



2018 Delegate Assembly Listing of Proposals and Positions

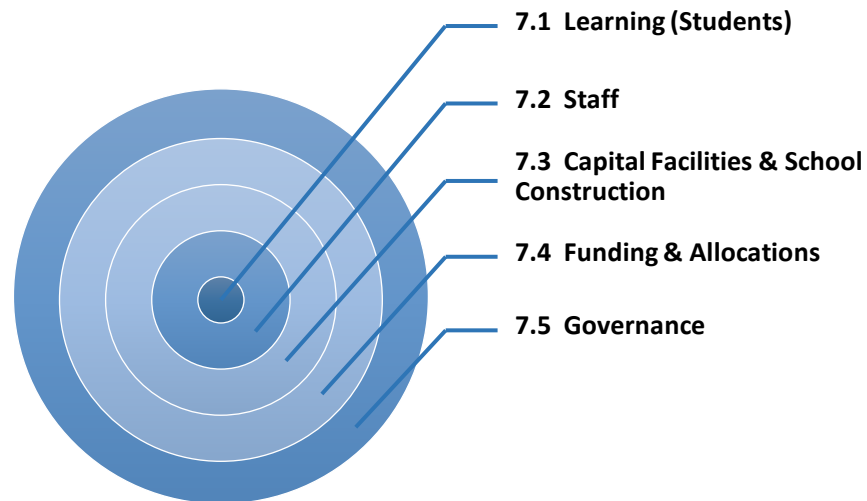
Updated October 15, 2018

Contact Abigail Westbrook or Kelsey Winters if you have any questions!

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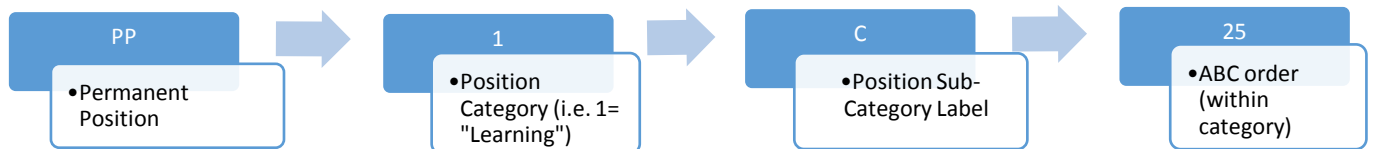
NOTE ABOUT NUMBERING

- **Handbook Position Numbers:** Each of the positions that will be voted on by the assembly have been assigned a number from one to four.
- **Position Organization Numbering:** These positions are organized into five categories starting with those specific to students and student learning first, with the following categories as critical overarching supports and governance structures that are necessary for every student's success. The beginning numbers and letters represent the position category and sub-category for more precise organization and navigation; and the last number in each position's numbering represents where in the alphabetical order of position titles that position falls. Following is an overview of this system:



Examples:

PP.1.A.ABC ORDER



2. Legislative Positions, PP 0.B.1

Recommendation: DO PASS | Submitted by: Resolutions Committee

Current Position

Introduced: 2016

WSSDA's Legislative Positions communicate WSSDA's viewpoint (stance) on a spectrum of state and/or federal legislative issues. They are action-oriented and articulate desired legislative outcomes on behalf of the state's public school districts.

WSSDA uses the legislative positions to set the course for its legislative advocacy plan each year. The Legislative Committee will review new positions and make recommendations for action to be voted on during the annual Legislative Assembly

Argument For:

Over Spring and Summer 2018, the WSSDA Positions Committee provided a thorough review of the legislative and permanent positions, looking for conflicts and looking to create more cohesion. The purpose of this position is to define a legislative position.

3. Permanent Positions, PP 0.B.2

Recommendation: DO NOT PASS | Submitted by: Legislative Committee

Current Position

Introduced: 2016

WSSDA's permanent positions communicate WSSDA's foundational core principles on issues of widespread concern for students, its membership, other education organizations, and the general public. Permanent positions represent WSSDA's beliefs and values as adopted by its membership and set forth a variety of key conditions necessary for the state's public school districts to obtain success for each and every student.

WSSDA uses the permanent positions to inform its work in all areas, and to inform its advocacy work when questions arise about topics covered by permanent positions. The permanent positions are advisory to individual school boards as well as to other organizations and educational stakeholders. Each year WSSDA requests proposals from school boards in order to update its permanent positions. Members may recommend that WSSDA take a position on a new issue or that it amend an existing position. The Resolutions Committee will review new positions and make recommendations for action to be voted on during the annual Delegate Assembly.

Argument For:

Over Spring and Summer 2018, the WSSDA Positions Committee provided a thorough review of the legislative and permanent positions, looking for conflicts and looking to create more cohesion. The purpose of this position is to define a permanent position.

4. Types of WSSDA Positions, PP 0.B.3

Recommendation: DO NOT PASS | Submitted by: Legislative Committee

Current Position

Introduced: 2016

WSSDA has two types of positions that members and staff use to guide their work, decisions, and

4. Types of WSSDA Positions, PP 0.B.3

Recommendation: DO NOT PASS | Submitted by: Legislative Committee

collective advocacy: Permanent Positions and Legislative Positions. The positions are grounded in the Association's mission, vision, and guiding principles for students, directors, and WSSDA overall. Permanent Positions are foundational and more aspirational in nature by presenting a desired vision for K-12 school districts, while Legislative Positions are action-oriented and focused on legislative strategies and tactics.

Argument For:

Over Spring and Summer 2018, the WSSDA Positions Committee provided a thorough review of the legislative and permanent positions, looking for conflicts and looking to create more cohesion. The purpose of this position is to define the types of WSSDA positions.

REGULAR CALENDAR- POSITION RE-ORGANIZATION/RE-NUMBERING

The permanent position proposals included in this section of the Regular Calendar new position proposals suggested as a result of the 2018 Resolutions Committee review.

Material to be deleted is ~~*italicized and strikethrough*~~ and new material is in **bold type and underlined**.



