

# Issaquah School District School Board Handbook 202~~5~~3

## OVERVIEW

The Issaquah School District has approximately 19,000 students and over 2,7900 full- and part-time staff members. Spread out over 110 square miles in the foothills of the Cascade Mountains, our District is comprised of 16 elementary schools, six middle schools, three comprehensive high schools, and one innovative choice high school. Our schools are located in East King County, including the cities of Sammamish, Issaquah, Newcastle, Renton, and Bellevue. The District also runs the educational program at the State's Echo Glen Children's Center in Snoqualmie, WA.

### ROLES OF THE SCHOOL BOARD AND SUPERINTENDENT

The Board's most critical role is to hire a ~~S~~uperintendent and to monitor the leader's performance in meeting the goals of the organization without violating typical standards of practice. The Superintendent's role is to make the decisions necessary to achieve the goals as established by the Board and to be responsible for those decisions and the outcomes.

A formal evaluation of the Superintendent is conducted annually near the end of the academic year in June. This evaluation is comprised of:

- A summary based on the data derived during the year from monitoring the Board's ~~Ends-Results~~ and ~~Operational Expectations~~ ~~Executive Limitations~~ policies.
- Conclusions based upon the Board's prior action during the year relative to the Superintendent's reasonable interpretation of each ~~EndResult~~, whether each ~~End-Result~~ has been achieved or reasonable progress has been made toward its achievement;
- Conclusions based upon the Board's prior action during the year relative to whether the Superintendent has reasonably interpreted and operated within the boundaries established by the ~~Executive Limitations~~~~Operational Expectations~~ policies.

It is the responsibility of the Board President to initiate the annual review and complete the final report no later than the week of the last board meeting in June. The entire Board will generally meet in two executive sessions held in the spring to provide input to the evaluation report.

The Superintendent's employment contract is reviewed annually as part of the annual evaluation. State law does not allow for contracts longer than three (3) years (per RCW 28A.330.100(1) and RCW 28A.400.010). Nonetheless, a typical practice is to annually add an additional year to the contract after satisfactory review of the ~~S~~uperintendent so that the contract has a rolling three-year term.

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## INDUCTION AND DEVELOPMENT OF NEW BOARD MEMBERS

### Mentors

A senior board member is assigned to each new board member to act as an informal support and sounding board for protocol and negotiating the maze of public education.

### WSSDA Annual Conference – Third Week of November

The winner of a school board election is sworn in ~~on during~~ the first board meeting in December; however, the Washington Administrative Code (WAC) allows successful candidates to attend the November WSSDA (Washington State School Directors Association) Conference in ~~place substitute~~ of the ~~retiring~~ board member ~~they are replacing~~. New board members are strongly recommended to attend the special “early bird” sessions on the first day of the WSSDA Conference that are designed to provide basic knowledge on the functioning of the state education system. During the next three days of the conference, courses especially helpful for new board members are ~~marked identified~~ to create a pathway to acquire ~~helpful-useful~~ skills and knowledge.

The conferences provide time away from local school board business for board members to interact informally, become better acquainted, and build understanding and trust and thereby create a new cohesive team ~~around the new board members~~.

### Open Government Training – Course Requirement

~~Board members are subject to the Washington~~ Open Public Meetings Act (OPMA). As a result, ~~instituted in 2014~~, each new board member must take ~~the~~ Open Government training course within 90 days of taking the oath of office. The course is conveniently offered at the WSSDA Conference.

### Policy Coherent Governance (CG) PG

~~Few~~ Most new board members will ~~not~~ have had ~~any~~ experience with ~~this the mode of governance governance model utilized by the Board, with that has~~ its own unique vocabulary and protocols. Sessions on ~~PG board governance~~ are often presented at the WSSDA Conference. In addition, the mentor, Board President and Superintendent will support the new member personally as needed ~~and provide a copy of the book, Good Governance is a Choice, by Randy Quinn and Linda Dawson.~~ The Board President and Superintendent, when appropriate, will also arrange for local training in the NW region or ~~bring engage~~ a ~~PG governance~~ consultant for the entire Board and administrative team as a study session.

