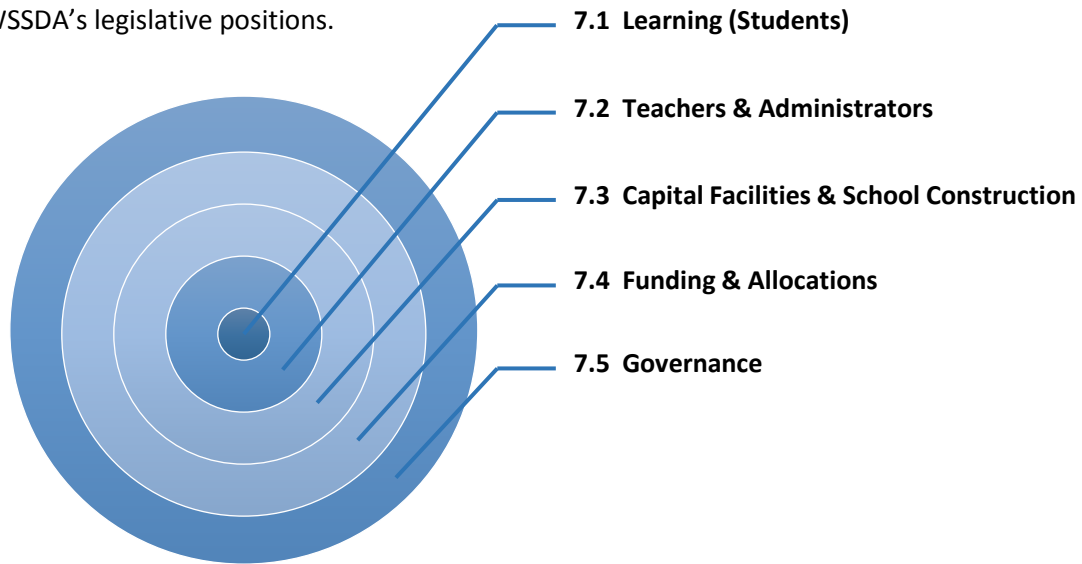


2018 Legislative Positions and Priority Ranking

Overview: This document provides a full list of WSSDA’s 104 legislative positions for the 2018 legislative session. The 2017 Legislative Assembly met on September 23, 2017 where 120 school leaders representing 88 school districts debated 47 legislative positions, including five new legislative positions and 20 continuing positions. In addition, 10 positions were amended and 17 were consolidated into eight. Districts present also voted for their top 15 legislative position priorities. The top position priorities comprise WSSDA’s 2018 legislative platform developed by the Legislative Committee and adopted by the Board of Directors in late October. [Appendix A](#) provides a rank order of the results from Legislative Assembly.

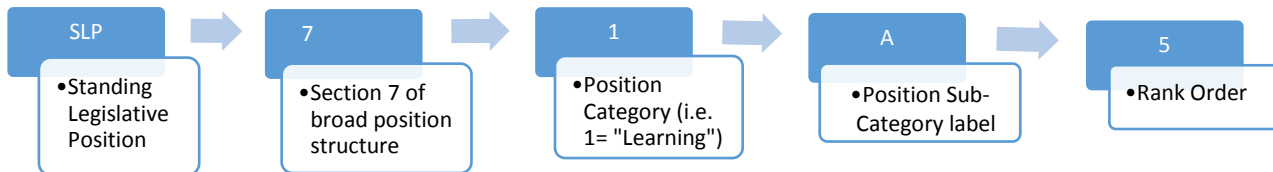
Document Organization: WSSDA’s 2018 legislative positions are organized into five categories: Learning; Teachers & Administrators; K-12 Capital Facilities & Construction; Funding & Allocations; and Governance. The positions are intentionally ordered starting with those specific to students and student learning first, with the following categories as critical overarching supports for every student’s success. The descriptions for each category provide an overview of the types of positions found within it, as well as more refined sub-categories. Each year these categories and associated sub-categories are reviewed and refined by the Streamlining Sub-Committee to continually improve access to and navigation of the full suite of WSSDA’s legislative positions.



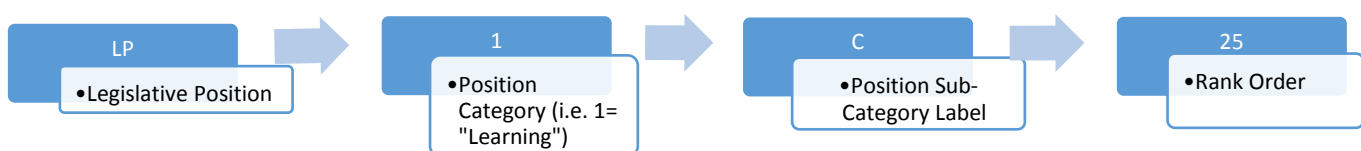
Position Labels & Numbering: Positions are labeled as either “SLP” (Standing Legislative Position) or “LP” (Legislative Position). SLPs have been approved by the legislative assembly for four consecutive years and are considered so important and/or universally accepted by school directors that they do not need to be reintroduced every year to become part of WSSDA’s annual legislative agenda unless amendments or elimination are recommended by WSSDA’s Legislative Committee. LPs are new or continuing positions that have yet to be designated SLP. A description of the numbering sequence can be found below. It should be noted that the last number in each position’s numbering represents where in the rank order of position priorities that position was placed by the 2017 legislative assembly.

Examples:

SLP.7.1.A.RANK ORDER



LP.1.A.RANK ORDER



2018 Position Categories: Equitable and ample learning opportunities are requirements for all Washington students to achieve their full potential. As outlined by the state constitution, and confirmed by the state Supreme Court, the state of Washington has a “paramount duty” to provide ample funding for education. With this as the foundation, WSSDA’s legislative positions guide the association’s annual platform and serve as resources for individual school boards in establishing their own legislative priorities. The following descriptions help school directors navigate WSSDA’s suite of legislative positions.