Permanent Positions Reorganization

Revised October 2018

Permanent Positions Re-Organization At-A-Glance

Category 0			
A. Vision, Mission, and Goals			
Position Number	Position Title	Adopted/Last Amended	Current Position
0.A.1	Commitment to Public Education	Adopted 1975; 2017	1.1.3
0.A.2	Goals	Adopted 1975; Amended 2017	1.1.1.3
0.A.3	Mission	Adopted 1962; Amended 2017	1.1.1.2
0.A.4	Vision	Adopted 1962; Amended 2017	
B. Position Development Process			
WSSDA Position Definitions:			
Proposal - New Permanent Position on Legislative and Permanent Positions			
(NEW) 0.B.1	Legislative Positions		(this would be a new PP)
(NEW) 0.B.2	Permanent Positions		(this would be a new PP)
(NEW) 0.B.3	Types of WSSDA Positions		(this would be a new PP)
0.B.4	Review of WSSDA Legislative Positions	Adopted 1977; Amended 1992	1.2.1
0.B.5	Review of WSSDA Permanent Positions		1.2.2
Category 1 – Learning			
A. Basic Education			
1.A.1	Achievement and Opportunity	Adopted 2017	2.3.3
1.A.2	Basic Skills and Remediation	Adopted 1978; Amended 2016	5.2.5
1.A.3	English Language Learners	Adopted 1975; Amended 2016	5.2.7
1.A.4	Essential Academic Achievement	Adopted 1996; Amended 2014	2.1.4
1.A.5	Individualized Educational Opportunities	Adopted 1980; Amended 2006	5.2.4
1.A.6	Instructional Materials Content	Adopted 2001; Amended 2016	5.1.2
1.A.7	Instructional Strategies	Adopted 2006; Amended 2016	5.2.9
1.A.8	Local Board Adoption of Core Instructional Materials	Adopted 1968; Amended 2016	5.1.1
1.A.9	Measures of Academic Progress for ELL Students	Adopted 2010	5.2.11
1.A.10	Opportunity to Study Controversial Issues	Adopted 1961; Amended 1991	5.3.1
1.A.11	Racial Equity and Cultural Competence	Adopted 2017	2.3.4
1.A.12	School Climate and Student Discipline	Adopted 1980; Amended 2014	2.4.2
1.A.13	Standards-Based Education	Adopted 1978; Amended 2006	5.2.1

1.A.14	Student Education Plans	Adopted 1979; Amended 2016	5.2.3
1.A.15	P–20 Education and Training	Adopted 1965; Amended 2012	6.2.2
B. Essentials for Learning			
1.B.1	Activities	Adopted 1993; Amended 2014	2.4.4
1.B.2	At-Risk Children	Adopted 1987; Amended 2014	2.4.6
1.B.3	Character Development	Adopted 1996; Amended 2014	2.1.5
1.B.4	Community Resources	Adopted 1978; Amended 2016	5.2.2
1.B.5	Food Service Programs	Adopted 1994; Amended 2014	2.2.9
1.B.6	Nondiscrimination	Adopted 1967; Amended 2014	2.3.1
1.B.7	Prevention of Substance Abuse	Adopted 1985; Amended 2014	2.4.5
1.B.8	Standards of Conduct	Adopted 1981; Amended 2009	2.2.7
1.B.9	Students Experiencing Homelessness and Students Living in Nontraditional Environments or State Facilities	Adopted 1982; Amended 2012	6.2.6
1.B.10	Student Involvement	Adopted 1969; Amended 2009	2.4.1
1.B.11	Truancy/Dropouts	Adopted 1980; Amended 2014	2.4.3
C. High School Pathways, Assessments, & Graduation Requirements			
1.C.1	Alternative, Nontraditional, and Innovative Schools	Adopted 1996; Amended 2012	2.2.6
1.C.2	Enrollment Options	Adopted 1989; Amended 2009	2.2.4
1.C.3	Homeschooling Program Opportunities	Adopted 1999; Amended 2004	2.2.5
1.C.4	State Assessment	Adopted 1994; Amended 2009	5.2.10
1.C.5	Transition Beyond School	Adopted 1987; Amended 2016	5.2.6
Category 2 – Staff			
A. Recruitment and Retention			
2.A.1	Certificated Employee Salaries	Adopted 1984; Amended 2013	4.2.4
2.A.2	Personnel Management	Adopted 1979; Amended 2013	4.2.1
2.A.3	Requests for Employee References	Adopted 1970; Amended 2008	4.2.6
2.A.4	Teacher Certification and Professional Development	Adopted 1987; Amended 2017	6.2.5
B. Certification and Evaluation			
2.B.1	Precertification Training for Educators	Adopted 1977; Amended 2013	4.1.1
2.B.2	Teacher Certification	Adopted 1987; Amended 2008	4.1.2
C. Professional Development			
2.C.1	Staff Development	Adopted 1980; Amended 2013	4.1.3
D. Employment, Placement, and Bargaining			
2.D.1	Allow Principals to Return to Classroom	Adopted 1982; Amended 2013	4.3.5

2.D.2	Collective Bargaining	Adopted 1983; Amended 2008	4.3.2
2.D.3	Contract Relations	Adopted 1963; Amended 2008	4.3.6
2.D.4	Employee Performance As A Factor In Calculating	Adopted 1984; Amended 2008	4.2.5
2.D.5	Insurance Benefits for School Employees	Adopted 1979; Amended 2008	4.2.8
2.D.6	Negotiations	Adopted 1983; Amended 2008	4.3.3
2.D.7	Resolutions of Bargaining Disputes	Adopted 1978; Amended 2008	4.3.4
2.D.8	Supplemental Contracts	Adopted 1975; Amended 2013	4.3.7
2.D.9	Unemployment Compensations	Adopted 1975; Amended 1988	4.2.7
E. Instructional Leadership			
2.E.1	Role of the Principal	Adopted 1974; Amended 2008	4.2.2
Category 3 – Capital Facilities and School Construction			
A. Long-Range Facilities Planning			
3.A.1	Capital Project Construction	Adopted 2015	3.3.2
3.A.2	Conservation	Adopted 199; Amended 2009	2.210
3.A.3	Long-Range Facilities Planning	Adopted 1968; Amended 1989	2.2.11
B. Community Involvement in Facilities			
3.B.1	Art Objects in School Facilities	Adopted 1988; Amended 2015	3.3.4
3.B.2	Community Use of District Facilities	Adopted 1968; Amended 1994	2.2.12
Category 4 – Funding and Allocations			
A. State Finding and Compensations			
4.A.1	Achievement and Opportunity Gaps	Adopted 2010; Amended 2015	3.1.4
4.A.2	Funding of Co-Curricular Activities	Adopted 1981; Amended 2010	3.2.2
4.A.3	Funding Mandated Programs	Adopted 1985; Amended 2017	3.2.1
4.A.4	Long-Range Financial Support	Adopted 1965; Amended 2015	3.1.1
4.A.5	Maintaining the Integrity of Retirement Systems	Adopted 1971; Amended 2008	4.4.1
4.A.6	Private schools Funding	Adopted 1970; Amended 2015	3.4.1
4.A.7	Retirement System Abuses	Adopted 1981; Amended 2008	4.4.2
4.A.8	State and Local Responsibility for Salaries	Adopted 1984; Amended 2013	4.2.3
4.A.9	State Funding of School Operations	Adopted 1980; Amended 2015	3.1.3
4.A.10	Timely Fiscal Data	Adopted 1980; Amended 2017	6.2.4
B. Local Funding			
4.B.1	Advertising of Tobacco, Alcohol, Cannabis	Adopted 1989; Amended 2017	1.1.5
4.B.2	Management of Common School Trust	Adopted 2015	3.3.1

