



**Amended Minutes from the Regular Meeting of the Board of Directors
Monday, April 27, 2026**

The Board of Directors held a Regular Board Meeting on Monday, April 27, 2026. This meeting was held in-person and virtually via a Zoom link posted on the Mead School District website. The meeting, that began at 6:00pm, was held at Union Event Center. Directors Gray, Nolan, Cannon, Killman and Woodworth were present. Also in attendance were Superintendent Travis Hanson, Chief Financial Officer Heather Ellingson and Assistant Superintendents Jay Jordan and Jared Hoadley.

I. Pledge of Allegiance

The meeting began with President Gray asking all to rise for the Pledge of Allegiance.

II. Approval of Agenda

Director Nolan made a motion to approve the meeting agenda, as presented. Director Cannon seconded the motion. The motion carried unanimously.

III. Approval of Minutes

Director Cannon made a motion to approve the minutes of the March 23, 2026 Regular Board Meeting and April 13, 2026 Work Session, as presented. Director Woodworth seconded the motion. The motion carried unanimously.

IV. Remarks for the Good of the Schools

High School Updates

Mead High School - Noah Chavez, 2026-27 ASB President, presented a brief review of recent academic, athletic, leadership and music events at Mead High School. He noted there is strong participation in spring sports with both baseball and softball programs growing, a cultural night was held on April 23rd with a good turnout, National Honors Society students contributed an estimated 150-200 hours of community service this month, he and other ASB officers met with numerous ASB clubs to help with budgeting and to learn more about each clubs' goals, and he stated the overall school climate is positive.

Mt. Spokane High School - Nduta Chicoine, 2026-27 ASB President Elect, presented a brief review of recent academic, athletic, leadership and music events at Mt. Spokane High School. She noted they recently hosted a Mock Crash surrounded by a week of safe driving awareness which was both impactful and meaningful, Prom was a success or "lit" as she stated, they've just begun a Hope Squad wellness week to address mental health, AP tests are happening, teacher appreciation is coming up, the Sports Medicine program won state for the third year in a row, and spring sports are heading into post season.

Board/Staff Comments

Director Cannon made a brief note of congratulations to Northwood's Jazz Band for sweeping their category for the second year in a row at University of Idaho's competition last weekend.

Public Comments on Agenda Items

No individuals signed up to comment on agenda items.

V. Continuing Business

A. Mt. Spokane HS 2026-2027 Schedule Variance Approval

Learning & Teaching Assistant Superintendent Jay Jordan presented a Schedule Variance on behalf of Mt. Spokane HS for the 2026-2027 school year. This Schedule Variance allows for 35 minutes of "CAT Time" on Thursdays which is an intervention time for students in need of help to meet with their teachers. The district received notification from MEA President Toby Doolittle that Mt. Spokane HS MEA members voted on and the MEA Representative Council approved this variance. A 75% majority vote is required according to the MEA Collective Bargaining Agreement before it can be submitted to the MEA Representative Council, and Mt. Spokane MEA members voted for the variance with 96.8% in favor.

Director Killman inquired if Mead HS is working on an intervention time similar to Cat Time, and Dr. Jordan indicated they are in the process of making a determination.

Director Nolan made a motion to approve the Schedule Variance, as presented. Director Killman seconded the motion. The motion carried unanimously.

B. 1st Reading Policy 5410 Revision Holidays

Superintendent Hanson presented a simple change to Mead School District's existing Policy 5410, Holidays, adding Juneteenth to the list of holidays on which school may not be taught. This is simply bringing the existing policy into compliance with state law.

Director Cannon made a motion to approve the revision to Policy 5410, Holidays, as presented. Director Nolan seconded the motion. The motion carried unanimously.

C. 1st Reading Policy/Procedure 2413 (Policy Revision/Procedure Adoption) Equivalency Credit Opportunities

Dr. Jordan shared that as was discussed at the last Work Session, Policy 2413 currently allows for students to receive core academic course credit for high school career and technical courses. The proposed revision creates another opportunity for students to earn credit, in this case, elective credit. Students ages 16 and older may earn up to two elective high school credits through paid work experience occurring during the student's school day or outside of the school day including outside of the school calendar (summer work). There are specific requirements in order for a student to be eligible which includes advance and in writing preapproval by the school designee, assessment of the student's grade-level proficiency on the state financial education learning standards, and the student's High School and Beyond Plan being updated to reflect the paid work experience.

Dr. Jordan noted that at the previous Work Session, the Board requested a procedure be written to accompany the policy and that procedure has been provided to the Board for their review. The plan is to have this ready for next school year, if approved, and Director Nolan weighed in that he'd like this to be ready early enough for this summer's work to count for students where eligible. Director Nolan requested an outline of how this information will be relayed to students and who will be the students' point of contact at their school. President Gray indicated this can be brought to the May Regular Board Meeting for action.

D. Board Resolution 26-01 In Support of WA State Initiatives IL 26-638 and IL 26-001

President Gray proposed adopting a Board Resolution in support of Washington State Initiative IL 26-638 "Protecting Fairness in Girls' Sports" and Washington State Initiative IL 26-001 "Strengthening Communication Between Parents and Schools." President Gray read the resolution in its entirety and stated that this proposed resolution is an opportunity for the Board to express and affirm their commitment to fairness, transparency, and the fundamental partnership between schools, students, and families. The resolution is attached.

Director Cannon made a motion to approve Board Resolution 26-01, in support of Washington State Initiatives IL 26-638 and IL 26-001, as presented. Director Nolan seconded the motion. The motion carried unanimously.

E. WSSDA Legislative Platform – Retire Current Legislative Positions

Director Nolan provided background about Washington State School Directors' Association (WSSDA) of which all school directors (school board members) are members. WSSDA is essentially a school director's professional association, though it is also a state agency without regulatory authority. WSSDA adopts Positions as a body annually at their General Assembly. These positions, together with the bylaws and operating policies, form the governing foundations of WSSDA. Permanent positions represent WSSDA's beliefs and values and indicate WSSDA's stance on issues of widespread concern for its membership, and Legislative positions are WSSDA's call to action directed at the state Legislature.

This is the time of year that WSSDA takes suggestions on their permanent and legislative positions to be voted on at their upcoming, annual General Assembly. Director Cannon shared that he reviewed WSSDA's entire list of positions (over 200) and recommends a dramatic culling of positions down to a more manageable number. In his work with WSSDA as Area Director 9, he noted there hasn't been a good way of removing positions. This joint recommendation from Directors Nolan and Cannon is not a final action obligating WSSDA to change their positions, rather it is what Mead School District's Board of Directors recommends to WSSDA to be voted on at the General Assembly.

Director Nolan made a motion to approve the recommendation to WSSDA, as presented. Director Killman seconded the motion. The motion carried unanimously. **The list of recommended positions for retirement is attached.**

VI. New Business

A. Consent Agenda

President Gray read aloud the donations listed in the Consent Agenda and thanked those individuals and organizations for their generosity and support of Mead School District students. Superintendent Hanson noted the large donation for Farwell's playground made by a donor who wishes to be anonymous, stating that the family is a long-time Mead family with kids and grandkids in the district. The Farwell community is immensely grateful for the need the family identified and their generous donation to address it. The hope is to have the playground up and running in the coming school year. President Gray also noted the list of summer camps put on by each high school and expressed thanks and appreciation to the coaches who administer these camps.

Director Cannon made a motion to approve the Consent Agenda, as presented. President Gray seconded the motion. The motion carried unanimously.

Consent Agenda

1. Hired Classified Personnel:

Alaina Allen	Prairie View	Class	6.25 hrs/day Para Ed effective 3/25/26
Alyssa Dunlap	Evergreen	Class	6.25 hrs/day Para Ed effective 4/1/26
Amber Grant	Mt. Spokane	Class	6.15 hrs/day Para Ed effective 3/18/26
Josh Grimes	Nutrition Services	Class	8 hrs/day Field Supervisor effective 4/15/26
Kaitlyn Riddle	Copy Center	Class	8 hrs/day Copy Associate effective 4/14/26
Shayna Tulley	Shiloh Hills	Class	4.75 hrs/day Para Ed effective 3/25/26
Ailahni Mae Vilorio	Evergreen	Class	6.5 hrs/day Para Ed effective 3/25/26
Evan Wiersma	Prairie View	Class	6 hrs/day Para Ed effective 3/18/26
Doranina Wiser	Prairie View	Class	7 hrs/day Behavior Tech effective 3/25/26

2. Hired Certificated Substitutes:

Kendall Conley	Alayna Caryl	Taylor Arciniega	Callie Coomes
Anna Dietzen	Will Peterson	Ellis Delk	Rachel Hasbrouck

3. **Hired Classified Substitutes:**

Ashley Miller	Brian Marcalus	Lachrisa Houchin	Amanda Campbell
Miranda Carr	Ian Phillips	Ralph Keetch	Gail Kelsch
Mackenzie Moore	Madeleine Williamson-Frais		

4. **Approved AP Vouchers for General Fund, Capitol Projects, Private Purpose Trust and ASB.**

Vouchers audited and certified by auditing officers as required by RCW 42.24.080, and those expense reimbursement claims certified as required by RCW 42.24.090, have been recorded on a listing which has been made available to the Board. As of this day, **April 27, 2026**, the Board, by a unanimous vote does approve for payment the vouchers included in the above referenced list and further described as **Warrant Numbers 126490 to 127051** in the following amounts:

<u>Fund</u>	<u>Amount</u>
General Fund - AP	\$ 1,798,108.61
General Fund – PR	234,632.58
ASB Fund	280,250.26

5. **Approved Co-Curricular, Supplemental & Extra-Curricular Contracts.**

6. **Accepted the Following Donations:**

- \$21,256.00 from Granite Fundraising of MT Inc. to Mead HS Boys Basketball
- \$750.00 from Paine Hamblen PS to Mead HS Dance Team
- \$500.00 from Center for Pediatric Therapy to DLC Field Day Olympics
- \$500.00 from Pro Mechanical Services to DLC Field Day Olympics
- \$500.00 from R&R Heating & Air Conditioning to DLC Field Day Olympics
- \$1,500.00 from St. Luke Lutheran Church to the Student Resource Center
- \$840.00 from Washington DECA to Mead HS for DECA State scholarships
- \$150,000.00 from an anonymous donor to Farwell Elementary for a new playground

