expectation as a foundational principle ensures that all policies, decisions, and actions are aligned to this core criteria.

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, a new position will be created. The Resolutions Committee advanced a Do Pass recommendation because they believe this proposal codifies an important belief to ensure a strong academic foundation is part of Washington's public education system.



Learning

New Position Proposal

54. Early Learning

Submitted by: Shoreline School District

Resolutions Committee Recommendation: Do Pass

Proposed New Position

WSSDA believes that each child's opportunity for success within the PK-12 school system and beyond begins with access to high-quality early learning across all settings and spaces that serves every child's developmental, educational, cultural, social, and personal growth needs.

Proposer Rationale

Early learning is the foundation for, and integrally interconnected with, every child's journey in PK-12. These early years are some of the most critical for brain, body, language, and social-emotional development. From home to family to community to preschool and beyond, every space where a child 0-5 is being cared for is a place where early learning occurs and should be seen, understood, and supported as such; notably as this is part of each student's preparation for PK-12 school and beyond.

While we have legislative positions around some specific early learning approaches and a permanent position for "a coordinated and comprehensive state plan," we do not have a foundational position that affirms our membership's collective belief in the importance of early learning and how it ties to each child's opportunity in the school districts we serve.

This position would create that long-standing commitment for our membership.

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, a new position will be created. The Resolutions Committee advanced a Do Pass recommendation because they believe this proposal codifies an important belief statement in support of our state's youngest learners and a system that meets the needs of each child and family.



Learning

New Position Proposal

55. Inclusive Schools

Submitted by: Lake Washington School District

Resolutions Committee Recommendation: Do Pass

Proposed New Position

WSSDA believes that inclusion is an essential component of a high-quality public education. Inclusive schools promote a sense of belonging for each and every student by providing a learning environment where they are valued, welcomed, and supported to achieve at high levels. Difference is not a deficit to be corrected; every child brings strengths, gifts, and challenges that contribute to a stronger school community. All students benefit from learning alongside peers with varied backgrounds, abilities, and experiences, within instructional environments intentionally designed to meet the needs of all kinds of learners.

Proposer Rationale

Behavioral scientist Arthur Chan has observed, "Diversity is a fact. Equity is a choice. Inclusion is an action. Belonging is an outcome." This framing is instructive: Unlike diversity, which simply describes the composition of our schools, inclusion is something that schools - and school boards - must build through deliberate actions. Yet WSSDA's current positions have relatively little to say about inclusion. This proposed new permanent position aims to fill that gap by providing a strong definition of inclusion and the benefits of inclusive schools. It undergirds WSSDA's existing legislative positions related to special education, multilingual learners, equity-based funding, professional development, and the full range of student support services.

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, a new position will be created. The Resolutions Committee advanced a Do Pass recommendation because they believe this proposal advances an important belief statement supporting Washington's public education system functioning in an inclusive way for each and every student.



Learning

New Position Proposal

56. Safe School Environments: Prevention, Reporting, and Response to Sexual Harassment and Misconduct

Submitted by: Mercer Island School District

Resolutions Committee Recommendation: Do Pass

Proposed New Position

WSSDA believes that all students and staff are entitled to safe and respectful learning environments free from sexual harassment and sex-based misconduct.

WSSDA recognizes the important governance role of school boards in overseeing prevention, reporting, and response systems related to sexual harassment and sex-based misconduct and supports ongoing education for school board directors to strengthen their ability to fulfill that role.

Proposer Rationale

Washington school districts are responsible for maintaining safe and respectful learning environments free from sexual harassment and sex-based misconduct under federal Title IX and state nondiscrimination laws. While districts have policies addressing prevention, reporting, and response, school boards often receive limited guidance regarding their governance role in monitoring these systems.

Existing WSSDA positions support safe learning environments broadly but do not explicitly recognize the governance role of school boards in holding their school system accountable to prevent, intervene, report, and respond to sexual harassment and sex-based misconduct.

This position affirms that governance role and supports ongoing education for school board directors to strengthen their ability to fulfill that responsibility, collaborate with their district leadership, and help maintain student and community trust in district systems.

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, a new position will be created. The Resolutions Committee advanced a Do Pass recommendation because they believe this proposal contains an important value statement for WSSDA uplifting the importance of learning environments being safe from sexual harassment and sex-based misconduct.



Learning

New Position Proposal

57. Technology, Development, and Learning

Submitted by: Seattle Public Schools

Resolutions Committee Recommendation: Do Not Pass

Proposed New Position

WSSDA believes that technology can benefit our students and society, including by increasing equitable access to information and resources. Students benefit from direct instruction on how to use technology to augment their own creative and critical thinking.

WSSDA also recognizes the risks of over-reliance and negative impact to youth and developing learners that must be addressed. Student access to and use of cell phones and other personal electronic devices during the school day is distracting to student learning, contributes to isolation, bullying, and harassment, and can be detrimental to student mental health and safe, welcoming school environments. District-provided devices and electronic curriculum increase opportunities for students to engage in non-instructional activities and create distractions and additional classroom management challenges, and increased usage of devices impedes important developmental physical activities, including fine motor skills. Artificial intelligence poses risks to student data privacy, interferes with and reduces critical thinking and problem-solving ability, and hinders social development through attachments to AI companions.

We encourage districts to partner with families to adopt common-sense, evidence-based policies, with accommodations as appropriate for student IEP or 504 plans, including those that:

- Restrict student personal electronic device access for the school day and eliminate school-required smartphone or social media use.
- Set limits on "screen time" and over-reliance on electronic curriculum and digital instructional activities during the school day, following evidence-based guidelines for screen use by age or school level.
- Ensure that curriculum adoptions include tangible and consumable components that

Proposer Rationale

Washington State is a leader in the field of technology, and our kids need education that prepares them to engage with a modern world where interpersonal skills and critical thinking are highly valued. This means teaching them to use technology to their benefit, navigate challenges, make human connections, and grow up with some freedom and common sense trial-and-error through engaging and interacting off screens.

We need to define limits to support appropriate use of technology so that use in school supplements, but does not supplant, age- and developmentally appropriate high-quality instruction with professional educators. Intentional implementation and use of technology can ensure our students access the benefits while our school districts are aware of and make efforts to mitigate risks to child learning and development.