	Lands		
C. Transportation			
4.C.1	Federal Funds	Adopted 1965; Amended 2012	6.1.2
Category 5 – Governance			
A. Local Control/General District Structures and Operation			
5.A.1	Accountability	Adopted 1998; Amended 2014	2.1.9
5.A.2	Board Development	Adopted 1990; Amended 2009	2.1.2
5.A.3	Family, Community, and School Partnerships	Adopted 1996; Amended 2014	2.1.7
5.A.4	Federal Collective Bargaining	Adopted 1975; Amended 2017	6.1.4
5.A.5	Fiscal Responsibility	Adopted 1985; Amended 2015	3.1.2
5.A.6	Insurance	Adopted 1981; Amended 2004	2.2.8
5.A.7	Local Board Washington Interscholastic Activities Association (WIAA)	Adopted 1994; Amended 2017	6.2.10
5.A.8	Local Control	Adopted 1976; Amended 2014	2.2.1
5.A.9	Local Educational Planning and Assessment	Adopted 1994; Amended 2014	2.2.2
5.A.10	Maintaining Public Support for and Confidence in Schools	Adopted 1996; Amended 2009	2.1.8
5.A.11	Professional Standards	Adopted 1971; Amended 2014	2.1.1.30
5.A.12	Professional Standards* Individual School Director Standards	Adopted 1971; Amended 2014	2.1.1.11
5.A.13	Professional Standards* Washington School Board Standards	Adopted 1971; Amended 2014	2.1.1.20
5.A.14	Professional Standards* Washington School Board Standards	Adopted 1971; Amended 2014	2.1.1.21
5.A.15	School Board Leadership	Adopted 1996; Amended 2014	2.1.3
5.A.16	Shared Decision Making and Accountability	Adopted 1996; Amended 2009	2.1.6
5.A.17	State Assessment	Adopted 1994; Amended 2009	2.2.3
B. State/Federal Government Requirements for School Districts and WSSDA			
5.B.1	Federal Role	Adopted 1982; Amended 2017	6.2.1
5.B.2	State and Federal Administrative Rules and Regulations	Adopted 1982; Amended 1987	6.4.1
5.B.3	State Role	Adopted 2012	6.2.1
C. WSSDA Governance			
5.C.1	Association Autonomy	Adopted 1975; Amended 2017	1.1.2
5.C.2	Conflict of Interest	Adopted 1971; Amended 2017	1.3.1
5.C.4	Federal Legislation Affecting Education	Adopted 1966; Amended 2012	6.1.3

5.C.5	Leadership in Education Programming	Adopted 1977; Amended 2017	1.1.4
5.C.6	WSSDA’s Relationship with Educational Organizations	Adopted 1977; Amended 2017	6.3.1
D. Cross-Agency Partnerships			
5.D.1	Accountability	Adopted 1998; Amended 2012	6.2.9
5.D.2	Cooperation for Effective Schools	Adopted 1985; Amended 2013	4.3.1
5.D.3	Educational Policy Development	Adopted 1972; Amended 2017	6.2.3
5.D.4	Interscholastic Activities Committee Representation	Adopted 2004; Amended 2017	6.2.11
5.D.5	State Board Elections	Adopted 1986; Amended 2017	6.2.7
5.D.6	State Board of Education	Adopted 2007; Amended 2012	6.2.8
5.D.7	Support of Educational Service Districts	Adopted 1978; Amended 2015	3.5.1

Category 0 – Association Operations

A. Vision, Mission, and Goals

0. A.1 – Commitment to Public Education (1.1.3, Current Number)

WSSDA is committed to quality public education for each and every student.
(Adopted 1975; Amended 1982, 1992, 2002, 2007, 2012, 2017)

0.A.2 – Goals (1.1.1.3, Current Number)

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)

0.A.3 – Mission (1.1.1.2, Current Number)

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

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

0.A.4 – Vision (1.1.1.1, Current Number)

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.

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

B. Position Development Process

WSSDA Position Definitions:

Proposal - New Permanent Position on Legislative and Permanent Positions

(NEW) 0.B.1 – Legislative Positions (this would be a new PP)

WSSDA’s Legislative Positions communicate WSSDA’s viewpoint (stance) on a spectrum of state and/or federal legislative issues. They are action-oriented and articulate desired legislative outcomes on behalf of the state’s public school districts.

(NEW) 0.B.2 – Permanent Positions (this would be a new PP)

WSSDA’s permanent positions communicate WSSDA’s foundational core principles on issues of widespread concern for students, its membership, other education organizations, and the general public. Permanent positions represent WSSDA’s beliefs and values as adopted by its membership and set forth a variety of key conditions necessary for the state’s public school districts to obtain success for each and every student.

WSSDA uses the permanent positions to inform its work in all areas, and to inform its advocacy work when questions arise about topics covered by permanent positions. The permanent positions are advisory to individual school boards as well as to other organizations and educational stakeholders. Each year WSSDA requests proposals from school boards in order to update its permanent positions. Members may recommend that WSSDA take a position on a new issue or that it amend an existing position. The Resolutions Committee will review new positions and make recommendations for action to be voted on during the annual Delegate Assembly.

(NEW) 0.B.3 – Types of WSSDA Positions (this would be a new PP)

WSSDA has two types of positions that its members and staff use to guide their work, decisions, and collective advocacy: Permanent Positions and Legislative Positions. The positions are grounded in the Association’s mission, vision, and guiding principles for students, directors, and WSSDA overall. Permanent Positions are foundational and more aspirational in nature by presenting a desired vision for K-12 school districts, while Legislative Positions are action-oriented and focused on legislative strategies and tactics.

1.B.4 – Review of WSSDA Legislative Positions (1.2.1, Current Number)

The WSSDA Legislative Committee is authorized to annually review and initiate legislative positions and to recommend changes to consolidate and strengthen legislative positions. The results of such proposals and recommendations is presented for action in writing at the next Legislative Assembly.

