



Study Session Agenda

September 13, 2022

6:05 p.m.

Via Zoom Only!

Link to join Study Session via Zoom:

<https://us02web.zoom.us/j/82660635002?pwd=R1ZPNC9xeC9HaTEzeFd0c2R0THJuQT09>

Webinar ID: 826 6063 5002

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Dial-In Phone Numbers: 1-253-215-8782 or 1-669-900-6833

1. 2022 WSSDA General Assembly Positions Consideration

Presenter: Director Sara Betnel, Board Legislative Representative

[2022 WSSDA General Assembly Handbook.pdf](#) (p. 2)

[2022_GA_Handbook_Position_Proposals.pdf](#) (p. 9)

2. 2023 Legislative Session Funding Requests

[2023 Legislative Session Funding Requests2.pdf](#) (p. 13)

3. Adjournment: _____ p.m.

2022 WSSDA General Assembly Positions Consideration

Director Sara Betnel - Board Legislative Representative
Shoreline School Board Study Session
September 13, 2022

Overview

During this study session we will review:

- The role and purpose of General Assembly within WSSDA
- The two types of positions which comprise the Handbook
- The process of General Assembly & how positions are used
- This year's position proposals

The purpose of our conversation will be to get your guidance on how to vote on behalf of our board at the 2022 General Assembly being held virtually September 30 - October 1

What is WSSDA's General Assembly?

The Washington State School Directors' Association (WSSDA) is the state agency created by the legislature (RCW 28A.345) "for the coordination of programs and procedures pertaining to policymaking and to control and management among the school districts of the state."

It is a membership organization comprised of all school board directors across the state.

WSSDA is governed by bylaws, operating principles, and positions (permanent and legislative); all of which are voted on and adopted by the membership.

General Assembly is an annual meeting when membership has the opportunity to review, discuss, and vote on proposed revisions, additions to, and removal of existing positions.

The types of positions & how they work

Through the democratic processes that occur during General Assembly, school board members across the state establish two types of positions for guidance and direction of WSSDA's core principles and legislative advocacy:

| Permanent Positions | Legislative Positions |
|--|--|
| These 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. | These communicate WSSDA's viewpoint (stance) on a spectrum of state and/or federal legislative issues. They are action-oriented and articulate desired legislative outcomes on behalf of the state's public school districts. A legislative position must be re-submitted annually and approved four years in a row before it becomes a standing legislative position that it does not need to be reintroduced every year. |

These positions, combined with WSSDA's legislative priorities, form WSSDA's advocacy platform.

What is the process for General Assembly?

In the months leading up to Assembly, directors and boards across the state are given the opportunity to submit proposals for new positions and revisions to existing positions to be considered for adoption by membership.

The WSSDA Resolutions and Legislative Committees (comprised of members from each Director Area in the state) review permanent and legislative position proposals, respectively, in order to provide DO PASS or DO NOT PASS recommendations for each proposal. Committees are also able to propose a new position, revision and/or consolidation of positions, and/or retirement of positions for consideration at Assembly, as well.

The final Handbook (compiled by WSSDA) outlines the agenda for Assembly with all position proposals received, the proposal rationales, and the committee recommendations for each. At Assembly, each amended, new, and/or consolidated position proposal is brought before the membership for individual consideration, discussion, and voting. Proposals are debated and voted on as written in the Handbook - no additional wording revisions are possible during Assembly. Returning legislative positions for which no revisions were submitted are brought forward to be voted on together in a Consent Agenda.

Each board is granted one set of voting credentials which one board member can use to vote on behalf of their board.

How are the positions used after Assembly?

Adopted positions advise, support, and direct WSSDA's Strategic Advocacy work on behalf of the statewide membership.

Following Assembly, the full list of newly adopted/revised Legislative Positions are sent out to WSSDA membership to prioritize for the coming session. Prioritization input is compiled to create the Legislative Priorities for WSSDA, which is what directs the Strategic Advocacy team on what to focus on in the coming legislative session.

If potential legislation is proposed around something for which there is not a position, WSSDA's team cannot take a position, or provide input, on it during session.

