



WSSDA

direct

QUARTERLY NEWSLETTER

FALL 2018

The school named after a HeLa cell

Incubating solutions at Henrietta Lacks High School, p.8. Leaving a legacy via policy impact review, p.7. An advocate's advocate, p.10. And more >>



CALL FOR SUBMISSIONS
Add your voice!
 Use *Direct* to share your learning with peers.

DIRECTOR TO DIRECTOR

We're looking to spotlight WSSDA members who'd like to share their insights as veteran board members, newcomers, or as exemplars of small, medium or large districts. If that's you, let us know!

PASSION PIECES

Is there a subject you feel strongly about which you'd like to raise with fellow school directors? Then submit a "passion piece" in which you, A) share why the issue is important to you, B) describe what you've learned about it that others may not know and, C) explain how this issue has informed your work as a school director.

FOR THE GOOD OF THE ORDER

If your district has experienced success (or failure) that would be instructive to others, let us know so we can help you tell the story!

REVIEWED BY PEERS

Is there a book, a training or professional development event, software, or even an app that has benefited you? Did it help your school district, or even just one school? Then spread the word by writing a review about it. Your story will give peers a chance to take notice.

For submissions, questions or comments, contact Sean Duke, communications officer at s.duke@wssda.org.

Looking ahead

As our WSSDA Board president says on page four, "I hope the particular challenges of an unprecedented summer are well behind all of us!" Looking ahead, plenty of new challenges await, but none of us work in public education because it's easy; we do so because it's vitally important. Successful school boards and public education form the cornerstone of our society, a theme you'll see echoed in the design of WSSDA's future headquarters (see page 5).

Locally elected school boards are foundational to the success of public education, and that is true now more than ever. I believe that how we recover, and continue navigating the implications of the Legislature's response to the *McCleary* decision, will have profound consequences for the trajectory of public education in Washington state. WSSDA will continue to provide high-quality supports for leadership development, policy and legal services and legislative advocacy. Speaking of advocacy, I hope all members consider joining us in Spokane for the annual Legislative Assembly this month.

Among the topics in this issue of *Direct*, you won't want to miss the story about HeLa High School in the Evergreen School District. At a time when public education has been criticized for being too "top-down," factory-like and lacking innovation, you'll see we've found ample evidence to the contrary.

Also for this issue, I'd like to thank our special contributors, Riverview School Director Lori Oviatt and Dr. Janet Barry. In their pieces we'll learn about adding student representatives to boards and how boards can leverage policy impact review into a tool for creating a valuable legacy for one's school district.

And finally, we're fortunate to have some words of inspiration from an illustrious WSSDA alumna, Marcie Maxwell. I hope our interview with her will spark some thoughts as you look forward to the WSSDA Annual Conference in November.

Tim Garchow, WSSDA Executive Director

Left to right: **Tim Garchow, WSSDA Executive Director, Dr. John Steach, Superintendent of Evergreen Public Schools, Victoria Bradford, School Director for Evergreen Public Schools and Julie Tumelty, Principal of Henrietta Lacks Health and Bioscience High School**

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Washington State School Directors' Association

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Leadership Development

–Colleen Miller

With school boards preparing for the 2018-19 school year, we're busy facilitating **retreats and work sessions**. From Onion Creek to Washougal and districts in between, directors are looking ahead to a purposeful school year by planning their annual calendars, setting goals for improved governance and building strong board-superintendent governance teams. To support all that good work, we have re-structured our **strategic planning services** to better meet the needs of districts of all sizes. We're also adjusting how we offer other services so that we can better customize them to fit the needs of individual school districts. Please look for more on this in the fall. Next, **WSSDA OnBoard**, a multi-year effort to provide a tiered curriculum for online and in-person learning, continues to move ahead. OnBoard will serve as an effective complement to WSSDA's Online Board Self-Assessment. The EDit Group continues to partner with us on this first-of-its-kind project. Finally, at the end of July, we visited the **Spokane Convention Center** and our conference hotel, the Davenport Grand. We finalized menus, locations for workshops and exhibitors, and started to envision the theme, "embrace your influence," coming to life in our conference space. See you there in November!