<p style="text-align: center;">Categories and Preambles</p> <p style="text-align: center;">Hyperlinks go to that section in the document</p>	<p style="text-align: center;">Category Overview</p>
<p>7.1 Learning</p> <p>Helping every child reach their fullest potential requires: a strong and dynamic instructional program and offerings, including dedicated resources for fulfilling basic education; the resources to provide essential and equitable learning opportunities, including targeted funding mechanisms for high-poverty schools, as well as specific attention and laws that serve students who are at-risk, have special needs, or face other challenging circumstances; early learning and enrichment programs; and a system that honors and supports the unique learning goals for every student through dynamic and relevant course-taking and assessment pathway requirements.</p>	<p>This category includes three sub-categories:</p> <ul style="list-style-type: none"> A. Basic Education <ul style="list-style-type: none"> - Program / student-specific - Vision for what legislated pieces should be included in the vision for schools (i.e., CTE) - Targeted basic education programs/supports B. Essentials for Learning <ul style="list-style-type: none"> - Wrap-around student supports - Social emotional - Enrichment programs - Early learning C. High School Pathways, Assessments, & Graduation Requirements <ul style="list-style-type: none"> - K-12 Statewide assessment system and supports - Graduation requirements – High School & Beyond Plan, credit requirements, and assessments
<p>7.2 Teachers & Administrators</p> <p>Effective teachers and administrators are at the heart of meeting the unique learning needs of every student and closing opportunity and achievement gaps. School directors need local flexibility and legislative support to direct and amplify the work of teachers and administrators to help students to achieve their full potential. When performed with excellence, that work helps districts achieve goals, allowing WSSDA to deliver on its vision and its mission for statewide success for all students.</p>	<p>This category includes three sub-categories:</p> <ul style="list-style-type: none"> A. Recruitment & Retention <ul style="list-style-type: none"> - Strategies to address teacher shortages and retaining teachers - Recruitment of diverse teaching force and incentives for recruiting teachers in high-needs areas B. Certification & Evaluation <ul style="list-style-type: none"> - Certification, licensure for teachers, administrators, and support staff C. Professional Development <ul style="list-style-type: none"> - Provision and content of PD D. Employment, Placement, & Bargaining <ul style="list-style-type: none"> - Employee compensation, benefits, pensions - Staff assignments & placements - Bargaining, strikes, labor issues - Reductions in force, dismissals
<p>7.3 Capital Facilities & School Construction</p> <p>Every school district must have the ability to construct and renew schools so they're safe, efficient and healthy, while supporting high-quality teaching and learning.</p>	<p>This category includes positions that address:</p> <ul style="list-style-type: none"> - Capital construction funding formulas, impact fees, sales tax, etc. - Provisions for state-mandated basic ed programs (FDK, K-3 class-sizes)

<p align="center">Categories and Preambles</p> <p align="center">Hyperlinks go to that section in the document</p>	<p align="center">Category Overview</p>
<p>7.4 Funding & Allocations</p> <p>It takes resources to deliver a quality education in each of our communities. It is critical to assure ample and student-centered funding, so school districts can provide educators and students with the tools needed to meet their highest potential.</p>	<p>This category is focused on the mechanics of state, federal and/or local funding. It includes three sub-categories:</p> <p>A. State Funding & Compensation</p> <ul style="list-style-type: none"> - Overarching foundations for statewide funding of basic education - Hold harmless positions - Revenue guidance - Unfunded mandates <p>B. Local Funding</p> <ul style="list-style-type: none"> - Levies, bonds - Local voter-approved finance issues - State/federal forest revenue <p>C. Transportation</p>
<p>7.5 Governance</p> <p>School directors and educators can only do their best work under strong governance structures, and policies and laws that create a solid framework for education. Students are best served under a fair and equitable environment that benefits districts and educators.</p>	<p>This category includes three sub-categories:</p> <p>A. Local Control / General District Structures and Operations</p> <ul style="list-style-type: none"> - Innovation in public schools (public charter schools) - Collaboration with communities - Local control <p>B. State / Federal Government Requirements for School Districts & WSSDA</p> <ul style="list-style-type: none"> - Growth management act - Open public meetings - Public records - Voting rights - Various legal provisions (state/federal)

7.1 Learning

A. Basic Education

SLP.7.1.A.2 **Special Education and Special Needs Students**

WSSDA shall initiate and/or support legislation which requires full 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 IEP of each student;
- provide adequate funding for all of the required services for eligible special education students without imposing an artificial cap;
- exclude students for whom districts do not receive an annual basic education allocation from any special education program enrollment funding caps; and
- 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.

(Adopted 1988; Amended 1990, 1996, 2005, 2014, 2015 and 2017)

SLP.7.1.A.24 **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 acquisition 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 instruction for exited students (level 4 students in all grades); and,
- increase funding to support this as outlined by the QEC.

(Adopted 2016, Amended 2017)

SLP.7.1.A.34 **Career and Technical Education Funding**

WSSDA shall initiate and/or support legislative action that will amply fund career and technical education for seventh through twelfth grade, including appropriate staff, equipment and minor facility remodeling. (Adopted 2011)

SLP.7.1.A.56 **Washington State Learning Standards Funding**

WSSDA shall initiate and/or support legislation to ensure the state fully funds the transition, implementation and execution of new assessments required by Washington State Learning Standards, which include formative and year-end assessments. (Adopted 2016)

SLP.7.1.A.58 **Kindergarten Preparedness**

WSSDA shall initiate and/or support policies or legislation that provide resources for kindergarten preparedness, especially for children in poverty or for whom English is not their primary language. (Adopted 2016)

SLP.7.1.A.68 **All-Day Kindergarten**

WSSDA shall initiate and/or support legislation for the funding of kindergarten for all districts that chose to offer full-day kindergarten at 1.0 FTE. Legislation will include provisions to change the space allocation formula for un-housed students to reflect full-time kindergarten. (Adopted 1990; Amended 2004 and 2006)

B. Essentials for Learning

LP.1.B.10

Social-Emotional Learning (SEL) and Behavior Support for Students

WSSDA shall initiate and/or support legislation and funding for Social-Emotional Learning (SEL) and behavioral support for P-12. (Introduced 2016)