### SCHOOL BOARD GOVERNANCE

~~Policy Governance~~ is a system of policies and procedures by which an organization's board provides oversight of the organization. ~~PG~~, developed by John Carver, is a specific system of governance that provides specific objectives (i.e. Ends) that the organization must strive to accomplish while not violating basic standards of practice (i.e. Executive Limitations). The Coherent Governance approach gives the ~~S~~superintendent management responsibility for the day-to-day operations while allowing the board to set clear Operational Expectations rooted in its values. This approach uses more accessible language and strengthens the board's ability to advocate for students and schools. The School Board's core responsibility is to define a clear vision, mission and student-

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focused Results that guide district priorities. These Results are regularly reviewed and updated as needed. The Superintendent's performance is measured through monitoring reports, which are presented to the Board and aligned with the Board's Operational Expectations (OE) and Results (R). The board's oversight of the organization is enacted by modifying the Ends and Executive Limitations to guide the organization's goals and to limit the actions taken by the Superintendent and administration to achieve those goals. The critical component of PG is that the Board does not direct the organization or its employees on the actions (i.e. Means) to be taken to achieve the goals. The only direct oversight the Board exerts over the organization is hiring the chief executive (i.e. Superintendent), monitoring that person's performance on achieving the Ends while complying with the Executive Limitations, and either renegotiating or terminating the Superintendent's contract. [The Lighthouse Governance model developed by the government of New South Wales is similar to PG.]

See <https://www.isd411.org/about-us/school-board/governance-policies> for all policies established and maintained by the Board.

### Results

Ends-Results are the outcomes results for students that the Board expects the organization to achieve. In Issaquah, the Ends-Results are areas of knowledge and skill that all students must master by graduation in order to successfully live and compete in today's dynamic global environment. The Vision, Mission, and Ends-Results set the educational direction for the entire District. The Ends-Results are fluid, always under scrutiny, and always subject to modification.

- The Board monitors progress in achieving the Ends-Results of the organization through periodic reports (typically annually) from the Superintendent to the Board—Ends-Results Monitoring Reports.
- After each Results-Ends Monitoring Report, the Board reviews and comments upon the Superintendent's progress in meeting the Ends-Results. The Board then determines whether or not to accept the monitoring report, which becomes part of the Superintendent's annual evaluation. This system of reporting and immediate feedback leads to an annual evaluation with no surprises for the Superintendent.

### Operational Expectations

Operational Expectations (OEs) Executive Limitations (ELs) are the boundaries placed upon the executive's actions as the Superintendent guides the organization towards achieving the Ends. The ELs typically reflect the values of the Board, as they limit the Means rather than the Ends; are a set of statements reflecting the Board's values about a number of operational functions and areas, all intended to guide the Superintendent's decisions about those functions. OE policies state both those conditions and actions the Board expects to happen, as well as those it prohibits.

- The Board monitors the Superintendent's compliance with the Executive Limitations Operational Expectations through periodic (typically annually) reports from the Superintendent to the Board — Executive Limitations Operational Expectations Monitoring Reports.
- Some EL-OE Monitoring Reports will be discussed and voted on by the Board in open session while others will be reviewed by the Board on the consent agenda. Any Board member can remove a report from the consent agenda at any time and place it on the regular agenda.

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- The Board will periodically review its ~~Executive Limitations~~Operational Expectations to determine if modifications are necessary. ~~To tighten or loosen control over the Superintendent, the Board can increase or decrease the limitations on the Superintendent's ability to take certain actions.~~
- There must be a high level of trust between the Board and the Superintendent for this system of self-reporting compliance to be effective. If trust is lacking, the Board may require outside verification of compliance. The only routine outside verification process for the Issaquah School District is the annual financial audit performed on all school districts by the Washington State Auditor's Office.

#### ~~Board~~/Superintendent Linkage Relationship Policies

~~Board~~/Superintendent Linkage Relationship (B/SRL) policies define the responsibilities of the Board and the responsibilities of the Superintendent. In the ~~B/SRLs~~, the Board delegates to the Superintendent the responsibility for all decisions in running the organization to meet the goals. The ~~B/SRLs~~ also contain the procedures by which the Board monitors and evaluates whether the Superintendent has made progress towards achieving the organizational ~~Ends-Results~~ and whether he or she has stayed in compliance with the ~~Operational Expectations~~ Executive Limitations.

#### Governance ~~Process-Culture~~ Policies

Governance ~~Process-Culture~~ Policies (GCPs) are the policies that guide the Board's internal operations, annual calendar of meetings and reports, the roles of the various ~~B~~board members, and basic standards of board performance and behavior.