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

0.B.5 – Review of WSSDA Permanent Positions (existing PP, 1.2.2)

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 results of such changes, clarifications, and combinations are presented for action in writing to the next Delegate Assembly at Annual Conference.

WSSDA uses the legislative positions to set the course for its legislative advocacy plan each year. The Legislative Committee will review new positions and make recommendations for action to be voted on during the annual Legislative Assembly.

Category 1 – Learning

A. Basic Education

1.A.1 – Achievement and Opportunity Gaps (2.3.3, Current Number)

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)

1.A.2 – Basic Skills and Remediation (5.2.5, Current Number)

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)

1.A.3 – English Language Learners (5.2.7, Current Number)

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)

1.A.4 – Essential Academic Achievement (2.1.4, Current Number)

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)

1.A.5 – Individualized Educational Opportunities (5.2.4, Current Number)

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)

1.A.6 – Instructional Materials Content (5.1.2, Current Number)

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)

1.A.7 – Instructional Strategies (5.2.9, Current Number)

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, Amended dopt2016)

1.A.8– Local Board Adoption of Core Instructional Materials (5.1.1, Current Number)

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)

1.A.9 – Measures of Academic Progress for ELL Students (5.2.11, Current Number)

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)

1.A.10 – Opportunity to Study Controversial Issues (5.3.1, Current Number)

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)

1.A.11 – Racial Equity and Cultural Competence (2.3.4, Current Number)

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)

1.A.12 – School Climate and Student Discipline (2.4.2, Current Number)

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)

1.A.13 – Standards-Based Education (5.2.1, Current Number)

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

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

1.A.14 – Student Education Plans (5.2.3, Current Number)

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)

1.A.15 – P–20 Education and Training (6.2.2, Current Number)

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)

B. Essentials for Learning

1.B.1 – Activities (2.4.4, Current Number)

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)

1.B.2 – At-Risk Children (2.4.6, Current Number)

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)

1.B.3 – Character Development (2.1.5, Current Number)

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)

1.B.4 – Community Resources (5.2.2, Current Number)

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)

1.B.5 – Food Service Programs (2.2.9, Current Number)

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)

1.B.6 – Nondiscrimination (2.3.1, Current Number)

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)

1.B.7 – Prevention of Substance Abuse (2.4.5, Current Number)

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)

1.B.8 – Standards of Conduct (2.2.7, Current Number)

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)

1.B.9 – Students Experiencing Homelessness and Students Living in Nontraditional Environments or State Facilities (6.2.6, Current Number)

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)

1.B.10 – Student Involvement (2.4.1, Current Number)

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

(Adopted 1969; Amended 1989, 2004, 2009)

1.B.11 – Truancy/Dropouts (2.4.3, Current Positions)

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)

C. High School Pathways, Assessments, & Graduation Requirements

1.C.1 – Alternative, Nontraditional, and Innovative Schools (2.2.6, Current Number)

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)

1.C.2 – Enrollment Options (2.2.4, Current Number)

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)

1.C.3 – Homeschooling Program Opportunities (2.2.5, Current Number)

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)

1.C.4 – State Assessment (5.2.10, Current Number)

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)

1.C.5 – Transition Beyond School (5.2.6, Current Number)

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)

Category 2 – Staff

A. Recruitment and Retention

2.A.1 – Certificated Employee Salaries (4.2.4, Current Number)

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)

2.A.2 – Personnel Management (4.2.1, Current Number)

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)

2.A.3 – Requests for Employee References (4.2.6, Current Number)

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)

2.A.4 – Teacher Certification and Professional Development (6.2.5, Current Number)

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)

B. Certification and Evaluation

2.B.1 – Precertification Training for Educators (4.1.1, Current Number)

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)

2.B.2 – Teacher Certification (4.1.2, Current Number)

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)

C. Professional Development

2.C.1 – Staff Development (4.1.3, Current Number)

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)

D. Employment, Placement, and Bargaining

2.D.1 – Allow Principals to Return to Classroom (4.3.5, Current Number)

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)

2.D.2 – Collective Bargaining (4.3.2, Current Number)

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

(Adopted 1983; Amended 1988, 1993, 2008)

2.D.3 – Contract Relations (4.3.6, Current Number)

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)

2.D.4 – Employee Performance As A Factor In Calculating Salary (4.2.5, Current Number)

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)

2.D.5 – Insurance Benefits for School Employees (4.2.8, Current Number)

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)

2.D.6 – Negotiations (4.3.3, Current Number)

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 1983; Amended 1988, 1993, 2008)

2.D.7 – Resolution of Bargaining Disputes (4.3.4, Current Number)

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)

2.D.8 – Supplemental Contracts (4.3.7, Current Number)

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)

2.D.9 – Unemployment Compensation (4.2.7, Current Number)

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)

E. Instructional Leadership

2.E.1 – Role of the Principal (4.2.2, Current Number)

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)

Category 3 – Capital Facilities and School Construction

A. Long-Range Facilities Planning

3.A.1 – Capital Project Construction (3.3.2, Current Number)

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

(Adopted 2015)

3.A.2 – Conservation (2.2.10, Current Number)

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)

3.A.3 – Long-Range Facilities Planning (2.2.11, Current Number)

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)

B. Community Involvement in Facilities

3.B.1 – Art Objects in School Facilities (3.3.4, Current Number)

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.B.2 – Community Use of District Facilities (2.2.12, Current Number)

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)

Category 4 – Funding and Allocations

A. State Funding and Compensation

4.A.1 – Achievement and Opportunity Gaps (3.1.4, Current Number)

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)

4.A.2 – Funding of Co-Curricular Activities (3.2.2, Current Number)

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)

4.A.3 – Funding of Mandated Programs (3.2.1, Current Number)

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)

4.A.4 – Long-Range Financial Support (3.1.1, Current Number)

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)

4.A.5 – Maintaining the Integrity of Retirement Systems (4.4.1, Current Number)

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.A.6 – Private Schools Funding (3.4.1, Current Number)

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)

4.A.7 – Retirement System Abuses (4.4.2, Current Number)

WSSDA believes that districts should comply with the law and the intent of the retirement system.
(Adopted 1981, Amended 2008)

4.A.8 – State and Local Responsibility for Salaries (4.2.3, Current Number)

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.A.9 – State Funding of School Operations (3.1.3, Current Number)

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)

4.A.10 – Timely Fiscal Data (6.2.4, Current Number)

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)

B. Local Funding

4.B.1 – Advertising of Tobacco, Alcohol, and Cannabis (1.1.5, Current Number)

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)

4.B.2 – Management of Common School Trust Lands (3.3.3, Current Number)

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)

4.B.3 – Simple Majority (3.3.1, Current Number)

Bonds shall require a simple majority vote for passage.

