



# Permanent Positions

Revised December 2017

# 1 ASSOCIATION OPERATION

## 1.1 GENERAL

### 1.1.1 VISION, MISSION AND GOALS

#### VISION

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

#### MISSION

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

#### GOALS

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

*(Adopted 1962; Amended 1963, 1977, 1982, 1987, 1992, 2002, 2007, 2012, 2017)*

---

### 1.1.2 ASSOCIATION AUTONOMY

The membership of WSSDA supports its organization and believes that its continued operation and strength is essential to 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.

*(Adopted 1975; Amended 1982, 1992, 2002, 2017)*

---

### 1.1.3 COMMITMENT TO PUBLIC EDUCATION

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

*(Adopted 1975; Amended 1982, 1992, 2002, 2007, 2012, 2017)*

**1.1.4 LEADERSHIP IN EDUCATIONAL PROGRAMMING**

WSSDA will provide leadership to influence decisions at the state and national levels consistent with WSSDA positions. WSSDA will devote a significant proportion of its time, assets and influence to encourage legislative and administrative decisions supportive of WSSDA policies. WSSDA encourages a joint legislative platform focusing on student success with other statewide organizations with legislative positions or priorities that align with WSSDA’s.

*(Adopted 1977; Amended 1992, 2002, 2012, 2017)*

---

**1.1.5 ADVERTISING OF TOBACCO, ALCOHOL, AND CANNABIS**

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

*(Adopted 1989; Amended 2012, 2017)*

---

**1.2 POSITION DEVELOPMENT PROCESS**

**1.2.1 POSITIONS ADOPTION**

WSSDA shall adopt specific permanent positions on educational issues to guide its members and representatives in presenting WSSDA’s positions and concerns.

*(Adopted 1977; Amended 1992, 2002, 2012, 2017)*

---

**1.2.2 REVIEW OF WSSDA 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. The result of such changes, clarifications, and combinations will be presented for action in writing to the next Delegate Assembly at Annual Conference.

*(Adopted 1977; Amended 2002, 2007, 2017)*

## 1.3 FINANCE

### 1.3.1 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.

*(Adopted 1971; Amended 1982, 2001, 2017)*

## 2 DISTRICT MANAGEMENT

### 2.1 BOARD MEMBERS

#### 2.1.1 PROFESSIONAL STANDARDS\*

##### **Individual School Director Standards**

We, as independently elected officials, recognize and accept the responsibility of our role and our personal authority to act only within the structure of a school district's board of directors. We commit to taking the time necessary to understand the beliefs, acquire the knowledge and develop the skills necessary to be effective school directors.

##### STANDARD 1: VALUES AND ETHICAL BEHAVIOR

To be effective, an individual school director:

- a. Places students' needs first.
- b. Demonstrates commitment to equity and high standards of achievement for each student.
- c. Commits to treating each individual with dignity and respect.
- d. Models high ethical standards.
- e. Advocates for public education.

##### STANDARD 2. LEADERSHIP

To be effective, an individual school director:

- a. Contributes to thoughtful governance discussions and decisions by being well informed, open minded and deliberative.
- b. Understands that authority rests with the board as a whole and not with individual directors.
- c. Is able to articulate and model appropriate school director roles and responsibilities.
- d. Actively participates in school director duties and responsibilities.
- e. Demonstrates group membership and leadership skills, working within the board structure.
- f. Respects the board's role in policy making and supports all adopted board policies.

##### STANDARD 3. COMMUNICATION

To be effective, an individual school director:

- a. Builds and maintains positive connections with the community and staff.

- b. Communicates accurately and honestly, with awareness of the impact of his/her words and actions.
- c. Listens carefully and with an open mind.
- d. Maintains civility and treats all people with respect.
- e. Maintains confidentiality of appropriate matters.
- f. Refers and guides people with concerns to appropriate staff.
- g. Welcomes parent, student and community input.

#### STANDARD 4. PROFESSIONAL DEVELOPMENT

To be effective, an individual school director:

- a. Commits the time and energy necessary to be informed and competent.
- b. Keeps abreast of current issues, research, applicable laws, regulations, and policies that affect public education.
- c. Participates in professional development, individually and with the board/superintendent team.

#### STANDARD 5. ACCOUNTABILITY

To be effective, an individual school director:

- a. Is accountable to the community.
- b. Takes personal responsibility for his/her own words and actions.
- c. Respects and abides by board decisions.
- d. Meets expectations for transparency, including disclosing potential conflicts of interest and refraining from discussing or voting on those issues.
- e. Complies with board policies/procedures and the law.

### **Washington School Board Standards**

School boards provide leadership focused on promoting student achievement through planning, policy setting, advocacy and monitoring of performance so each and every student succeeds. To fulfill these roles, school boards implement the following standards.