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#### Operational Governance Policies

Operational Governance Policies (OGPs) are derived from the WSSDA Board Operating Policies—1000 Series. This is a comprehensive list of standardized operating policies based on Washington State law or regulations. The Superintendent and staff support the Board in updating these policies.

### BOARD CODE OF CONDUCT

#### The Board's Code of Conduct – Governance ~~Process-Culture~~ Policy GCP-6

This policy addresses the ethical, professional and lawful conduct required of ~~B~~board members toward the board, staff and community.

### SCHOOL BOARD COMMUNICATIONS

#### Communications with the Media

- As the spokesperson of the Board, only the Board President should respond to questions from the media about the Board's decisions, freeing other members to refer all questions to the Board President.
- For news events, the Board President will refer the media to the Superintendent or the Executive Director of Communications ~~& Strategy~~ for consistent messaging.

- When expressing their opinions on matters or events affecting the district, **B**oard members should clarify that they are speaking for themselves, not for the Board as a whole. They should support and explain Board votes, not undermine them, even if they opposed the decision.

#### Communicating with **O**ther Board Members or the Superintendent

- As a courtesy, email inquiries to the Board are acknowledged by the Superintendent’s Executive Assistant. More detailed responses, if necessary, will be coordinated by the Board President and the Superintendent’s Executive Assistant.
- Board member to **B**oard member two- way communication by any means is permissible; however, see the restrictions and recommendations below.
- Board members should refrain from emailing all **B**oard members at one time to limit any actual or perceived violations of the Open Public Meetings Act. Informational emails are permissible, but the email should clearly state that responses are to be sent to the sender only; never “reply all.” Emails that need to go to the entire Board may also be forwarded to the Executive ~~Secretary-Assistant~~ to the Superintendent, the exception being scheduling questions for which “responding all” for expediency sake is appropriate.
- Board members should use only their district-issued email accounts and district-supplied technology devices for all district- and board-related communications and not home devices for these purposes.
- Board members should communicate directly only with the Superintendent or designees as defined by the Superintendent per ~~B/SRL-2~~. Communications with other district staff should be handled through the Superintendent.
- A **B**oard member may have occasion to communicate with district staff in his or her role as a parent or a member of an outside organization. In this case, the **B**oard member should use a personal email account rather than a district account, and should make clear that the communication is not school board related.

## MEETINGS

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### BOARD BUSINESS MEETINGS AND EXPECTATIONS

#### Open Public Meetings Act (OPMA)

Board decisions occur only by majority vote of a quorum of three or more members in a regularly advertised open public meeting. Three or more **B**oard members meeting face-to-face or electronically outside of a regularly scheduled public meeting to discuss board business is a violation of the OPMA, punishable by fine.

#### Regular Board (Business) Meetings

Business meetings are held on the second and fourth Thursday of a month at 6:00 pm, generally in the district office board-room, and regular attendance is expected (duration 2-4 hours). Work study sessions are usually scheduled prior to board meetings at 5:00 pm. Board members may join the meeting via Zoom if unable to attend in-person. However, in-person attendance is highly encouraged.

### Notice of Absences

A **B**oard member should notify the Board President and/or the Superintendent in advance of anticipated or unplanned absences from any board event.

### Excessive Absences

All absences from regular board meetings unless due to illness are treated as unexcused absences. A majority of the Board may excuse a **B**oard member's absence from a meeting if requested to do so. If a Board Director is on active duty or training status with the military, the Board shall grant an extended leave of absence to cover the period of service or training-- (See OGP-3). -The current RCW 28A.343.390 allows for the removal of a **B**oard member after four (4) consecutive unexcused absences from regular board meetings. If a **B**oard member has four consecutive unexcused absences, the Board will make a decision regarding the removal of a **B**Board member on a case-by-case basis.

### Agenda

The agenda for a school board meeting is available to the Board by Friday afternoon preceding a Thursday board meeting.

**Addressing Questions:** If a **B**Board member has a question about a specific item on the agenda, he/she should contact the Board President and the Superintendent no later than the Tuesday preceding the board meeting.

- The goal is to have legitimate questions thoughtfully considered and answered in the meeting or, for clarifying questions or background information, to allow the Superintendent time to email all **B**Board members with the requested information prior to the meeting.
- It is improper for **B**Board members to engage in "gotcha" questioning regarding district operations, including asking about individual personnel matters.