7. **Approved Unpaid Leaves (i.e. parenting, medical, Good of the District, education, etc.):**

Vanessa Anderson	Special Services	Cert	4/2/26 - 5/31/26
Rhonda Driskill	Transportation	Class	3/1/26 - 5/24/26
Carmen Ekholm	Brentwood	Class	25/26 school year
Valerie Gaber	Highland	Class	Up to 8 hrs/week 4/7/26 - 6/16/26
Heather Habbestad	Transportation	Class	3/30/26 - 4/17/26
Laura Ketcham	Highland	Class	3/4/26 - 6/16/26
Suzie Killian	Mead HS	Class	Up to 1 week as needed 4/1/26 - 6/16/26
Colleen Mitchell	Northwood	Class	4/4/26 - 5/26/26
Heather Sullivan-Staley	Northwood	Class	4/2/26 - 6/16/26
Deborah Swanson	Highland	Class	3/25/26 - 4/13/26
Denise Zucchetto	Highland	Class	4/6/26 - 5/12/26
Jayne Marquardt	Brentwood	Class	5/7/26 - 5/13/26
John Shuba	Transportation	Class	4/13/26 - 4/16/26
Keely Wines	Mead HS	Class	4/24/26, 4/30/26-5/1/26, 5/6/26-5/12/26
Julie Allen	Meadow Ridge	Cert	.4 FTE (1.0 Contract) 1 st Semester 26/27 school year
Jordyn Andrade	Creekside	Cert	.4 FTE (1.0 Contract) 26/27 school year
Jared Berry	Special Services	Cert	4/23/26 - 6/16/26

Esther Drohman	MLO	Cert	.6 FTE (.6 Contract) 1 st Semester 26/27
Camille Goehring	Colbert	Cert	4/13/26 - 6/16/26
Alexandria Griffith	Mead HS	Cert	.2 FTE (1.0 Contract) 1 st Semester 26/27
Ryan Hodl	Prairie View	Cert	1.0 FTE 1 st Semester 26/27
Nicole Hodl	Skyline	Cert	1.0 FTE 1 st Semester 26/27
Tessa Julian	Special Services	Cert	.2 FTE (1.0 Contract) 1 st Semester 26/27
Hayley Siddons	Prairie View	Cert	1.0 FTE 1 st Semester 26/27
Jillian Truxal	Northwood	Cert	.4 FTE (1.0 Contract) 26/27 school year
Ron Steele	Mt. Spokane	Class	2/2/26 - 5/1/26
Nicco Sesso	Maintenance	Class	4/1/26 - 8/17/26

8. Rescinded Unpaid Leaves (i.e. parenting, medical, Good of the District, education, etc.):

Jean Strom	Colbert	Class	4/17/26
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9. Accepted the Following Resignations/Retirements:

Randy Anfinson	Transportation	Class	Resignation effective 4/17/26 (Driver)
Jourdan Armstrong	Mead HS	Class	Resignation effective 4/3/26 (Para Ed)
Christian Barrera	Custodial Services	Class	Resignation effective 3/31/26 (Custodian)
Alicia Cronin	Mt. Spokane	Cert	Resignation effective 6/16/26 (Teacher)
John Fisher	Transportation	Class	Resignation effective 4/13/26 (Driver)
Laura Ford	Transportation	Class	Resignation effective 4/16/26 (Driver)
Mari Rosales	Mt. Spokane	Class	Resignation effective 8/5/26 (Data Processor)
Pamela (Susie) Seher	Nutrition Svcs/Mead HS	Class	Resignation effective 8/25/26 (Cook)
Kyle White	Mead HS	Class	Resignation effective 4/3/26 (Para Ed)
Julia Becker	Farwell	Cert	Retirement effective 6/30/26 (Teacher)
Dorothy Campbell	Mead HS	Class	Retirement effective 8/25/26
Lehsley Whitman	Learning Svcs/Mead HS	Class	Retirement effective 6/30/26

10. Declared the Following Items as Surplus:

Item	Qty	Location	
5 person tackle sled	1	Mead HS	
6 person tackle sled	1	Mead HS	
7 person tackle sled	1	Mead HS	
2 person tackle sled	1	Mead HS	
1 person tackle sled	1	Mead HS	
Gauntlet	1	Mead HS	
Chariot 2, ivac 24 atv	3	Custodial	
Tennant floor coach	2	Custodial	
Castex carpet cleaner	3	Custodial	
Rug Doctor	1	Custodial	
Tennant E5 floor sucker	3	Custodial	
Tennant rug cleaner	2	Custodial	
Advanced riding floor scrubber (Zamboni)	1	Custodial	
Floor buffer	4	Custodial	
Max-O-Matic	4	Custodial	
NSS Service High Speed floor buffer	1	Custodial	
Advanced XLP rug cleaner	1	Custodial	

11. Approved Mead High School and Mt. Spokane High School Athletic Summer Camp Fees.

B. Yearbook RFP Recommendation

Chief Financial Officer Heather Ellingson presented that earlier this year she met with school Yearbook Advisors who unanimously agreed they did not want to renew with the current yearbook vendor. Based on their feedback, a request for bid proposals went out and three vendors submitted proposals: Varsity, Jostens and Dorian. Varsity is the vendor that was selected by the bid committee and many factors were taken into consideration in making the selection with the price/cost holding the highest weight. The contract with Varsity would be for one year with the option to renew for four additional years. Director Nolan inquired if the source of funding for yearbooks is ASB funds and Ms. Ellingson stated that typically yes, the yearbook price that students pay covers the cost (which is all part of ASB). Additionally, she noted that based on Varsity's bid, schools would not need to increase the current cost of their yearbooks. Director Nolan made a motion to approve the Yearbook RFP Recommendation, as presented. Director Cannon seconded the motion. The motion carried unanimously.

C. Student Travel Proposal

Mt. Spokane HS Band, Orchestra & Choir Trip to Orlando, FL

Dr. Jordan presented a travel request from Mt. Spokane High School's Band, Orchestra and Choir Programs (approximately 200 students plus 5 music teachers and approximately 41 chaperones) to travel to Orlando, Florida, April 7-13, 2027, to engage in performances at both Disney World and Universal Studios and be involved in workshops led by Disney artists that are active performers in the parks. A copy of the trip itinerary was provided to board members in their board meeting packet.

Students will miss three days of school, April 7 through April 9, 2027, and the five music teachers will need substitute teachers for those same three days. The additional days are during spring break. The estimated cost per student is \$2,781.00 with fundraising opportunities available. The Bandstand Booster Club has allocated up to \$20,000.00 to help students who qualify under House Bill 1660.

Director Cannon made a motion to approve the request from Mt. Spokane High School's Band, Orchestra and Choir to travel to Orlando, Florida, April 7-13, 2027, as presented. Director Nolan seconded the motion. The motion carried unanimously.

VII. Reports

A. Financial Report for the Month of March 2026

Ms. Ellingson presented a brief financial report for the month of March 2026, which included information on enrollment, cash flow, expenditures and revenue all being in line with expectations. Referencing enrollment trends, Ms. Ellingson noted the challenge of hiring staff when one program's enrollment is decreasing and another program's enrollment is growing. Additionally, she highlighted recent grants that have been awarded and the ability to spend them this year due to having built in capacity to the budget, and come August some reserve funds will be utilized for facilities projects that have been shared by Facilities & Custodial Services Director Ned Wendle and Maintenance & Operations Director Travis Bown in prior work sessions.

The annual state audit for 2024-2025 is nearly complete and an exit conference will be scheduled in the coming weeks. The Board members will be invited to attend. Overall, the audit results are very clean with a couple of recommendations regarding ASB and notes on the financial statement. Work continues on the 2026-2027 budget which currently shows the need for 1 million dollars from the fund balance but the hope is to improve that number between now and June.

B. Curriculum Review & Adoption Update

Dr. Jordan provided an update on the timeline for and the work being done by curriculum teams for both the elementary and middle schools. The elementary team has been working on ELA

Foundational Skills, Writing, and Handwriting and the middle school team has been working on Social Studies and Science. The curriculum teams are made up of teachers in our district that teach these specific subjects. While piloting curriculum is not a requirement, some of Mead's schools have been piloting new curriculum and this has been helpful for the curriculum teams in making a final determination for recommendation to the Instructional Materials Committee (IMC). Both elementary and middle school curriculum teams plan to present their recommendations to the IMC in May. If the IMC agrees to move forward, the middle school curriculum will be presented to the Board at the May Work Session for questions/comments and the elementary curriculum will be presented to the Board at the June Work Session for questions/comments.

Director Nolan inquired about how much time the IMC will have to review the recommendations and if they could review an electronic version of the curriculum. Director Nolan stated that he wants to be sure the IMC has sufficient time and feels comfortable with their decision. Additionally, Director Nolan requested to see the 8 categories, at the upcoming work session, that the IMC will use in making their determination. Dr. Jordan responded that the district would not have the rights to send out electronic versions but will create adequate time/opportunities for the IMC to review the committees' recommendations. Dr. Jordan shared a timeline of what happens next if the curriculum is approved by the IMC. Director Nolan thanked Dr. Jordan for working to get new curriculum ready for the upcoming school year.

C. Superintendent's Report

Superintendent Hanson recognized Mt. Spokane High School's successful completion of the accreditation process. This is an exhaustive, thorough and comprehensive process that occurs every 6 years and signifies that a school meets higher standards than state qualifications. It is an excellent accomplishment showing certain targets have been met and typically assures that the school will continue to improve over the next 6 years based on improvement recommendations. On another note, Mt. Spokane High School's Sports Medicine Team won a third state title with 9 individual award winners. Congratulations to those students and advisors.

Additionally, as graduation is coming, there are many graduating seniors receiving lots of well-deserved recognition including 6 students who were selected by the Spokane Scholars Foundation for scholarships totaling \$19,000.00. The Spokane Scholars Foundation recognizes academic achievement across the Greater Spokane League. Mead High School's winners are Zane Twiggs, Jace Samaha, and Luke Morasch, and Mt. Spokane High School's winners are Grace Lochhead, Eleanor Weitz, and Micah Brown. Congratulations are in order.