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, a new position will be created. The Resolutions Committee advanced a



Learning

New Position Proposal

are used in the physical classroom and promote instructional activities that support social and relational skills, fine motor skills and motor processing including handwriting.

- Put guardrails around the use of AI in the classroom and by the district to prioritize student learning, critical thinking, and building empathy and social awareness, including teaching children about the limitations and potential misinformation from AI and clarifying when students may or may not use generative AI in their work.

Do Not Pass recommendation because they believe this proposal is overly prescriptive for all school districts and could infringe on local flexibility. Many school districts already have robust policies in place regarding mobile devices in schools.



Learning Amendment Proposal

58. Enrollment Options

Submitted by: Lake Washington School District

Resolutions Committee Recommendation: Do Pass

Current Position

WSSDA believes that school districts should provide maximum flexibility for students to attend those schools which accommodate their individual educational, child-care, safety and welfare needs. However, WSSDA believes that open enrollment, whether intra-district, inter-district or interstate, should not be mandated by federal or state law.

With Proposed Amendment

WSSDA believes that school districts should provide maximum flexibility for students to attend those schools which accommodate their individual educational, child-care, safety and welfare needs. WSSDA encourages districts to explore transfer policies that reduce unnecessary barriers for families, without compromising the ability to manage enrollment and resources responsibly. Where capacity allows, districts should structure their transfer policies to provide families with predictability and continuity of enrollment, recognizing that stability in school placement supports student success and strengthens community engagement with the public education system.

However, WSSDA believes that open enrollment, whether intra-district, inter-district or interstate, should not be mandated by federal or state law.

Clean Amended Position

WSSDA believes that school districts should provide maximum flexibility for students to attend those schools which accommodate their individual educational, child-care, safety and welfare needs. WSSDA encourages districts to explore transfer policies that reduce unnecessary barriers for families, without compromising the ability to manage enrollment and resources responsibly. Where capacity allows, districts should structure their transfer policies to provide families with predictability and continuity of enrollment, recognizing that stability in school placement supports student success and

Proposer Rationale

Washington's enrollment landscape has shifted significantly since this position was last amended in 2009. Many districts now have capacity for non-assigned students where they did not before. Meanwhile, increasing numbers of families - more aware than ever of alternatives to public education - are making active choices about where their children learn. Choice transfers are an underutilized tool for retaining those families within the public school system. Under current state law, districts have more flexibility in structuring their transfer policies than many realize. While families must resubmit their choice transfer request annually, nothing in state law prevents a receiving district from guaranteeing approval for the duration of a schooling level (elementary, middle, high) - or even multiple schooling levels - so that a family's decision to transfer doesn't come with the annual anxiety of wondering whether that transfer will hold. Yet many districts default to more restrictive policies than the law requires, creating exactly that uncertainty. Such policies can deter families from pursuing transfers, and fuel more disruptive remedies such as transfer of territory petitions, at significant cost to both districts and families. This



Learning Amendment Proposal

strengthens community engagement with the public education system.

However, WSSDA believes that open enrollment, whether intra-district, inter-district or interstate, should not be mandated by federal or state law.

proposal affirms that a student attending a neighboring district on a choice transfer is a better outcome than one who leaves public education entirely. It updates the position to reflect current enrollment realities, encourages districts to revisit policies that may be unnecessarily restrictive, and affirms that where capacity exists, predictability and continuity of enrollment for families should be a goal, rather than an afterthought. It also preserves the longstanding protection against mandated open enrollment, recognizing that local control over enrollment management remains essential.

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be amended. The Resolutions Committee advanced a Do Pass recommendation, highlighting the importance of updating the existing position to better support students' transfers. The committee hopes to encourage school districts to carefully reconsider and, if needed, adjust any existing regulations that may be overly restrictive. This isn't just for military students; it benefits all students. The goal is to prioritize what truly serves the students rather than focusing solely on financial aspects. The committee recognizes that an element of stability is missing from the current statement.



Learning

Amendment to New Position Proposal

A59. School Cell Phone Policies

Submitted by: Seattle Public Schools

Legislative Committee Recommendation: Do Pass

New Position as Originally Proposed

School Cell Phone Policies

WSSDA shall initiate and/or support legislation that creates a clear, consistent, statewide standard for addressing student personal electronic devices that includes a requirement that personal electronic devices be off and inaccessible to students throughout the entire school day/during instructional time.

Such legislation must include exceptions for students requiring accommodations as included in an IEP or 504 plan or for language access, and must be clear that students may not be subject to exclusionary discipline for violation of only the personal device use policy. Legislation should allow flexibility for local district implementation including:

- Defining any additional exceptions to the "off and away for the day" requirement.
- Defining enforcement and disciplinary mechanisms (except that exclusionary discipline may not be considered.)
- Identifying how and where phones must be stored during the school day.

New Position with Proposed Amendment

Student Personal Electronic Devices School Cell Phone Policies

WSSDA shall initiate and/or support legislation that creates a clear, consistent, statewide standard for addressing student personal electronic devices that includes a requirement that at a minimum limits student use of personal electronic devices during instructional time. ~~personal electronic devices be off and inaccessible to students throughout the entire school day/during instructional time.~~

Such legislation must include exceptions for students requiring accommodations as included in

Proposer Rationale

The Legislative Committee provided feedback on the underlying position proposal that was taken into consideration and is reflected in both the position amendment and the edits to the rationale statement. We hope that updating the proposal to reflect the feedback can support a "Do Pass" recommendation from the committee.

The Governor has announced that a statewide cell phone policy is a priority for the upcoming legislative session, and WSSDA should have a position on it and a voice in the development of the legislation.

<https://www.phonefreeschoolsreport.org/#>

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the amendment will be adopted. The Legislative Committee advanced a Do Pass recommendation because they feel these suggested changes allow WSSDA a position to influence the already-known legislative proposals on this



Learning

Amendment to New Position Proposal

an IEP or 504 plan or for language access, and must be clear that students may not be subject to exclusionary discipline for violation of only the personal device use policy. Legislation should allow flexibility for local district implementation including:

- Defining any additional exceptions or limitations. ~~to the "off and away for the day" requirement~~
- Defining enforcement and disciplinary mechanisms (except that exclusionary discipline may not be considered.)
- Identifying how and where phones must be stored during the school day.

topic from the perspective of more flexibility than bell-to-bell policies.