(Adopted 2015)

C. Transportation

4.C.1 – Federal Funds (6.1.2, Current Number)

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

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

Category 5 – Governance

A. Local Control/General District Structures and Operation

5.A.1 –Accountability (2.1.9, Current Number)

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)

5.A.2 – Board Development (2.1.2, Current Number)

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)

5.A.3 – Family, Community, and School Partnerships (2.1.7, Current Number)

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)

5.A.4 – Federal Collective Bargaining (6.1.4, Current Number)

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

(Adopted 1975; Amended 2002; 2012, 2017)

5.A.5 – Fiscal Responsibility (3.1.2, Current Number)

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)

5.A.6 – Insurance (2.2.8, Current Number)

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)

5.A.7 –Local Board Washington Interscholastic Activities Association(WIAA) (6.2.10, Current Number)

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)

5.A.8 – Local Control (2.2.1, Current Number)

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)

5.A.9 – Local Educational Planning and Assessment (2.2.2, Current Number)

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)

5.A.10 – Maintaining Public Support for and Confidence in Schools (2.1.8, Current Number)

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)

5.A.11 – Professional Standards* (2.1.1.30, Current Number)

*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.

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

5.A.12 – Professional Standards* Individual School Director Standards (2.1.1.11, Current Number)

STANDARD 1: VALUES AND ETHICAL BEHAVIOR

To be effective, an individual school director:

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

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

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

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

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

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

5.A.13 – Professional Standards* Washington School Board Standards (2.1.1.20, Current Number)

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.

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

**5.A.14 – Professional Standards* Washington School Board Standards
(2.1.1.21, Current Number)**

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.

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

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.

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

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.

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

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.

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

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)

5.A.15 – School Board Leadership (2.1.3, Current Number)

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)

5.A.16 – Shared Decision Making and Accountability (2.1.6, Current Number)

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)

5.A.17 – State Assessment (2.2.3, Current Number)

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)

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

5.B.1 – Federal Role (6.2.1, Current Number)

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)

5.B.2 – State and Federal Administrative Rules and Regulations (6.4.1, Current Number)

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

(Adopted 1982; Amended 1987)

5.B.3 – State Role (6.2.1, Current Number)

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)

C. WSSDA Governance

5.C.1 – Association Autonomy (1.1.2, Current Number)

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)

5.C.2 – Conflict of Interest (1.3.1, Current Number)

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)

5.C.3 – Federal Advocacy (6.1.5, Current Number)

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)

5.C.4 – Federal Legislation Affecting Education (6.1.3, Current Number)

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)

5.C.5 – Leadership in Educational Programming (1.1.4, Current Number)

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)

5.C.6 – WSSDA'S Relationship with Educational Organizations (6.3.1, Current Number)

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)

D. Cross-Agency Partnerships

5.D.1 – Accountability (6.2.9, Current Number)

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)

5.D.2 – Cooperation for Effective Schools (4.3.1, Current Number)

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)

5.D.3 – Educational Policy Development (6.2.3, Current Number)

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)

5.D.4 – Interscholastic Activities Committee Representation (6.2.11, Current Number)

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)

5.D.5 – State Board Elections (6.2.7, Current Number)

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)

5.D.6 – State Board of Education (6.2.8, Current Number)

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; Amended 2012)

5.D.7 – Support of Educational Service Districts (3.5.1, Current Number)

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)

2018 WSSDA BYLAWS

ARTICLE I. NAME

This Association shall be known as the Washington State School Directors' Association herein after referred to as WSSDA.

ARTICLE II. PURPOSE

The purpose of WSSDA shall be to further "the coordination of programs and procedures pertaining to policymaking and to control and management among the school districts of the state," as provided by law, and to provide leadership for the continual improvement of a public education system that assures effective learning for all students.

ARTICLE III. POWERS

WSSDA shall have the powers as set forth in the Bylaws and RCW 28A:

- A. To prepare, adopt, amend, and repeal a constitution and rules and regulations, bylaws, and general policy statements for its own organization and for its government and guidance, provided action taken with respect thereto is not inconsistent with the provisions of law under RCW 28A;
- B. To arrange for and call such meetings of WSSDA, or of the officers and committees thereof, as are deemed essential to the performance of its duties;
- C. To provide for the compensation of members of the Board of Directors, and for the payment of travel and subsistence expenses incurred by members, officers, and employees of WSSDA while engaged in the performance of duties under the direction of WSSDA;
- D. To employ an Executive Director and other necessary personnel;
- E. To collect membership dues according to law; and
- F. To act or to provide such services as may be requested or authorized by WSSDA's members, or for them by the Board of Directors, provided that such acts or services are permitted by law, and the Bylaws.

ARTICLE IV. MEMBERS

Section 1. Classification of Members

The membership of WSSDA shall be comprised of:

- A. **Regular Members.** Regular members shall be the members of the boards of directors of the school districts of the state of Washington, as provided by law.
- B. **Conditional Members.** Conditional members shall be members who have been elected to a board of directors of a school district in the state of Washington, but whose election results have not yet been certified by the Secretary of State and/or who have not yet been sworn-in as required by law. Once a Conditional member fulfills these conditions, his/her member classification converts to that of a Regular Member with all due rights and privileges.
- C. **Associate Members.** Associate members shall comprise the educational service districts' board members and members of the State Board of Education.

- D. **Honorary Members.** Honorary members shall comprise the past presidents of WSSDA no longer serving on a local board and any who have rendered distinguished service to WSSDA or to education and have been voted into honorary membership by WSSDA at the Delegate Assembly.

Section 2. Privileges

Privileges of Associate, Conditional, and Honorary members include:

- A. Attending meetings as a nonvoting participant; and
- B. Receiving copies of WSSDA's complimentary publications.

Privileges of Associate, Conditional, and Honorary members do not include:

- A. Eligibility to hold elective office on the WSSDA Board; or
- B. Running for or serving on any WSSDA standing committee, WSSDA advisory committee, or WSSDA task force; or
- C. Participating in the Association's business or operating decisions.

ARTICLE V. OFFICERS

There shall be four officers: a president, a president-elect, a vice president, and the immediate past president. The vice president shall be elected from the east side of the Cascade Mountains in even-numbered years and from the west side of the Cascade Mountains in odd-numbered years. A school director shall be ineligible to serve as an officer if he or she is simultaneously serving as a statewide elected official or as a member of the state legislature.