SLP.7.1.B.12

Funding Education Support Service for Students

WSSDA shall initiate and/or support legislation and ample funding for social-emotional and behavioral support services based on individual student needs and aligned with national model standards and recommendations. The state will help every school build capacity for wrap-around services by enhancing the prototypical school funding formula for support service staffing (including but not limited to school nurses, social workers, counselors, and psychologists). Districts will have the flexibility to increase support personnel through local funding and grants. (Adopted 2015, Amended 2017)

SLP.7.1.B.17

Technology Funding

WSSDA shall initiate and/or support legislation which would fully 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. (Adopted 2010, Amended 2017)

SLP.7.1.B.19

McKinney – Vento Homeless Assistance Act Funding

WSSDA shall initiate and/or support legislation that supports the state fully funding school districts to cover the costs of supporting McKinney-Vento students. These costs include among others: McKinney-Vento student identification, basic social services, and transportation to and from school. (Adopted 2016, Amended 2017)

LP.1.B.33

Academic Rigor and Equity in Public Education

WSSDA shall initiate and/or support legislation and funding for innovative and equitable solutions, including but not limited to work-based learning, equivalency courses of study, and competency based crediting to enable students across the state to obtain the 24-credit graduation requirement and be prepared for college and career. The essential component is to provide additional opportunities to access rigorous coursework, including rigorous transition classes during the senior year. This should be available to all students in Washington. (Introduced 2017)

LP.1.B.38

English Language Learners

WSSDA shall initiate and/or support legislation that ensures English Language Learner (ELL) students have equal access to quality public schools and instruction. This includes but is not limited to:

- Creating a grant program for school districts to implement dual language programs for ELL 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 ELL or Bilingual endorsement.
- Including language acquisition coursework and multicultural competency 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

(Introduced 2015)

- LP.1.B.40 K-8 World Language Instruction**
WSSDA shall initiate and/or support legislation that promotes innovative models and/or opportunities for world language instruction in kindergarten through eighth grades. (Introduced 2016)
- SLP.7.1.B.43 Early Childhood Education**
WSSDA shall initiate and/or support legislation which would provide funding for public early childhood education and assistance programs. (Adopted 1991; Amended 2011)
- SLP.7.1.B.68 Truancy 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 truanies, 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. (Adopted 2010; Amended 2016)
- SLP.7.1.B.86 Enrichment Programs**
WSSDA shall initiate and/or support legislation that supports full funding of enrichment programs, such as the Advancement via Individual Determination (AVID) program, in secondary schools. (Adopted 2015)

C. High School Pathways, Assessments, & Graduation Requirements

- LP.1.C.8 Streamlining Summative Assessments**
WSSDA shall initiate and/or support legislation to establish a working committee with representation from a broad spectrum of education stakeholders, students, and school directors to review the summative state assessment process and make suggestions to improve the process so that it is more focused, more balanced on the skills necessary for success, more supportive of effective educational environments and less time intensive. (Introduced 2016)
- SLP.7.1.C.20 Delinking Assessments from Graduation Requirements**
WSSDA shall initiate and/or support legislation that removes state-mandated assessments as a graduation requirement. (Adopted 2014)
- LP.1.C.28 A More Clearly Defined, Online High School and Beyond Plan for Every Student**
WSSDA shall initiate and/or support legislation that clarifies the minimum required components of a High School and Beyond Plan (HSBP). Inherent in this clarification will be encouragement for the development of, and free access to, an online HSBP that can be used as the framework for documenting students' personalized pathway decisions and for providing career and college readiness curriculum to all students. (Introduced 2016)
- LP.1.C.32 Expanding Access to and Equitable Funding for all Dual Credit Options**
WSSDA shall initiate and/or support legislation that provides a stable and equitable funding system for all of Washington's Dual Credit options. Every student who chooses to take a dual credit option should have all of the costs (tuition, books, fees & transportation) paid for as is the case for students who choose to take classes solely through their public high school. The dual credit funding should apply, but not be limited to, classes taken through the AP/IB/Cambridge systems, Running Start, Tech Prep, College in the High School, on-line college coursework and participating classes at our state's Skill Centers. (Introduced 2016)

- LP.1.C.35** **Alternative Assessments for High School Graduation Requirements and Accountability**
WSSDA shall initiate and/or support legislation that allows individual school districts to utilize the SAT and the ACT assessments for high school students to earn the certificate of academic achievement for graduation purposes and to meet the federal and state school accountability requirements at high school. (Introduced 2016)
- SLP.7.1.C.67** **End-of-course Exams**
WSSDA shall initiate and/or support legislation that ensures that high school students sit for end-of course exams in each subject at the end of an actual course, regardless of the course completion sequence or grade level. (Adopted 2015)
- SLP.7.1.C.70** **Career and College Ready Diploma**
WSSDA shall initiate and/or support legislation that makes school district implementation of the Career and College Ready Diploma (24 credits) voluntary until full funding of district costs for new credit requirements is provided. (Adopted 2014)
- SLP.7.C.1.77** **OSPI Authority for Graduation Requirements**
WSSDA shall initiate and/or support legislation that allows the Office of Superintendent of Public Instruction to set minimum graduation requirements for students in Washington. (Adopted 2015)
- SLP.7.1.C.80** **Education and Funding for Gifted Student Programs**
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. (Adopted 1987; Amended 2005)

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7.2 Teachers & Administrators

A. Recruitment & Retention

LP.2.A.4

Attract and Retain High-quality Staff

WSSDA shall initiate and/or support legislation that encourages equity across the state and removes barriers that further staffing shortages including efforts to:

- enhance the ability of hard-to-staff, small, or property-poor districts to attract and retain staff;
- promote state-to-state reciprocal agreements and eliminate additional testing for recent out-of-state graduates to significantly increase the pool of available teachers and reduce the teacher shortage; and
- 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.
- Recruit and hire individuals who have graduated from qualified international or out-of-state college/university teacher preparation programs.
- Change PESB rules to allow for emergency certification of qualified candidates, including those with baccalaureate degrees from out-of-state or international institutions.