Clean New Position with Proposed Amendment

Student Personal Electronic Devices

WSSDA shall initiate and/or support legislation that creates a clear, consistent, statewide standard for addressing student personal electronic devices that includes a requirement that at a minimum limits student use of personal electronic devices during instructional time.

Such legislation must include exceptions for students requiring accommodations as included in an IEP or 504 plan or for language access, and must be clear that students may not be subject to exclusionary discipline for violation of only the personal device use policy. Legislation should allow flexibility for local district implementation including:

- Defining any additional exceptions or limitations.
- Defining enforcement and disciplinary mechanisms (except that exclusionary discipline may not be considered.)
- Identifying how and where phones must be stored during the school day.



Learning

New Position Proposal

59. School Cell Phone Policies

Submitted by: Seattle Public Schools

Legislative Committee Recommendation: Do Not Pass

Proposed New Position

WSSDA shall initiate and/or support legislation that creates a clear, consistent, statewide standard for addressing student personal electronic devices that includes a requirement that personal electronic devices be off and inaccessible to students throughout the entire school day/during instructional time. Such legislation must include exceptions for students requiring accommodations as included in an IEP or 504 plan or for language access, and must be clear that students may not be subject to exclusionary discipline for violation of only the personal device use policy. Legislation should allow flexibility for local district implementation including:

- Defining any additional exceptions to the "off and away for the day" requirement.
- Defining enforcement and disciplinary mechanisms (except that exclusionary discipline may not be considered.)
- Identifying how and where phones must be stored during the school day.

Proposer Rationale

34+ states require school districts to adopt a personal device/cell phone policy, and Washington is lagging in taking action to benefit learning, student well-being, and school climate. There is a fast-growing body of evidence showing a positive impact on students when schools go phone-free bell-to-bell, including an increase in instructional time, focus, and participation as teachers regain minutes lost to device management, lowered exposure to social media that has been shown to increase anxiety and sleep disruption, more collaboration and less harassment and cyber-bullying, increased educator satisfaction as they can focus more on teaching and less on device monitoring, and increased student safety and privacy, including minimizing confusion during response to an emergency.

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, a new position will be created. The Legislative Committee advanced a Do Not Pass recommendation because they believe this proposal would require WSSDA to advocate for legislation that is overly prescriptive for all school districts and that would infringe on local flexibility. Many school districts already have robust policies in place regarding mobile devices in schools.



Learning Amendment Proposal

60. Artificial Intelligence Technology (1)

Submitted by: Edmonds School District

Legislative Committee Recommendation: Do Pass

Current Position

WSSDA shall initiate and/or support legislation that establishes the following for generative artificial intelligence (AI) technologies:

- Support for innovative, equitable, and responsible practices and approaches to utilize generative AI throughout the K-12 education system.
- A regulatory authority that establishes, and provides ongoing oversight of, standards for ethics, content, interaction requirements, and privacy for these technologies
- Fully, amply, and equitably funds professional development for educators and staff on understanding how these technologies work, how to recognize and counteract the inherent biases and issues that exist within them, and how to use them as effective and ethical learning and teacher resource tools.

With Proposed Amendment

WSSDA shall initiate and/or support legislation that establishes the following for generative a regulatory framework for the use of artificial intelligence (AI) technologies in K-12 schools that will:

- Ensure that students develop critical thinking, reading, problem solving, and interpersonal skills;
- Make certain that AI systems do not eliminate, reduce, or replace the creative, critical, student-facing work of educators currently performed by humans;
- Protect the privacy of student data;
- Minimize the negative environmental consequences of AI; and
- ~~Support for innovative, equitable, and responsible practices and approaches to utilize generative AI throughout the K-12 education system.~~
- ~~A regulatory authority that establishes, and provides ongoing oversight of, standards for~~

Proposer Rationale

The existing position supports the use of generative AI throughout the K-12 education system. Evidence is clear that the use of generative AI, especially by young students, allows them to off-load their thinking, which has a negative impact on their cognitive development, critical thinking, creativity, and content knowledge. Furthermore, students often use AI for companionship, so they do not learn how to form relationships or recover from setbacks, become less resilient, and damage their mental health and emotional well-being. With the proper regulatory framework, we can safeguard the learning process, center human relationships, secure student data, and protect the environment.

Committee Rationale

If a majority of participants vote to adopt this proposal, the existing position will be amended. The Legislative Committee advanced a Do Pass recommendation because a proper regulatory framework is



Learning Amendment Proposal

~~ethics, content, interaction requirements, and privacy for these technologies~~

- Fully, amply, and equitably funds professional development for educators and staff on understanding how these technologies work, how to recognize and counteract the inherent biases and issues that exist within them, and how to use them as effective and ethical learning and teacher resource tools.

needed to support students' cognitive development, and the framework can be built at a slower pace. The committee sees that privacy protection is already covered in the existing language.

Clean Amended Position

WSSDA shall initiate and/or support legislation that establishes a regulatory framework for the use of artificial intelligence (AI) technologies in K-12 schools that will:

- Ensure that students develop critical thinking, reading, problem solving, and interpersonal skills;
- Make certain that AI systems do not eliminate, reduce, or replace the creative, critical, student-facing work of educators currently performed by humans;
- Protect the privacy of student data;
- Minimize the negative environmental consequences of AI; and
- Fully, amply, and equitably funds professional development for educators and staff on understanding how these technologies work, how to recognize and counteract the inherent biases and issues that exist within them, and how to use them as effective and ethical learning and teacher resource tools.