This next week is National Teacher Appreciation Week and Superintendent Hanson extended a warm thank you to all of the Mead School District's teachers for the amazing things they do every day with students. He noted that most everyone can likely think back on an influential teacher or two who made a positive impact and how that impact often goes above the academic. Teachers give students the confidence and vision for the future and Mead School District has wonderful teachers who come to work each day to do just that. President Gray agreed that she as a parent could share many positive remarks about teachers here in the district.

VIII. Remarks for the Good of the Schools - Public Comment on Non-Agenda Items

NOTE: The name of each speaker is listed below, along with the topic they commented on and a very brief summary of their remarks. The speaker's affiliation to the district, if any, is also indicated. To listen to comments in their entirety please visit www.mead354.org/board where a link to the Zoom recording of the meeting is posted.

Melodie Workman introduced herself to the Board and identified she has 2 children in the district and works as a lecturer training teachers (not in the Mead School District). She addressed her concerns about tech usage in the classroom and requested action to ensure safety, social wellness and academic achievement for students outside of students' responsibility for their own digital citizenship.

IX. Adjourn

The meeting was adjourned at 7:13pm.

President

Secretary



RESOLUTION 26-01

Resolution of the Mead School District Board of Directors Supporting Washington State Initiative IL 26-638, "Protecting Fairness in Girls' Sports," and Washington State Initiative IL 26-001, "Strengthening Communication Between Parents and Schools."

WHEREAS, Chapter 28A.58 RCW grants each school district board of directors the authority to control, supervise, and regulate the conduct of interschool athletic and extracurricular activities of an athletic, cultural, social, or recreational nature for students within the district; and

WHEREAS, the Mead School District recognizes the inherent biological and physiological differences between male and female students, which can significantly impact athletic performance and competitive outcomes; and

WHEREAS, the Mead School District affirms its commitment to ensuring equal, safe, and fair athletic opportunities for all students, upholding the integrity of girls' sports, and fostering respect for the principles of fairness and inclusion; and

WHEREAS, the Mead School District Board of Directors values parental partnership as fundamental to student success, and supports policies that strengthen open communication, mutual trust, and transparent collaboration between families and schools; and

WHEREAS, Washington State Initiative IL 26-638 ("Protecting Fairness in Girls' Sports") seeks to preserve fair competition, safeguard opportunities for female athletes, and maintain the integrity of girls' and women's sports; and

WHEREAS, Washington State Initiative IL 26-001 ("Strengthening Communication Between Parents and Schools") aims to enhance transparency and accountability in the educational process by ensuring that parents have timely access to information and meaningful participation in decisions affecting their children;

NOW, THEREFORE, BE IT RESOLVED that the Board of Directors of the Mead School District hereby formally expresses its support for Washington State Initiatives IL 26-638 and IL 26-001, recognizing their shared commitment to fairness, transparency, and the fundamental partnership between schools, students, and families.

Dated this 27th day of April, 2026.

Attest:

Mead School District No. 354
Board of Directors

Tami W. Hanson
Secretary to the Board

Brianne Cady
Heidi
Jennifer Hillen
in witness
Cady

Recommendation Category	Type	Position Name	Description	Adopted/Amended
Capital Facilities & School Construction	Legislative	Capital Construction Grant Programs	WSSDA shall initiate and/or support legislation phasing in expansion of capital construction grant programs to include districts with a headcount of up to 3000 resident students, using a needs-based formula.	2023
Capital Facilities & School Construction	Legislative	Class Size Reduction Funding	WSSDA shall initiate and/or support legislation to fully, amply, and sustainably fund any and all components associated with mandated class size reductions, including required K-3 class-size ratios, provisions for staffing, property acquisition, and construction of facilities. Should educational classroom space not be available, local districts should continue to be granted funding and flexibility to hire K-3 classroom staff to reach class size reductions despite a shortfall in the availability of classrooms.	2018, 2018, 2024
Capital Facilities & School Construction	Legislative	Clean Buildings Act Funding	WSSDA shall initiate and/or support legislation to fully fund components associated with mandated Clean Buildings Act compliance, including but not limited to existing building energy benchmark audits, planning and design, permitting, construction, commissioning, and monitoring. Compliance requirements should consider a district's long-range facilities plan and provide exemptions for buildings that are scheduled to be modernized or replaced within certain timeframes. 	2024
Capital Facilities & School Construction	Legislative	Impacts to Common School Funding Revenues	WSSDA shall oppose legislation that negatively impacts funding revenues that are traditionally used to support common schools, such as impact fees, collection timing, and property tax capacity. WSSDA supports legislation for impact fee flexibility that would allow renovation to extend the life of an existing facility.	2014, 2015
Funding and Allocations	Legislative	Amply Funded Staffing Levels	WSSDA shall initiate and/or support legislation that provides for the full, ample, sustainable, and equitable (based upon student need) funding of salaries, benefits, and pension programs for minimum, appropriate staff levels for the following necessary functions for all districts: - Teaching and learning staff: teachers, teaching assistants, instructional coaches, librarians, English Learner/Multilingual Learner (MLL) instruction, occupational therapy/physical therapy staff, and special education support staff. - Building administration and support staff: principals, assistant principals, deans, counselors, credit recovery/academic support staff, McKinney/Vento liaisons, psychologists, nurses, front office and department support staff, custodians, safety and security staff, social workers, and family engagement coordinators. - Central administration and operational support staff: superintendent, teaching and learning director, finance director, equity director, operations director, teachers on special assignment (TOSAs), assessment and data support, human resources, payroll and benefits staff, IT and technology, facilities/maintenance/grounds, warehouse/laborer/mechanics, bus drivers, nutrition and food service staff. - Substitute staff needed to support student learning and continue daily operations. Legislation should: - Create and maintain a process for a statewide, bi-annual review of, and recommendations regarding, statewide staffing salaries/benefits/pension allocations, regionalization needs, and cost of living adjustments (IDP/COLA). - Amply, fully, and sustainably fund the School Employee Benefits Board (SEBB) benefits for eligible school district employees, including both full- and part-time, ensuring school districts do not incur costs for employees who decline benefits. - Amply, fully, and sustainably fund the cost of substitute staff needed to fulfill staff leave obligations of the Paid Family and Medical Leave Act, increasing the number of days and the daily rate with a regionalization factor applied, to meet the actual costs incurred by districts. - Provide the needed flexibility for staff assignment decisions made by district administration, to ensure efficient and effective placements are based on qualifications and fit to the individual school needs as codified in RCW 28A.150.230. - Ensure that no school district is adjacent to another with a difference of regionalization	2022, 2024
Funding and Allocations	Legislative	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.	2023

	Funding and Allocations	Legislative	Fiscal Notes and Unfunded Mandates	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. 	1978 2017, 2024
	Funding and Allocations	Legislative	Insurance Premiums	WSSDA shall initiate and/or support legislation that requires the state to fully fund any increases in the cost of insurance premiums in excess of inflation, particularly those that result from changes to state law made by the state legislature. 	2024
	Funding and Allocations	Legislative	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, apply, 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.	2018 2021, 2024
	Funding and Allocations	Legislative	Protecting Local Effort Assistance (LEA)	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.	2020
	Governance	Legislative	Law and Liability	WSSDA shall initiate and/or support legislation that would reimburse school districts for costs of civil actions related to a declared state of emergency, including retroactive applicability provisions and safe harbor for compliance with regulations, executive orders, or public health guidance. Legislation should limit the civil liability of public-school districts from lawsuits to protect the economic resources of state school districts, safeguard the investment of taxpayers therein, and/or shield districts from liability for civil damages resulting from acts committed by staff or their students that are outside of the district's control or knowledge.	2022
	Governance	Legislative	Public Records Act and Legal Notice Requirements	WSSDA shall initiate and/or support legislation that includes provisions for: Requestor accountability: - a process for determining when public record requests are frivolous or harassing; and - a process for determining when public records requests are data-mining expeditions for commercial purposes; and - a process that would allow public agencies to require a requestor to use an internal administration review process within the agency itself prior to being able to seek daily penalties for a violation of the Public Records Act; and - allowing the use of a state or district website for legal notices currently required by law to be published in the newspaper. Executive Sessions: - clarifying that any notes taken or electronic recordings made during an executive session are exempt from disclosure under the Public Records Act.	2022

	Governance	Legislative	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.	2015
	Governance	Legislative	Removing Barriers to Innovation in Public Schools	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.	2016
	Learning	Legislative	Artificial Intelligence Technology	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, apply, 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.	2023 2024
	Learning	Legislative	Expansion of Work-Based Learning Opportunities	WSSDA shall initiate and/or support legislation to encourage the expansion of work-based learning and pathways for high school students. By offering tax incentives to businesses participating in the Washington State Apprenticeship Training Program and/or expanding the B & O tax credit currently offered to businesses by the Washington State Board for Community and Technical Colleges for training allowances to include high school students.	2019 2020
	Learning	Legislative	Graduation Requirements & Pathways	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 career and technical educational 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.	2022 2023
	Learning	Legislative	Physical Crisis Intervention	WSSDA shall initiate and/or support legislation that would prevent students from experiencing unnecessary or unreasonable restraint, restraint devices, isolation, and other uses of physical crisis intervention. Legislation should include funding to provide districts with resources for professional development to shift practices.	2023
	Learning	Legislative	Reduce Barriers to Post-Secondary Education	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.	2021
	Learning	Legislative	State Required Assessments	WSSDA shall initiate and/or support legislation and policy that limits the impact of state-required testing on students' instructional time and experiences. Legislation should expand options for meeting mandated assessments by adding other assessment options beyond Smarter Balanced, and allow districts to minimize instructional days disrupted by mandated testing and reduce total seat time required to administer mandated assessments. Legislation should retain district and local control over formative assessment selection.	2021