### Consent Agenda Items, Clarifying Questions

While **B**Board members may send informational questions on these items, it is generally understood that the consent agenda items are routine operating items of the district, under the purview of the **S**uperintendent and the administration and not topics for lengthy board discussion. However, some consent agenda items may address issues of sufficient district or community importance to warrant a presentation during the meeting for information only. Monitoring reports for [Executive Limitations](#)[Operational Expectations](#) may sometimes be included on the consent agenda. An item may be removed from the consent agenda and be placed on the regular agenda upon the request of any one **B**Board member.

### Meeting Preparation

It is expected that each and every **B**Board member will have read and gained a sufficient level of understanding regarding the items on the board agenda before attending a board meeting. While this does not preclude robust discussions and questions at a board meeting, it does place responsibility on each **B**Board member to come to meetings prepared ([usually 1-3 hours of prep time is required](#)).

### Treatment of the Audience

Members of the public who have signed up to address the ~~Board~~ on topics not on the board agenda are allotted up to two minutes each at the beginning of the meeting. Board members are expected to listen attentively but the Board does not respond to public ~~input~~comment. The Board President acknowledges the speaker and may direct concerns to appropriate staff without establishing dialog. During the business meeting, the Board President will allow for public ~~input~~comment on specific agenda items.

### Rules of Order

The Board loosely follows Robert's Rules of Order.

### ANNUAL CALENDAR

Additional types of meetings, expectations for board attendance and scheduling (estimated hours per year for each activity):-

#### Work Study Sessions (scheduled prior to most regular meetings, 30 - 90 minutes)

Open to the public, but the public may only observe, not ask questions or give public input. No board business is conducted. **Board attendance expected.**

At the Board's request, time is provided for more involved presentations and on specified topics by the Superintendent and the executive team or an outside consultant. Work Study sessions typically occur prior to a regular board meeting.

#### Linkages-Engagements or Focus Group Discussions (scheduled five to six times per year, 1 – 2 hours)

Open to the public, no board business. Held at the district office, various schools or city council chambers, and at convenient times for each group, often connected with a light repast if over mealtime. **Board attendance expected.**

The Board holds five to six community linkages-engagements throughout the year as a way to connect with and listen to the community, students, families, partner organizations, professionals, and others. The Superintendent, administrators and staff attend the linkages to facilitate and record the community feedback. Under Policy-Coherent Governance, the Board must be responsive to all owners of the district, including property owners and voters, beyond the typical groups from which we hear, customers (i.e. parents and students) and employees.

#### Retreats (scheduled twice per year, each 16 hours over two days)

School Board retreats serve as a time for reflection, planning, and strategic thinking, helping Board members gain a shared understanding of the district's needs, issues, and opportunities, and to improve teamwork. Retreats are oOpen to the public, but the public may only observe, not ask questions nor give public input. No board business takes place. Retreats are scheduled on dates convenient to the Board and Superintendent, and are usually held at the district office. **Board attendance expected.**

The agenda is set by the Board President with input from other board members and the Superintendent.

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### Executive Sessions (as needed, 0.5 to 1.5 hours)

[These meetings are advertised](#), but closed to the public and usually connected to a business meeting.

**Board attendance expected.**

Legal stipulations (Open Public Meetings Act):

- Seven allowed topics, commonly real estate considerations, contracts, and personnel matters.
- Start & finish documented in brief open sessions. Minutes give generic topic only. [The Board reports](#)~~Report~~ to public if running over and sets [a](#) new finish time.
- For deliberation and discussion only. Votes must be taken in subsequent public session.
- All discussion and specific topics must be kept confidential, including from friends and family members.

[School Improvement Plan \(SIP\) Review](#) (scheduled over ~~three~~ ~~or four~~ meetings in ~~Jan/Feb/Mar~~ ~~Nov/Dec~~, 3 hours each)

[School Improvement Plans are required for every school in Washington State \(WAC 180-16-220 \(2\)\(b\)\). This guide will serve toward supporting schools in the continuous school improvement planning process using research-based practices to improve educational outcomes for all students and eliminate opportunity gaps.](#) The Board reviews each School Improvement Plan (SIP) over the course of ~~three~~ ~~or four~~ meetings. **Board attendance expected.**

### Quasi-Judicial Hearings (as needed, 0.5 to 1.5 hours)

Occasionally the Board will hear an appeal in a quasi-judicial hearing. [Quasi-judicial hearings are closed to the public.](#) **Board attendance expected.**

### Special Events

[The Board attends](#) High School Graduation Ceremonies in June, Ground Breakings, and New Facilities Dedications.