Learning Amendment Proposal

61. Artificial Intelligence Technology (2)

Submitted by: Lynden School District

Legislative Committee Recommendation: Do Pass

Current Position

WSSDA shall initiate and/or support legislation that establishes the following for generative artificial intelligence (AI) technologies:

- Support for innovative, equitable, and responsible practices and approaches to utilize generative AI throughout the K-12 education system.
- A regulatory authority that establishes, and provides ongoing oversight of, standards for ethics, content, interaction requirements, and privacy for these technologies.
- Fully, amply, and equitably funds professional development for educators and staff on understanding how these technologies work, how to recognize and counteract the inherent biases and issues that exist within them, and how to use them as effective and ethical learning and teacher resource tools.

With Proposed Amendment

WSSDA shall initiate and/or support legislation that establishes the following for generative artificial intelligence (AI) technologies:

- Support for innovative, equitable, and responsible practices and approaches to utilize generative AI throughout the K-12 education system.
- ~~A regulatory authority that establishes, and p~~Provides ongoing oversight of, standards for ethics, content, interaction requirements, and privacy for these technologies while protecting local school board authority to design and implement innovative programs that meet community needs.
- Fully, amply, and equitably funds professional development for educators and staff on understanding how these technologies work, how to recognize and counteract the inherent biases and issues that exist within them, and how to use them as effective and

Proposer Rationale

This position is shortsighted and will not result in the intended positive outcomes, especially if AI starts to replace staffing and other duties within a school district. It does not include language on local authority of school boards which is rather egregious. Schools are increasingly becoming dependent on modern technology that the balance needed for what's between will inevitably be lost. It is a slippery slope. This position should be amended to include guardrails such as local control of school boards as well as the communities they serve.

Committee Rationale

If a majority of participants vote to adopt this proposal, the existing position will be amended. The Legislative Committee advanced a Do Pass because they appreciated references to local school board authority to design and implement programs that work for them.



Learning Amendment Proposal

ethical learning and teacher resource tools.

Clean Amended Position

WSSDA shall initiate and/or support legislation that establishes the following for generative artificial intelligence (AI) technologies:

- Support for innovative, equitable, and responsible practices and approaches to utilize generative AI throughout the K-12 education system.
- Provide ongoing oversight of standards for ethics, content, interaction requirements, and privacy for these technologies while protecting local school board authority to design and implement innovative programs that meet community needs.
- Fully, amply, and equitably funds professional development for educators and staff on understanding how these technologies work, how to recognize and counteract the inherent biases and issues that exist within them, and how to use them as effective and ethical learning and teacher resource tools.



Learning Amendment Proposal

62. Graduation Requirements and Pathways

Submitted by: Legislative Committee

Legislative Committee Recommendation: Do Pass

Current Position

WSSDA shall initiate and/or support legislation that clarifies the minimum graduation requirements, to include:

- Reducing total credits required for graduation to 20 credits.
- Define the minimum components of a High School and Beyond Plan (HSBP) which is freely accessible online for students, families, and districts.
- Provides multiple pathways options.
- Expand carer and technical education opportunities.
- Support the implementation of the Mastery-Based Learning Working Group recommendations submitted to the Legislature in December 2020.
- Allow for other course equivalencies for personalized pathways.
- Award a high school diploma based on successful attainment of state-mandated credit requirements.

With Proposed Amendment

WSSDA shall initiate and/or support legislation that clarifies the minimum graduation requirements, to include:

- Reducing total credits required for graduation to 20 credits.
- ~~Define the minimum components of a High School and Beyond Plan (HSBP) which is freely accessible online for students, families, and districts.~~
- Provides multiple pathways options.
- Expand carer and technical education opportunities.
- Support the implementation of the Mastery-Based Learning Working Group recommendations submitted to the Legislature in December 2020.
- Allow for other course equivalencies ~~for personalized pathways.~~
- Award a high school diploma based on successful attainment of state-mandated credit requirements.

Proposer/Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be amended. The Legislative Committee advanced a Do Pass recommendation because (1) the High School and Beyond Plan point in the existing position has been met with the new online platform, so it can be celebrated as a win and be removed and (2) the statement removal of "for personalized pathways" on the point on equivalencies broadens the position to advocate for supporting all equivalencies for all students, particularly in math and language arts. The State Board of Education (SBE) is preparing to propose updates to graduation requirements during the upcoming legislative session, and this amendment ensures we have an up-to-date position statement to engage in that conversation.



Learning Amendment Proposal

Clean Amended Position

WSSDA shall initiate and/or support legislation that clarifies the minimum graduation requirements, to include:

- Reducing total credits required for graduation to 20 credits.
- Provides multiple pathways options.
- Expand carer and technical education opportunities.
- Support the implementation of the Mastery-Based Learning Working Group recommendations submitted to the Legislature in December 2020.
- Allow for other course equivalencies.
- Award a high school diploma based on successful attainment of state-mandated credit requirements.



Learning

Amendment to Amendment Proposal

A63. Gun Violence Prevention

Submitted by: Seattle Public Schools

Legislative Committee Recommendation: Do Pass

Amended Position as Originally Proposed

In the interest of school safety, WSSDA shall initiate and/or support legislation calling for gun violence prevention that may include but not be limited to laws and initiatives that:

- Promote gun violence prevention, adequately fund public-health research and education on firearms-related issues, and materially advance the coordinated delivery of mental health prevention and intervention programs between schools and communities.
- Reject arming of any additional (beyond current laws) school staff for any purpose, and will maintain existing regulation of firearms at school and will not support any effort to arm educators or staff.
- Support the existing regulation banning firearms from schools as detailed under RCW 9.41.280 and support additional legislation that reduces risk of mass casualty events such as safe storage of firearms.
- Limit youth access to firearms, including strengthened safe storage strategies and accountability measures for adults who allow unauthorized access, recognizing that reducing unsupervised youth access to guns is critical to preventing shootings, suicide, and accidental injury.

Amended Position with Proposed Amendment

In the interest of school safety, WSSDA shall initiate and/or support legislation calling for gun violence prevention that may include but not be limited to laws and initiatives that:

- Promote gun violence prevention, adequately fund public-health research and education on firearms-related issues, and materially advance the coordinated delivery of mental health prevention and intervention programs between schools and communities.
- Reject arming of any additional (beyond current laws) school staff for any purpose, and will maintain existing regulation of firearms at school and will not support any effort to arm educators or staff.
- Support the existing regulation banning firearms from schools as detailed under RCW

Proposer Rationale

Feedback from the Legislative Committee was that there were concerns about the position proposal not reflecting local district conditions, culture, and related activities. We updated the proposal and rationale to clarify that unauthorized access by youth is the same according to the law in all parts of Washington State, and that this position would not infringe upon supervised youth activities such as trap shooting and hunting.