(Introduced 2015, Amended 2017)

LP.2.A.18

Recruit and Retain Diverse Teachers

WSSDA shall initiate and/or support legislation and initiatives that promote innovative and intentional strategies to prepare, recruit, and retain teachers from diverse backgrounds that better reflect the student populations that they serve. (Introduced 2016)

LP.2.A.35

Paraeducator Support

WSSDA shall initiate and/or support legislation that fully funds the recruitment, retention, and training of paraeducators. Including but not limited to:

- No advanced certificates are to be a prerequisite for a paraeducator to work in any program;
- Increased allocation for paraeducators in the prototypical funding model;
- Programs that encourage other educational pathways for paraeducators to become teachers.

(Introduced 2017)

LP.2.A.47

Encouraging Diverse Students to Pursue the Teaching Profession

WSSDA shall initiate and/or support legislation that proactively promotes and encourages opportunities for students of color, bilingual students, and/or students from diverse backgrounds to explore the teaching profession when they are in high school. (Introduced 2016)

SLP.7.2.A.86

Administrators for Small Schools

WSSDA shall initiate and/or support legislation that would assure stable financial support for the proper and adequate administrative staffing in small schools and small school districts; preferably at least one administrator per district. (Adopted 1990)

B. Certification & Evaluation

SLP.7.2.B.53

WaKids Implementation

WSSDA shall initiate and/or support legislation that enacts the full recommendations of the WaKIDS Workgroup report released by OSPI in January 2013. Particular emphasis should be placed on enacting recommendations to:

- Provide for automatic waivers of conference time at the start of the year from the 180 day requirement;

- Provide “WaKIDS Implementation Grants” to cover the additional costs of completing the assessments;
- Continue to take steps to reduce the amount of time it takes for teachers to complete WaKIDS assessments; and
- Specifically allow schools to use strategies that involve school/district-based teams to support and assist classroom teachers in making the observations required under WaKIDS. (Adopted 2016)

SLP.7.2.B.66 **Alternative Routes to Teacher Certification**
WSSDA shall initiate and/or support legislation that maintains or increases funding for alternative routes to teacher certification in state-identified shortage areas, particularly for those routes that allow Para- Educators and other classified instructional employees to attain a teaching certificate. (Adopted 2012)

SLP.7.2.B.86 **Alternative Routes to Principal Certification**
WSSDA shall initiate and/or support legislation that allows school districts the option of hiring school principals who have not worked in a classroom, provided the person is enrolled in an alternative route towards principal certification and meets experiences and leadership requirements specified by the district.(Adopted 2014)

SLP.7.2.B.86 **Conditional Scholarships**
WSSDA shall initiate and/or support legislation that provides policy change to link state conditional college scholarships and loan repayment with federal conditional scholarship and loan repayment programs. Both programs provide scholarship and loan repayment in exchange of teaching service in Washington state’s public K-12 schools in high-need areas — including high-need areas of teaching, such as special education, math, science and teachers with bilingual abilities and high-need districts of the state. These two programs should be linked to maximize the benefit of state dollars. (Adopted 2011)

SLP.7.2.B.86 **Teacher and Principal Evaluation System Implementation**
WSSDA shall initiate and/or support legislation that ensures full funding for the Teacher/Principal Evaluation Program and ensures sufficient preparation time for the evaluation and documentation process. (Adopted 2016)

C. Professional Development

SLP.7.2.C.26 **Professional Development**
WSSDA shall initiate and/or support legislation that fully funds time and training costs a minimum of 80 hours of annual district-directed or approved professional development, collaboration outside the school day, and classroom preparation time (with an additional 16 hours of cultural competency and equity education, for a total minimum of 96 hours) for each certificated classroom teacher in Washington State. This professional development will align with the adopted state definition of professional learning pursuant to HB 1345 (2016). (Adopted 2015; Amended 2016)

SLP.7.2.C.55 **Diversity Training**
WSSDA shall initiate and/or support legislation and/or regulations that include an academic experience of diversity requirements of certification for all new teachers, administrators and educational staff associate preparation programs. Additionally, continuing education programs will offer diversity training classes. (Adopted 1995; Amended 2003)

D. Employment, Placement, & Bargaining

LP.2.D.11

Statewide Bargaining for Salaries

WSSDA shall initiate and/or support legislation that transfers authority for bargaining basic education salaries for classified, certified, and administrative school employees from local bargaining units to the state, including an immediate moratorium on all current bargaining while the details are determined, and that retains local authority for bargaining of all non-basic education enhancements. (Introduced 2016)

SLP.7.2.D.26

Strikes and Labor Disputes

WSSDA is opposed to strikes as a means of settling disputes in public education as referenced in RCW 41.56.120. WSSDA strongly supports decisions by Washington courts that strikes by public employees, including public school employees and certificated personnel are illegal. Participants in strikes should suffer economic losses or professional sanctions. WSSDA shall initiate and/or support legislation that would:

- Remove mandatory binding arbitration as the means of resolving impasses in negotiations. It is against the public interest to give final authority over the schools' operations to an arbitrator, who has no continuing responsibility for implementing an arbitration award.
- Impose penalties upon either party who fails to participate in impasse processes and other required procedures designed to promote agreement before the beginning of school.
- When a local school district is faced with a strike, WSSDA recommends that the school board take necessary actions that it deems necessary to fulfill its obligation to students and patrons. This may include injunctive relief and/or a mandate for courts' assessment and enforcement of civil fines against the local education association for each strike, work stoppage, or slowdown endorsed by the association in which any member of the association engage or participate. During a strike, WSSDA will provide services or assistance requested by the local school board.

(Adopted 2001, Amended 2013 and 2017)

SLP.7.2.D.35

Salaries — Experience Recognition

WSSDA shall initiate and/or support legislation that would recognize employment experience as a professional in a position which requires Washington state license, certificate, or a degree that is comparable to that required for Washington state teacher certification (such as, but not limited to, registered nurses, occupational therapists, physical therapist, communication disorders specialist/speech pathologist, audiologist, counselors, psychologists, career/technical education professionals).