View of Riverfront Park, Spokane



Legislative Committee in action

Government Relations

–Jessica Vavrus

The end of summer was consumed by preparing for **Legislative Assembly**. We supported the Legislative Committee as they met in May and June and hosted visits with legislators. They worked to gain context for the upcoming legislative session, and most importantly, to inform development of their recommendations for WSSDA's legislative positions. To streamline WSSDA's suite of positions, the committee marked **22 positions for consolidation or amendment**. The committee also developed proposals for 15 new positions focusing on **education funding policies, student and school safety issues, and graduation credit requirements** to create more flexible credit pathways for students. Each district attending the assembly votes to establish a ranking of WSSDA's top 15 legislative priorities. Those priorities form the core of **WSSDA's platform** for the subsequent legislative session. Every district's voice is essential to this process, so we encourage everyone to attend!

Policy and Legal

–Abigail Westbrook

The latest issue of **Policy & Legal News** includes articles on open public meetings, surveillance cameras and new regulations for truancy and highly capable programs. Additionally, I hope you'll see the article about **juvenile offenders and notification** based on important information from the State Auditor's Office. You may have heard that after two years in the making, OSPI adopted new **discipline rules**. The new rules represent comprehensive and important change, and WSSDA is on top of it. The rules become effective in two phases – some beginning August 30 and the rest July 1, 2019. We've issued a **revised model policy and procedure** to support districts with the first phase and we will make additional revisions near the end of the 2018-2019 school year for the second phase. Finally, we are turning our focus to the **2018 Law Conference** happening in November. You do not want to miss Law Conference! The day will start with an update from the National School Boards Association's managing director for legal advocacy. After that, we will dig into every **hot topic in school law** we can pack into one day. I hope to see you there!





By the time you read this, I hope the particular challenges of an unprecedented summer are well behind all of us! With the start of a new school year comes an opportunity to refocus on things we love about our roles in education, like learning, building relationships and celebrating the institution of public education and all those it serves.

Research has shown us the importance of relationships to student success. Let us remember that the same applies to relationships between the adults who support them. Whatever challenges we may have faced recently, I hope the start of a new year will bring us all back to our most fundamental bond: caring about what's best for our youth.

The start of the year can set the tone for months to come. If we have provided a warm welcome to our students, it will permeate the rest of the year. Despite their challenges, public schools are inherent sources of hope and opportunity because they represent a pathway for growth and symbolize our collective belief that educating our children, all of our children, is so important that, as a society, we've built this great institution.

As with anything built, maintenance, repair and renovation are to be expected. For example, one of the challenges that public education boldly faces is ensuring that each and every student receives the access and opportunity necessary for them to realize their boundless potential. So, how do we do that? I can't provide a simple answer, but the start of school is where we set the tone.

On the WSSDA Board, we ended August exploring the meaning of equity together, deepening our relationships along the way. It seems to me that we discovered equity involves learning and service: learning about oneself while also seeking to understand the diversity of needs felt by students and districts across the state. If you haven't already, I urge you and your board to begin your own equity journey. And as your state association, WSSDA is here to support you. Have a great school year!

Marnie Maraldo, WSSDA Board President

Washington standards for evaluations get their first update in five years

The Washington Standards-based Superintendent Evaluation (WSBSE) has been updated for the first time since its development in 2013. A task force convened four times in the spring of 2018 to align the framework of the evaluation with the Professional Standards for Educational Leaders (PSEL). There are now eight standards in the framework with updated language representing current best practice and the contemporary responsibilities of superintendents. Also, applying an equity lens to its work, the task force infused the framework with new language and added a new PSEL standard: Equity and Cultural Responsiveness. Leading this effort, in collaboration with WSSDA and WASA, were three of the original authors: Dr. Gary Cohn, Dr. Larry Lashaway and Dr. Gene Sharrat. See WSSDA's [Superintendent Evaluations](#) Web page to download the new framework.

FOR THE GOOD OF THE ORDER

ReadyWA: helping WA students be career-ready

Washington students have big dreams; that's why there's a big team formed to support them. [Ready Washington](#) is a group of more than 20 education agencies, associations, and advocacy organizations, including WSSDA, that believe every Washington student should graduate high school prepared for a successful future on the education and career pathway that they choose. The coalition is co-led by the Office of Superintendent of Public Instruction and Partnership for Learning.

ReadyWA supports tools like the High School and Beyond Plan, rigorous learning standards and aligned assessments. They work to raise awareness of what they are, why they matter and how they can help build strong futures. And ReadyWA collaborates with its partners to engage and amplify the diverse voices of Washington's students, families and educators to help break down barriers to success and close achievement gaps.