In the interest of school and student safety, WSSDA should specifically advocate for measures that reduce the chances of a child obtaining a firearm outside of authorized, lawful, organized activities directly supervised by an adult, such as hunting and trap shooting, as is consistent with state law on possession.

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the amendment will be adopted. The Legislative Committee advanced a Do Pass



Learning

Amendment to Amendment Proposal

9.41.280 and support additional legislation that reduces risk of mass casualty events such as safe storage of firearms.

- Limit unauthorized youth access to firearms, ~~including through~~ strengthened safe storage strategies and accountability measures for adults who allow unauthorized access, recognizing that reducing unsupervised youth access to guns is critical to preventing shootings, suicide, and accidental injury.

recommendation because they feel the amendments focus the proposal on **unauthorized** youth access to firearms, which is an important distinction.

Clean Amended Position with Proposed Amendment

In the interest of school safety, WSSDA shall initiate and/or support legislation calling for gun violence prevention that may include but not be limited to laws and initiatives that:

- Promote gun violence prevention, adequately fund public-health research and education on firearms-related issues, and materially advance the coordinated delivery of mental health prevention and intervention programs between schools and communities.
- Reject arming of any additional (beyond current laws) school staff for any purpose, and will maintain existing regulation of firearms at school and will not support any effort to arm educators or staff.
- Support the existing regulation banning firearms from schools as detailed under RCW 9.41.280 and support additional legislation that reduces risk of mass casualty events such as safe storage of firearms.
- Limit unauthorized youth access to firearms through strengthened safe storage strategies and accountability measures for adults who allow unauthorized access, recognizing that reducing unsupervised youth access to guns is critical to preventing shootings, suicide, and accidental injury.



Learning Amendment Proposal

63. Gun Violence Prevention

Submitted by: Seattle Public Schools

Legislative Committee Recommendation: Do Not Pass

Current Position

In the interest of school safety, WSSDA shall support legislation calling for gun violence prevention.

- Promote gun violence prevention, adequately fund public-health research and education on firearms-related issues, and materially advance the coordinated delivery of mental health prevention and intervention programs between schools and communities, as they are likely more effective than stand-alone programs.
- Reject arming of any additional (beyond current laws) school staff for any purpose, and will maintain existing regulation of firearms at school and will not support any effort to arm educators or staff.
- Support the existing regulation banning firearms from schools as detailed under RCW 9.41.280 and support additional legislation that reduces risk of mass casualty events such as safe storage of firearms.

With Proposed Amendment

In the interest of school safety, WSSDA shall initiate and/or support legislation calling for gun violence prevention that may include but not be limited to laws and initiatives that:-

- Promote gun violence prevention, adequately fund public-health research and education on firearms-related issues, and materially advance the coordinated delivery of mental health prevention and intervention programs between schools and communities, ~~as they are likely more effective than stand-alone programs.~~
- Reject arming of any additional (beyond current laws) school staff for any purpose, and will maintain existing regulation of firearms at school and will not support any effort to arm educators or staff.
- Support the existing regulation banning firearms from schools as detailed under RCW 9.41.280 and support additional legislation that reduces risk of mass casualty events such as safe storage of firearms.
- Limit youth access to firearms, including strengthened safe storage strategies and

Proposer Rationale

Guns are a leading cause of death among children in the US and our students are increasingly at risk of harm when guns are accessible by youth. Guns are used in more than half of youth suicides, and 90% of suicide attempts with a gun are fatal, compared to 4% fatal for attempts not involving a gun. 79% of youth firearm suicides involve guns belonging to family members.

74% of school-age shooters obtained their weapon from their own home, or the home of a friend or relative. Unsafe storage is also the primary driver of accidental shootings among youth. In the interest of school and student safety, WSSDA should specifically advocate for measures that reduce the chances of a child obtaining a firearm. Limiting youth access to guns saves lives. Other minor edits provide consistency with other Legislative Position language, and clarity and word tense consistency.



Learning Amendment Proposal

accountability measures for adults who allow unauthorized access, recognizing that reducing unsupervised youth access to guns is critical to preventing shootings, suicide, and accidental injury.

Clean Amended Position

In the interest of school safety, WSSDA shall initiate and/or support legislation calling for gun violence prevention that may include but not be limited to laws and initiatives that:

- Promote gun violence prevention, adequately fund public-health research and education on firearms-related issues and materially advance the coordinated delivery of mental health prevention and intervention programs between schools and communities.
- Reject arming of any additional (beyond current laws) school staff for any purpose and will maintain existing regulation of firearms at school and will not support any effort to arm educators or staff.
- Support the existing regulation banning firearms from schools as detailed under RCW 9.41.280 and support additional legislation that reduces risk of mass casualty events such as safe storage of firearms.
- Limit youth access to firearms, including strengthened safe storage strategies and accountability measures for adults who allow unauthorized access, recognizing that reducing unsupervised youth access to guns is critical to preventing shootings, suicide, and accidental injury.

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be amended. The Legislative Committee advanced a Do Not Pass recommendation because they felt the amendment, which focused on "limiting youth access to firearms," would be challenging for WSSDA to advocate for in a way that is representative of all school districts given the differences in viewpoints and community needs for districts across the state.



Learning Amendment Proposal

64. Reduce Barriers to Post-Secondary Education

Submitted by: Lynden School District

Legislative Committee Recommendation: Do Not Pass

Current Position

WSSDA shall initiate and/or support legislation that reduces barriers for students from underserved groups to transition to post-secondary education. This could include things such as:

- Making the eligibility requirements for the College Bound Program the same as for the Washington College Grant program.
- Developing programs to address the basic needs of students when moving to post-secondary education, such as:
 - Child care
 - Food insecurity
 - Housing insecurity
 - Mental health support
 - Financial security
- Make it easier to get college credits in high school via courses or examinations.
- Get college credit for prior knowledge via assessments and/or work-based education.
- Streamline the FAFSA/WASFA application process.