#### STANDARD 1.

Provide responsible school district governance by:

- a. Conducting board and district business in a fair, respectful and responsible manner.
- b. Ensuring the board is accountable and open to the public including seeking divergent perspectives in its decision making process.
- c. Respecting and advocating mutual understanding of the roles and responsibilities of board members and the superintendent.
- d. Adopting policies based on well-researched practices that emphasize a belief that all students can achieve at high levels and that support continuous improvement of student achievement.
- e. Promoting healthy relationships by communicating supportively, inspiring, motivating and empowering others, and exercising influence in a positive manner.
- f. Working as an effective and collaborative team.

#### STANDARD 2.

Set and communicate high expectations for student learning with clear goals and plans for meeting those expectations by:

- a. Articulating the conviction that all students can learn and the belief that student learning can improve regardless of existing circumstances or resources.

- b. Leading the development, articulation and stewardship of a vision of learning that is shared and supported by schools and community.
- c. Adopting a collaboratively developed district plan focused on learning and achievement outcomes for all students.
- d. Ensuring non-negotiable goals for student achievement are established and aligned to the district's plan.

#### STANDARD 3.

Create conditions district-wide for student and staff success by:

- a. Providing for the safety and security of all students and staff.
- b. Employing and supporting quality teachers, administrators and other staff and providing for their professional development.
- c. Providing for learning essentials, including rigorous curriculum, technology and high quality facilities.
- d. Ensuring management of the organization, operations, and resources for an efficient and effective learning environment.
- e. Adopting and monitoring an annual budget that allocates resources based on the district's vision, goals and priorities for student learning.

#### STANDARD 4.

Hold school district accountable for meeting student learning expectations by:

- a. Committing to continuous improvement in student achievement at each school and throughout the district.
- b. Evaluating the superintendent on clear and focused expectations.
- c. Measuring student academic progress and needs based on valid and reliable assessments.

#### STANDARD 5.

Engage local community and represent the values and expectations they hold for their schools by:

- a. Collaborating with families and community members, responding to diverse interests and needs and mobilizing community resources.
- b. Ensuring school board and district transparency through a process that is open and accountable.
- c. Ensuring district information and decisions are communicated community-wide.
- d. Soliciting input from staff and a wide spectrum of the community so that a diverse range of interests and perspectives on issues is considered.

*(Adopted 1971; Amended 1982, 1984, 1989, 1991, 1994, 1999, 2004, 2009, 2014)*

*\*These professional standards were developed as the result of research by the Lighthouse Project in 2009. Any changes to this section directly affect the WSSDA Board Self-Assessment program.*

### **2.1.2 BOARD DEVELOPMENT**

WSSDA believes that board orientation and continuing education are essential. Local boards should allocate funds and participate in workshops/training sessions, self-studies and conferences to assure a high level of competency for each school director.

*(Adopted 1990; Amended 1992, 2009)*

---

### **2.1.3 SCHOOL BOARD LEADERSHIP**

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.

*(Adopted 1996; Amended 1999, 2009, 2014)*

---

### **2.1.4 ESSENTIAL ACADEMIC ACHIEVEMENT**

WSSDA believes that it is the school board's duty:

- To set policy that recognizes and accommodates individual learning styles to enable students to master academic skills essential for success.
- To set policy for and monitor the implementation of the district's curriculum, instruction and assessment systems to assure student attainment of state and district's standards; and
- To set policy and monitor grade level promotion practices.

*(Adopted 1996; Amended 1999, 2009, 2014)*

---

### **2.1.5 CHARACTER DEVELOPMENT**

WSSDA believes that it is the school board's duty:

- To establish and monitor the effectiveness of clear, consistently enforced standards of student conduct;
- To establish and monitor the inclusion of ethical standards for character development in the district's instructional program. Those standards should include as a minimum: Honesty, responsibility, respect for others, civic commitment and respect for the law; and
- To comply with [RCW 28A.150.211](#), Values and Traits Recognized.

*(Adopted 1996; Amended 1999, 2004, 2014)*

---

### **2.1.6 SHARED DECISION MAKING AND ACCOUNTABILITY**

WSSDA believes that it is the school board's duty to provide for active participation of staff, students, parents and community in establishing the district's strategic goals and developing each school's plan. The board must maintain such authority as needed to comply with state law and to be accountable to the electorate. The board can remain accountable while sharing decision making by:

- Delegating limited authority through written charges to councils, advisory committees, task forces or learning improvement teams;
- Requiring that the resources of the district and each school's plan are directed toward student learning and the district's strategic goals;
- Directing by policy the identification of information needed by the district to track progress toward the district's strategic goals; and
- Monitoring the progress of each school's plan for achieving the district's strategic goals.

*(Adopted 1996; Amended 1999, 2004, 2009)*

---

### **2.1.7 FAMILY, COMMUNITY AND SCHOOL PARTNERSHIPS**

WSSDA believes that it is the school board's duty to promote partnerships that focus on student learning and personal and civic responsibility.