Learning	Legislative	Student Data Privacy	WSSDA shall initiate and/or support legislation that: - Creates standards for school districts and external service providers/applications regarding the display, storage, usage, and transmission of student data. - Prohibits an operator of an internet web site, online service, online application, or mobile application from: - Knowingly engaging in targeted advertising to students or their parents/legal guardians. - Using covered information to amass a profile about a student. - Disclosing or selling a student's information. - Limits data surveillance by online applications and/or services.	2022
Staff	Legislative	Retroactive Cuts and Reductions in Force	WSSDA shall initiate and/or support legislation that modifies the provisions of RCW 28A.405 to create a clear, efficient and effective mechanism that enables school districts to terminate certificated contracts mid-year without bargaining action when the legislature reduces education funding during the academic year.	2014 2022
Capital Facilities & School Construction	Permanent	Capital Project Construction	WSSDA believes that safe, healthy schools that support high quality teaching and learning are foundational to basic education. Financing school facilities is a partnership between the state and local districts. The State's fiduciary responsibility must be adequate to support mandated initiatives.	2015 2019, 2024
Capital Facilities & School Construction	Permanent	Community Use of District Facilities	WSSDA believes that every school board should develop policies to maximize equitable access of its district facilities for the community. However, school district programs have first priority in the use of district facilities.	1968 2020
Funding and Allocations	Permanent	Funding of Co-Curricular Activities	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.	1981 2020, 2024
Funding and Allocations	Permanent	Simple Majority	Bonds and levies shall require a simple majority vote for passage.	2015 2020
Governance	Permanent	Accountability to Community	WSSDA believes that districts should be accountable to their communities and students. District-level decisions regarding accountability should be authorized and monitored by local school boards in multiple areas such as: - continuous improvement in student learning and attainment of learning goals; - progress regularly reported to the public; - responsible fiscal stewardship to equitably provide a high-quality education for all students; - the safety of all students and staff.	1998 2021, 2024
Governance	Permanent	Association Autonomy	The membership of WSSDA supports its organization and believes that its continued operation and strength is essential to public education in our state. WSSDA is an independent organization and shall be governed by its membership. Changes in the governance of WSSDA will be at the direction of the school directors served by WSSDA.	1975 2021
Governance	Permanent	Federal Strategic Advocacy	WSSDA will be knowledgeable and proactive regarding the impact of federal developments on education, advocate on federal issues with our Washington State congressional delegation inform and encourage school directors to take appropriate action and communicate local concerns and assist the National School Boards Association in its advocacy. WSSDA shall provide support to assist local districts in advocating for federal issues of local concern.	1966 2021, 2024
Governance	Permanent	Local Control	WSSDA believes local control is essential to public education and therefore laws, regulations and policies should be written to support the public election and authority of local school directors and boards. Local control: - Provides the best and most direct form of accountability to the community, resulting in more effective programs and the most efficient use of funds; - Allows schools to reflect the values of local communities; - Allows directors and staff to address local student equity issues; - Allows school districts the flexibility to meet local demands and the evolving needs of students with local programs and solutions.	1965 2012, 2024
Governance	Permanent	Parents & Families are Important Stakeholders in their Children's Education	WSSDA supports parents and families are important stakeholders in their child's education. Studies clearly show when parents/families are involved and engaged, it has a significant impact on student academic success and wellness. Schools should reduce barriers to parent/family participation to improve connections, collaboration, partnership, and transparency.	2022

	Governance	Permanent	School Board Roles	WSSDA believes that school boards are most effective when focusing their attention on student learning by: - Working with community and the superintendent to establish a clear vision that supports learning for all students; - Providing the policy, financial and structural framework to support and guide the operation of the district's schools; - Monitoring performance to hold the schools accountable for making progress toward the district's goals and vision for its schools; and - Establishing meaningful communications with stakeholders.	1996	2021
	Governance	Permanent	State Board of Education	WSSDA shall pursue an equal partnership with the State Board of Education. WSSDA believes all State Board of Education members should be selected by school directors through a nonpartisan election process and that local school boards should engage with the State Board.	1986	2021
	Governance	Permanent	Statewide Accountability Plan	WSSDA supports a statewide accountability plan for the entire Washington State public school system. Such a plan must always focus upon continuous improvement in student learning and attainment of learning goals. The state must provide funding, both general and targeted, to districts and to schools; the local districts and schools should develop their own improvement plans and report progress to the public. The statewide plan should be regularly evaluated for progress and unintended consequences.	1998	2021
	Learning	Permanent	Alternative, Nontraditional, and Innovative Schools	WSSDA believes school boards should increase academic opportunities for students through consideration of alternative, non-traditional, and innovative school options, governed by locally elected school boards and operated within the Washington public school system. Any such options must assure both quality and equity in the choices offered to students and parents.	1996	2022
	Learning	Permanent	Coordinated Education and Training	WSSDA believes in a coordinated and comprehensive state plan for early childhood education, K- 12, and post-secondary education and training.	1965	2022
	Learning	Permanent	Diversity	WSSDA believes that diversity is an important and valuable part of the learning and work environments in our schools. To this end school directors should adopt and periodically review the board policies which promote and protect diversity through affirming the humanity of each person, and supporting the safety, dignity, access, belonging, and success of all present and future students, families, and staff.	1967	2022, 2023
	Learning	Permanent	Education of Students with Disabilities	WSSDA believes that each and every child including children with disabilities has the potential to learn and thrive and grow to high standards. To this end, WSSDA believes: - Every student, including those with disabilities, should experience a welcoming classroom and school community where instruction is inclusive and strengths-based, curriculum is equitably accessible and aligned to grade-level standards, and to the maximum extent appropriate, takes place with non-disabled grade-level peers. - All teachers and those who work directly with the instruction of students should receive professional development that includes specific training on inclusive practices that will increase access and outcomes for students with disabilities and those with unique learning needs. - Special Education services are part of basic education and must be fully, amply, and sustainably funded by the state for the individualized needs required by each student, such as in their Individualized Education Plans (IEPs).	2019	2024
	Learning	Permanent	Instructional Strategies	WSSDA believes successful instructional strategies should be research-based, aligned with state standards, and supported by integrated professional development for teachers, with an emphasis on scientifically backed approaches to foundational literacy and mathematics to improve student outcomes across the state.	2006	2016, 2025
	Learning	Permanent	Local Board Adoption of Core Instructional Materials	WSSDA believes that policy providing for course design, selection and adoption of instructional materials is the responsibility of the local school board. Such policy shall provide for board adoption of core instructional materials. The policy will also provide opportunities for staff, parent, and community involvement in development and review of instructional materials and participation on district instructional materials committees.	1968	2016, 2024
	Learning	Permanent	Multilingual Learners (ML)	WSSDA believes that multilingual students learning English should have equal access to quality public schools, instruction, resources, and encourage transitional bilingual education programs with an emphasis on proficiency in reading, writing, and speaking English. Where possible, students should receive credit for proficiency in their native language.	1975	2022
	Learning	Permanent	Study of Controversial Issues	As controversy is a normal part of our lives, WSSDA believes local school boards should develop and adopt policies that create a climate for an accurate, honest, and balanced approach that supports appropriate teaching and discussion of controversial issues in the classroom.	1961	2022

	Staff	Permanent	Instructional Leadership	<p><a>WSSDA believes that instructional leadership is the shared responsibility of school boards, the superintendent, and building leaders. The school board remains the vested authority of the establishment of policy. Under the supervision of the superintendent and in accordance with local school district policies, principals shall assume building level administrative authority and responsibility. The principal shall be accountable for instructional leadership in the planning, management, supervision and evaluation of the educational program and personnel in their building.</p>	1974 2019, 2023
Retire reasoning	Capital Facilities & School Construction	Legislative	Climate Impact Mitigation Assistance	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&nbsp;vehicle fleets to zero-emission&nbsp;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.	2022 2024
*Duplicate concept or position (for ex: ample funding covers all areas, no need for specific funding requests) *simple statement of belief or affirmation *something that is already possible at the district level *low priority *unrealistic *unmanageable *not central to WSSDA or unnecessary for WSSDA to hold position	Capital Facilities & School Construction	Legislative	Funding Safe, Healthy, Contemporary School Buildings	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 TEHO tax on native reservations for&nbsp;all school construction projects.Development of a new school construction funding formula that accounts for the total project cost including but not limited to:&nbsp;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 SavingsProject 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&rsquo;s Urban Growth Area (UGA) under the state&rsquo;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 &ldquo;instructional WSSDA shall initiate and/or support legislation that would provide ample and equitable funding to implement the recommendations and next steps in the 2020 report from the African American Studies Workgroup.&nbsp;	2022 2024
retire	Funding and Allocations	Legislative	African American Studies Workgroup	WSSDA shall initiate and/or support legislation to allow school districts the option of submitting to OSPI a two-year district budget.	2024
retire	Funding and Allocations	Legislative	Allowing Submission of a Two-year Budget to OSPI	WSSDA shall initiate and/or support legislative action that will fully, amply, and sustainably fund career and technical education programming, including within the Alternative Learning Environment (ALE) framework. This must include appropriate instructional and support staff, equipment and facility remodeling.	2016
retire	Funding and Allocations	Legislative	Career and Technical Education Funding	WSSDA shall initiate and/or support legislative action that will fully, amply, and sustainably fund career and technical education programming, including within the Alternative Learning Environment (ALE) framework. This must include appropriate instructional and support staff, equipment and facility remodeling.	2011 2022, 2024