(Adopted 2010, Amended 2013, 2017)

SLP.7.2.D.44

Fiscal Nonrenewal Date

WSSDA shall initiate and/or support legislation to change the staff non-renewal notification deadline to May 15 or 30 days after the budget becomes law.

(Adopted 1993, Amended 2013 and 2017)

SLP.7.2.D.46

Pension Funding

WSSDA shall initiate and/or support legislation or budget provisions requiring the state to adequately fund pension programs. (Adopted 2012)

SLP.7.2.D.60

Employee Dismissal

WSSDA supports legislation to provide districts with a reasonable process by which to terminate certified staff, yet protect terminated staff's due process rights. Pre-termination due process should be streamlined so that the termination decision can be expedited. The due process rights of the terminated employee would remain protected by the post-termination hearings process.

(Adopted 2016)

- SLP.7.2.D.62 School Employee Salaries**
WSSDA shall initiate and/or support legislation which would require parity for all educational employee groups whenever state salary increases are provided and which would assure the state of Washington of having salaries for education personnel that would allow them to remain competitive with other states and commensurate with comparable professions.
(Adopted 1988; Amended 1990)
- SLP.7.2.D.63 Bargaining/Negotiations**
WSSDA shall initiate and/or support legislation which would exclude the following from being negotiated in school district's collective bargaining agreements:
- Health benefits
 - School calendar
- (Adopted 1979; Amended 2001 and 2016)
- LP.2.D.65 Non-renewal Process**
WSSDA shall initiate and/or support legislation that changes the applicable provisions of RCW 28A.405 to provide for a practical and efficient system for the non-renewal of certificated staff who do not meet the new evaluation criteria as defined in 28A.405.100. Such a system would provide the following:
- That the statute not require the same timeline for or number of employee-supervisor conferences and fully completed evaluation documents during the established probationary period; and
 - The administrative appeal process ends with a decision by the Board of Directors after providing the employee an opportunity to present his/her information. The employee retains the right to appeal to a judge.
- (Introduced 2015)
- SLP.7.2.D.71 OSPI Investigations**
WSSDA shall initiate and/or support legislation that requires OSPI to complete all district personnel investigations within six months of the date they are filed. (Adopted 2014)
- SLP.7.2.D.77 Teacher Seniority and Reductions in Force**
WSSDA shall initiate and/or support legislation that would support district consideration of variables, in addition to teacher seniority, when faced with a reduction in force due to declining enrollment or reduced state funding. (Adopted 2014)
- SLP.7.2.D.86 Changing the Ethics Statute to Address Hiring Decisions**
WSSDA shall initiate and/or support legislation to amend RCW 42.23.030(11) to allow second class school districts with fewer than 1,000 students to hire the spouse of a school district officer as a certified or classified employee. (Adopted 2015)
- SLP.7.2.D.86 Retirement Incentives**
WSSDA shall initiate and/or support legislation that would allow the state to offer early retirement incentives for teachers statewide, provided that participation in the program is voluntary and that teachers are legally protected from pressure to participate. (Adopted 2013)
- SLP.7.2.D.86 Retroactive Cuts and Reductions in Force**
WSSDA shall initiate and/or support legislation and policy to ensure that in the event the Washington State Legislature again chooses to make funding reductions to school districts during the academic year in which those committed funds were intended to be spent, then the Legislature must also via specific legislative action change the provisions of RCW 28A.405 to create a clear, efficient and effective mechanism enabling school districts to terminate

certificated contracts mid-year when state funding is reduced during that year. Any such employee reduction must not require bargaining action by the district and shall in no case exceed the total amount of funding allocation reductions from the Legislature for that school district. (Adopted 2014)

SLP.7.2.D.86

Staff Assignments

WSSDA shall initiate and/or support legislation that provides 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. (Adopted 2016)

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7.3 Capital Facilities & School Construction

SLP.7.3.3

School Construction

WSSDA shall initiate and/or support legislation which supports improved state funding for school construction that achieves existing state policy codified in RCW 28A.525.166. That state law specifies that, on average, state funds will provide half the cost of school construction. To achieve this level of funding the legislature must:

- maintain a reliable system of funding that supports adequate planning at the local level;
- develop a new school construction funding formula that includes property acquisition and design costs, 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, support high-quality teaching and learning, and optimize the life-cycle cost of the facility.
- ensure that the school construction funding formula allows for construction funding to all school districts based upon need, providing for a minimum of 20% of construction costs to all school districts
- 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.

(Adopted 2001; Amended 2008, 2015 and 2017)

LP.3.14

Fully Fund Facilities for Mandated Class Size Reduction

WSSDA shall initiate and/or support legislation to fully fund any and all mandated class size reduction. Funding will support property acquisition and facilities to provide the necessary classroom space. (Introduced 2015)

LP.3.39

State Sales Tax Offset Dedicated to a School Construction Fund

WSSDA shall initiate and/or support legislation that creates a new state account that would be funded in an amount equal to state sales taxes collected from school districts for construction project costs and to be used to provide capital construction funding for school districts. (Introduced 2016)

SLP.7.3.74

Urgent Repair and Energy Efficiency

WSSDA shall initiate and/or support legislation that supports funding for the Washington Urgent Repair Grant Program, the Energy (Efficiency) Operational Savings Project Grants, and other capital budget funding programs that meet emerging or underfunded maintenance, repair and construction needs at school buildings. (Adopted 2015)

SLP.7.3.82

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. (Adopted 2014; Amended 2015)

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7.4 Funding and Allocations

A. State Funding & Compensation

SLP.7.4.A.6

Compensation Technical Working Group Recommendations

WSSDA shall initiate and/or support legislation that implements the recommendations of the Compensation Technical Working Group submitted to the Legislature in June 2012. (Adopted 2016)