Some of the resources and tools available include videos, [multi-lingual factsheets](#), [posters](#), presentations, [digital content](#) and more that help students connect their learning to career aspirations.

By 2021, Washington will have more than [700,000 job openings](#), most of which will require a credential after high school—a degree, apprenticeship or certificate. Washington students need to be ready for these jobs. By supporting students and connecting their learning to career aspirations now, we foster success later—in their lives, careers and in the communities they become part of as adults.

Learn more and access resources and tools at [readywa.org](#).

WSSDA's goal for a new headquarters? Lighter, brighter, better!

At its August meeting, the WSSDA Board authorized the start of construction of a new headquarters. The new building will replace a series of wooden, 1970's portable structures that make up WSSDA's current building. Evoking the words of Horace Mann*, the design features a cornerstone to signify the importance of public education and the role of WSSDA members in supporting it. Filled with collaborative spaces and updated technology, the overall footprint is smaller. With a reduced footprint comes reduced maintenance, repair and utility costs. And it will be healthier too, with open space, natural light and improved air quality. We're excited to share this space with members and hope that its functionality will make WSSDA a hub of activity for supporting public schools.

Expanded conference space
doubles the capacity for WSSDA committees, meetings with other organizations and potential room rentals

Cornerstone statement
literally and figuratively reflects Horace Mann's statement* and WSSDA's belief about the importance of school boards



Consolidated work area physically brings departments together and reflects the staff culture of close collaboration

Front-of-building parking increases safety, visibility and makes it easy for visitors to find the entrance

Natural light improves health, safety and performance for all who use the building

Energy efficient 1/4 less square footage, updated lighting, building materials and HVAC

* "The Public School is the cornerstone of a democratic society."



On Call: A wider scope of students means wider challenges

J. Marie Riche, of Ideal Communications, works with dozens of principals every year and observes that regulatory issues are finding their way down to the school level now. “I see human resources and compliance issues they didn’t have to manage a generation ago,” says Riche. “Communications expectations are through the roof and that has absolutely changed, just in the last decade.”

Schools today have much greater liability than even a decade ago. “In Washington state, if you listen to school nurses talk about the requirements of their job, it’s not just doubled or tripled. It’s increased exponentially in the last five to seven years, both in an increased number of children dealing with health issues and also with increased regulations around how schools manage and document those issues,” said Riche.

“One of the mega changes for principals is that in education we have moved toward a set of expected standards and for a generation ago of principals, that wasn’t really the case,” said Gary Kipp, Executive Director of the Association of Washington School Principals.

“In the past, we would get standardized tests back and we would look at them and figure out how we needed to align our curriculum and adjust what we were doing and we were done.” said Kipp. “Now when we get those results back, we look at the specific kid and see how we get that kid to meet the standard.”

“The complications may have always been there, but we are dealing with them now more than we did before,” said Riche. “That requires a nimbleness and sensitivity to a broader range of culture.”

A principal can be a community leader to the extent they’re able to step into that. The role requires the social skills to navigate bringing a divided community together, providing space, and encouraging people to support one another.

In general, today’s principal has a bigger role in the larger community, as a convener. “We expect more social EQ (emotional intelligence) from our principals than ever before,” says Riche. “It’s always been nice to have, but now it’s mandatory.”

While the issues that show up at the principal’s door are more complicated today, including things like politics, a principal needs to maintain a leadership ability and the focus on education, especially in a community that might be divided. Schools can, and should be, a safe place where people with opposing viewpoints can put those issues aside and focus on learning.

This excerpt is adapted from *On Call*, a WSSDA subscription publication for school district communications.

ESSAY Searching for and selecting a new superintendent

A major responsibility of school boards is hiring the best candidate to be your superintendent. As critical as that is, performing a superintendent search doesn’t happen very often and school boards don’t get the chance to develop experience or a strong skill set to help them with the process.

Here are some best practices in the process of a superintendent search. We looked to Northwest Leadership Associates, the WSSDA Superintendent Search firm, for guidance on this piece.

Be timely, start the process of preparing for this search as soon as you know of the opening. This can give you a competitive edge because other school boards are also searching amongst the pool of candidates for the very best. If you hire a superintendent search firm to assist you, be sure to determine if that firm is responsive and open to direction from the school board.