The board encourages families to:

- Understand their student's school experience;
- Participate as volunteers in school;
- Support student learning at home;
- Participate in important decisions affecting children.
- Develop effective parenting skills; and
- Use community resources to support parenting efforts.

The board encourages community organizations to:

- Understand the needs and challenges of today's students and schools;
- Actively participate in schools;
- Promote student achievement;
- Provide mentoring and service-learning opportunities; and
- Contribute resources.

*(Adopted 1996; Amended 1999, 2009, 2014)*

---



### **2.1.8 MAINTAINING PUBLIC SUPPORT FOR AND CONFIDENCE IN SCHOOLS**

WSSDA believes school boards should:

- Establish and use a 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.

*(Adopted 1996; Amended 1999, 2009)*

---

### **2.1.9 ACCOUNTABILITY**

WSSDA believes that accountability includes, but is not limited to:

- continuous improvement in student learning and attainment of learning goals
- progress regularly reported to the public
- responsible fiscal stewardship
- the safety of all students and staff
- compliance with state and federal law

WSSDA believes that district-level decisions regarding accountability efforts must be authorized and monitored by the local school boards

*(Adopted 1998; Amended 2004, 2009, 2014)*

---

## **2.2 GENERAL**

### **2.2.1 LOCAL CONTROL**

WSSDA believes local control is a core American value and therefore believes that laws, regulations and policies should be written to support local control.

Exercise of 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 be sensitive to their community's diversity; and
- Allows school districts the flexibility to meet local demands and the evolving needs of students with local programs and solutions.

*(Adopted 1976; Amended 1982, 1984, 1989, 1992, 1994, 1999, 2004, 2009, 2014)*

---

### **2.2.2 LOCAL EDUCATIONAL 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.

*(Adopted 1994; Amended 1999, 2009, 2014)*

---

### **2.2.3 STATE ASSESSMENT**

WSSDA believes that state assessment programs should be used to measure student learning and district-wide progress. School directors use assessment data to meet the unique needs of each student, close the achievement gap, make system improvements and advocate for additional resources.

*(Adopted 1994; Amended 1999, 2004, 2009)*

---

### **2.2.4 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.

*(Adopted 1989; Amended 1994, 2009)*

---

### **2.2.5 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.

*(Adopted 1999; Amended 2000, 2004)*

---

### **2.2.6 ALTERNATIVE, NON-TRADITIONAL, AND INNOVATIVE SCHOOLS**

WSSDA urges school boards to 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. Although they may provide both flexibility and autonomy, alternative, non-traditional, and innovative schools should only be authorized by the local school board under a locally developed agreement. Because the schools belong to the entire public, curricular and fiscal decisions made at any such alternative, non-traditional, or innovative school must provide for the ultimate public accountability through the public's elected

voice — the local school board. Decisions to enact, alter or revoke an agreement should be the decision solely of the local school board. While granted greater autonomy to pilot unconventional or new methods, these schools are still accountable for showing measurable improvements in student achievement and must be authorized without selective or discriminatory admission or dismissal criteria, and may not charge tuition.

*(Adopted 1996; Amended 2004, 2009, 2012)*

---

### **2.2.7 STANDARDS OF CONDUCT**

WSSDA urges school boards to adopt policies which define standards of conduct for all staff, students, participants and spectators in school activities.

*(Adopted 1981; Amended 1989, 2004, 2009)*

---

### **2.2.8 INSURANCE**

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

*(Adopted 1981; Amended 1989, 2004)*

---

### **2.2.9 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.

*(Adopted 1994; Amended 2009, 2014)*

---

### **2.2.10 CONSERVATION**

WSSDA encourages school boards to adopt policies intended to maximize efforts at conservation to increase the efficiency of operations and extend the earth's resources.

*(Adopted 1999; Amended 2004, 2009)*

---

### **2.2.11 LONG-RANGE FACILITIES PLANNING**

WSSDA believes that school boards must use long-range planning to ensure availability of adequate school sites and facilities to meet district needs.

*(Adopted 1968; Amended 1989)*

---

### **2.2.12 COMMUNITY USE OF DISTRICT FACILITIES**

WSSDA believes that every school board should develop policies to maximize community use of its district facilities. However, school district programs have first priority in the use of district facilities.

*(Adopted 1968; Amended 1994)*

---

## **2.3 EQUAL RIGHTS**

### **2.3.1 NONDISCRIMINATION**

WSSDA promotes universal respect for all people in accordance with [RCW 28A.642.010](#). Further, WSSDA respects each individual and affirms that diversity is valuable and should be preserved and promoted. Every school board should adopt and periodically review its policies relative to student and staff diversity.

*(Adopted 1967; Amended 1984, 1994, 1999, 2004, 2009, 2014)*

---

### **2.3.2 DIVERSE FAMILY STRUCTURES**

WSSDA encourages school boards to adopt policies strengthening family involvement and communication sensitive to and accommodating diverse family structures.