**School board members are strongly encouraged to attend** these special events in the school year ~~and are personally rewarded for doing so.~~ Board members will rotate accepting the graduating class at each of the high schools.

### Washington State School Directors Association (WSSDA) Regional Meetings (twice per year, in evening with meal, 3 – 4 hours)

We are in WSSDA Region 2, comprised of school districts within the Puget Sound Educational Service District in King County and the Bainbridge Island School District. Meetings are generally held at one of the 20 school districts in Region 2. **Board attendance encouraged.**

These meetings are professional development opportunities, typically with a dinner, an update from WSSDA staff and staff of the Office of the Superintendent of Public Instruction (OSPI), and then an open discussion among all the participants.

### WSSDA Annual Conference (the week before Thanksgiving, 3 – 4 days)

Site alternates between [Seattle](#)/Bellevue (odd years, Thursday to Sunday) and Spokane (even years, Wednesday to Saturday), with special early bird sessions for new ~~B~~board members on the first day. **All ~~B~~board members and the Superintendent are strongly encouraged to attend.**

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The conference is the premier in-state educational and networking event for school directors and superintendents.

#### WSSDA Annual Legislative Conference (two days, Sunday – Monday, in Jan, Feb or Mar)

Held in Olympia during the current Legislative session, this conference is also sponsored by Washington Association of School Administrators (WASA) & Washington Association of School Business Officials (WASBO). It involves educational updates from legislators, the Governor, OSPI and the three sponsoring professional associations as well as advocacy time with our 5<sup>th</sup>, 41<sup>st</sup>, and 11<sup>th</sup> District Legislators in their offices. **All Board members and the Superintendent are strongly encouraged to attend.**

#### National School Board Association (NSBA) Annual Conference (3 days Saturday - Monday, in Mar or Apr)

Held in major city convention halls around the country, this is the premier school board conference that brings in some of the biggest names in education and nationally known speakers. **All Board members and the Superintendent are strongly encouraged to attend.**

### MEETINGS AND CONTACT WITH THE PUBLIC

#### Official Channels for Contact:

The Board's group email address is [schoolboard@issaquah.wednet.edu](mailto:schoolboard@issaquah.wednet.edu). This email address is publicized on the Board's webpage. [Email to this alias](#) goes to the entire Board, ~~and Superintendent, and Executive Assistant~~. While we have individual board email addresses for internal communication, we are elected at large and have chosen [to utilize this](#) joint communication methods.

If a Board member receives an individual email from a staff, parent or community member to their district account, the Board member should reply and ~~cc~~ [CC](#) the Superintendent's [Executive Assistant and Board President, if appropriate](#), or forward [it](#) to the Superintendent and Board President for assistance with a response.

Individual Board members have district email addresses and telephone numbers listed in the Board Profiles on the district website. [Individual correspondence is recorded in board meeting minutes.](#)

#### Unofficial Channels

Unofficial channels are those not provided by the district, ~~besides the grocery store.~~

If ~~you a~~ [Board member is](#) contacted through ~~your~~ [his or her](#) private email, these email communications about the district should be forwarded to ~~your~~ [the Board member's](#) district email first and replied to through ~~your~~ [the](#) district email address. This allows for retention of records through the district, not ~~your~~ [through the Board member's](#) private computer. (See Public Records Act.) Any email or text messages relating to school board business can be requested by a member of the public. If ~~you a~~ [Board member](#) uses ~~his or her~~ [your](#) personal computer or cell phone for these purposes, they are subject to search.

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### Suggested Protocol for Interaction

Listen attentively and make no promises to intervene.

Encourage interaction at lowest level, starting with the classroom teacher, ~~next~~ followed by Principal, Executive Directors and lastly the Superintendent.

Report concerns to the Superintendent.

## SCHOOL BOARD

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### Board Officer and Committees

The Board President is elected by a majority of the Board during the first board meeting in December. The duties of the Board President include being the spokesperson for the Board as a whole, presiding over board meetings, establishing board meeting agendas in conjunction with the immediate past president of the Board, planning retreats, appointing a mentor for any newly appointed or elected Board member and leading the Superintendent's annual performance review in June. The duties of the Board President are outlined in more detail in GCP-5, *Chief Governance Officer's Role*.