Engage with your community, including staff, community members, business leaders, parents and other external stakeholders to build a profile of the attributes, experience, leadership and knowledge of your next superintendent. That will give a clear picture and the data from which to build your profile and other criteria.

You need to advertise the opening widely across our state and some boards advertise nationally. Districts post such openings on the WSSDA website and a search firm may give you a bigger reach. These firms often have databases of possible candidates and a strong network of current and recently certified superintendents coming from our local universities.

Your next step is to screen the candidates and determine which candidates you will select to interview. A search firm may assist you with preliminary reference checks and a

tool that you can use to analyze the applications specific to your needs.

The interview should be a two-stage process with initial interviews of six to eight candidates and open to the public. You will conduct the interview and feedback gathered from those attending before the board enters into an executive session to select the candidates that will move forward to the final interview.

Final interviews are open forums with staff and community and open question-and-answer sessions. Feedback from attendees should be requested and given to the board before the executive session where you will discuss and evaluate final candidates.

Your final decision is made by the board in an open board meeting according to Washington state law.

Do district policies and procedures really shape daily practices in schools?

by Janet Barry, Ed.D.

School boards lead through policy. We know that. But boards don't always see the powerful ways they can partner with their superintendents for policy impact in their districts. By working well in the policy arena, with sensitivity to the superintendent's leadership role with staff and students, boards can leverage better, safer daily experience for district students and staff. Here are a few keys and cautions on how to make your board's policy leadership more powerful and real for students and staff—and how to protect against costly litigation in areas of particular importance today.

FIRST, as a foundation for all policy work, be prepared to function as a full-board partner with your superintendent, clearly knowing and carrying out your complementary roles. The board's role is to adopt policy and authorize the superintendent to establish procedures by which policy will be translated into district behavior. In most Washington districts, this is done with the guidance of WSSDA's model policies, procedures and regular revisions and updates. In this process, the board publicly sponsors and calls for the superintendent's district-wide leadership to create the proper knowledge, training, communications, supervision, record-keeping, intervention and redirection of staff and students as needed.

SECOND, choose a policy and its related administrative procedures for the special focus of an "impact review." I suggest you work with a policy that often shows up in costly civil suits against school districts. Using WSSDA policy numbers and titles, the following are examples: 5253/P Maintaining Appropriate Staff/Student Boundaries, 3207/P Prohibition of Harassment, Intimidation and Bullying and 3421/P Prevention of Child Abuse, Neglect and Exploitation.

Keeping these and other policies and procedures fresh and vital in your district will help ensure individual student safety and shape an alert and caring culture. Until board and staff are comfortable with the purpose and process of such a review, I suggest you focus on just one policy at a time. Your purpose will be to determine whether the selected policy and procedures are fostering (i.e., shaping, informing,

clarifying) the desired knowledge and routine behavior of individual staff members, supervisors, students, volunteers and sometimes parents.

THIRD, plan and conduct a policy impact review in annual cycles. Using Policy 5253/P as an example, your review might look something like this: At a work session in August, decide as a board-superintendent team what questions to answer to find out whether your policy and procedures are effectively at work every day in your schools. Questions like these get to the point:

- Have district training goals for 5253/P been met in all schools and departments?
- Have incidents of boundary invasions with students been observed or reported—and, if so—how did the administration respond?
- Based on a sample of staff members (not to be individually identified), do all staff have good working knowledge of the policy's key terms?
- Can all staff members give multiple examples of inappropriate boundary invasions?
- Do all staff members understand their duty to report suspected boundary invasions to the administration?
- Do supervisors have anecdotal information to show that the knowledge and behavior called for in 5253/P have become school or department norms?
- If results are less than expected, how can the administration increase staff knowledge and clarity of expectations before the next check-in?

With these questions in mind, your superintendent can work with administrators and staff to design simple, effective, non-threatening ways to find answers. Most importantly, they can create appropriate and effective remedies, as needed, to keep a healthy, working focus on the cautions and requirements of this important policy and its procedures.

As part of your plan to complete an annual cycle, choose check-in dates for review and discussion of intermediate findings and identify an end-of-cycle date to debrief the impact review, probably in May or June. Finally, of course, consider follow-up steps for the next cycle.