With Proposed Amendment

WSSDA shall initiate and/or support legislation that reduces barriers for students from underserved groups to transition to post-secondary education. This could include things such as:

- Making the eligibility requirements for the College Bound Program the same as for the Washington College Grant program.
- ~~Developing programs to address the basic needs of students when moving to post-secondary education, such as:~~
 - ~~○ Child care~~
 - ~~○ Food insecurity~~

Proposer Rationale

OSPI has programs that provide credits and pathways for post-secondary courses such a running start and more, hence, to put burden on school districts to go beyond the education responsibility and support only "underserved groups" for housing, food and health support is unjust to K-12 taxpayers as well as other students who deserve the equal opportunities and advocacy.

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be amended. The Legislative Committee advanced a Do Not Pass recommendation because they feel this position is important to maintain in its existing form. One example shared during their committee discussion highlighted the importance of advocating for basic needs programs to support foster youth (an underserved group), as these supports can be discontinued for students once they turn 18. The committee feels this position should remain in its current form in support of reducing barriers to post-secondary education.



Learning Amendment Proposal

- ~~Housing insecurity~~
- ~~Mental health support~~
- ~~Financial security~~

- Make it easier to get college credits in high school via courses or examinations.
- Get college credit for prior knowledge via assessments and/or work-based education.
- Streamline the FAFSA/WASFA application process.

Clean Amended Position

WSSDA shall initiate and/or support legislation that reduces barriers for students from underserved groups to transition to post-secondary education. This could include things such as:

- Making the eligibility requirements for the College Bound Program the same as for the Washington College Grant program.
- Make it easier to get college credits in high school via courses or examinations.
- Get college credit for prior knowledge via assessments and/or work-based education.
- Streamline the FAFSA/WASFA application process.



Learning Amendment Proposal

65. Removing Barriers to Innovation in Public Schools

Submitted by: Lynden School District

Legislative Committee Recommendation: Do Pass

Current Position

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

With Proposed Amendment

WSSDA shall initiate and/or support legislation that provides public schools the same opportunities as charter schools to create innovative programming based on outcomes not tied to mandated seat time, staffing, grade levels, or operational restrictions, and that further protects local school board authority to design and implement innovative programs that meet community needs.

Clean Amended Position

WSSDA shall initiate and/or support legislation that provides public schools the same opportunities as charter schools to create innovative programming based on outcomes not tied to mandated seat time, staffing, grade levels, or operational restrictions, and that further protects local school board authority to design and implement innovative programs that meet community needs.

Proposer Rationale

Strengthens the position by explicitly tying innovation to local board authority.

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be amended. The Legislative Committee advanced a Do Pass recommendation because they agree that this amendment supports and amplifies local flexibility to design and implement innovative programs.



Learning Amendment Proposal

66. Student Access to Supports, Activities, and Services

Submitted by: Lynden School District

Legislative Committee Recommendation: Do Not Pass

Current Position

WSSDA will initiate and/or support legislation that advances student access to supports, activities, and services that are offered for the purpose of responding to academic, social, physical, mental, and emotional needs of students within the public K-12 system. Supports and services may include, but are not limited to Associated Student Body (ASB) and student leadership opportunities, clubs, athletics, performance groups, and/or academic competitions.

Students should be able to participate in any supports, activities, and services in which they have need or interest, and not be prohibited from access to any supports or services based on their protected classes to include sex, race and color, religion and creed, national origin, sexual orientation, gender identity and gender expression, disability and the use of a trained dog guide or service animal, or economic status/inability to pay.

With Proposed Amendment

WSSDA will initiate and/or support legislation that advances student access to supports, activities, and services that are offered for the purpose of responding to academic, social, physical, mental, and emotional needs of students within the public K-12 system. Supports and services may include, but are not limited to Associated Student Body (ASB) and student leadership opportunities, clubs, athletics, performance groups, and/or academic competitions.

~~Students should be able to participate in any supports, activities, and services in which they have need or interest, and not be prohibited from access to any supports or services based on their protected classes to include sex, race and color, religion and creed, national origin, sexual orientation, gender identity and gender expression, disability and the use of a trained dog guide or service animal, or economic status/inability to pay.~~

Proposer Rationale

The removed language is regulated by both constitution and law. This position muddies non-discrimination laws by adding words like “economic status” when it's not even protected class in K-12 public education that is already a right, free of cost to students within its boundaries. This will align the language with existing laws.

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be amended. The Legislative Committee advanced a Do Not Pass recommendation because they feel this position is important to maintain in its existing form. The committee believes that WSSDA's advocacy should support all students, with specific categories identified (as they are in the existing position) that have otherwise been used discretionarily to determine student access to supports, activities, and services.



Learning Amendment Proposal

Clean Amended Position

WSSDA will initiate and/or support legislation that advances student access to supports, activities, and services that are offered for the purpose of responding to academic, social, physical, mental, and emotional needs of students within the public K-12 system. Supports and services may include, but are not limited to Associated Student Body (ASB) and student leadership opportunities, clubs, athletics, performance groups, and/or academic competitions.



Learning Amendment Proposal

67. Transition to Kindergarten

Submitted by: Lynden School District

Legislative Committee Recommendation: Do Not Pass

Current Position

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

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

With Proposed Amendment

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

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

Proposer Rationale

Strengthens the position's focus on local responsiveness in early learning programming.

Committee Rationale

If a majority of assembly participants vote to adopt this proposal, the existing position will be amended. The Legislative Committee advanced a Do Not Pass recommendation because they felt the amendments in this proposal could deter the Legislature from systematically advancing transition-to-kindergarten (TTK) programs.



Learning Amendment Proposal

kindergarten classroom.

- Adding additional student eligibility restrictions.