The Legislative Representative is elected by a majority vote of the Board for a two-year term in December of even-numbered years. The Legislative Representative's responsibilities include following state and federal legislation to share important developments with the Board. In addition, the Legislative Representative is the Board's representative to WSSDA regarding legislative actions and attends, if possible, WSSDA's General Assembly in late September. The duties of the Legislative Representative are outlined in more detail in GCP-11, *Legislative Representative's Role*.

Committees: Occasionally the Board may formally establish a Board Committee consisting of Board members. Board committees ordinarily will assist the Board by preparing policy alternatives, implications and recommendations for board deliberations. However, a two-person work group of Board members (sometimes referred to as a sub-committee) is not considered a Board Committee.

### Board Technology Use

All Board members are provided an Issaquah School District email address for all school board related communication to better comply with the state Open Public Meetings Act, Public Records Act, and records retention law and rules. In addition, there is an email address ([schoolboard@issaquah.wednet.edu](mailto:schoolboard@issaquah.wednet.edu)) for the public to use to email all Board members simultaneously.

All Board members will be given on loan a district technology device for board work. The assignment of district technology is driven by the Public Records Act and records retention law and rules.

Board members should use only their district-issued technology device and email accounts for all district- and board-related communications and not personal devices or email accounts for these purposes. The technology checked out by a Board member should only be used for board-related

business. While occasional personal use is permissible, use of the technology for money-making endeavors is strictly prohibited. Please note that the use of district technology is a privilege.

Do not use the technology in a manner that would bring disrespect to the district or the Board.

#### Board Travel, Reimbursement and Compensation

Board members are reimbursed for travel to out of town meetings and conferences. A district-issued credit card (sometimes referred to as a P-card) is available for reimbursable travel-related expenses. Meals may not include alcoholic beverages. Receipts of all expenses must be turned in with itemized receipts required for all meals. If a Board member drives to an out of town meeting, they can submit the mileage and be reimbursed at the standard mileage rate.

Board members may be reimbursed \$50 per day or portion thereof for attending meetings and for performing other services on behalf of the District, not to exceed \$4,800 per year. To request reimbursement, a Board member must turn in the form for reimbursement. A Board member has the right to waive all reimbursement.

## FINANCES

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In addition to state funding, school districts receive funding from the federal government, local taxes, and other miscellaneous sources. The contribution from each source is broken down below. The budget of the Issaquah School District is comprised of five funds: General Fund, Capital Projects Fund, Debt Service Fund, Associated Student Body Fund and the Transportation Vehicle Fund. For more details, see the most recent year's *Guide to Understanding the Budget* on the District Budget webpage (<https://www.isd411.org/about-us/departments/finance>).

**The General Fund** is the largest and most important of the five funds. This fund provides for the daily operations of the district. This fund is utilized to provide for teaching and support activities; basic, special, vocational, English language learners, remedial, and highly capable education; library; counseling; and health-related services. It is also used to finance support services, including transportation, food services, custodial services, building maintenance, utilities, insurance, printing, information systems and warehousing distribution. The remainder of the General Fund expenditures provides leadership/administrative service support to instructional and operational programs. These support services include school principals, instructional and operational supervision, human resources, accounting, payroll, auditing, legal, communications, and superintendent office support.

**The Capital Projects Fund** is used to finance and pay for capital improvements. These include land acquisition, new construction and major improvements to existing facilities. This is usually financed by the sale of bonds, state construction assistance revenues, interest earnings, impact fees and special levies. By far the greatest source of revenue, nearly 98%, is from the sale of local bonds. Bond sales also provide the needed money upfront, whereas state construction assistance funds arrive after construction.

**The Debt Service Fund** accounts for the accumulation of resources for the payment of the principal and interest on bonds sold to fund capital improvements in the Capital Projects Fund.

**Associated Student Body (ASB) Fund:** Issaquah School District students have organized associated student bodies at ~~five-six~~ middle and four high schools. The financial resources of the ASB Fund are for optional non-credit extracurricular events of a cultural, social, recreational or athletic nature.

**Transportation Vehicle Fund** accounts for the purchase, major repair, and related debt service incurred for school buses.