FINALLY, as you proceed, avoid backlash and resistance by keeping the board to its collective role as sponsor of the superintendent's work. Board members should never act as individual "inspectors." The superintendent must be allowed to engage his or her leadership team in ways that fit district and school culture while complementing their other ongoing responsibilities.

To that end, it is vitally important to design and communicate your process and its purpose as a board-superintendent team. Communications should be crafted to show staff that a policy impact review will help protect students and staff from actual harm and unfounded accusations; ensure that important knowledge and practice will survive staff turnover; and protect the school community from costly, demoralizing lawsuits. Once you've achieved all of that, just think of what a valuable legacy you'll have left for your district and its community.

About the author Janet served as Superintendent of the Issaquah School District, Central Kitsap School District and served on the faculty of the WSU Superintendent Credentialing Program. She holds a doctorate in Educational Leadership and Policy Studies from Arizona State University. Dr. Barry was honored as the 1996 National Superintendent of the Year by the American Association of School Administrators.



"It is vitally important to design and communicate your process and its purpose as a board-superintendent team."



THIS IS public school: community-based, innovative, successful

What if you could design a school where all the students and all the teachers chose to be there; where the graduation rate flirts with the 100% level; where the building was constructed with an interest-free federal loan; where some students get professional, living-wage jobs before they graduate; where the demographics reflect the local community; where tuition is free; and where the lights are powered by the sun? This is not a dream, this is a public school.

Welcome to Henrietta Lacks Health and Bioscience High School of the Evergreen School District in the city of Vancouver, Washington, also referred to as “HeLa High School.” Opened in 2013 in a building designed to accommodate 500 students, HeLa now serves 625 in grades 9-12 due to strong interest from the community.

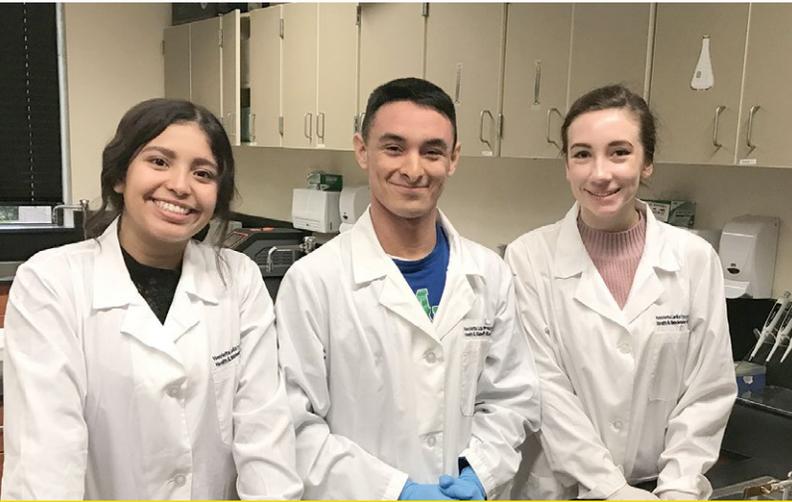
HeLa is named after the woman who unknowingly contributed to an immortal line of cells named “HeLa.” These cells have aided in thousands of scientific breakthroughs including the development of the polio vaccine. Scientific and medical advances with HeLa cells set the stage for the cutting-edge education provided in this public school.

Entering as freshmen, students have a full high school experience that includes all the core subjects as well as fine arts and world language electives. However, the primary focus is on integrating a scientific and mathematical emphasis in each area. That integrative approach is reflected in how teachers organize their professional learning communities; they organize based on ideas rather than strictly by department.

With small learning environments, students thrive as they tackle increasingly complex course offerings—some the first of their kind in

“ We invited our colleagues to visit us and see how we operate and support our teachers, and many did. They were surprised and, I think, energized. Some are trying to emulate what we do. ”

“ It’s kind of like an incubator for innovation where we can do things and then bring in people from around the district to take a look at it. ”



the high school arena such as Epidemiology and Pharmacology—as well as Advanced Placement courses in all content areas.

With facilities to rival institutions of higher education and equipment to match professional research laboratories, HeLa offers programs of study in five areas: Biotechnology, Biomedical Engineering, Public Health, Pharmacology, and Nursing and Patient Services, which includes an opportunity to earn a Certified Nursing Assistant certification prior to graduation.