*(Adopted 1991; Amended 1994, 2004)*

---

### **2.3.3 ACHIEVEMENT AND OPPORTUNITY GAPS**

WSSDA believes that in order to disrupt the systems which perpetuate achievement and opportunity gaps, local school boards should develop and adopt a Racial Equity Policy which directs school districts to put in place strategies and engagement practice where diverse voices and perspectives are included.

*(Adopted 2017)*

---

### **2.3.4 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.

*(Adopted 2017)*

---

## **2.4 STUDENTS**

### **2.4.1 STUDENT INVOLVEMENT**

WSSDA urges school boards to adopt policies that encourage student participation in matters affecting their education.

*(Adopted 1969; Amended 1989, 2004, 2009)*

---

#### **2.4.2 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.

*(Adopted 1980; Amended 1989, 1994, 2004, 2009, 2014)*

---

#### **2.4.3 TRUANCY/DROPOUTS**

WSSDA urges school boards to focus on dropout prevention and address truancy by partnering with parents/guardians, the juvenile justice system, other social agencies and the state.

WSSDA supports adequate state funding for:

- dropout prevention;
- intervention programs; and
- enforcement of truancy laws.

*(Adopted 1980; Amended 1984, 1989, 1994 and 1999, 2009, 2014)*

---

#### **2.4.4 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.

*(Adopted 1993; Amended 1995, 2004, 2014)*

---

#### **2.4.5 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.

*(Adopted 1985; Amended 1989, 1994, 1999, 2004, 2009, 2014)*

---

#### **2.4.6 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.

*(Adopted 1987; Amended 1989 and 1999, 2009, 2014)*

---

## **3 FINANCE**

### **3.1 GENERAL FUNDING**

#### **3.1.1 LONG-RANGE FINANCIAL SUPPORT**

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

*(Adopted 1965; Amended 1982, 2000, 2010, 2015)*

---

#### **3.1.2 FISCAL RESPONSIBILITY**

WSSDA recognizes that limited resources are available to fund public education. Local school districts shall use these resources responsibly to provide a high-quality education for all students.

*(Adopted 1985; Amended 2010, 2015)*

---

#### **3.1.3 STATE FUNDING OF SCHOOL OPERATIONS**

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

*(Adopted 1980; Amended 1982, 1990, 2000, 2005, 2010, 2015)*

---

#### **3.1.4 ACHIEVEMENT AND OPPORTUNITY GAPS**

WSSDA believes that the achievement and opportunity gaps between students, whether caused by socioeconomic, racial, ethnicity, gender, English-language proficiency, familial, disability or other disparities, are not acceptable. WSSDA recognizes that addressing these gaps requires additional resources. State basic education funding formulas shall provide these resources through sufficient additional funding to close these gaps.

*(Adopted 2010; Amended 2015)*

---

### **3.2 PROGRAM FUNDING**

#### **3.2.1 FUNDING OF MANDATED PROGRAMS**

WSSDA believes that state and federal governments have a legal duty to fully 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.

*(Adopted 1985; Amended 1986, 1990, 1995, 2000, 2005, 2010, 2015, 2017)*

### **3.2.2 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 funding of such activities.

*(Adopted 1981; Amended 1985, 2000, 2010)*

---

## **3.3 SCHOOL CONSTRUCTION**

### **3.3.1 SIMPLE MAJORITY FOR BONDS**

Bonds shall require a simple majority vote for passage.

*(Adopted 2015)*

---

### **3.3.2 CAPITAL PROJECT CONSTRUCTION**

WSSDA supports state education funding formulas that provide basic construction costs to house all students.

*(Adopted 2015)*

---

### **3.3.3 MANAGEMENT OF COMMON SCHOOL TRUST LANDS**

The Enabling Act of 1889 creating the State of Washington establishes that these lands shall be held in perpetuity for the benefit of the common schools. WSSDA believes trust lands shall be managed to provide maximum revenue for the public common schools and:

- A sustainable revenue shall be generated from the common school trust lands;
- There shall be compensation to the common school trust from conserving, preserving, or compromising the lands' ability to generate a fair financial return;
- The Trust shall be managed in a manner that ensures intergenerational equity;
- A diversity of assets is needed to maintain revenue sustainability;
- A dedicated fund for common school trust revenue is essential;
- The purchase or exchange of lands shall be done if it is in the best interest of the trust; and
- That trust lands shall provide multi-use purposes as long as it enhances or does not compromise revenue or value of land.

*(Adopted 1966; Amended 1985, 2000, 2005, 2010, 2015)*

---

### **3.3.4 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.

*(Adopted 1988; Amended 2000, 2005, 2010, 2015)*

---

## **3.4 PRIVATE SCHOOLS**

### **3.4.1 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.

*(Adopted 1970; Amended 1982, 1985, 2000, 2010, 2015)*

## **3.5 ESD FUNDING**

### **3.5.1 SUPPORT OF EDUCATIONAL SERVICE DISTRICTS**

WSSDA recognizes the value and the need across our state for the Washington educational service district network and supports full funding of its essential services to assure equity and excellence for every student.