retire	Funding and Allocations	Legislative	Emergency Funding	<p>WSSDA will initiate and/or support legislation that provides enhanced funding and greater flexibility in the use of state and federal funds to address the effects of any declared state or federal emergency situation for school districts, their staff, and/or their students; and will advocate for the immediate disbursement by OSPI and/or the legislature of any federal funds allocated to address the effects and added costs associated with a declared emergency to public school districts and tribal compact schools.</p>	2025	
retire	Funding and Allocations	Legislative	Enhanced Funding for Transitional Bilingual Education	WSSDA shall initiate and/or support the recommendations of the Quality Education Council (QEC) for funding and instructional hour increases for the Transitional Bilingual Instruction Program as outlined below:
Continue to increase hours of English language development instruction for students in English proficiency levels 1-3 (as measured by the annual state based English proficiency exam) and to provide six to eight instructional hours per week for grades 6-12.Provide two years of three additional hours of English language and academic support instruction for exited students (level 4 students in all grades) per week.Increase funding to support this as outlined by the QEC.	2016	2022
retire	Funding and Allocations	Legislative	Enrollment Decline	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.	2010	
retire	Funding and Allocations	Legislative	Equitable PK-12 School Funding	<p>WSSDA shall initiate and/or support legislation that establishes and provides full, ample, sustainable, and equitable funding and an equity-based educational funding model, determined by student need, for PK-12 education in Washington state. Existing funding and any future funding models should:
include an additional funding factor for necessary, rural, and/or remote small schools, which by their very nature are usually significantly underfunded;provide flexibility in delivering remedial money for Title I services, allowing use of state dollars to mitigate inequities in Title I funding;an even higher level of funding provided to schools with high concentrations of economically disadvantaged students;provide LAP (Learning Assistance Program) funds consistent with student need;alleviate the need for districts to collect income data directly from families while producing an accurate count of students who are economically disadvantaged;student and district costs associated with all of Washington's dual credit options;align the regionalization and staff-mix/experience factor funding models with the 2022 recommendations from the K-12 Basic Education Compensation Advisory Committee (also known as the Rebase Committee); andprovide, at a minimum, a biennial review and needed revision of the various funding formula factors contained within it.<p>The ultimate outcome should be that no students suffer from inequities, especially those who are persistently and disproportionately impacted by opportunity gaps. Every student, especially those who are marginalized and disadvantaged, must have access to the necessary support for social-emotional and mental health, special education, safety and security, and multilingual learning needs, all of which can only be accomplished through equitable funding allocation.</p><p>The state funding model and allocations should serve each and every student to reach their full potential, and to close achievement and opportunity gaps. Any reduction to state education funding, if impacts fall inequitably among students persistently and disproportionately impacted by opportunity gaps, should be opposed.</p>	2025	
retire	Funding and Allocations	Legislative	Federal Funding	<p>WSSDA will initiate and/or support continuation and full federal funding for programs designed to address unique school district demographics and needs. This includes but is not limited to the federal Secure Rural Schools and Impact Aid programs; inclusive of timely appropriations for all line items of the Federal Impact Aid Program, including Basic Support and Federal Properties, to ensure all federally connected school districts can provide quality education to their students.</p>	2025	
retire	Funding and Allocations	Legislative	Federal Poverty Rate Calculation	<p>WSSDA shall initiate and/or support legislation and rulemaking that will redefine the federal calculation of poverty for students and education funding to be based on regional poverty levels instead of the national average.</p>	2023	
retire	Funding and Allocations	Legislative	Forest Revenue Apportionment Withholding	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.	2013	
retire	Funding and Allocations	Legislative	Full Funding of Basic Education	<p>WSSDA shall initiate and/or support legislation that fully, amply, equitably, and sustainably funds and implements all aspects of Washington's Program of Basic Education including all graduation requirements as established in RCW 28A.150.200. Materials, supplies, and operating costs shall be included in the funding of basic education.</p>	2012	2020, 2024, 2025

retire	Funding and Allocations	Legislative	Stabilizing District Budgets	<p>WSSDA shall initiate and/or support legislation which ensures that funding of school district operations and all obligations necessary to deliver the program of basic education (e.g., special education, MSOC, transportation) is maintained or enhanced during.</p>State budget changes or cuts: The legislature shall maintain consistent P-12 funding once the academic year has started for which the committed funds were intended to be spent. The state shall not change the education-related funding after the state's budget has been adopted for the upcoming school year and no school district loses levy authority if the district's apportionment/budgets are decreased by the state.Declining enrollment: Lessens the negative fiscal impact when districts experience a dramatic decline in student enrollment and ensures no school district experiences steep loss of levy authority due to declines in enrollment (e.g., levy authority should be based on the greatest of either the current year, average past two years, or average past three years).Declining assessed valuation: No school district experiences steep loss of levy authority due to declines in assessed valuation (e.g., levy authority should be based on the greatest current year, average of past two years, or average of past three years).State budget balancing: School district apportionment payments shall be distributed evenly throughout the year.	2025
retire	Funding and Allocations	Legislative	State Revenue for Schools	<p>WSSDA shall initiate and/or support legislation that will</p>provide for ample, equitable, stable, and sustainable state revenue that is dedicated to funding the full course of public education;ensure any new revenue earmarked for education will be additive to and can't be used to supplant existing funding.make district fund balances ineligible and/or exempt from supplanting shortfalls in state funding.	2025
retire	Funding and Allocations	Legislative	Technology Funding	WSSDA shall initiate and/or support legislation that would fully, apply, and sustainably fund the provision and maintenance of technology in school districts, as a part of basic education, to a statewide standard established by OSPI, in consultation with its K-12 technology advisory committee, including sufficient technology capacity to successfully administer mandated assessments.	2010 2017, 2024
retire	Funding and Allocations	Legislative	Transportation Funding	WSSDA shall initiate and/or support legislation to modify the Student Transportation Allocation formula. Legislation should provide sufficient transportation resources to create equity in student access to a basic education, covering all costs related to student transportation. The Student Transportation Allocation formula should:Provide for the additional transportation costs incurred to mitigate impacts arising from high need, such as homelessness, foster care, out-of-district special education program placement, and other similar student circumstances;Increase and maintain public understanding of the formula, through transparency and clarity.Support efficient implementation and administration of transportation routes;Minimize costs of data collection and reporting;Ensure that districts have predictability in local and state funding each year, prior to the adoption deadlines for local district budgets; andPermit districts to use bonds or multi-year levies to purchase student transportation equipment.	2001 2021
retire	Funding and Allocations	Legislative	Tuancy Becca Funding	WSSDA shall initiate and/or support legislation that (1) provides adequate state funding to school districts for community truancy boards, for additional secretarial and administrative time to monitor truantries, send letters, prepare court documents and truancy petitions, attend court hearings, provide follow-up supervision for Becca compliance, and for other efforts to decrease student absences; or (2) eliminates the Becca law and truancy board requirements if the funding is not continually forthcoming.	2010 2016
retire	Funding and Allocations	Legislative	Universal Free School Meals	WSSDA shall initiate and/or support legislation to fully, apply, and sustainably fund school meal programs for all students. Such programs shall focus on providing meals that meet the diverse needs, backgrounds, preferences, and experiences of all students to ensure options that best serve each student's dietary needs.	2022 2024
retire	Funding and Allocations	Legislative	Washington State Learning Standards Funding	WSSDA shall initiate and/or support legislation to ensure the state fully, apply, and sustainably funds the transition, implementation, and execution of new assessments required by Washington State Learning Standards, which include formative and year-end assessments.	2016 2024
retire	Governance	Legislative	Attorney/Client Privileges	WSSDA shall oppose legislation that would erode the attorney/client privilege and current law related to the non-disclosure of attorney work product materials and other communication between a school district and its legal counsel.	2014
retire	Governance	Legislative	Charter Schools under Locally Elected School Boards	WSSDA shall initiate and/or support legislation that authorizes charter schools be formed only under the governance of existing locally elected School Boards of Directors.	2015

retire	Governance	Legislative	Community Secession from School Districts	WSSDA shall initiate and/or support legislation and/or policies that requires communities interested in seceding from their local school district to enter into negotiations with that school district to reach an agreement acceptable by all parties before the secession becomes final.	2017
retire	Governance	Legislative	Consolidation of School Districts	WSSDA believes that consolidation of local school districts should occur only through a process of voting by the affected citizens and not by legislative mandate.	1982
retire	Governance	Legislative	Federal Communications Commission (FCC) and Educational Broadband Service	WSSDA will support federal legislation that prohibits the Federal Communications Commission (FCC) from establishing any rule that diminishes the use of the Educational Broadband Services (EBS) ability to promote student achievement and preparation for global competitiveness. WSSDA will advocate with the Department of Education to the FCC to protect the EBS.	2019
retire	Governance	Legislative	Federal DREAM Act	WSSDA shall initiate and/or support the enactment of a process allowing immigrant students a path toward becoming lawful U.S. residents.	2014
retire	Governance	Legislative	Government-to-Government Consultation	WSSDA shall initiate and/or support legislation that requires tribal consultation of any education bills and processes, including the support of ethnic/cultural studies and programs. In this context, tribal consultation is a legal requirement designated to recognize government-to-government relationships and protect American Indian and Alaskan Native historical and cultural resources. The resources allocated for each student will be based upon reputable cultural, history or language studies and evidence of the actual cost to support the success of each American Indian and Alaskan Native student. In the implementation of the system, the highest priority will be to engage in meaningful, timely and ongoing tribal consultation and support persistently underserved students and close opportunity gaps.	2020
retire	Governance	Legislative	Immigration Status	WSSDA opposes any legislation that would require school districts to inquire into the Immigration status of a student or his/her family, or exclude students based on their actual or perceived immigration or citizenship status.	2014
retire	Governance	Legislative	Local Control in School / District Improvement	WSSDA shall initiate and/or support legislation that promotes local control over school/district improvement efforts including: - Flexibility of local control and accountability for school improvement processes and plans. - Requiring all mandated corrective action be negotiated with and implemented by the locally elected school board. The local board may seek assistance and support from the Office of Superintendent of Public Instruction and/or the State Board of Education.	2015
retire	Governance	Legislative	Local Control to Sanction Educational Experiences	WSSDA shall initiate and/or support legislation that allows local school boards to determine if an educational experience is appropriate and no student attending a board sanctioned educational event will be counted as absent.	2017
retire	Governance	Legislative	Mandatory School Age	WSSDA shall initiate and/or support legislation lowering the age for mandatory school attendance from eight to six.	2013
retire	Governance	Legislative	Mayoral Control	WSSDA opposes legislation that authorizes mayoral control of public K-12 schools.	2016
retire	Governance	Legislative	Open Public Meetings Act Pertaining to Executive Sessions	WSSDA shall initiate and/or support legislation that maintains the current provisions of the Open Public Meetings Act, including without limitations those that allow for confidential executive sessions of the governing board for specified purposes, that allow for the presence of necessary individuals other than board members, and that do not require minutes, taping or any other record of the discussions that transpire in sessions.	2011
retire	Governance	Legislative	Opposing Partisan School Director Elections	WSSDA shall oppose legislation that encourages or requires candidates for local school boards to designate a political party, for use on campaign literature, voter pamphlets, ballots, or other purposes.	2022
retire	Governance	Legislative	Participation in Local Voters' Pamphlet	WSSDA shall initiate and/or support legislation directing county auditors, or other suitable county officials, to appoint "for" and "against" citizens#39; 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.	2021
retire	Governance	Legislative	Process to Challenge Audit Findings About Levy Uses	WSSDA shall initiate and/or support legislation to repeal levy audit provisions that authorize the state auditor to unilaterally reduce locally-voted and locally controlled school revenue without right of appeal or review.	2019