Section 1. Terms

- A. The terms of office for the president, president-elect, and vice president shall be one year or until his/her successor is elected.
- B. Upon the completion of the President's term of office at the end of the Annual Conference, the president-elect shall assume the office of president.
- C. A president not reelected in his/her district of residence may act as presiding officer at the immediately ensuing Annual Conference.

Section 2. Elections

The election of the president-elect and vice president shall be announced to the membership by the Executive Director following the election cycle and at the Annual Conference. The new officers shall take office immediately following adjournment of that conference.

- A. The election shall be by written or electronic ballot. Every regular member of WSSDA will receive a ballot.
- B. Those candidates receiving a majority of votes cast for the respective offices shall be declared elected.
- C. If no candidate receives a majority of the votes, the two candidates receiving the highest number of votes will be candidates for re-balloting.

Section 3. Vacancy

- A. A vacancy occurs when an officer resigns or is removed; or when the officer for any reason is no longer eligible to serve on their local board, including failure to receive a majority of votes in a local election.
- B. In the event of a vacancy in an officer position after Annual Conference, the Nominating Committee shall conduct a special election of the membership to fill that vacancy for the remainder of the term. If the vacancy occurs in the office of vice president the successor shall come from the same side of the Cascade Mountains as the elected vice president.
- C. In the event of a vacancy occurring within three months of the end of an officer's term, the board, after consultation with the Nominating Committee, shall appoint a member to fill the vacancy for the remainder of the term.
- D. In the event of an absence of the president, the president-elect shall assume the duties of president. In the event of an absence in the offices of president and president-elect, the vice president shall assume the duties of those positions.

Section 4. Duties

- A. The duties of the officers shall be those as set forth in the Bylaws, by the board of directors, the delegate assembly or the parliamentary authority.
- B. In the event of the President's temporarily vacating the chair, the President-elect shall preside.

Article VI. DIRECTOR AREAS

Section 1. Districts Within Director Areas

The state is divided into eleven school director areas for the purpose of representation on committees of WSSDA established by the Bylaws. Each area shall have one representative on the Board of Directors and Resolutions and Nominating Committees except for Area Two which shall have two representatives. Each area shall have two representatives on the Legislative Committee except for Area Two which shall have four representatives.

- AREA ONE: School districts within Northwest Educational Service District 189;
- AREA TWO: School districts within Puget Sound Educational Service District in King County and the Bainbridge Island School District;
- AREA THREE: School districts within Puget Sound Educational Service District in Pierce County;
- AREA FOUR: School districts within Olympic Educational Service District 114;
- AREA FIVE: School districts within Educational Service District 113;
- AREA SIX: School districts within Educational Service District 112;
- AREA SEVEN: School districts within North Central Educational Service District;
- AREA EIGHT: School districts within Educational Service District 105;
- AREA NINE: School districts within Educational Service District 101 in Ferry, Stevens and Pend Oreille Counties and the following school districts within Spokane County: Central Valley, Deer Park, East Valley, Mead, Nine Mile Falls, Orchard Prairie, Riverside, Spokane and West Valley;
- AREA TEN: School districts within Educational Service District 101 in Lincoln, Adams and Whitman Counties, the following school districts within Spokane County:
Great Northern, Medical Lake, Freeman, Cheney, Liberty and Clarkston School District in Asotin County; and,
- AREA ELEVEN: School districts within Educational Service District 123 except Clarkston School District

Section 2. West Side Districts

All school districts west of the easterly boundaries of Whatcom, Skagit, Snohomish, King, Pierce, Lewis, and Skamania counties are considered to be west of the Cascade Mountains.

Section 3. East Side Districts

Except as provided in Section 2, all other school districts are considered to be east of the Cascade Mountains: School districts in Klickitat County, other than Bickleton and Goldendale, are considered to be west of the Cascade Mountains.

ARTICLE VII. BOARD OF DIRECTORS

Section 1. Membership

The Board of Directors shall consist of the president, president-elect, vice president, immediate past president, and representatives from school director areas, as defined in the Bylaws. Any member(s) serving on the NSBA board of directors shall serve ex-officio with voting privileges.

Section 2. Election

Representatives from each school director area shall be nominated and elected to the board of directors at an Annual Conference of WSSDA. Elections shall take place at a caucus of members from the school director area. Election shall be by a plurality of votes cast by those present and voting.

Section 3. Terms of Office

- A. Each Board of Directors' member shall hold this position until a successor has been elected.
- B. The terms of the representatives from school director areas shall begin immediately following the close of the Annual Conference and shall be for three years and staggered so that, as nearly as may be, the terms of one-third shall expire each year.
- C. Service on the Board of Directors shall be limited to two consecutive three-year terms.
- D. The Board of Directors shall have authority to fix the length of the first terms of representatives from newly created school director areas.

*For members serving on the Board, as of January 2010, the term limitations cycle shall begin when their current term expires.

Section 4. Duties

- A. The Board of Directors shall, between Annual Conferences, be charged with implementing the purposes of WSSDA, exercising general supervision over its affairs, and interpreting the Bylaws. It shall be charged with the duty of effecting policies and programs adopted at meetings of WSSDA.
- B. The Board of Directors shall have the responsibility to prepare and approve WSSDA's annual budget. This budget may be revised by the Board of Directors at any time.
- C. The Board of Directors shall have such power as is identified by the policies, Bylaws, parliamentary authority, and the Board of Directors to provide for the effective and efficient operations of WSSDA, provided that all actions shall be in compliance with the law and those positions established by the delegates at the Delegate Assembly.

Section 5. Meetings

- A. The Board of Directors shall meet in person or by electronic means at the call of the president or on its own motion or upon the request of any four of its members.
- B. With proper notification to all members, the Board may meet by teleconference.

Section 6. Quorum.

A majority of the Board shall constitute a quorum.

ARTICLE VIII. EXECUTIVE COMMITTEE

Section 1. Membership

There shall be an Executive Committee comprised of the officers of WSSDA and one Board member elected from the Board of Directors.

Section 2. Powers and Duties

The Executive Committee shall oversee the general affairs of WSSDA between meetings of the Board of Directors, advise the Executive Director on matters pertaining to the positions and policies of WSSDA and WSSDA's plans established by the Board of Directors, and perform such other duties and exercise such other powers as are prescribed by the Board of Directors.

Section 3. Meetings

- A. Meetings may be called by the President or a majority of the members.
- B. Meetings may be held by teleconference or other electronic means.