Clean Amended Position

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

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



Learning Consolidation Proposal

68. Supporting Multilingual Learners

Submitted by: Legislative Committee

Legislative Committee Recommendation: Do Pass

Current Positions

Multilingual Learner (ML)/Transitional Bilingual Instruction Program (TBIP)

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

Multilingual Learners

WSSDA shall initiate and/or support legislation that ensures multilingual learner (ML) students have equal meaningful access to quality public schools and instruction. This includes but is not limited to:

- Increasing the basic education allocation to fully fund Dual Language Programs.
- Creating a grant program for school districts to implement dual language programs for ML and native English-speaking students.
- Supporting school districts with certificated staff working in classrooms with ELL students to add to their highly qualified status by completing a certificated ML or Bilingual education endorsement.
- Including language acquisition coursework and cultural responsiveness training as part of the core requirements of teacher education programs.
- Developing academic language interim assessment tools to measure growth toward mastery of English Language Development Standards, in addition to the state's annual measures of progress in academic English language learning.

Proposer/Committee Rationale

If a majority of assembly participants vote to adopt this proposal, two existing positions will be consolidated into a single position titled Supporting Multilingual Learners. The Legislative Committee proposed this and advanced a Do Pass recommendation because the association does not need multiple positions on the same topic, so this proposal simply merges the two positions into one.

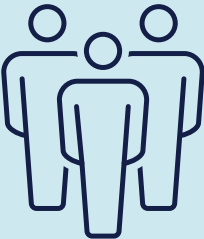


Learning Consolidation Proposal

Clean Consolidated Positions

WSSDA shall initiate and/or support legislation that fully, amply, and equitably funds:

- The actions outlined for OSPI, districts, schools, and classrooms in the Multilingual Learner Statewide Strategic Plan, and the recommendations of the Quality Education Council (QEC) for the Transitional Bilingual Instruction Program (TBIP).
- Updating the eligibility definition in the TBIP to include Native American students who are not meeting academic standards.
- Dual Language programs as part of the basic education allocation.
- Certificated staff adding to their highly qualified status by completing a certificated Multilingual Learner (ML) or Bilingual education endorsement.
- The inclusion of language acquisition coursework and cultural responsiveness training as part of the core requirements of teacher education programs.
- Developing academic language interim assessment tools to measure growth toward mastery of English Language Development Standards, in addition to the state's annual measures of progress in academic English language learning.



STAFF



Staff

Consolidation Proposal

69. Strikes & Labor Disputes

Submitted by: Resolutions and Legislative Committees

Resolutions and Legislative Committees' Recommendation: Do Pass

Current Positions:

Strikes and Labor Disputes (Permanent Position):

WSSDA believes that strikes are not a productive means of settling disputes in public education

Strikes and Labor Disputes (Legislative Position):

WSSDA shall initiate and/or support legislation that would:

- Clarify that strikes by public school employees and certificated personnel, as a means of settling disputes in public education, are illegal, as referenced in RCW 41.56.120.
- Remove mandatory binding arbitration as the means of resolving impasses in negotiations.
- Impose penalties upon either party who fails to participate in impasse resolution processes and other required procedures designed to promote agreement before the beginning of school.

Clean Consolidated Positions:

WSSDA believes that strikes are not a productive means of settling disputes in public education and shall initiate and/or support legislation that would:

- Clarify that strikes by public school employees and certificated personnel are illegal, as referenced in RCW 41.56.120.
- Remove mandatory binding arbitration as the means of resolving impasses in negotiations.
- Impose penalties upon either party who fails to participate in impasse resolution processes and other required procedures designed to promote agreement before the beginning of school.

Proposer/Committee Rationale

If a majority of assembly participants vote to adopt this proposal, two existing positions will be consolidated into a single position titled Strikes and Labor Disputes. The Resolutions and Legislative Committees proposed this and advanced a Do Pass recommendation because the association does not need multiple positions on the same topic, so this proposal simply merges the two positions into one.



Staff

Amendment Proposal

70. Attract, Recruit, and Retain Diverse Staff

Submitted by: Lynden School District

Legislative Committee Recommendation: Do Pass

Current Position

WSSDA shall initiate and/or support legislation and initiatives that promote innovative and intentional strategies to prepare, recruit, and retain individuals from diverse backgrounds that better reflect the student populations served in each district. Strategies should encourage equity in staffing across the state, remove barriers that further staffing shortages, and be developed in a process that includes and centers those with the personal lived experiences underrepresented in education staff across the state, including efforts to ensure the ability of hard-to-staff, small, or property-poor districts to attract and retain staff.

For teachers:

- Promote state-to-state reciprocal agreements and eliminate additional testing for out-of-state graduates/credential holders to significantly increase the pool of available teachers and reduce the teacher shortage.
- Create state-level incentives for teachers and support staff to consider hard-to-staff schools that would help reduce the “bidding wars” that pit one district against others.
- Hire individuals who have graduated from qualified international or out-of-state college/university teacher preparation programs.
- Change Professional Educators Standards Board (PESB) rules to allow for emergency certification of qualified candidates, including those with baccalaureate degrees from out-of-state or international institutions.
- Maintain or increase funding for alternative routes to:
 - Teacher certification that allow pathways for classified instructional employees (paraeducators) to attain a teaching certificate, and
 - Principal certification that allow districts the option of hiring school principals who have not worked in a classroom, as long as they are enrolled in an alternative route program and meet the experience and leadership requirements of the district prioritizing staff who are representative of the student population in the district, staff of color, or multilingual staff.
- Link state conditional college scholarships and loan repayment with federal conditional scholarship and

Proposer Rationale

Hiring practices should be based on merit and requirements that are free of discrimination, favor or preferences that can't be applied neutrally and equally. This position, as written, while having good intentions, promotes lower standards for both certificated teachers and para educators that can have adverse effects on student learning outcomes. If equality is the goal, then, WSSDA should create a position that asks the legislature for a comeback of the salary table which was in effect before McCleary that reduces the disproportionate effects of small, rural and property poor school districts. It is the lack thereof that is causing the inequity to grow.

Committee Rationale

If a majority of assembly participants vote to adopt this



Staff

Amendment Proposal

loan repayment programs in exchange of teaching service in high need K-12 schools - including areas such as special education, math, science, and teachers with bilingual abilities. Linkage would maximize the benefit of state dollars.

- Proactively promote and encourage opportunities for students of color, bilingual students, and/or students from diverse backgrounds to explore the teaching profession when they are in high school.