SLP.7.4.A.7

Full Funding of Basic Education

WSSDA shall initiate and/or support legislation that fully funds and implements all aspects of Washington's redefined program of Basic Education as outlined in ESHB 2261 (Chapter 548, Laws of 2009). (Adopted 2012)

SLP.4.A.15

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 identification of the local cost of compliance (fiscal notes) for any proposed state laws or administrative rules, which would affect educational programs or services, as a means of avoiding unfunded mandates. 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. (Adopted 1978; Amended 2002, 2015 and 2017)

SLP.7.4.A.21

Tax Reform

WSSDA shall initiate and/or support legislation to implement a comprehensive, attainable, stable and sustainable funding plan for education in Washington state. WSSDA shall support legislation to restructure the Washington state tax system to enhance state revenue by establishing stable, broad-based, flexible revenue sources for the State of Washington that are equitable and adequate, in order to ensure better educational funding as well as to maintain funding for other essential state services. (Adopted 1989, Amended 2013, 2016 and 2017)

LP.4.A.30

Equity in Remediation Money

WSSDA shall initiate and/or support legislation that equalizes the delivery of remedial money for poverty programs by using state Learning Assistance Program dollars to close the gap in per student funding among Title I qualified students, created by differing Title I funding formulas. (Introduced 2015)

SLP.7.4.A.41

Increased Funding for High-Poverty Schools

WSSDA shall initiate and/or support state and federal legislation that would provide sufficient additional direct funding for each student that qualifies for Free and Reduced Price meals to significantly close the achievement – opportunity gap. An even higher level of funding should be provided to schools with high concentrations of students that qualify for Free and Reduced Price meals. (Adopted 1991; Amended 2012)

LP.4.A.42

Fund Transitional Bilingual Instruction Program (TBIP) (ELL) and Learning Assistance Program (LAP) Based on Student Need

WSSDA shall initiate and/or support legislation that allocates TBIP (ELL) and LAP (Learning Assistance Program) funds solely based on student need and not on staff mix. (Introduced 2016)

SLP.4.A.45

MSOC Funding

WSSDA shall initiate and/or support legislation and appropriations which recognize that school districts' abilities to maintain and enhance quality educational opportunities, for all students are strengthened by ample funding for maintenance, supplies and operating costs (MSOC). WSSDA

supports enhanced MSOC funding, regularly increased recognizing inflationary costs, with a required review by OSPI every four years of actual costs, as submitted by school districts. (Adopted 2005; Amended 2010, 2014 and 2015)

- LP.4.A.48 Budgetary Cap on Salaries**
WSSDA shall oppose legislation that imposes an artificial cap on the portion of a school district budget that funds staff. (Introduced 2017)
- LP.4.A.60 Federal Funding Multipliers**
WSSDA shall initiate and/or support legislation requiring OSPI to apply any multiplier used by the federal government for determining poverty rates (when qualifying economically disadvantaged students for programs and services) to state-funded programs and services that target those disadvantaged students as well. (Introduced 2015)
- SLP.7.4.A.71 Exempting Fund Balance**
WSSDA shall initiate and/or support legislation that exempts district fund balances from supplanting shortfalls in state funding. (Adopted 2014)
- SLP.7.4.A.86 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. (Adopted 2010)
- SLP.7.4.A.86 Allowing Submission of a Two-year Budget to OSPI**
WSSDA shall initiate and/or support legislation to allow school districts the option of submitting to OSPI a two-year district budget. (Adopted 2016)

B. Local Funding

- SLP.7.4.B.1 Levy Rollbacks and Hold Harmless**
WSSDA shall initiate and/or support legislation which would ensure districts are held harmless during:
- **State budget cuts:** ensures no school district loses levy authority if the district's apportionment/budgets are decreased by the state. Districts should be held harmless for at least a two-year period.
 - **State transitions from levy to state funding:** ensure – during the state's transition to full funding of educator compensation – no school district loses the funding necessary to maintain current compensation obligations. Levy amounts should only decrease to the extent that the state has fulfilled its responsibility to fund compensation. Districts should be held harmless to ensure that total funding is maintained or enhanced at the greater of the current aggregate or per pupil amounts increased annually by the Seattle CPI. (Adopted 2016 amended 2017)
- SLP.7.4.B.9 Passage of School Finance Issues**
WSSDA believes that passage of all school finance issues should be by a simple majority of the ballots cast on those issues. (Adopted 1977; Amended 2000, 2001 and 2017)
- LP.4.B.13 Levy Equalization Funding and Formulas**
WSSDA shall initiate and/or support legislation that maintains or improves levy equalization for districts that receive Local Effort Assistance. Any change in the levy formula that occurs as a result of levy/compensation reform shall include an equalization factor to mitigate differences in

local funding capability. That factor shall assure equity among districts at a rate equivalent to or higher than the current formula. (Introduced 2015)

LP.4.3.22

Use of Levy Funds for Non-Basic Education Programs

WSSDA shall initiate and/or support legislation that allows levy funds to be used for non-basic education programs. School districts must account for non-basic education levy fund uses. Time for reporting, accounting, and auditing levy fund uses must be minimized and funding to cover costs of compliance included. (Introduced 2015)

SLP.7.4.B.29

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. (Adopted 2013)

SLP.7.4.B.51

Levy Equalization/Levy Lid/Grandfathered Inequities

WSSDA shall initiate and/or support legislation which would

- Remove grandfathered inequities in K-12 education levy lids.
- Increase the percent of levy impacted by local effort assistance (LEA) to 20 percent.

WSSDA opposes reining in or repealing the levy lid; however, if an increase in the levy lid were adopted by the Legislature, WSSDA supports requiring that LEA be fully funded and a commensurate increase in LEA be included. (Adopted 1994; Amended 1999, 2005, 2010 and 2016)

C. Transportation

SLP.7.4.C.54

Transportation

WSSDA supports a school transportation funding formula that is based on actual operational costs. Such an operational formula will be designed to:

- Account for cost differentials between districts based on geography, congestion, safety and other factors;
- Eliminate underfunding based on once-per-year student rider counts;
- Address the under-utilization of vehicles for kindergarten routes and in rural areas;
- Provide funding for bus monitors when necessary, especially for high-need special education students;
- Permit districts to use funds for adult crossing guards when they are more cost-efficient than transporting students; and
- Allow districts to use bonds or multi-year levies to purchase student transportation equipment.