*(Adopted 1978; Amended 1982, 2010, 2015)*

---

# **4 PERSONNEL**

## **4.1 TRAINING**

### **4.1.1 PRECERTIFICATION TRAINING FOR EDUCATORS**

WSSDA recommends institutions and school districts cooperatively provide precertification training for educators to:

- Require that all those admitted to professional training programs have mastery of the essential academic learning requirements and strong subject knowledge;
- Provide an educator preparation program as defined by the Professional Educator Standards Board;
- Ensure appropriate time is made available for on the job practice teaching; and
- Require that the cooperating classroom teachers and teacher trainee supervisors are experienced and have demonstrated exceptional skills in areas covered by the certification system.

*(Adopted 1977; Amended 1982, 1988, 1998, 2003, 2008, 2013)*

---

### **4.1.2 TEACHER CERTIFICATION**

WSSDA supports:

- 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; and
- Continuing education requirements for educators related to their teaching assignments.

*(Adopted 1987; Amended 1993, 1998, 2003, 2008)*



### **4.1.3 STAFF DEVELOPMENT**

WSSDA recommends continuous staff development through the development of policies, programs, and training at the local level based on local conditions.

*(Adopted 1980; Amended 1988 and 1993, 2008, 2013)*

---

## **4.2 EMPLOYMENT**

### **4.2.1 PERSONNEL MANAGEMENT**

WSSDA recommends that school directors develop policy for a coordinated personnel management system which:

- Establishes high priority for the recruiting, interviewing and selection of personnel who are highly qualified and reflect the diversity of the school and community population;
- Ensures that all those involved in the personnel selection process have the recruiting and interviewing skills necessary to select qualified personnel ;
- Provides for regular supervision and performance evaluations including those required by state law; and
- Encourages professional development for all staff for continued growth that is flexible and responsive to individual and district needs.

*(Adopted 1979; Amended 1982, 1993, 1998, 2008, 2013)*

---

### **4.2.2 ROLE OF THE PRINCIPAL**

WSSDA believes that school districts must consider the principal as a key administrator in the organizational structure of the school district. 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.

The school board remains the vested authority of the establishment of policy for a school district. It is important that the principal be involved in the creation of school district policies, regulations and guidelines.

*(Adopted 1974; Amended 1988, 2003, 2008)*

---

### **4.2.3 STATE AND LOCAL RESPONSIBILITY FOR SALARIES**

WSSDA believes that:

- The state should allocate sufficient funds to assure an equal average salary in all school districts after adjustment for differences in employees' training and experience;
- Within the limits of the state's salary equalization rules, school boards should retain the authority to establish their own salary schedules for all certificated

- employees' basic employment contracts; and
- As long as the levy lid remains in place, school boards should retain the discretion to provide extra compensation for extra work by using supplemental contracts as authorized by [RCW 28A.405.240](#). School boards, not the state, should be responsible for negotiating supplemental contracts.

*(Adopted 1984; Amended 2008, 2013)*

---

#### **4.2.4 CERTIFICATED EMPLOYEE SALARIES**

WSSDA believes that in order to attract highly-qualified people into the teaching profession and serve the needs of the students and community:

- There should be a substantial salary increase at the end of the provisional employment period to denote the promotion from provisional to professional status as a teacher; and
- Teacher salaries should start at a competitive level and keep pace with the changes in the cost of living; and throughout their careers, remain comparable to those available to college graduates with baccalaureate or graduate degrees with similar responsibilities, time demands, job security and insurance and retirement benefits.

*(Adopted 1984; Amended 1988, 1998, 2008, 2013)*

---

#### **4.2.5 EMPLOYEE PERFORMANCE AS A FACTOR IN CALCULATING SALARY**

WSSDA recommends that both state and local policies require that employee performance, training, experience and National Board Certification be used in establishing employee salaries.

*(Adopted 1984; Amended 2008)*

---

#### **4.2.6 REQUESTS FOR EMPLOYEE REFERENCES**

WSSDA recommends that:

- In responding to inquiries about school personnel for employment, administrators give honest, full and fair appraisals of the candidate's job-related ability, character, and qualifications based upon verifiable information;
- During the hiring process direct contacts should be made with former employers, other community members and professional associations and institutions; and
- All employment interviews, contacts, references and inquiries must comply with current fair employment practices.

*(Adopted 1970; Amended 1977, 1982, 1988, 1993, 2008)*

---

#### **4.2.7 UNEMPLOYMENT COMPENSATION**

WSSDA believes special federal or state unemployment compensation should not be available to school employees during vacation periods or work stoppages if such employees are eligible to return to the school district after the vacation period or work stoppage.

*(Adopted 1975; Amended 1988)*

---

#### **4.2.8 INSURANCE BENEFITS FOR SCHOOL EMPLOYEES**

WSSDA shall take leadership with statewide school administrative and employee groups in seeking the most comprehensive insurance benefits program that can be obtained for state school employees within the funds provided by the legislature.