retire	Governance	Legislative	Regulations Governing K-12 Education	WSSDA will initiate and/or support legislation that limits regulations on agencies to only those necessary for effective implementation of the program to include an automatic review of the efficacy of new legislated programs on our P-12 system; streamlined reporting; implementation of a common, online reporting system across agencies that reviews education data reporting for effectiveness, cost, and redundancies; and to fully, amply, and sustainably fund the State Auditor's Office for all auditing responsibilities including a standard audit fee schedule based on the size of each school district.	2022	2024
retire	Governance	Legislative	Remote and Necessary Schools	WSSDA shall initiate and/or support legislation that continues to recognize the high-cost nature of providing educational programs and services to schools designated as being remote and necessary. WSSDA supports the current concept of additional funding for these school plants until full, ample, and sustainable funding of the requirements of ESHB 2261 is implemented.	1991	2019, 2024
retire	Governance	Legislative	School Day/Bell Schedule Flexibility	WSSDA shall initiate and/or support legislation that authorizes local school districts to define their school day/bell schedules locally.	2018	
retire	Governance	Legislative	School Year	WSSDA shall initiate and/or support legislation which provides more academic time for students, in the following manner: - Provide for summer school programs. - Substantially increase the length of the students' school year. - Provide financial flexibility and incentives for local districts to operate a modified school calendar, which may include a balanced instructional calendar in any or all of their school buildings.	1988	2021
retire	Governance	Legislative	State Tribal Education Compact Schools	WSSDA shall initiate and/or support legislation that recognizes Washington's Tribal Compact Schools as public schools, governed by locally elected officials, and eligible for full membership in the Washington State School Directors' Association.	2017	
retire	Governance	Legislative	Student Contact Time	WSSDA shall initiate and/or support legislation that provides flexibility in determining attendance for the purpose of state apportionment and graduation including allowing school districts to meet the requirements of state law for funding purposes through the use of student contact time rather than student contact days without having to seek waivers from either SBE or OSPI. WSSDA opposes legislation that requires districts to use average daily attendance for FTE funding.	2012	2015
retire	Governance	Legislative	Students in Residential Placement	WSSDA shall initiate and/or support legislation mandating collaboration and coordination between school districts, OSPI, and those state agencies responsible for placing challenging students in residential placements to develop: - An agreement by all key agencies on how such students are placed in communities across the state. - Policy and procedures that mandate timely, collaborative district-agency planning before challenging students are actually moved into school districts. - Mechanisms whereby fiscal resources are shared by agencies with those school districts charged with educating these students.	2013	
retire	Governance	Legislative	Supporting Immunization Requirement Process	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.	2021	
retire	Governance	Legislative	Washington State Voting Rights	WSSDA supports legislation that maintains local school board authority to determine the structure of the school district's voting subdivisions.	2016	
retire	Governance	Legislative	WSSDA Universal Membership and Dues	WSSDA shall initiate and/or support legislation that maintains the current dues structure in statute and the association's state agency status.	2014	
retire	Learning	Legislative	Academic Rigor and Equity in Public Education	WSSDA shall initiate and/or support legislation and funding for innovative and equitable solutions to provide additional opportunities to access rigorous coursework to prepare students for careers and college, including but not limited to transition classes, work-based learning, equivalency courses of study, and competency-based crediting.	2018	2019
retire	Learning	Legislative	Comprehensive School and Student Safety	WSSDA shall initiate and/or support legislation to increase and ensure student experience of physical, social, and emotional safety. Legislation should include requirements for student voice in policy development, parent notification, increased scope and frequency of staff training, enforcement of student safety requirements, and creation of accountability for all staff and volunteers, as determined by district leadership in consultation with community.	2021	

retire	Learning	Legislative	Digital Education Access for All	WSSDA shall initiate and/or support legislation at the state and federal level that recognizes that access to technology is core to basic education and must ensure that every student and staff member at every school in every district has full access to reliable, robust, and affordable broadband and the up-to-date devices and software necessary for digital access. A comprehensive, fully, amply, and sustainably funded program for universal digital education should include at least the following: - Identification of remote and hybrid learning as a valid modality in public education alongside full-time, in person learning. - Authorization for districts to offer remote instruction as a district or as part of a cooperative with other districts. - Authorization for students to choose a modality or combination of modalities without loss of opportunity. - Support for all modalities at the FTE levels defined for in-person learning, including all supplements. - The infrastructure availability in all areas of the state, with immediate emphasis on those areas not currently served (digital deserts), or underserved, regardless of location (rural, urban, suburban). - Opportunities for a variety of providers including private, governmental, and private-public partnerships. - Regulations and policies that promote fair and accurate assessment of coverage and support the appropriate entity providing service in an area, particularly unserved or underserved areas. - Robust bandwidth and speed, ease of use and portability. - Commitment to significant, long-term investments in infrastructure, including requirements and incentives for investment under the Growth Management Act (GMA). - Provision of a digital device to every student and educator. - Ongoing professional development for educators to maximize digital learning for students. - Ongoing maintenance, upgrading and replacement of devices. - Promote policies that support districts being able to become Authorized Service Provider (ASP) or contract with a local Authorized Service Provider (ASP). - Establishment of a statewide education technology standard established by OSPI, in consultation with its K-12 technology advisory committee, including sufficient technology capacity to successfully administer mandates for assessments, student graduation requirements and other data required of schools and districts. - Full, ample, and sustainable funding of technology in school districts, as 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.	2022	2024
retire	Learning	Legislative	Education and Funding for Gifted Student Programs	WSSDA shall initiate and/or support legislation that requires an equity analysis, conducted by those with personal lived experience relating to the equity topic-area and/or student population most impacted, of any education bills and processes, including the support of ethnic/cultural studies. In this context, equity is defined as providing each student with the policies, practices, and resources they need to be successful throughout the P-12 education system. The highest priority will be given to students shown to be experiencing the largest gaps in opportunity, services, and support.	1987	2005
retire	Learning	Legislative	Equity-Based Education System	WSSDA shall initiate and/or support legislation that requires an equity analysis, conducted by those with personal lived experience relating to the equity topic-area and/or student population most impacted, of any education bills and processes, including the support of ethnic/cultural studies. In this context, equity is defined as providing each student with the policies, practices, and resources they need to be successful throughout the P-12 education system. The highest priority will be given to students shown to be experiencing the largest gaps in opportunity, services, and support.	2019	2022
retire	Learning	Legislative	Expanding Access to Reengagement Programs	WSSDA shall initiate and/or support legislation allowing students that meet the criteria for enrollment in a reengagement program and would benefit from admission to a reengagement program to be admitted if they are of high school age.	2025	
retire	Learning	Legislative	Firearms-free schools	WSSDA shall oppose any changes that weaken the intent of the Gun-Free School Zones Act of 1990, the Gun-Free Schools Act of 1994, or RCW 9.41.280.	2018	
retire	Learning	Legislative	Full Support of Basic Education in Extreme Circumstances	WSSDA shall initiate and support policy and legislation to ensure that districts can meet the basic education needs for all students, including but not limited to those with disabilities and special learning needs during declared emergencies, including funding gaps created by the emergency circumstances and shortfalls in responsive funding.	2020	2021
retire	Learning	Legislative	Gun Violence Prevention	In the interest of school safety, WSSDA shall support legislation calling for gun violence prevention. - Promote gun violence prevention, adequately funds public-health research and education on firearms-related issues, and materially advances the coordinated delivery of mental health prevention and intervention programs between schools and communities, as they are likely more effective than stand-alone programs. - Rejects 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.	2019	

retire	Learning	Legislative	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.	2018 2022, 2024
retire	Learning	Legislative	Nourishing Partnerships Between Government Entities & Public Schools	WSSDA shall initiate and/or support legislation to change provisions related to gratuities and governmental entities (RCW 42.23.070 (2)) in order to allow districts to offer limited food service items within certain parameters to first responders in order to create an environment that fosters real, meaningful communication between students, staff, and first responders.	2018 2020
retire	Learning	Legislative	Preserving Curricular Integrity	WSSDA shall oppose legislation aimed at coercing or directing school districts into providing an incomplete or misleading presentation of verifiable facts and/or a sanitized or inequitable version of history through mandated curriculum or curricular resources or sanctions. This includes any legislation that serves to undermine Government to Government relations between tribes and school districts relating to tribal history, language and culture. Tribally developed curriculum happens through meaningful and ongoing consultation between tribes and local school districts, with permission granted by tribes under Senate Bill 5433 passed in 2015 (RCW 28A.320.170).	2021
retire	Learning	Legislative	Safe Drinking Water	WSSDA shall initiate/support legislation to fully, amply, and sustainably fund water safety in schools, including continued lead testing, facilities, and plumbing upgrades, and other related costs for mitigation. Legislation should include lead content standards recommended by public health authorities.	2020 2024
retire	Learning	Legislative	Sexual Harassment, Assault, and Abuse Prevention & Response	WSSDA will initiate and/or support legislation that will create policy and supply full, ample, and sustainable funding to maintain environments free of sexual harassment, assault, and abuse in relation to all school activities and participants. Legislation should work to: - increase staff ability and resources to effectively respond to and address reports of harassment, assault, and abuse; - address all means of harassment, assault, and abuse that disrupts the educational environment inclusive of digital channels; and - support school collaboration with external organizations and agencies around preventing and interrupting sex trafficking, as well as responding to reports of sexual harassment, assault, and abuse; and - protect the identity and educational rights of survivors.	2022 2024
retire	Learning	Legislative	Social Media Reporting Point of Contact	WSSDA will initiate a nd/or support legislation that requires social media platforms and companies, which do business in the United States, to create and share with school districts mechanisms by which school districts can directly report any post or shared information that creates a material and substantial interference with the operation of its schools.	2022
retire	Learning	Legislative	Student Access to Supports, Activities, and Services	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.	2022