(Adopted 2001)

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7.5 Governance

A. Local Control / General District Structures & Operations

- SLP.7.5.A.23 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; and
 - 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.
(Adopted 2015, Amended 2017)
- LP.5.A.30 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. (Introduced 2017)
- SLP.7.5.A.49 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. (Adopted 2016)
- SLP.7.5.A.58 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. (Adopted 2015)
- LP.5.A.73 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. (Introduced 2015)
- SLP.7.5.A.77 Mandatory School Age**
WSSDA shall initiate and/or support legislation lowering the age for mandatory school attendance from eight to six. (Adopted 2013)
- SLP.7.5.A.80 Remote and Necessary Schools**
WSSDA shall initiate and/or support legislation which continues to recognize the high-cost nature of providing educational programs and services to school plants designated as being remote and necessary. WSSDA supports the current concept of additional funding for these school plants until full funding of the requirements of ESHB 2261 is implemented. (Adopted 1991; Amended 2012)
- LP.5.A.83 Community's 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. (Introduced 2017)

SLP.7.5.A.83

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; and
- Provide financial flexibility and incentives for local districts to operate a modified school calendar, which may include year-round instruction in any or all of their school buildings.

(Adopted 1988; Amended 1990, 1992, 2005 and 2016)

SLP.7.5.A.86

Community Schools

WSSDA shall initiate and/or support legislation to encourage and incentivize cooperative partnerships and/or joint use of facilities with the local community, such as early learning providers, social service providers, community and technical colleges, and public baccalaureate institutions. The legislation should include revisions in the current calculation of "instructional space" so school districts are not penalized by the loss of any state construction funding due to the facilities partnership. (Adopted 2011)

SLP.7.5.A.86

Defining a Minimum School Day

WSSDA shall support and/or initiate legislation that authorizes local school districts to define the minimum standards of a school day until the legislature provides funding for an additional 80 hours of professional development and collaboration time. (Adopted 2016)

SLP.7.5.A.86

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; and
- Mechanisms whereby fiscal resources are shared by agencies with those school districts charged with educating these students.

(Adopted 2013)

SLP.7.5.A.86

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. (Adopted 2012; Amended 2015)

B. State / Federal Government Requirements for School Districts & WSSDA

SLP.7.5.B.5

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. (Adopted 2014)

SLP.7.5.B.16

Public Records Act

WSSDA shall initiate and/or support legislation that includes provisions for:

- 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.
- 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.
- Executive Sessions:
 - clarifying that any notes taken or electronic recordings made during an executive session are exempt from disclosure under the Public Records Act.

(Adopted 2012 Amended 2017)

LP.5.B.25

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. (Introduced 2017)

LP.5.B.50

Streamlining Reporting

WSSDA shall initiate and/or support legislation that directs education agencies to review education data reporting for effectiveness and reduced cost of acquisition. (Introduced 2015)

SLP.7.5.B.51

Building Schools outside Urban Growth Areas

WSSDA shall initiate and/or support legislation to allow school districts to build a school outside of a county's Urban Growth Area (UGA) under the state's Growth Management Act (GMA) when certain circumstances are met. The legislation should also authorize counties that fully plan under the GMA to permit the construction of schools outside of designed UGAs when specified criteria are met. Legislation should establish planning actions that counties must satisfy in complying with the requirement to permit school construction outside of UGAs. 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. (Adopted 2016)

SLP.7.5.B.56

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. (Adopted 1982; Amended 1986, 1994 And 2017)

SLP.7.5.B.63

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. (Adopted 2014)

SLP.7.5.B.74

Washington State Voting Rights

WSSDA supports legislation that maintains local school board authority to determine the structure of the school district's voting subdivisions. (Adopted 2016)

SLP.7.5.B.76

Open Public Meetings Act

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. (Adopted 2011)

SLP.7.5.B.86 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. (Adopted 2014)

SLP.7.5.B.86 Legal Notices Website

WSSDA shall initiate and/or support legislation allowing the use of a state or district website for legal notices currently required by law to be published in a newspaper. (Adopted 2013)

SLP.7.5.B.86 Mayoral Control

WSSDA opposes legislation that authorizes mayoral control of public K-12 schools. (Adopted 2016)

SLP.7.5.B.86 State Board of Education Membership

WSSDA shall initiate and/or support legislation to change the composition of the State Board of Education so that the majority is elected by school board directors. (Adopted 2013)

SLP.7.5.B.86 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. (Adopted 2014)

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Appendix A:
2017 Legislative Assembly - Position Priority Ranking Results for 2018 Legislative Session
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Rank	Position Title	2018 Position Number (section, category, sub- category, rank)
1	Levy Rollbacks & Hold Harmless	SLP.7.4.B.1
2	Special Education and Special Needs Students	SLP.7.1.A.2
3	School Construction	SLP.7.3.3
4	Attract and Retain High-quality Staff	LP.2.A.4
5	Federal DREAM Act	SLP.7.5.B.5
6	Compensation Technical Working Group Recommendations	SLP.7.4.A.6
7	Full Funding of Basic Education	SLP.7.4.A.7
8	Streamlining Summative Assessments	LP.1.C.8
9	Passage of School Finance Issues	SLP.7.4.B.9
10	Social-Emotional Learning (SEL) and Behavioral Support for Students	LP.1.B.10
11	Statewide Bargaining for Salaries	LP.2.D.11
12	Funding Education Support Service for Students	SLP.7.1.B.12
13	Levy Equalization Funding and Formulas	LP.4.B.13
14	Fully Fund Facilities for Mandated Class Size Reduction	LP.3.14
15	Fiscal Notes and Unfunded Mandates	SLP.4.A.15
16	Public Records Act	SLP.7.5.B.16
17	Technology Funding	SLP.7.1.B.17
18	Recruit and Retain Diverse Teachers	LP.2.A.18
19	McKinney-Vento Homeless Assistance Act Funding	SLP.7.1.B.19
20	Delinking Assessments from Graduation Requirements	SLP.7.1.C.20
21	Tax Reform	SLP.7.4.A.21
22	Use of Levy Funds for Non-Basic Education Programs	LP.4.3.22
23	Local Control in School/District Improvement	SLP.7.5.A.23
24	Enhanced Funding for Transitional Bilingual Education	SLP.7.1.A.24
25	State Tribal Education Compact Schools	LP.5.B.25
26	Strikes and Labor Disputes	SLP.7.2.D.26
26	Professional Development	SLP.7.2.C.26
28	A More Clearly Defined, Online High School and Beyond Plan for Every Student	LP.1.C.28
29	Forest Revenue Apportionment Withholding	SLP.7.4.B.29
30	Local Control to Sanction Educational Experiences	LP.5.A.30
30	Equity in Remediation Money	LP.4.A.30
32	Expanding Access to and Equitable Funding for all Dual Credit Options	LP.1.C.32
33	Academic Rigor and Equity in Public Education	LP.1.B.33
34	Career and Technical Education Funding	SLP.7.1.A.34
35	Salaries-Experience Recognition	SLP.7.2.D.35

