

2018 WSSDA Legislative Positions, Position Proposal Submission Process

RETURNING POSITION PROPOSALS

Each fall, school directors from school districts across the state come together to deliberate on and prioritize the association's legislative positions. The process begins each spring when WSSDA's Legislative Committee solicits proposals for new and/or returning legislative positions for the coming legislative session; and culminates in September at the annual Legislative Assembly.

There are two types of legislative positions: Standing Legislative Positions (SLP) and Legislative Positions (LP).

- **SLPs** are legislative positions that have been adopted by the assembly four years in a row. These positions are generally considered so important and/or universally accepted by school directors that they do not need to be reintroduced every year to be included in WSSDA's legislative agenda. Once adopted, SLPs remain and are not brought forward to the assembly unless amendments or elimination are recommended by the Legislative Committee. If, through your review of the current suite of Legislative Positions, you have recommendations for revision of an SLP, please contact WSSDA's Government Relations staff and they will connect you with the sub-committee tasked with annual review of SLPs.
- **LPs** are positions that are either newly submitted for consideration, or that are working their way through the process to become an SLP. In order for LPs to continue to be included in WSSDA's suite of legislative positions, they must be resubmitted annually, until they become an SLP.

Legislative position proposals may only be submitted by a current school director, a school board (or boards), a WSSDA standing committee or WSSDA task force, or the WSSDA Legislative Committee. Each submitted proposal is reviewed by the Legislative Committee and given a "Do Pass" or "Do Not Pass" recommendation that is taken forward to the assembly for a vote. All proposals, unless they are withdrawn, are included in the Legislative Assembly Handbook along with a rationale for the recommendation. In instances where the committee presents a "Do Not Pass" recommendation, the submitting individual or board may include a statement of support that is also included in the Assembly Handbook.

This form is for ***RETURNING*** legislative positions (LPs) that have previously been submitted to the Legislative Assembly and passed over the past one to three consecutive years. In order for a position to become an SLP, there should not be any substantial changes to the language of the position/proposal.

If you find that the issue you would like to address is already encompassed in an existing WSSDA position or positions and has yet to become an SLP, please complete the RETURNING Position Proposal Form.

All returning and/or new position proposals must be submitted via this [ONLINE LINK](#) by 5:00 p.m., Monday, April 30, 2018.

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1. Name of lead school district
Issaquah School District
2. Name of proposal lead
Harlan Gallinger
3. Email of proposal lead
gallingerh@issquah.wednet.edu
4. Daytime phone number of proposal lead
2063904312
5. If you are jointly submitting a proposal with one or more school districts, please list district(s):
Bellevue
6. Please list the names, titles, and email addresses for proposal contacts in the other districts involved:
Christine Chew, Legislative Representative; chewc@bsd405.org
7. Check the applicable box:
 - The proposal was approved for submission by the school board**
 - Approval is pending by the school board
 - This proposal has not been reviewed by the school board
 - This proposal was rejected for submission by the school board
 - I am submitting this proposal as an individual school director, not on behalf of my school board
8. Position Title & Current Position Number (ex. LP 2.A.8 Recruit and Retain Diverse Teachers)
LP.1.B.10
9. Focus of proposed position (issue area or concern)
Essentials for Learning
Social-emotional learning
10. Proposed legislative position statement (ex. WSSDA shall initiate and/or support (or oppose) legislation...)
WSSDA shall initiate and/or support legislation and funding for Social-Emotional Learning (SEL) and behavioral support for P-12.
11. Statement of support/explanation ("Argument For"): Thoroughly explain why this issue has statewide implications and should be a WSSDA legislative position. This information will be used in the "Argument For" statement in the Legislative Assembly Handbook (Note: all final arguments will be edited to 350 words or less).

NOTE: Content should be compelling and include: how this issue applies to school districts/directors statewide (i.e., impacts to student learning, school safety, school district policies, funding, etc.); consequences if this issue is not addressed; how the issue may affect local control and/or school district accountability through local governance. If data on the issue is available, please cite it.

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Social-emotional learning teaches students the skills to self-regulate their behaviors and impulses and improves interpersonal relationships. These foundational skills are important for all students, but particularly our youngest students. Investment in social-emotional learning will allow for both students who directly benefit from the learning of these skills as well as students who are adversely impacted by the behaviors that disrupt the learning environment. Some of these investments include: professional development, curriculum adoption, and behaviors coaches/counselors. The benefits include the development of greater understanding and ownership for how an individual student's behaviors impact others and their own learning, the cultivation of a supportive learning environment throughout a school community that starts with the bus ride and includes the playground, lunchroom, and hallways, and elimination of disruptions that impact learning and academic growth for all students.

12. Additional Information: What else should the Legislative Committee know as it discusses this proposal? (Please include past history of the issue with WSSDA and/or at the state or federal levels, as well as any pertinent research or reference citations.)

Introduced in 2016 and approved in 2017 as well.