Much of ninth grade is dedicated to orienting students to HeLa’s unique environment. “We make our ninth graders do our thing,” said Principal Julie Tumelty. “They take medical science, which means they learn all the different medical careers and they get to learn our programs of study.” Freshmen also take chemistry and read “*The Immortal Life of Henrietta Lacks*,” by Rebecca Skloot.

All that chemistry and required reading are rigorous, but another unique trait of HeLa is its schedule. Other schools in the district have a six-period day, but HeLa runs a block schedule with seven periods. Twice a week, there is a class period that is divided between a time for teachers to collaborate with and touch base with students, and time for students to seek out assistance from any of their other

teachers, i.e., for research, help with assignments, a make-up test, etc. For the upperclassmen with internships, they have “the equity and access do it within the school day,” said Tumelty. “So we bus the kids to their internships and back within the school day, and then seven periods offers them that many more credits every year to be able to do extra classes.”

Students are admitted to HeLa via a lottery system. This is how the school’s demographics mirror those of the local community, with the exception of English Language Learners (ELL). Even so, ELL students are still eligible for the lottery, and Principal Tumelty recounted the story of a student adopted from abroad at age 13, with no English language ability and facing other challenges, but who nonetheless graduated from HeLa by studying for an extra year.

The leadership of HeLa performs plenty of outreach to inform students and families about HeLa. With current students in tow, they visit every one of Evergreen School District’s middle schools. Speaking to entire assemblies, they reach all of Evergreen’s 8th graders. They also coordinate visits from district schools with large percentages of low-income families so the children can see the possibilities. They also visit meetings of parents who have become leaders within their local school community and who are not native English speakers.

In addition to outreach, HeLa performs a lot of “in-reach” by accepting several visits a year from officials of other Washington school districts and the greater Portland, Oregon area. Other guests have included the governor and periodic visits from businesses or corporations referred by the local Education Development Council, which has been a significant partner to the district as it worked to realize its vision of HeLa. “These are companies that are looking at whether or not to locate here,” said Superintendent Steach. “They’re evaluating four or



CONTINUED on page 12

HeLa students in lab, upper left. Equipment in one science classroom, upper right. The pharmacy classroom, bottom left. More pics at bit.ly/HeLaESD



From real estate to real change

Maxwell embraces her influence from school board to governor’s office and beyond

You may know by now that the theme of WSSDA’s Annual Conference this year is ‘embrace your influence.’ What that means may be different for everyone, but we thought we’d look for an example in Marcie Maxwell. We caught up with the former school director in the midst of primary elections and asked her a few questions.

Maxwell was an eight-year member of the Renton School Board and served on the Washington State School Directors’ Association Legislative Committee. She was also a three-term legislator who specialized in education issues while serving as Deputy Majority Leader for Education & Opportunity in the House of Representatives. Following her time in the Legislature, Maxwell became a senior education policy adviser to Governor Jay Inslee. Today, she supports school directors and others campaigning for election to the

Legislature while also serving on a long list of boards and other civic or community organizations. However, in her own words, Maxwell is “retired—but not my voice!”

How did you get started as a school board member?

I was a PTA president at our elementary school and later at the high school. I went on to become the PTA Council president in the Renton School District. I also owned a real estate business and was Renton Chamber chair. In real estate and chamber, we sell communities, and public schools are a huge part of decisions for families and businesses. So my personal and professional lives often intersected at public education. In both roles, I saw the need for high-quality public schools plus the need to advocate for kids and schools.

How did your experience as a school director impact your legislative work?

While with WSSDA, I served on the Legislative Committee. My WSSDA

“ Directors need to create more than just transactional contacts, they should have ongoing relationships with legislators and the governor’s office. ”

Maxwell with Speaker of the House, Frank Chopp, above, and, Governor Jay Inslee, right. Opposite: Marcie Maxwell, State Senators Lisa Wellman (center) and Christina Rolfes.



“ I urge school directors to understand and strengthen their value and visibility for this nation’s foremost backbone – public education. ”

experience gave me insight into the needs and challenges faced by small and rural school districts, and was valuable for me in my work as a legislator. Also, school board experience prepares new legislators to work collaboratively with colleagues, to communicate with a variety of stakeholders, and to find compromise when necessary to solve problems.

Did your work as a legislator cause you to view WSSDA in a new light?