## LAWS & REGULATIONS

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### KEY WASHINGTON STATE LAWS AND REGULATIONS IMPACTING SCHOOLS BOARDS (RCW & WAC)

#### Legal Basis for School Boards

School Boards in Washington State have legal powers, duties and responsibilities derived from state statute and regulation. Sources such as the school code (Title 28A RCW), attorney general's opinions, regulations of the State Board of Education (Title 180 WAC), and regulations of the state superintendent of public instruction (Title 392 WAC) delineate the legal powers, duties and responsibilities of school boards.

Quick synopsis on the Revised Code of Washington (RCW) and the Washington Administrative Code (WAC):

- RCWs are statutes, or laws, passed by the State Legislature or by vote of the people (legislative branch).
- WACs are administrative regulations, or rules, adopted by state agencies (executive branch).
- Both RCWs and WACs legally bind the district.

#### PDC Filing

Public Disclosure Commission (PDC) - <https://www.pdc.wa.gov/>

- Reporting requirements for election campaigns: Within two weeks of becoming a candidate.
- Annual Personal Financial Affairs Statement (F-1): must be completed by April 15 (Tax Day), either electronically, even if you filed the year before as a candidate.
- Newly appointed Board members: must file their Annual Personal Financial Affairs Statement within two weeks of the appointment.

#### Open Public Meetings Act (OPMA)

Limits Board member communication, including email, text messages, and social media, concerning any district-related "action" outside of business meetings to only one-on-one, except for scheduling of meetings and conferences. Discussion among three or more Board members counts as a "meeting" under the OPMA, and thus violates the OPMA unless the discussion takes place at an official and properly noticed meeting (or in a closed session not subject to the OPMA). A "meeting" under the OPMA includes email "replies to all," or among three or more Board members, discussing agenda items or other district business. It also includes discussions among three or more Board members in other contexts, such as in person or by phone. "Action" in this context is broadly defined as

not just a vote on a motion, but the transaction of official business, including receipt of public testimony, deliberations, discussions, considerations, reviews, evaluations and final actions.

Any **B**oard member who attends a meeting knowing that it violates the OPMA is subject to a potential personal liability of \$500 for the first violation and \$1,000 for a subsequent one. Reference RCW: 42.30.120(1)(2).

### Public Records Act

The Washington Public Records Act (PRA) under Chapter 42.56 RCW is a law designed to guarantee that the public has access to public records of government bodies at all levels in Washington. Anyone can request records and a statement of purpose is not required, nor are there restrictions placed on the use of records. The Washington Public Records Act allows five days for records responses; **B**oard members should immediately forward all public records requests received to the district's Public Records Officer.

Any email or text messages relating to school board business can be requested by a member of the public. If you use your personal or district-issued computer or cell phone for these purposes, they are subject to search. Furthermore, school-related electronic communication with other **B**oard members, staff or the public must be retained for several years. For this reason, the district has a policy that all board-related electronic communications occur on district-provided computers using the district's email service to provide archiving and ready searching for requested records.

### Open Government Training Act

The Open Government Training Act, ESB 5964, requires **B**oard members to receive training in the Public Records Act, the Open Public Meetings Act, and records retention laws and rules. This mandatory training will provide you with additional guidance on complying with the state's open government laws. New **B**oard members must receive the training within ninety days of taking office, and all **B**oard members must take a refresher training at least every four years.

**Resources:** Training is provided at the November WSSDA Conference and free online by the WA Attorney General's Office.

### Grounds for Censure or Removal of Board Members

Censure is an expression of Board disapproval concerning the actions of an individual member. Service as a board officer is a privilege and not a right, so board officers can be removed from their officer position by a majority vote of the Board. The Board of Directors cannot remove individuals from the Board itself except in cases of excessive absenteeism, defined as missing four consecutive board meetings. Reference: RCW 28A.343.390; see local policy, OGP-3, *Absence of a Board Director*.

### Conflict of Interest (RCW 42.23.030)

A conflict of interest is considered to exist whenever a **B**oard member is or may reasonably appear to be in a position to request or receive, directly or indirectly, anything of value for or on account of his or her influence as a member of the Board of Directors.

### FEDERAL EDUCATION LEGISLATION

Federal funding includes Title I resources that support high-poverty populations.

The Individuals with Disabilities Education Act (IDEA) was last reauthorized in 2004. It provides funding for special education support.