Position Discussion & Review

| Category | Position Type | Proposal Type | Position Title | Handbook Pg # | Notes | Submitted by Shoreline |
|----------|--|---------------|---|---------------|---|------------------------|
| LEARNING | PERMANENT | AMENDED | Achievement and Opportunity Gaps | 19 | Changes "Racial Equity Policy" to "comprehensive equity policy" - refers to another permanent position on racial equity | |
| | | | Alternative, Nontraditional, and Innovative Schools | 20-21 | Changes "urges" to "believes" and replaces "to" with "should" in first sentence, and removes explanatory paragraph from position | |
| | | | Comprehensive School Safety (proposal 1) | 22-23 | Significant revision of position to include geographical/environmental safety, all facilities/transportation/activities, HIB, and SEL/mental health | X |
| | | | Comprehensive School Safety (proposal 2) | 24 | Amends original position to include "A safe and accepting school climate" | |
| | | | Instructional Materials Content | 25-26 | Removes detailed outlining of recommended instructional materials content and replaces it with what is "required by law" | |
| | | | Nondiscrimination | 27 | Changes the position to be titled "Diversity" and recommends some wording changes to make the position be more about that than nondiscrimination | |
| | | | Opportunity to Study Controversial Issues | 28 | Revises position to be not just to have policies about studying controversial issues, but to "create a climate for an accurate, honest, and balanced approach that supports appropriate teaching and discussion of controversial issues in the classroom" | |
| | | | P-20 Education and Training | 29 | Changes "P-20" in the title to "Coordinated" | |
| | | | Standards Conduct | 30 | Expands position to include visitors and to clarify these standards are expected on all school premises, transportation, and school activities. | X |
| | | | Student Education Plans | 31 | Adds students who is included in developing a student education plan in the position. | |
| | | | Transition Beyond School | 32 | Revision which works to simplify the position to be inclusive of all potential pathways and post-secondary options for students. | |
| | | | Truancy/Dropouts | 33 | Changes the position to be titled "Promoting Attendance and School Connection" and changes language accordingly to have a positive focus on attendance and student re-engagement. | |
| | | | LEGISLATIVE | AMENDED | English Language Learners | 34-35 |
| | Equity-Based Education System | 36 | | | Adds language that the equity analysis be done by people with lived experience in the area of equity in question; adjusts language around policy and priorities | X |
| | a. Equity-Based Education System | 37 | | | Asks membership to continue with revised position as proposed above or revert to original position. | |
| | Student Reentry and Reengagement | 38 | | | Adds language that makes data collection and reporting on student populations be part of legislation for student reentry and reengagement programs and practices. | X |
| | a. Student Reentry and Reengagement | 39 | | | Asks membership to continue with revised position as proposed above or revert to original position. | |
| | Support for Special Education Programs | 40-41 | | | Adds "Remove the penalties or withholding of funds for mistakes in the application process." to the itemized list of what legislation should include | |

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|--|---------------|---------------|--|---|--|--|---|
| | PERMANENT | | Expanding Basic Education | 42 | Creates a new position to support including the following as part of basic education: citizenship, digital citizenship, social and emotional learning, and environmental education. | | |
| | | | Native American Instructional Materials | 43 | Creates a new position to assert that "instructional materials based on local Native American tribal heritage should be included in district social studies course design" | | |
| | | | World Languages | 44 | Creates a new position to assert boards should create policies to "incorporate world language instruction and materials, including American Sign Language, into all grades." | | |
| | LEGISLATIVE | NEW | | Sexual Harassment, Assault, and Abuse Prevention & Response | 45 | Creates a new position for "legislation that will create policy and supply full funding to maintain environments free of sexual harassment, assault, and abuse in relation to all school activities and participants" - details certain desired legislation Co-created with a student representative in response to statewide student walkouts and appeals for more support and response on this issue. | X |
| | | | | Social Media Reporting Point of Contact | 46-47 | Creates a new position for legislation that would require social media companies operating in the US to have a point of contact school districts who "can directly report any post or shared information that creates a material and substantial interference with the operation of its schools." | X |
| | | | | Student Access to Supports and Services | 48 | Creates a new position for legislation that will ensure all students have full access to all programming, activities, and supports they need or have interest | |
| | | | | Student Data Privacy | 49 | Creates a new position for legislation that will ensure and protect student data within districts as well as with external service providers; ensuring agreements are cohesive with 3rd party vendors, the sale of student data is prohibited, and creating a profile of a student from data is prevented. | |
| | | | CONSOLIDATED | Digital Education Access for All | 50-51 | These positions work to consolidate several existing positions which have overlap on the same topic/issue/concern into more cohesive and streamlined positions. This works to reduce the number of overall positions which supports more effective advocacy, as well as to prevents similar positions from competing for prioritization in the legislative priorities process. | |
| | | | | Graduation Requirements and Pathways | 52-53 | | |
| | | | | Universal Free School Meals | 54-55 | | |
| | | PERMANENT | RETIRING | Character Development | 56 | These positions are recommended to be retired as they are deemed to be no longer necessary due to current law or other existing positions | |
| | | | | Essential Academic Achievement | 57 | | |
| Individualized Educational Opportunities | | | | 58 | | | |
| STAFFING | LEGISLATIVE | AMENDED | Administrators for Small Schools | 60 | Revises the position to asset that legislation will provide "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." - regardless of size of district | | |
| | | | Retroactive Cuts and Reductions in Force | 61 | Revises the position to 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." | | |