As a legislator, I valued WSSDA as a resource in developing state policies and budgets. I did see greater opportunities for school directors to be sought out for education vision, governance and accountability among the lobbyists and others who show up in Olympia to push agendas. Directors need to create more than just transactional contacts, they should have ongoing relationships with legislators and the governor’s office. Having a strong two-way connection is crucial. Also, directors have to remember that legislators have a variety of important issues to face, so we need to make sure we’re not folding our arms and saying ‘fund education first.’ Our state budgets reflect our values, and while education is paramount, other issues impact some of Washington’s most vulnerable families who may be elderly, homeless, experiencing forest fires or our own students confronting other challenges.

What other thoughts would you offer current school directors?

I urge school directors to understand and strengthen their value and visibility for this nation’s foremost backbone – public education. Public education, including elected local governance and sustainable education funding, is vital to growing our future citizenry, community and workforce. As elected officials, school directors are politicians serving entire communities, so don’t consider politics a negative thing to be avoided! Also, once they leave office, I remind directors that you don’t have to be elected to be an advocate and a leader. I hope that when school directors leave their boards they will not retire their voice.



An Advocate for Advocacy

To encourage engagement, Maxwell shares a snapshot in time highlighting the lack of contacts received by the governor’s office in support of public education in the midst of *McCleary* in 2015. The numbers below are the number of contacts received during:

A Week in Fall

- 3,674 opposing oil terminals
- 80 supporting homelessness fixes
- 38 opposing fish and wildlife agency ruling
- 5 honoring Tillie the Dog
- 0 supporting education funding

A Two-Week Period in Summer

- 653 supporting transportation revenue package
- 390 requesting statewide ban on fireworks
- 125 opposed to marijuana revenue reform
- 114 opposed to railway oil transport
- 16 opposed to animal cruelty in South Korea
- 31 supporting education funding

A Week in Late Spring

- 4,192 supporting law enforcement body cameras
- 1,925 supporting increased investments in the state’s health care system
- 1,519 opposed to pesticides
- 67 supporting increased investments in higher education
- 20 supporting education funding

A Week in Early Spring

- 256 supporting solar energy investments
- 11 supporting education funding

“ You don’t have to be elected to be an advocate and a leader. I hope that when school directors leave their boards they will not retire their voice. ”



Student VOICE

A STEP-BY-STEP GUIDE FOR ADDING STUDENT REPRESENTATIVES TO YOUR BOARD

by Lori Oviatt

Are you considering adding student voice to your board? If so, here's what we do in our district plus some things to consider.

First, start with a study session. Use your session for some initial brainstorming. Before it happens though, do your homework by gathering resources; talking to other directors who have student representatives on their board; talking to current students representatives; inviting those school directors or students to your study session (River-view has attended sessions in Kent and Mercer Island); and look for breakout sessions about student representatives at WSSDA's annual conference.

Once you've decided to move ahead, draft your policy, procedure and application process. (Feel free to copy ours.) Quincy, Pasco and Tukwila School Districts also have similar resources online. After that's finished, ask students to complete a comprehensive application process. Successful applicants have a 30-minute interview with the superintendent, a current student representative (if you already have one) and two members of the school board. The interview team uses the same set of questions for each student plus a matrix for scoring during the interview.

After the interviews, the interview team tallies the scores and discusses the strengths and weaknesses of each candidate. Candidate scores and group consensus are used to make a selection. Once that's done, the high school principal calls to thank all candidates and inform them of the decision.

Once the student accepts the position, the superintendent, and often the board president, meets with the student before their first meeting. Subjects discussed include expectations for the student, board policies and procedures, a high-level discussion of fiduciary duties and budgets and answers to any questions that come up.

Prior to their first meeting, we order a nameplate, business cards, make sure the student has all the meeting dates and set up online access to things like an electronic board packet. We also encourage them to speak with our other student representative to get a peer's perspective on board service.

At the first meeting, they are sworn in. Our students do not vote, but we do ask for their feedback on all key decisions. We have ongoing informal meetings with both student representatives throughout the year (we have one who is a senior and one junior). Also, the superintendent and board members separately act as leadership mentors, as well as write letters of recommendation and assist student representatives with college applications, job applications and interviews, and internships.

For a list of further resources and a complete description of Riverview School District's process, please see our [Student Voice Toolkit](#). We learn much from our representatives and they learn and grow significantly in their role. In July, our Senior student representative led the board meeting and did a fantastic job. Serving on the board is an amazing and valuable learning experience for our young people and future board members! Every Washington school board should have student representatives!