Rank	Position Title	2018 Position Number (section, category, sub- category, rank)
35	Paraeducator Support	LP.2.A.35
35	Alternative Assessments for High School Graduation Requirements and Accountability	LP.1.C.35
38	English Language Learners	LP.1.B.38
39	State Sales Tax Offset Dedicated to a School Construction Fund	LP.3.39
40	K-8 World Language Instruction	LP.1.B.40
41	Increased Funding for High-Poverty Schools	SLP.7.4.A.41
42	Fund Transitional Bilingual Instruction Program (TBIP) (ELL) and Learning Assistance Program (LAP) Based on Student Need	LP.4.A.42
43	Early Childhood Education	SLP.7.1.B.43
44	Fiscal Nonrenewal Date	SLP.7.2.D.44
45	MSOC Funding	SLP.4.A.45
46	Pension Funding	SLP.7.2.D.46
47	Encouraging Diverse Students to Pursue the Teaching Profession	LP.2.A.47
48	Budgetary Cap on Salaries	LP.4.A.48
49	Removing Barriers to Innovation in Public Schools	SLP.7.5.A.49
50	Streamlining Reporting	LP.5.B.50
51	Building Schools outside Urban Growth Areas	SLP.7.5.B.51
51	Levy Equalization/Levy Lid/Grandfathered Inequities	SLP.7.4.B.51
53	WaKids Implementation	SLP.7.2.B.53
54	Transportation	SLP.7.4.C.54
55	Diversity Training	SLP.7.2.C.55
56	Consolidation of School Districts	SLP.7.5.B.56
56	Washington State Learning Standards Funding	SLP.7.1.A.56
58	Kindergarten Preparedness	SLP.7.1.A.58
58	Charter Schools under Locally Elected School Boards	SLP.7.5.A.58
60	Federal Funding Multipliers	LP.4.A.60
60	Employee Dismissal	SLP.7.2.D.60
62	School Employee Salaries	SLP.7.2.D.62
63	Immigration Status	SLP.7.5.B.63
63	Bargaining/Negotiations	SLP.7.2.D.63
65	Non-renewal Process	LP.2.D.65
66	Alternative Routes to Teacher Certification	SLP.7.2.B.66
67	End-of-course Exams	SLP.7.1.C.67
68	Truancy Becca Funding	SLP.7.1.B.68
68	All-Day Kindergarten	SLP.7.1.A.68
70	Career and College Ready Diploma	SLP.7.1.C.70
71	OSPI Investigations	SLP.7.2.D.71
71	Exempting Fund Balance	SLP.7.4.A.71
73	Regional Collaboration of Choice/Magnet Programs	LP.5.A.73

Rank	Position Title	2018 Position Number (section, category, sub- category, rank)
74	Washington State Voting Rights	SLP.7.5.B.74
74	Urgent Repair and Energy Efficiency	SLP.7.3.74
76	Open Public Meetings Act	SLP.7.5.B.76
77	Mandatory School Age	SLP.7.5.A.77
77	OSPI Authority for Graduation Requirements	SLP.7.C.1.77
77	Teacher Seniority and Reductions in Force	SLP.7.2.D.77
80	Education and Funding for Gifted Student Programs	SLP.7.1.C.80
80	Remote and Necessary Schools	SLP.7.5.A.80
82	Impacts to Common School Funding Revenues	SLP.7.3.82
83	Community's Secession from School Districts	LP.5.A.83
83	School Year	SLP.7.5.A.83
83	Retroactive Cuts and Reductions in Force	SLP.7.2.D.86
86	Enrichment Programs	SLP.7.1.B.86
86	Staff Assignments	SLP.7.2.D.86
86	Students in Residential Placement	SLP.7.5.A.86
86	Conditional Scholarships	SLP.7.2.B.86
86	Teacher and Principal Evaluation System Implementation	SLP.7.2.B.86
86	Defining a Minimum School Day	SLP.7.5.A.86
86	Administrators for Small Schools	SLP.7.2.A.86
86	Community Schools	SLP.7.5.A.86
86	State Board of Education Membership	SLP.7.5.B.86
86	Alternative Routes to Principal Certification	SLP.7.2.B.86
86	Allowing Submission of a Two-year Budget to OSPI	SLP.7.4.A.86
86	Mayoral Control	SLP.7.5.B.86
86	Retirement Incentives	SLP.7.2.D.86
86	Changing the Ethics Statute to Address Hiring Decisions	SLP.7.2.D.86
86	Legal Notices Website	SLP.7.5.B.86
86	Attorney/Client Privileges	SLP.7.5.B.86
86	WSSDA Universal Membership Dues	SLP.7.5.B.86
86	Enrollment Decline	SLP.7.4.A.86
86	Student Contact Time	SLP.7.5.A.86