Section 4. Quorum

A majority of the Executive Committee shall constitute a quorum.

Article IX. COMMITTEES

Section 1. Standing Committees

- A. The standing committees of WSSDA shall be Legislative, Nominating, Resolutions, and Interscholastic Activities.
- B. The membership of standing committees is limited to Regular Members as defined in Article IV, Section 1 of the Bylaws. Conditional, Associate, and Honorary members are not eligible to serve on WSSDA standing committees.
- C. No member shall serve in more than one elected position on any standing committee at the same time.
- D. No member shall serve on more than one standing committee in the same term.
- E. The duties of the committees shall be those as stated in the Bylaws.

Section 2. Elections

- A. At each Annual Conference of WSSDA, committee representative(s) from school director areas shall be elected by director area caucus by a plurality of the votes cast. They shall serve for a two-year term or until their successors are elected. Terms shall be staggered so that, as nearly as possible, the terms of one-half of each committee shall expire each year.
- B. Committee members shall assume office immediately following their election at the Annual Conference.

Section 3. Other Committees

- A. The Board of Directors may create advisory committees, task forces, and caucuses. The president, with the approval of the Board, may appoint the chair and Regular members. Conditional, Associate, and Honorary members are not eligible to serve on WSSDA advisory committees, task forces, or caucuses.
- B. All advisory committees, task forces, and caucuses shall be reviewed annually.

Section 4. Meetings

Meetings may be held by teleconference or other electronic means.

Section 5. Quorum

A majority of any committee shall constitute a quorum.

Section 6. Legislative Committee

MEMBERSHIP

There shall be a Legislative Committee, which shall consist of four representatives from Director Area Two, two representatives from all other director areas, and the vice president, who shall serve as board liaison..

1. At each Annual Conference of WSSDA, one half of the Legislative Committee members representing each director area shall be nominated and elected by director area caucus by a plurality of the votes cast.
2. They shall assume office immediately following their election at the Annual Conference.
3. They shall serve for two years or until their successors are elected.

DUTIES

1. The Legislative Committee shall recommend an annual legislative program including all positions and priorities to the Board of Directors for final approval. It shall devise that program with input from the Legislative Assembly.
2. The Legislative Committee shall monitor and actively support WSSDA's legislative program.
3. Each year the Legislative Committee shall review approximately twenty (20) percent of the Standing Legislative Positions and recommend revisions and/or deletions for consideration at the Legislative Assembly.
4. The Legislative Committee shall appoint three members to the Positions Subcommittee. The Positions Subcommittee shall review proposals for potential conflicts or inconsistencies with existing positions. The President or a designee shall chair the Subcommittee. Meetings shall be called, as needed, by the chair.

Section 7. Nominating Committee

MEMBERSHIP

There shall be a Nominating Committee, which shall consist of two representatives from Director Area Two, one representative from all other director areas, and the immediate past president, who serves as board liaison. If the immediate past president is unable to serve, the president shall appoint a past president to serve as board liaison.

DUTIES

1. The Nominating Committee shall nominate one or more persons for president-elect and vice president, filing these nominations in writing with the executive director, at least ninety (90) days before the Annual Conference.
2. At the Annual Conference, the Nominating Committee shall present a report to the General Assembly.
3. The Nominating Committee shall be in charge of the entire balloting procedure, including the tabulations of all ballots for all elections conducted.
4. In the event of a vacancy in any officer position, the Board of Directors may consult with the

Nominating Committee regarding the appointment process.

Section 8. Resolutions Committee

MEMBERSHIP

There shall be a Resolutions Committee, which shall consist of two representatives from Director Area Two, one representative from all other director areas, and the president-elect, who shall serve as board liaison.

DUTIES

1. The Resolutions Committee shall consider proposals for WSSDA Permanent Positions submitted by school boards, the Board of Directors or WSSDA committees. The Committee shall report its recommendations to the membership at least thirty (30) days prior to the Delegate Assembly.
2. Each year the Resolutions Committee shall review approximately twenty (20) percent of WSSDA Permanent Positions and recommend revisions and/or deletions for consideration at the Delegate Assembly.
3. The Resolutions Committee shall appoint three members to the Positions Subcommittee. The Positions Subcommittee shall review proposals for potential conflicts or inconsistencies with existing positions. The president or a designee shall chair the Subcommittee. Meetings shall be called, as needed, by the chair.

Section 9. Interscholastic Activities Committee

MEMBERSHIP

There shall be an Interscholastic Activities Committee, which shall consist of two representatives from Director Area Two, one representative from all other director areas, and a WSSDA Board member appointed by the president to serve as board liaison.

DUTIES

1. The Interscholastic Activities Committee shall review and make recommendations on all proposals to be submitted to WIAA representative assemblies. These recommendations shall be communicated to WSSDA's members.
2. The Interscholastic Activities Committee shall engage in education and communication activities to inform school directors of their roles and responsibilities in the provision of interscholastic activities and their relationship with the WIAA
3. The Interscholastic Activities Committee shall meet with the WIAA Executive Director to review WIAA state, regional, and tournament financial affairs and review the audit of WIAA finances.
4. The Interscholastic Activities Committee shall review the governance of WIAA and the manner by which its operation are overseen by its Executive Board, the State Board of Education, WSSDA, and local boards, and make recommendations to the WSSDA Board of Directors regarding WIAA

governance.

5. The Interscholastic Activities Committee shall make other recommendations to the WSSDA Board of Directors regarding WIAA or student interscholastic activities as the Committee deems appropriate.

ARTICLE X. VACANCIES

Section 1. Termination of Local Board Membership

When a person ceases to be a member of a local school district board of directors, any WSSDA office or position held by that individual shall be declared vacant.

Section 2. Unexcused Absence

A vacancy occurs when a member holding any WSSDA office or position is absent from two consecutive and properly called meetings, unless the absence is excused by the chair.

Section 3. Resignations

Any member holding any WSSDA office or position may resign at any time by giving written notice to the President. Such resignations shall take effect immediately unless there is a time specified therein.

Section 4. Replacement

- A. In the event of a vacancy in the position of a school director area representative on the Board of Directors, the remaining members of the Board of Directors shall, with convenient speed, appoint a successor from among the school directors in the school director area in which the vacancy occurs, to serve until the next Annual Conference.
- B. In the event of a vacancy on any other committee of WSSDA, the President shall, with convenient speed, appoint a successor to serve out the unexpired term or until the next Annual Conference, whichever happens first. The appointment shall be subject to Board approval.
- C. When a vacancy on an elected committee is announced in a director area caucus, it shall be filled by election from that caucus.
- D. When an area representative on the board of directors is elected to an officer position and this results in a board vacancy, the caucus shall conduct an election to fill the vacancy.