*(Adopted 1979; Amended 1988, 2003, 2008)*

---

### **4.3 CONTRACTS AND NEGOTIATIONS**

#### **4.3.1 COOPERATION FOR EFFECTIVE SCHOOLS**

WSSDA believes the governor, the state superintendent, the State Board of Education, legislators, local school boards, administrators and employee organizations should work together for improved outcomes in student achievement. Areas of cooperation should include salaries and working conditions as well as performance and accountability standards.

*(Adopted 1985; Amended 1988, 1993, 2003, 2008, 2013)*

---

#### **4.3.2 COLLECTIVE BARGAINING**

WSSDA should work with all groups, including the state legislature, to encourage collaborative bargaining practices.

*(Adopted 1983; Amended 1988, 1993, 2008)*

---

#### **4.3.3 NEGOTIATIONS**

WSSDA recommends that when negotiating with representatives of employee groups, the local school board (or its representatives) should:

- Strive to ensure continual improvement of student achievement;
- Be collaborative;
- Identify and understand key issues and goals;
- Be responsive to the community;
- Ensure that management rights and responsibilities are preserved;
- Be aware of statewide consequences;
- Comply with the law; and

- Be fiscally responsible based on a working knowledge of the district's budget.

The collaborative bargaining process should:

- Maintain an atmosphere of mutual respect, trust and confidence;
- Define ground rules for negotiations;
- Anticipate needs and ensure an adequate number of negotiation sessions;
- Use clear and concise contract language;
- Allow renegotiation of agreements which are not in the best interest of students; and
- Strive for multi-year collective bargaining agreements.

*(Adopted 1968; Amended 1977, 1982, 1993, 2003, 2008, 2013)*

---

#### **4.3.4 RESOLUTION OF BARGAINING DISPUTES**

WSSDA urges the Public Employment Relations Commission to promptly resolve disputes on mandatory and permissive subjects of bargaining.

*(Adopted 1978; Amended 1982, 1993, 2003, 2008)*

---

#### **4.3.5 ALLOW PRINCIPALS TO RETURN TO CLASSROOM**

WSSDA recommends local school boards to avoid any provision in collective bargaining agreements or in local policy which would restrict school districts from returning principals to a classroom position for which they are qualified.

*(Adopted 1982; Amended 1993, 2013)*

---

#### **4.3.6 CONTRACT RELATIONS**

WSSDA believes:

- Contracts should be returned by teachers within two weeks of issuance. If not returned by that time, a contract shall be presumed to be rejected and the board should move for termination.
- A teacher under contract in one district for the ensuing school year should not accept a contract by another district without a prior release.

*(Adopted 1963; Amended 1972, 1977, 1982, 1998, 2003, 2008)*

---

#### **4.3.7 SUPPLEMENTAL CONTRACTS**

WSSDA believes that the special duties and assignments of certificated employees should be included in supplemental contracts rather than in the basic teaching contracts. Supplemental contracts should not be terminated without reasonable notice to the employee.

*(Adopted 1975; Amended 1988 and 1993, 2013)*

## **4.4 RETIREMENT**

### **4.4.1 MAINTAINING THE INTEGRITY OF THE RETIREMENT SYSTEMS**

WSSDA believes that the Teachers' or Public Employees' Retirement Systems should be financially strong and managed responsibly. WSSDA also supports continued control of those retirement systems by independent boards.

*(Adopted 1971; Amended 1982, 1988, 2008)*

---

### **4.4.2 RETIREMENT SYSTEM ABUSES**

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

*(Adopted 1981, 2008)*

---

## **5 INSTRUCTIONAL PROGRAM**

### **5.1 COURSE DESIGN, SELECTION AND ADOPTION OF INSTRUCTIONAL MATERIALS**

#### **5.1.1 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 citizen involvement in development and review of instructional materials and participation on district instructional materials committees.

*(Adopted 1968; Amended 1982, 1991, 2000, 2006, 2016)*

---

#### **5.1.2 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, which include:

- Read with comprehension, write effectively and communicate successfully in a variety of ways and settings and with a variety of audiences;
- Know and apply the core concepts and principles of mathematics; social, physical and life sciences; civics and history, including different cultures and participation in representative government; geography; arts; and health and fitness;
- Think analytically, logically and creatively, and integrate technology literacy and fluency as well as different experiences and knowledge to form reasoned judgments and solve problems; and
- Understand the importance of work and personal financial management and how performance, effort and decisions directly affect future career and educational

opportunities.

Instructional materials based on local Native American tribal heritage must be included in district social studies course design.

WSSDA recognizes that cognitive development during grades K-8 maximizes the chance for world language proficiency. WSSDA encourages local school boards to incorporate world language instruction and materials, including American Sign Language, into grade K-8 as resources permit.