ABOUT THE REVIEWER *Lori Oviatt serves on the Riverview Board of Directors and is an active Riverview School District volunteer and community member. She also serves in several state associations and on WSSDA's Interscholastic Activities Committee.*

five sites, so this is like the crown jewel of the tour to bring them through and show them and say, 'This is what your kids, your employees' children, could attend.'

HeLa is highly sought by local families and prized by local leaders and the business community, but what impact has it had on the rest of the district? "I think it's making a big impact," said Principal Tumelty. "We invited our colleagues to visit us and see how we operate and support our teachers, and many did. They were surprised and, I think, energized. Some are trying to emulate what we do."



As the principal explained, the school is of a size that they can act nimbly, and try new things without worrying about having a negative impact on the district. Also, they have a staff that has already subscribed to a culture of innovation, which is reflected in the principals' word choice. "Our instructional coach has done a lot of work to support teachers in that leap of whatever it is they're trying to do." Apparently, teachers at HeLa "leap" as opposed to simply developing. "It's kind of like an incubator for innovation where we can do things and then bring in people from around the district to take a look at it," said Steach.

HeLa's success was not realized overnight. Its opening was preceded by ten years of planning, a \$1 million capital budget appropriation by the state Legislature, two and a half superintendents, site visits to other states and some good old-fashioned grit. "You have to be ready right from the beginning to engage in partnerships," said school director Victoria Bradford. "You've got to be in it for the long haul. We had to, as a board, stay solid and say 'No, we've been looking into this. This is what our community needs. This is going to be awesome for kids. We're doing it.'" And so they did!

Federal Way scholars win a challenge and a chat



Federal Way High School (FWHS) scholars entered a computer coding challenge with Code.org and won a video chat with Russell Wilson, quarterback with the Seattle Seahawks.

The challenge took place during Computer Science Week in early December 2017 when scholars across Federal Way Public Schools participated in Hour of Code activities. FWHS scholars in Mr. Sean Moore's computer science class took on a celebrity chat challenge sponsored by Code.org and learned how to design, code, and create their own computer games with Flappy Bird, Sports, Star Wars, or App Lab.

They then reached out to Russell Wilson on social media with a video showcasing the games they created as part of the challenge.

Approximately 35 FWHS students attended the video chat on Friday, June 8. Students talked to Wilson about what intrigues him about computer science, how he decided to choose football as a career, and if he had completed his goals in life.

Wilson shared some of the big goals he has for football and beyond. He also shared the important opportunity students have in Federal Way to access computer science classes,

something that wasn't available to him when he was in school.

Wilson offered character building knowledge such as, "Make sure you surround yourself with good people. You only have once chance, one opportunity to live your life the way that you need to live your life."

He also shared advice from his late father. "At the end of the day, it's about treating others well, and treating other people with respect and love, despite how they treat you," said Wilson.

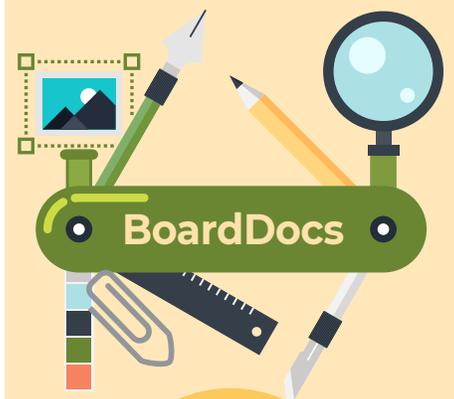
Mr. Moore had the chance to talk with Wilson thanking him for the opportunity. "It's a tremendous experience for our kids here in Federal Way. We enjoyed connecting with you, and we wish you the best of luck this season," said Moore.

Photo: Sean Moore and his students during the video chat with Russell Wilson.



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QUARTERLY NEWSLETTER

WSSDA Direct is evolving. It is our hope that it will grow into a platform that helps school directors share their knowledge, experience and perspective with each other. In this way, it can become a resource that will inform and reflect the work of Washington's school boards. Direct will be published quarterly. The views expressed by individual authors do not necessarily represent WSSDA policies or positions. If you have a disability and need this publication in an alternative format, please contact our Communications Department.

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- How board members can avoid First Amendment violations in social media and board meetings
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NSBA's Managing Director of Legal Advocacy, Sonja Trainor will keynote the conference

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