Section 5. Removal from Office

- A. WSSDA Officers. Any officer may be removed for cause from office by an affirmative vote of two thirds of the entire Board of Directors at any regular or special meeting as set forth in the policies and procedures.
- B. Members of the Board of Directors
 1. Any member of the Board of Directors may be removed from office for cause by the affirmative vote of two thirds of the entire Board of Directors at any regular or special

meeting; or

2. Director area representatives may be removed from office if twenty-five (25) percent of those school directors within that director area submit a petition to the president of WSSDA at least ten (10) days prior to the Annual Conference; and two-thirds of director area members present and voting, by ballot, at the caucus approve the removal.

ARTICLE XI. MEETINGS of WSSDA

Section 1. Annual Conferences

- A. There shall be an Annual Conference of WSSDA to be held at such time and place as may be designated by the Board of Directors.
- B. The Annual Conference shall be an assembly of the state's school directors for the purpose of conveying information, determining WSSDA positions or policies relative to any issues, and conducting WSSDA elections and other business.
- C. It is the intent of WSSDA that Annual Conferences shall be held alternately on the east and west sides of the Cascade Mountains.

Section 2. Delegate Assemblies

- A. There shall be a Delegate Assembly consisting of one voting member from each school board in the state. It shall meet in conjunction with the Annual Conference.
- B. The Delegate Assembly shall establish WSSDA's Permanent Positions and the annual dues; amend the Bylaws; and may conduct such other business as may properly come before it.
- C. Special meeting of the Delegate Assembly may be called by the Board of Directors or by the delegates at any Delegate Assembly.
- D. Every delegate at the Delegate Assembly shall have one vote on matters pertaining to general WSSDA business, setting the total amount of the annual dues assessed to all districts, and amendments to the Bylaws.
- E. Every delegate shall have one vote or a weighted vote, if five (5) delegates call for a weighted vote:
 1. On establishing or amending WSSDA's Permanent Positions; and
 2. On matters relating to the process of how dues are assessed to individual districts.
- F. The Board of Directors may submit emergency matters or late proposals, except amendments to the Bylaws, to be voted upon at the Delegate Assembly with a minimum of four (4) hours written notice to members at Annual Conference.
- G. There shall be no absentee or voting by proxy.

OSPI Headcount Enrollment	Votes
0 – 1,000	1
1,001 – 5,000	2
5,001 – 10,000	3
10,001 – 15,000	5
15,001 – 20,000	7
20,001 – 25,000	9
25,001 – 30,000	11
30,001 – 35,000	13
35,001 – 40,000	15
40,001 – 45,000	17
45,001 – 50,000	19

Section 3. Legislative Assemblies

- A. There shall be a Legislative Assembly consisting of one voting member from each school board in the state.
- B. It shall meet when called by the Board of Directors. The time and place of meeting shall be designated by the president.
- C. The Legislative Assembly shall consider legislative proposals and any new or proposed changes to existing Standing Legislative Positions.
- D. Every delegate at the Legislative Assembly shall have one vote, or a weighted vote, if five (5) delegates call for a weighted vote on all matters that come before the Assembly.
- E. There shall be no absentee or voting by proxy.
- F. The Board of Directors may submit emergency matters or late proposals, except amendments to the Bylaws, to be voted upon at the Legislative Assembly with a minimum of four (4) hours written notice to all members of the Legislative Assembly.

Section 4. Weighted Vote

When a weighted vote is called, delegates shall receive the number of votes as set forth in the vote chart based on student enrollment on the first school day in October.

Section 5. Quorums

At all meetings of the Delegate and Legislative Assemblies, five (5) percent of the regular membership at the onset of the meeting shall constitute a quorum.

Section 6. Dues

WSSDA will annually establish a graduated schedule of dues categories for its members based upon the number of certificated personnel in each district, as reported to the Office of the Superintendent of Public Instruction. The maximum dues assessed to any single school district may not exceed the base salary of an entry-level teacher in that district, as reported to the Office of the Superintendent of Public Instruction

ARTICLE XII. FINANCE

- A. Within the limitation established by law, the Delegate Assembly shall determine the amount of WSSDA's revenue to be derived from dues for the ensuing year.
- B. In the absence of a quorum at Delegate Assembly, the Board of Directors may assess dues, not to exceed the amount of dues assessed the preceding year.
- C. WSSDA shall submit an annual financial statement to the membership and financial reports at each meeting of the Board of Directors.
- D. WSSDA staff and officers shall be bonded in an appropriate amount.

- E. The fiscal year shall be from January 1 through December 31 and all dues shall become payable on January 1 of each year.
- F. The President shall appoint a finance subcommittee of the Board of Directors to monitor WSSDA's finances and report to the Board.

ARTICLE XIII. ASSOCIATION OFFICE

WSSDA shall maintain its principal office and such other offices as may be necessary at such place or places as the Board of Directors shall from time to time determine.

ARTICLE XIV. AMENDMENTS

Section 1.

Any proposed amendment to the Bylaws must be submitted to the Board of Directors no later than ninety (90) days prior to the Delegate Assembly. The amendment must be submitted by:

1. At least five school boards that have taken formal board action to recommend the amendment; or
2. A majority of members of the Board of Directors of WSSDA.

The Board of Directors shall review and refer all proposed amendments to the Delegate Assembly with recommendations.

Section 2.

Bylaws may be amended at the Delegate Assembly by a two-thirds vote of the delegates present, provided due notice, in writing, of the proposed amendment is submitted to the members at least thirty (30) days prior to the Delegate Assembly.

ARTICLE XV. PARLIAMENTARY AUTHORITY

The rules contained in the current edition of Robert's Rules of Order Newly Revised shall govern WSSDA in all cases to which they are applicable and in which they are not inconsistent with law, these bylaws, or special rules of order adopted by the organization.

ARTICLE XVI. INDEMNIFICATION CLAUSE

WSSDA shall indemnify, defend and hold harmless its officers, directors, or employees from any and all losses, claims, demands, suits, costs, and expenses (including reasonable attorney fees) of whatever nature or description arising from any claim against the officer, director, or employee when acting on behalf of WSSDA. However, if a court of general jurisdiction determines that the director, officer, or employee was not acting in good faith or within the scope of that person's authority or employment, such costs of defense or judgment shall not be authorized or paid.