The content of district instructional materials should also include, but not be limited to:

- Citizenship;
- Social and emotional learning;
- Digital citizenship; and
- Environmental education.

*(Adopted 2001; Amended 2006, 2009, 2016)*

---

## **5.2 INSTRUCTION**

### **5.2.1 STANDARDS-BASED EDUCATION**

WSSDA is committed to the continuing implementation of standards-based education.

*(Adopted 1978; Amended 1982, 1991, 1996, 2001, 2006)*

---

### **5.2.2 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.

*(Adopted 1978; Amended 2006, 2016)*

---

### **5.2.3 STUDENT EDUCATIONAL PLANS**

WSSDA believes that each student should have an educational plan developed in partnership with education professionals and parents to achieve the student's full potential.

*(Adopted 1979; Amended 1982, 1991, 2001, 2006, 2016)*

---

#### **5.2.4 INDIVIDUALIZED EDUCATIONAL OPPORTUNITIES**

WSSDA believes that each local school district should meet the educational needs of its diverse student population by identifying and addressing those needs.

*(Adopted 1980; Amended 1991, 2001, 2006)*

---

#### **5.2.5 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.

*(Adopted 1978; Amended 1996, 2006, 2016)*

---

#### **5.2.6 TRANSITION BEYOND SCHOOL**

WSSDA urges local school districts to organize their K-12 learning programs to enable each student to move successfully from school to careers, the military, technical training programs or colleges and universities.

To achieve that goal, school districts should:

- Involve the business community to identify essential skills and opportunities;
- Integrate academic and career and technical education by enabling students to apply academic principles in occupational situations; and
- Provide dual credit opportunities in high school.

*(Adopted 1987; Amended 1991, 1992, 2001, 2006, 2016)*

---

#### **5.2.7 ENGLISH LANGUAGE LEARNERS**

WSSDA encourages transitional education programs and resources in the schools for English language learners, with emphasis on proficiency in reading, writing and speaking English. Where possible, students should receive credit for proficiency in their native language.

*(Adopted 1975; Amended 1982, 1996, 2006, 2016)*

---

#### **5.2.8 EDUCATIONAL OPPORTUNITIES FOR HIGHLY CAPABLE STUDENTS**

WSSDA recommends that local school districts meet the educational needs of its highly capable students.

*(Adopted 1980; Amended 1986, 2001, 2006)*

---

### **5.2.9 INSTRUCTIONAL STRATEGIES**

WSSDA believes successful instructional strategies are research-based and originate from instructional materials and assessments aligned with state standards. Furthermore, effective instructional strategies must be supported by integrated teacher professional development.

*(Adopted 2006, 2016)*

---

### **5.2.10 STATE ASSESSMENT**

WSSDA urges that state assessment programs:

- 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;
- Recognize that state-mandated standardized tests are integrated with alternative assessment methods; and
- Recognize that some students require multiple opportunities to succeed and those opportunities should be fully funded by the state.

*(Adopted 1994; Amended 1999, 2004, 2009)*

---

### **5.2.11 MEASURES OF ACADEMIC PROGRESS FOR ELL STUDENTS**

WSSDA believes that ELL (English Language 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. Therefore, WSSDA supports the usage of a fair and useful set of metrics to measure the academic progress of ELL students in all content areas prior to their achieving English language proficiency.

*(Adopted 2010)*

---

## **5.3 CONTROVERSIAL ISSUES**

### **5.3.1 OPPORTUNITY TO STUDY CONTROVERSIAL ISSUES**

WSSDA recognizes that controversy is a normal part of our lives. Local school boards are urged to develop and adopt policies in regard to the teaching of controversial issues.

*(Adopted 1961; Amended 1982 and 1991)*

---



## 6 RELATIONS WITH OTHERS

### 6.1 FEDERAL RELATIONS

#### 6.1.1 FEDERAL ROLE

WSSDA believes that public education is a federal interest, a state responsibility and a local function. The federal interest is served by supporting but not supplanting state and local efforts. The federal role includes:

- Fully funding the impact of federal policies and mandates on local schools;
- Equitable access to educational opportunities for each and every student;
- Enhancing educational opportunities through support for career and technical education programs;
- Fully funding the Individuals with Disabilities Education Act (IDEA);
- Promoting democracy through a well-educated citizenry; and
- Replacing tax revenues lost as a result of federal activities.

*(Adopted 1982; Amended 1987, 1992, 2002; 2007, 2017)*

---

#### 6.1.2 FEDERAL FUNDS

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

*(Adopted 1965; Amended 1977, 1982, 1987, 2002; 2012)*

---

#### 6.1.3 FEDERAL LEGISLATION AFFECTING EDUCATION

WSSDA will be knowledgeable and proactive regarding federal developments affecting education and will inform and encourage school directors to take appropriate action.

*(Adopted 1966; Amended 1982, 1987; 1992; 2007; 2012)*

---

#### 6.1.4 FEDERAL COLLECTIVE BARGAINING

WSSDA believes that the issues of collective bargaining are matters for state and local determination.