The Elementary and Secondary Education Act (ESEA), formerly No Child Left Behind (NCLB), was reauthorized in November 2015 and is now called Every Student Succeeds Act (ESSA). The new act provides more state control of learning and professional standards and removal of onerously punitive federal controls for missing impossibly high standards “for every child.” It provides funding for high-poverty Title I schools.

**Common Core State Standards:** National in scope, but not actually federally mandated, it was developed by a conference of State Governors & State Chief School Officers, including our OSPI, from 45 states & DC.

## GOVERNMENTAL AND NON-GOVERNMENTAL EDUCATION AGENCIES SUPPORTING PUBLIC SCHOOLS

### WSSDA (Washington State School Directors Associations)

As defined and required by law, Board members are members of the Washington State School Directors’ Association. WSSDA is authorized in state law to be self-governing. This body supports professional development of Board members, including advocating for public education at the state and federal levels.

WSSDA holds a delegate assembly during the annual November conference. That assembly establishes and maintains WSSDA’s bylaws, adopts the association’s position on non-legislative issues and approves membership dues. The school district has one voting delegate (the Legislative Rep) at that meeting and at the WSSDA General Assembly held in late September. That group establishes WSSDA’s legislative priorities for the upcoming year.

School boards may legally lobby for legislation and initiatives and join in lawsuits aimed at improved funding for public education by the state. Boards may not support individual candidates for public office.

Groups to focus on in Olympia:

- **Legislature:** House & Senate Chairs and committee members of Education & Budget
- **Our 9 local legislators:** one Senator and two Representatives in the 5th, 41st, & 11th -Districts

### WASA (Washington Association of School Administrators)

WASA’s membership is open to all K-12 educational administrators in central office, building management, and educational agency positions. It provides professional development and promotes community and legislative support for education.

### OSPI (Office of Superintendent of Public Instruction)

OSPI is the primary agency charged with overseeing K-12 public education in Washington State. Led by State School Superintendent Chris Reykdal, OSPI works with the state’s 295 school districts to administer basic education programs and implement education reform on behalf of more than one million public school students.

The state, through OSPI, supervises school district budgeting, accounting and financial reporting. The state auditor works with OSPI to audit our budget once a year, in the spring. OSPI collects data on schools and operations and is tasked with developing a school report card for each school in the state.

#### SBE (State Board of Education)

The mission of the State Board of Education is to lead the development of state policy, provide system oversight, and advocate for student success. The SBE is comprised of sixteen members, including two student members, the Superintendent of Public Instruction, one member elected by the private schools, five members elected by local school boards (two from eastern Washington and three from western Washington), and seven members appointed by the Governor.

#### PSESD (Puget Sound Educational Service District) #121

The PSESD 121 provides leadership and cooperative services to thirty-five (35) school districts in King and Pierce counties, including Bainbridge Island. Approximately 39% of Washington's preK-12 public schools students reside in PSESD 121.

#### DCYF (Department of Children, Youth and Families)

DCYF strives to help create safe, healthy, nurturing learning experiences for all Washington children. DCYF focuses on the earliest years in children's homes, child care, school programs and communities. It offers information and resources for children's first and most important teachers — parents — as well as others who care for and teach young children.

Echo Glen Children's Center, which houses the Echo Glen School, is also under the umbrella of DCYF.

#### WSAC (Washington Student Achievement Council)

The Washington Student Achievement Council is a cabinet-level state agency. WSAC works to raise educational attainment through strategic engagement, program management, and partnerships.

#### NSBA (National School Boards Association)

NSBA represents school boards on a national level. They believe that public education is America's most vital institution. The core purpose of NSBA is to work exclusively with and through its member state school board associations in carrying out their missions in a full partnership to ensure each student everywhere has access to an excellent and equitable public education where they live, governed by high performing school board leaders. NSBA has a wealth of information on its website and organizes an annual conference in the spring.

## SUMMARY OF REFERENCES

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Issaquah School District Policy Governance Model: <https://www.isd411.org/about-us/school-board/governance-policies>

NSBA: <https://www.nsba.org/>

~~Coherent Policy Governance~~

• From John Carver, creator of the model: <http://carvergovernance.com/model.htm>

- *Good Governance is a Choice* by Randy Quinn and Linda J. Dawson Framework developed by the Aspen Group: <https://aspengroup.org/coherent-governance/>

Public Disclosure Commission: For candidates and officeholders, filling requirements and forms available online <http://www.pdc.wa.gov/>

WSSDA: <http://wssda.org/>

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