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| | | | Strikes and Labor Disputes | 62-63 | Significantly modifies the position to remove permanent position language, add clarification of existing law, and remove assertions of what boards and WSSDA should do during a strike. | |
| | | CONSOLIDATED | Attract, Recruit, and Retain High Quality Staff | 64-66 | These positions work to consolidate several existing positions which have overlap on the same topic/issue/concern into more cohesive and streamlined positions. This works to reduce the number of overall positions which supports more effective advocacy, as well as to prevents similar positions from competing for prioritization in the legislative priorities process. | |
| | | | Professional Development | 67-68 | | |
| CAPITAL FACILITIES & SCHOOL CONSTRUCTION | LEGISLATIVE | NEW | Climate Impact Mitigation Assistance | 70-71 | Creates a new position that will encourage legislation and funding to support climate mitigation efforts by districts to eliminate petroleum-powered vehicles and cooking appliances from operations, and implement Green Building Practices. | |
| | | CONSOLIDATED | Funding Safe, Healthy, Contemporary School Buildings | 72-74 | Consolidates several positions on the same topic into one. | |
| FUNDING AND ALLOCATION | PERMANENT | AMENDED | Management of Common School Trust Lands | 76-77 | Adds "Trust revenue should not be used to supplement basic education revenue." | |
| | LEGISLATIVE | AMENDED | Career and Technical Education Funding | 78-79 | Expands position to support CTE/ALE funding, staffing, and supports for all grade levels | |
| | | | Enhanced Funding for Transitional Bilingual Education | 80 | Three wording changes that "clarifies the position by adding updated language related to the Transitional Bilingual Instruction Program." | |
| | | | Enrichment Programs | 81 | Adds language that adds the important element of data collection and program evaluation of enrichment programs in order to promote greater funding support. | X |
| | | | Expanding Equitable Access to and Funding for All Dual Credit Options | 82 | Adds "ample" and "district" to funding language | |
| | | NEW | State Funding for Full Breadth of Co-Curricular Activities | 83 | Creates a new position for funding for facilities, staffing, and other needs to ensure equitable access to co-curricular activities (e.g. sports, performing arts, etc.) | |
| | CONSOLIDATED | | Amply Funded Staffing Levels | 84-86 | These positions work to consolidate several existing positions which have overlap on the same topic/issue/concern into more cohesive and streamlined positions. This works to reduce the number of overall positions which supports more effective advocacy, as well as to prevents similar positions from competing for prioritization in the legislative priorities process. | |
| | | | Budget Stability | 87-88 | | |
| | | | Ample Funding for High Poverty Schools | 89 | | |
| | | | Funding for Unique and Necessary Programs | 90-91 | | |
| | | | Salaries | 92-93 | | |
| GOVERNANCE | PERMANENT | AMENDED | Student Voice in Governance | 95 | Adds language that adds "policies" to what are recommended to be created with K-12 student input - reflecting the recommendations of WSSDA's Student Representative Network. Revision co-created with a student representative. | X |
| | LEGISLATIVE | AMENDED | Participation in Local Voters Pamphlet | 96 | Adds language that people on voter pamphlet pro/con statement committees must reside within the district. | X |

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| | | | a. Participation in Local Voters Pamphlet | 97 | Asks membership to continue with revised position as proposed above or revert to original position. | |
| | | NEW | Opposing Partisan School Director Elections | 98 | Creates a new position that opposes candidates for school board being required to declare a political party as a part of the election process. | |
| | | CONSOLIDATED | Law and Liability | 99 | These positions work to consolidate several existing positions which have overlap on the same topic/issue/concern into more cohesive and streamlined positions. This works to reduce the number of overall positions which supports more effective advocacy, as well as to prevents similar positions from competing for prioritization in the legislative priorities process. | |
| | | | Public Records Act & Legal Notice Requirements | 100-101 | | |
| | Regulations Governing K-12 Education | 102-103 | | | | |

2023 Legislative Session Funding Requests

Director Sara Betnel - Board Legislative Representative
Shoreline School Board Study Session
September 13, 2022

Session Overview

The 2023 Legislative Session begins January 9, 2023

This will be a long session when the legislature will create the Biennium Budget for 2023-2025

Funding requests for this budget are most effective when submitted in the Fall ahead of session

Key Funding Needs in Shoreline

- **Regionalization Factor** - request: don't step this down or harm anyone else with this; ensure it is comparable between neighboring districts
- **Staff & Salary Adjustments** - requests:
 - maintain flexibility in staff funding allotments;
 - fully fund necessary building (e.g. principals, deans, etc.) and support (e.g. nurses, counselors, mental health, family advocates, school safety, etc.) positions;
 - increase classified staffing funding;
 - fund equity staff and work;
 - know sooner than later.

Key Funding Needs in Shoreline, cont'd

- **Special Education Funding** - requests:
 - increase funding for special education teachers, paraeducators, and psychologists;
 - fund professional development (PD) and staffing support for inclusionary practices;
 - preserve Safety Net funding.
- **Ethnic Studies & Since Time Immemorial** - request: fully fund these already signed into law
- **Transportation** - request: revise the formula to be by miles driven vs. ridership
- **Overall** - request: focus funding towards students who need the most supports and no unfunded mandates

Discussion