*(Adopted 1975; Amended 2002; 2012, 2017)*

---

#### 6.1.5 FEDERAL ADVOCACY

WSSDA shall assist the National School Boards Association in its advocacy for public education. WSSDA shall also advocate its own federal issues with our Washington State congressional delegation. WSSDA shall provide support to assist local districts in advocating for federal issues of local concern.

*(Adopted 1992; Amended 2007; 2012, 2017)*

---

## **6.2 STATE RELATIONS**

### **6.2.1 STATE ROLE**

WSSDA believes that public education is a federal interest, a state responsibility and a local function. The state responsibility is served by supporting but not supplanting local efforts. The state role begins with fully funding basic education consistent with its constitutional mandate.

*(Adopted 2012)*

---

### **6.2.2 P-20 EDUCATION AND TRAINING**

WSSDA supports a coordinated and comprehensive state plan for early childhood education, K-12, and post-secondary education and training.

*(Adopted 1965; Amended 1987; 1992; 2007; 2012)*

---

### **6.2.3 EDUCATIONAL POLICY DEVELOPMENT**

WSSDA urges the state to appoint school directors to serve on every commission, task force, or stakeholder group that directly or indirectly affects the development of K-12 educational guidelines, regulations, and policies.

*(Adopted 1972; Amended 1977, 1982, 1987, 2002; 2007, 2017)*

---

### **6.2.4 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.

*(Adopted 1980; Amended 2012, 2017)*

---

### **6.2.5 TEACHER CERTIFICATION AND PROFESSIONAL DEVELOPMENT**

WSSDA encourages teacher preparation programs to actively recruit a diverse pool of candidates. WSSDA supports collaboration among colleges and universities, state educational agencies, school districts, and professional associations in developing, evaluating and recommending standards for professional educator programs.

WSSDA believes statutory authority for the certification of teachers and paraeducators, and educational staff associates, and accountability for the certification and professional preparation program standards should remain at the state level.

To assure effective access to colleges and universities by certificated educators in need of continuing professional development, WSSDA believes the Student Achievement Council

should consider the in-service training needs of school personnel in developing its long-range plans.

*(Adopted 1987; Amended 2002; 2007; 2012, 2017)*

---

**6.2.6 STUDENTS EXPERIENCING HOMELESSNESS AND STUDENTS LIVING IN NONTRADITIONAL ENVIRONMENTS OR STATE FACILITIES**

WSSDA supports providing for the educational needs of students experiencing homelessness as defined by the McKinney-Vento Act and students living in nontraditional environments or state facilities. The state must fully fund appropriate services and educational programs to fulfill its commitment to these populations.

*(Adopted 1982; Amended 1987, 1992, 1997, 2002; 2012)*

---

**6.2.7 STATE BOARD ELECTIONS**

WSSDA supports the selection of all State Board of Education members by school directors through a nonpartisan election process and urges all directors to exercise their right to vote.

*(Adopted 1986; Amended 1992, 2002; 2012, 2017)*

---

**6.2.8 STATE BOARD OF EDUCATION**

WSSDA shall pursue an equal partnership with the State Board of Education to address current public education issues and encourages local school boards to become actively involved in State Board issues.

*(Adopted 2007; 2012)*

---

**6.2.9 ACCOUNTABILITY**

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.

*(Adopted 1998; Amended 2004; 2009; 2012)*

---

**6.2.10 LOCAL BOARD WASHINGTON INTERSCHOLASTIC ACTIVITIES ASSOCIATION (WIAA)**

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

*(Adopted 1994; Amended 2002, 2017)*

---

**6.2.11 INTERSCHOLASTIC ACTIVITIES COMMITTEE REPRESENTATION**

All WIAA District Boards will have a WSSDA IAC member. If a WIAA District does not have a representative after IAC elections, the WSSDA Board of Directors will appoint a WSSDA member to the IAC to fill the vacancy. The term will be for one year.

*(Adopted 2004; Amended 2017)*

---

**6.3 EDUCATION ORGANIZATIONS**

**6.3.1 WSSDA’S RELATIONSHIP WITH EDUCATIONAL ORGANIZATIONS**

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

*(Adopted 1977; Amended 1982, 1991, 1992, 2002, 2007, 2012, 2017)*

---

**6.3.2 NSBA NATIONAL AFFILIATE PROGRAM**

WSSDA encourages local boards to become National Affiliates of the National School Boards Association and become involved in NSBA programs and activities.

*(Adopted 1972; Amended 1982, 1987, 2002)*

---

**6.4 REGULATORY AGENCIES**

**6.4.1 STATE AND FEDERAL ADMINISTRATIVE RULES AND REGULATIONS**

WSSDA urges state and federal agencies to avoid adopting or implementing rules and regulations that conflict with or overreach legislation.

*(Adopted 1982; Amended 1987)*