retire	Learning	Legislative	Student Reentry & Re-Engagement	WSSDA shall initiate and/or support legislation that fully, amply, and sustainably funds culturally responsive, trauma-informed student-centered reentry and re-engagement practices, and which supports youth who are involved with or exiting state systems of care (child welfare, juvenile, and criminal justice systems), students in residential mental health and treatment programs, foster care, experiencing homelessness, or otherwise disconnected from Pre-K-12 educational opportunities, and fully, amply, and sustainably fund district data collection and reporting on student populations within the reentry and reengagement pipeline including student data disaggregated by race/ethnicity, gender, and enrollment in special education/504, free and reduced lunch, multilingual programs, and other relevant equity metrics.	2020 2022, 2024
retire	Learning	Legislative	Support for School-Based Health Centers	WSSDA shall initiate and/or support state/federal legislation for increased access to school-based health care centers, managed by not for profit community health care providers. Legislation should include: - Local decision-making regarding the establishment of such centers. - Liability protection for districts related to medical providers. - Medical, dental, mental and behavioral health services.	2020
retire	Learning	Legislative	Support for Special Education Programs	WSSDA shall initiate and/or support legislation that requires full, ample, and sustainable funding for special education programs and services. Such programs and services should maximize assistance to children rather than to their various categorizations and assessments. Any state funding formula shall: - Recognize that costs will vary according to the needs of every child and, therefore, for every district, based upon the Individual Education Plan (IEP) of each student. - Provide adequate funding for all of the required services for eligible students without imposing an artificial cap. - Recognize that any funding formula based upon the assumption that every district has the same budget percentage costs for special education is inherently flawed and will not work. - Require and fund additional training in Special Education inclusionary practices in the General Education classroom. - Remove the penalties or withholding of funds for mistakes in the application process.	1988 2022, 2024
retire	Learning	Legislative	Supporting Student Mental Health and Preventing Self-Harm	WSSDA shall initiate and/or support legislation that fully, amply, sustainably, and equitably funds measures to provide and increase: - On-site mental health counseling, in school mental health therapy services, staff professional development, and peer support education to be prepared for and able to respond to student mental health needs, issues, or crises; - Comprehensive education for all students, families, and staff around identifying, understanding, and responding to warning signs or indications of active self-harm or suicide ideation; - Counseling, medical, and ongoing support services for students considering or actively pursuing self-harm or suicide; as well as for students, families, and staff experiencing second-hand trauma from this occurring in their school community; - Student awareness and understanding of the dangers of addictive and harmful substances, including nicotine, alcohol, recreational and illegal drugs; including opioids and fentanyl; - Response strategies for substance use and abuse prevention for students, families, and staff; and - School district capacity to prevent and respond to overdoses on school premises, transportation, or during school-related activities at other locations.	2025
retire	Learning	Legislative	Transition to Kindergarten	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	2023 2025
retire	Learning	Legislative	Transitional Bilingual Instruction Program Eligibility	WSSDA shall initiate or support legislation that updates the eligibility definition in the Transitional Bilingual Instruction Program (TBIP) to include Native American students who are not meeting academic standards.	2020

retire	Learning	Legislative	Trauma-Informed Practices and Supports for Students and Staff	WSSDA shall initiate and/or support legislation for funding and implementation of school-based trauma-informed practices and supports to assist students and staff who may be impacted by at least one or more forms of trauma within their lives.	2018	2019
retire	Staff	Legislative	Administrators for Small Schools	WSSDA shall initiate and/or support legislation that would assure a minimum level of funding for key functions required in all school districts, including administration, counseling and student support, operation of facilities and other necessary functions. WSSDA should work to achieve a goal of ensuring all districts, regardless of their size, are able to provide an equitable education for their students.	1990	2022
retire	Staff	Legislative	Attract, Recruit, and Retain Diverse School Board Directors	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; and 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, 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	2021	
retire	Staff	Legislative	Attract, Recruit, and Retain Diverse Staff	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; and classroom, as long as they are enrolled in an alternative route program and meet the experience and 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 for service in high need K-12 schools - including areas such as special education, math, science, and teachers	2022	

	Association Operations	Permanent	Commitment to Public Education	WSSDA is committed to quality public education for each and every student. 	1975	2017
retire	Capital Facilities & School Construction	Permanent	Conservation and Stewardship	WSSDA acknowledges that climate change is an issue facing our students and communities. WSSDA encourages school boards, in consultation and collaboration with their local tribal partners, to adopt policies intended to promote fiscal and environmental conservation and stewardship that support out students growing up in a healthy and sustainable environment.	1999	2022
retire	Capital Facilities & School Construction	Permanent	State Funded Art Objects in School Facilities	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.	1988	2020
retire	Funding and Allocations	Permanent	Achievement and Opportunity Gaps	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.	2010	2020
retire	Funding and Allocations	Permanent	Definition of Ample for the Purpose of State Funding	WSSDA believes that the word "ample"” in article IX, section 1 of the Washington state Constitution means "fully, sufficient, and considerably more than just adequate"; consistent with the definition asserted by the Washington Supreme Court. 	2024	
retire	Funding and Allocations	Permanent	Federal Funds	WSSDA believes federal funds for public education should be channeled directly to school districts.	1986	2012
retire	Funding and Allocations	Permanent	Full Funding for Required School Partnerships to Meet Essential Needs of Students and Families	WSSDA recognizes the value of partnerships among schools, local community-based organizations, and state and federal governments in providing essential services to students and families. WSSDA further acknowledges that when the state or federal government directs, mandates, or asks school districts to help provide access to essential, non-education-based services, that the state or federal government should fully, amply, and sustainably fund and support these requirements.	2020	2024
retire	Funding and Allocations	Permanent	Funding of Education	WSSDA believes the state legislature shall fully, amply, and sustainably fund public education as mandated by the Washington State Constitution. WSSDA believes that state and federal governments have a legal duty to fully, amply, and sustainably fund any programs mandated by legislation, including reporting requirements and other accountability measures. Such funding shall not limit or direct local expenditures nor be competition-based. Local levies are not intended to fund state mandates.	1985	2020, 2020
retire	Funding and Allocations	Permanent	Long-Range Financial Support	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.	1965	2015, 2020
retire	Funding and Allocations	Permanent	Maintaining the Integrity of Retirement Systems	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.	1971	2020, 2020
retire	Funding and Allocations	Permanent	Private Schools Funding	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.	1970	2015
retire	Funding and Allocations	Permanent	Retirement System Abuses	WSSDA believes that districts should comply with the law and the intent of the retirement system.	1981	2008

retire	Funding and Allocations	Permanent	State and Local Responsibility for Salaries	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.	1984 2018, 2024
retire	Funding and Allocations	Permanent	State Funding of School Operations	WSSDA believes the state legislature shall fully, amply, and sustainably fund public education as mandated by the Washington State Constitution. Local levels are not intended to fund basic education.	1980 2015, 2024
retire	Funding and Allocations	Permanent	Timely Fiscal Data	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.	1980 2017
retire	Governance	Permanent	Board Development	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.	1990 2021, 2023
retire	Governance	Permanent	Board Use of Assessment Data	WSSDA believes school directors should use assessment data, develop policies, and align budgets to support meeting the unique needs of each student, close the educational opportunity gaps, make system improvements and advocate for additional resources.	1965 2012
retire	Governance	Permanent	Co-Curricular Activities	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.	1994 2021
retire	Governance	Permanent	Conflict of Interest	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.	1971 2017
retire	Governance	Permanent	Cooperation for Effective Schools	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.	1985 2021
retire	Governance	Permanent	Decision-Making Processes	WSSDA expects that school boards engage and involve staff, students, parents, and community in decision-making when possible. The board must maintain such authority as needed to comply with state and federal law.	1996 2021
retire	Governance	Permanent	Disaggregated Data	WSSDA believes that, in order to identify and eliminate disparities in educational opportunities and outcomes for students, local school boards should regularly receive and monitor student data in both aggregate form, as well as disaggregated by shared aspects of student identities including socio-economic information, as well as grade, program, and school information for both point in time and trends over time analysis.	2024
retire	Governance	Permanent	Educational Policy Development	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.	1972 2021
retire	Governance	Permanent	Effects of Social Media on Mental Health	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.	2024
retire	Governance	Permanent	Family, Community, and School Partnerships	WSSDA believes that it is the school board's duty to encourage partnerships among all families, community groups and schools to create a supportive environment for student growth and learning.	1996 2021
retire	Governance	Permanent	Federal Role	WSSDA believes that public education is a federal, state, and local responsibility that ensures all students are provided the resources needed to become successful members of their community. The federal interest is served by supporting but not supplanting state and local efforts. Federal agencies should avoid adopting or implementing rules and regulations that conflict with or overreach state legislation.	1982 2021