For paraeducators:

- Remove the requirement of an Associates or Bachelor's degrees as a prerequisite for a paraeducator to work in any program.
- Increase allocation for paraeducators in the prototypical funding model.
- Establish and fund minimum paraeducator professional development requirements.

For all staff:

- Develop pathways for identifying, codifying, and addressing racism, sexism, and other offensive acts experienced by diverse prospective candidates, current employees, and separated employees.

With Proposed Amendment

WSSDA shall initiate and/or support legislation and initiatives that promote innovative and intentional strategies to prepare, recruit, and retain individuals from diverse backgrounds that better meet the needs and reflect the student populations served in each district. Strategies should encourage equity in staffing across the state, remove barriers that further staffing shortages, and be developed in a process that includes and centers those with the personal lived experiences underrepresented in education staff across the state, including efforts to ensure the ability of hard-to-staff, small, or property-poor districts to attract and retain staff.

For teachers:

- Promote state-to-state reciprocal agreements and eliminate additional testing for out-of-state graduates/credential holders to significantly increase the pool of available teachers and reduce the teacher shortage.
- Create state-level incentives for teachers and support staff to consider hard-to-staff schools that would help reduce the "bidding wars" that pit one district against others.
- Hire individuals who have graduated from qualified international or out-of-state college/university teacher preparation programs.
- Change Professional Educators Standards Board (PESB) rules to allow for emergency certification of qualified candidates, including those with baccalaureate degrees from out-of-state or international

proposal, the existing position will be amended. The Legislative Committee advanced a Do Pass recommendation because they agree that advocacy to attract, recruit, and retain staff who meet students' needs and reflect the student populations served in each district is important.



Staff

Amendment Proposal

institutions.

- Maintain or increase funding for alternative routes to:
 - Teacher certification that allow pathways for classified instructional employees (paraeducators) to attain a teaching certificate, and
 - Principal certification that allow districts the option of hiring school principals who have not worked in a classroom, as long as they are enrolled in an alternative route program and meet the experience and leadership requirements of the district prioritizing staff who are representative of the student population in the district, staff of color, or multilingual staff.
- Link state conditional college scholarships and loan repayment with federal conditional scholarship and loan repayment programs in exchange of teaching service in high need K-12 schools - including areas such as special education, math, science, and teachers with bilingual abilities. Linkage would maximize the benefit of state dollars.
- Proactively promote and encourage opportunities for students of color, bilingual students, and/or students from diverse backgrounds to explore the teaching profession when they are in high school.

For paraeducators:

- Remove the requirement of an Associates or Bachelor's degrees as a prerequisite for a paraeducator to work in any program.
- Increase allocation for paraeducators in the prototypical funding model.
- Establish and fund minimum paraeducator professional development requirements.

For all staff:

- Develop pathways for identifying, codifying, and addressing racism, sexism, and other offensive acts experienced by diverse prospective candidates, current employees, and separated employees.

Clean Amended Position

WSSDA shall initiate and/or support legislation and initiatives that promote innovative and intentional strategies to prepare, recruit, and retain individuals from diverse backgrounds that better meet the needs and reflect the student populations served in each district. Strategies should encourage equity in staffing across the state, remove barriers that further staffing shortages, and be developed in a process that includes and centers those with the personal lived experiences underrepresented in education staff across the state, including efforts to ensure the ability of hard-to-staff, small, or property-poor districts to attract and retain staff.



Staff

Amendment Proposal

For teachers:

- Promote state-to-state reciprocal agreements and eliminate additional testing for out-of-state graduates/credential holders to significantly increase the pool of available teachers and reduce the teacher shortage.
- Create state-level incentives for teachers and support staff to consider hard-to-staff schools that would help reduce the “bidding wars” that pit one district against others.
- Hire individuals who have graduated from qualified international or out-of-state college/university teacher preparation programs.
- Change Professional Educators Standards Board (PESB) rules to allow for emergency certification of qualified candidates, including those with baccalaureate degrees from out-of-state or international institutions.
- Maintain or increase funding for alternative routes to:
 - Teacher certification that allow pathways for classified instructional employees (paraeducators) to attain a teaching certificate, and
 - Principal certification that allow districts the option of hiring school principals who have not worked in a classroom, as long as they are enrolled in an alternative route program and meet the experience and leadership requirements of the district prioritizing staff who are representative of the student population in the district, staff of color, or multilingual staff.
- Link state conditional college scholarships and loan repayment with federal conditional scholarship and loan repayment programs in exchange of teaching service in high need K-12 schools - including areas such as special education, math, science, and teachers with bilingual abilities. Linkage would maximize the benefit of state dollars.
- Proactively promote and encourage opportunities for students of color, bilingual students, and/or students from diverse backgrounds to explore the teaching profession when they are in high school.

For paraeducators:

- Remove the requirement of an Associates or Bachelor’s degrees as a prerequisite for a paraeducator to work in any program.
- Increase allocation for paraeducators in the prototypical funding model.
- Establish and fund minimum paraeducator professional development requirements.

For all staff:

- Develop pathways for identifying, codifying, and addressing racism, sexism, and other offensive acts experienced by diverse prospective candidates, current employees, and separated employees.

notes

Coversheet

Travel with Students

Section:	VI. Action Items
Item:	A. Travel with Students
Purpose:	
Submitted by:	
Related Material:	Travel with Students - Missoula, MT.pdf

2026-27 School Year Extra Curricular / Travel with Students*September 18-19 2026*

Per Policy 2320: Field Trips, Excursions and Outdoor Education, The board recognizes that field trips, when used as a device for teaching and learning integral to the curriculum, are an educationally sound and important ingredient in the instructional program of the schools. Such trips can supplement and enrich classroom activities by providing learning experiences in an environment beyond the classroom. Field trips that take students out of the state or keep students out of the district overnight must be approved in advance by the board. Outdoor education resident school plans will be presented to the board for annual approval. The superintendent has the authority to approve all other field trips.

Green = Elementary, Purple = Juvvets, Gold = Middle School, Blue = High School

SCHOOL	SPORT/ACTIVITY	DESTINATION	DATES
Deer Park High School	Cross Country	Missoula, MT	09/18 - 09/19 2026