retire	Governance	Permanent	Insurance	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.	1981	2021
retire	Governance	Permanent	Literacy (Permanent)	WSSDA believes that literacy is foundational to all learning and central to supporting every student in informed decision-making, active civic participation, achieving their academic goals, and increased economic opportunities. Therefore, local school boards should adopt policies that support evidence-based literacy acquisition that improves all students' literacy rates and eliminates disparities in literacy across all grades.	2024	
retire	Governance	Permanent	Local Education Planning and Assessment	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.	1994	2014
retire	Governance	Permanent	Maintaining Public Support for and Confidence in Schools	WSSDA believes school boards should: Establish and use an equitable and inclusive system for objective, systematic surveying of community expectations; Implement a communication plan that informs parents and the general public of the district's strategic goals and major challenges, how they are being addressed and what results are being achieved; and Listen intently to public concerns and expectations, and remain accountable to the public while exercising the board's independent, best judgment.	1996	2011
retire	Governance	Permanent	Professional Development and Standards	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.	1971	2021, 2025
retire	Governance	Permanent	State Role	WSSDA believes the state role begins with fully, amply, and sustainably funding basic education consistent with its constitutional mandate. The state needs to ensure each district has the resources available to meet the needs of each and every student. The state responsibility is served by supporting but not supplanting local efforts.	2012	2021, 2024
retire	Governance	Permanent	Student Civil Rights	WSSDA believes that the education system should support the civil rights of all students at the state and local levels.	2023	
retire	Governance	Permanent	Student Voice in Governance	WSSDA believes that authentic student engagement with school boards and policy development is a powerful tool in leading educational change. Students deserve a meaningful role in providing input and guidance in the direction of their district and with decisions made on their behalf. WSSDA recommends and supports the establishment of formalized structures and policies with students to integrate ongoing, effective K-12 student voice.	2021	2022
retire	Governance	Permanent	Students Experiencing Homelessness and Students Living in Nontraditional Environments or State Facilities	WSSDA supports providing for the educational needs of students experiencing homelessness or students living in nontraditional environment or state facilities. The state must fully, amply, and sustainably fund appropriate services and educational programs to fulfill its commitment to these populations.	1982	2019, 2024
retire	Governance	Permanent	Support of Educational Service Districts	WSSDA recognizes the need for the Washington educational service district network and supports full and equitable funding of its essential services.	1978	2021
retire	Governance	Permanent	WSSDA's Relationship with Educational Organizations	WSSDA will be a leader amongst education organizations. WSSDA will continue to seek closer collaboration with education organizations.	1977	2017
retire	Learning	Permanent	Activities	WSSDA believes extracurricular activities should have minimum impact on academic learning time. WSSDA shall advocate through its Interscholastic Activities Committee (IAC) to the Washington Interscholastic Activities Association (WIAA) and other relevant entities to meet this expectation.	1993	2014
retire	Learning	Permanent	Addressing Achievement & Opportunity Gaps	WSSDA believes that in order to disrupt the systems that perpetuate achievement and opportunity gaps, local school boards should develop and adopt a comprehensive equity policy which directs school districts to put in place strategies and engagement practice where diverse voices and perspectives are included.	2017	2022, 2023

retire	Learning	Permanent	Assessing Student Learning and Development	WSSDA believes that student learning and development can be assessed in multiple ways, and should: - Measure students' growth towards becoming well informed, productive members of society - Focus on the improvement of student learning in all schools and school districts - Recognize the difference between schools and school districts and the resources available to them will have an impact on student learning outcomes - Recognize that state-mandated standardized tests are integrated with alternative assessment methods - Recognize that some students require multiple opportunities to succeed, and those opportunities should be fully funded by the state	1994	2009
retire	Learning	Permanent	At-Risk Children	WSSDA believes when children are at risk it adversely affects their ability to learn in school. To promote opportunities for student success, WSSDA encourages school districts to identify at-risk children and to facilitate access to available services and intervention programs in their communities. 	1987	2014
retire	Learning	Permanent	Basic Skills and Remediation	WSSDA supports efforts to assure early identification of basic skills deficiencies and sufficient funding for intervention and remediation programs to close achievement and opportunity gaps.	1978	2016
retire	Learning	Permanent	Community Resources	WSSDA encourages local school districts to seek and engage community partners and resources to supplement and improve the instructional program, both in and out of the school setting. 	1978	2016
retire	Learning	Permanent	Comprehensive School Safety	WSSDA believes that all students and staff are entitled to a safe learning and working environment. WSSDA believes that every school board should adopt locally relevant, comprehensive school safety plans that address: - All-hazards approach for geographical/environmental crises - All school facilities, transportation, activities, and school-related student interactions - On-site security services - Prevention of, and effective responses to, threats, bullying, harassment, intimidation, and all acts of violence; inclusive of those which occur online and digitally - Approaches to discipline and intervention that reduce or eliminate unnecessary or unreasonable restraint, restraint devices, isolation and other uses of physical crisis intervention - Comprehensive social-emotional and mental health services - A safe and accepting school climate	2019	2022, 2023
retire	Learning	Permanent	Enrollment Options	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.	1988	2009
retire	Learning	Permanent	Equity in Legislation	WSSDA believes the state should account for equity in its legislation and its funding of education.	2020	
retire	Learning	Permanent	Expanding Basic Education	WSSDA believes the state should fully, amply, and sustainably fund and support local school boards to incorporate instruction and materials related to social and emotional learning, environmental education, citizenship, and respectful engagement within your community and online as part of basic education.	2022	2023, 2024
retire	Learning	Permanent	Food Service Programs	WSSDA believes that good nutrition is a part of readiness to learn and urges all school boards to adopt comprehensive policies regarding food service programs. Such policies should address the nutritional value of meals, their cost effectiveness, student participation and the maximum use of state and federal subsidies and grants.	1994	2014
retire	Learning	Permanent	Homeschooling Program Opportunities	WSSDA believes it is in the best interest of students that there be public school programs to supplement the homeschooling experience, and that those programs be sufficiently funded by the state.	1999	2004
retire	Learning	Permanent	Instructional Materials Content	WSSDA believes it is the responsibility of the local school board to provide instructional materials that support Washington State's goals for basic education required by state law.	2001	2016
retire	Learning	Permanent	Measures of Academic Progress for Multilingual Learner Students	WSSDA believes that multilingual learner students deserve to be fairly measured academically and that districts should be held accountable for their academic progress prior to their achieving English language proficiency and after. Therefore, WSSDA supports the usage of a fair and useful set of metrics to measure the academic progress of ML students in all content areas prior to their achieving English language proficiency.	2010	2022
retire	Learning	Permanent	Native American Instructional Materials	WSSDA believes boards should engage in Government-to-Government consultation with local native nations to implement Since Time Immemorial instructional materials. This process and materials should be fully funded. 	2022	2024
retire	Learning	Permanent	Prevention of Substance Abuse	WSSDA urges school boards to set policies and to provide programs for staff, students, parents and the community on the identification and prevention of substance abuse. WSSDA urges cooperation with agencies that provide counseling, treatment and other assistance to substance-abusing students.	1985	2014

retire	Learning	Permanent	Promoting Attendance and School Connection	WSSDA believes school districts should promote attendance and student reengagement by working with students, parents and families, the juvenile justice system, and social and state agencies.	1980	2022
retire	Learning	Permanent	Racial Equity and Cultural Competence	WSSDA urges school boards to look at all district work and initiatives through a lens of racial equity to ensure all learners have the opportunities and access to experiences that will help them reach their full potential and achieve success in a globally diverse society.	2020	
retire	Learning	Permanent	School Climate and Student Discipline	WSSDA believes that school boards should adopt comprehensive school disciplinary policies with the cooperation of the staff, students, parents and community to promote a positive culturally responsive school climate. Policies must meet local, state and federal requirements.	1980	2014
retire	Learning	Permanent	Standards Conduct	WSSDA urges school boards to adopt policies which define standards of conduct for all staff, students, participants, spectators, and visitors while on school premises, in district vehicles, and during all school activities.	1981	2022
retire	Learning	Permanent	Standards-Based Education	WSSDA is committed to the continuing implementation of standards-based education.	1978	2006
retire	Learning	Permanent	Student Education Plans	WSSDA believes that each student should have an educational plan developed in partnership with the student, their family, and education professionals to achieve the student's full potential.	1979	2022
retire	Learning	Permanent	Student Involvement	WSSDA urges school boards to adopt policies that encourage student participation in matters affecting their education.	1989	1989, 2004, 2009
retire	Learning	Permanent	Transition Beyond School	WSSDA believes school districts should be creative in finding pathways to graduation that promote student success in careers, the military, technical training programs or colleges and universities, and other post-high school endeavors.	1987	2022
retire	Learning	Permanent	World Languages	WSSDA believes local school boards should incorporate world language instruction and materials, including American Sign Language, into all grades.	2022	
retire	Staff	Permanent	Employment	WSSDA believes that local districts should control the hiring, placement, and retention of employees.	2019	
retire	Staff	Permanent	Negotiations and Collective Bargaining	WSSDA believes school districts should support the collective bargaining process by understanding the process and encouraging a climate of transparency, respect and collaboration in the service of students.	1983	2019, 2023
retire	Staff	Permanent	Personnel Management	WSSDA believes that school districts should develop policy for a coordinated personnel management system which establishes a high priority for the recruiting, interviewing, selecting, and retaining of personnel who are highly qualified and reflect the diversity of the school and community population.	1979	2013, 2023
retire	Staff	Permanent	Resolution of Bargaining Disputes	WSSDA believes that all parties should act promptly to resolve disputes on mandatory and permissive subjects of bargaining.	1978	2008, 2023
retire	Staff	Permanent	Routes to Professional Certification	WSSDA supports all pathways to professional certification that meet state and federal requirements, including traditional and alternative routes, such as: The basic requirement of a baccalaureate degree and teachers' certification; State and federal requirements for highly qualified status; Alternative routes to certification for individuals with professional and/or work-related expertise; Continuing education requirements for educators related to their teaching assignments; and Expanded certification pathways that promote licensure reciprocity through interstate compacts and reduce barriers for qualified out-of-state and military-connected educators.	1987	2008, 2023, 2025
retire	Staff	Permanent	Staff Professional Development	WSSDA recommends districts control and promote continuous staff professional development through policies, programs, and training.	1980	2019
retire	Staff	Permanent	Strikes & Labor Disputes	WSSDA believes that strikes are not a productive means of settling disputes in public education.	2019	2023

This is a heading or a statement. This itself is not an individual position.	Association Operations	Permanent	Permanent Positions	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.	2018	
This is a heading or a statement. This itself is not an individual position.	Association Operations	Permanent	Review of Legislative Positions	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.	1977	2017
This is a heading or a statement. This itself is not an individual position.	Association Operations	Permanent	Review of Permanent Positions	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.	2018	2020
This is a heading or a statement. This itself is not an individual position.	Association Operations	Permanent	Types of WSSDA Positions	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.	2018	
This is a heading or a statement. This itself is not an individual position.	Association Operations	Permanent	Vision	All Washington School Districts effectively govern to ensure each and every student has what they need to be successful within our state's public education system.	1962	2017
This is a heading or a statement. This itself is not an individual position.	Association Operations	Permanent	WSSDA Equity Statement	Equity is foundational to the work of WSSDA. Educational equity can only exist when a student's level of opportunity and achievement cannot be predicted based on race, characteristics, or circumstances. Therefore, we must identify and eliminate any discriminatory, practices, and prejudices within our state's public education system.	2019	