WSSDA

direct

QUARTERLY NEWSLETTER WINTER 2018

Who's driving the bus?

School directors taking WSSDA to the forefront, ***p.2***. Tribes and school districts: La Conner board member tells her story, ***p.14***. Student rep to board chair, ***p.17***. Our kids: bringing school events to your living room, ***p.18***. **And more! >>**

From the **Executive Director**

Loudest voices in the tunnel

School directors are an inspiring bunch of people. At our annual conference, it was an honor to present Director Elissa Dyson with the Hero in Education Award. Like Elissa, all of you go the extra mile for students. I am so proud to be a part of WSSDA and grateful to be working with such a dedicated board.

One of the first things WSSDA President Maraldo said when she assumed her leadership role was that she wanted to see all of us "embrace our influence." As her term comes to a close and we look back at 2018, I think we can say that WSSDA members have done that.

In 2018, WSSDA members were more engaged than ever. Attendance at Fall Regional Meetings set records. Nearly half (49%) of all school districts were represented at regional meetings. Legislative Assembly and Delegate Assembly saw exceptional participation levels. Over a hundred districts came to Legislative Assembly and even more came to Delegate Assembly. Even our pre-annual conference workshops had one of the highest registration totals in recent years.

School directors are taking WSSDA to the forefront. Some of you may recall my speech at the 2017 Annual Conference where I said we would become one of the "loudest voices in the tunnel." I believe that's happening. For example, this past fall, we saw a need for a strong and coordinated approach to legislative issues related to school safety. Recognizing this, we called together a large group of policy stakeholders that included the governor's office, committee and caucus staff from the Legislature, WASA, AESD, AWC, AWSP, OSPI and WA-PTA. More and more, thanks to the engagement of members, WSSDA is either at the table or helping set the table when it comes to building the future of public education.

So I'm proud to be a part of WSSDA and I hope you are too. Thank you for your engagement and for reading the latest issue of Direct. I look forward to working with all of you in 2019!

Tim Garchow

Tim Garchow, WSSDA Executive Director

Photo: **Tim Garchow and Tricia Lubach presenting the Hero In Education Award to Onion Creek School Board Director Elissa Dyson for her work on small schools.**

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.

Produced quarterly by

WSSDA
Washington State School Directors' Association

President Aurora Flores
President-elect Brenda Rogers
Vice President Alex Ybarra
Immediate Past President Marnie Maraldo
Directors Lee Anne Riddle, Siri Bliesner, Geoffery McAnalloy, Paul Wagemann, Carolynn Perkins, Sally Brownfield, Monty Anderson, Ken Stanger, Donald J. Davis, Debra Long, Greta White, Steve Christensen

Executive Director Tim Garchow,
Editor-in-Chief Sean Duke
Designer Abigail Twombly
Webmaster Abi Ludwig
Printer Capitol City Press

Leadership Development

–Colleen Miller

Throughout the fall, work for **WSSDA OnBoard** progressed with a focus on developing curriculum related to school finance. At the end of fall following Annual Conference, our team started analyzing feedback from WSSDA members about their conference experience. In January, we'll have the information ready to share with the WSSDA Board of Directors and the Annual Conference Committee. The committee will have its first meeting no later than February to get the ball rolling for 2019! In December, we posted a **Request for Qualifications** for Leadership Development Consultants. Successful candidates will be announced in January. In February, **Leadership WSSDA** resumes with its first class held on February 8th and 9th. And looking ahead, we've begun working with our partners, the Washington Association of School Administrators and the Association of Washington School Principals, to plan for our fourth annual **equity conference** to be held May 22, 2019.

Dr. Ivan Lorentzen, Tricia Lubach, Colleen Miller and Dr. William Macaw at the WSSDA Annual Conference where they shared lessons from high-performing districts.

Delegate Assembly in action at annual conference.

Government Relations

–Jessica Vavrus

With our 2019 legislative positions and priorities adopted, we're getting warmed up for the next convening of the Legislature. **January 14 will be the first of the Legislature's 105-day session**. Before the hustle and bustle of the New Year, we've been reaching out to statewide partners as well as new and returning legislators to nurture and solidify relationships. While networking with the state's "alphabet soup" (the various education advocacy organizations identified by an equally various collection of acronyms), we've been heartened to observe that we are more similar than different in our deep commitment to students and educators. We've already started working with partners to prepare for 2019 by sharing **WSSDA's priorities**, **drafting potential bill language** and **preparing input for bills**. Yes, there are big issues on which we don't all agree, but WSSDA's GR team has been focusing on finding common ground so we can move those "big rock" issues together.

Policy and Legal

–Abigail Westbrook

I hope I saw you at WSSDA's **2018 Law Conference** in Spokane! We learned so much from several top school law attorneys. A special thanks to this year's sponsors, Stevens Clay, P.S. for hosting a reception to help us process what we learned (and recuperate) after a full day of digging into the legal issues that school board directors need to understand.

I also hope you were part of WSSDA's **Delegate Assembly** during Annual Conference. At Delegate Assembly, delegates from Washington's school boards vote on proposals related to WSSDA's Bylaws and Permanent Positions—our core beliefs and principles. The Policy & Legal team contemplates and prepares for this assembly all year round. Although the debate at WSSDA's assemblies can be spirited, we thoroughly enjoy helping you—our members—engage in your association.

Sonja Trainor from NSBA delivering the keynote address for the 2018 Law Conference.

WSSDA's mission is to build leaders by empowering its members with tools, knowledge and skills to govern with excellence and advocate for public education.

Leadership Development

Government Relations

Policy and Legal

From the **Board President**

Wow! It's almost the end of the year. The leaves changed color and have created a blanket on the front lawn. It's a reminder that change is always on the horizon. At WSSDA, there's a change every year with your leadership team, and soon, there will be a changing of the guard, with Aurora Flores as your incoming WSSDA President, Brenda Rogers incoming WSSDA President-Elect and Alex Ybarra the incoming Vice-President. And, Joanne Greer, who has been an invaluable, treasured mentor to me, will be leaving the Executive Committee. But, while the "leaves" of leadership change, and eventually fall away from the tree, at the root is a strong organization that can weather the seasons of change.

Of course, this imagery brings to mind the new "WSSDA Tree". WSSDA is sinking in its roots, driven by the core goals of the organization. Stability is brought in the trunk of the tree, with the key work and structure of the organization. From that, the fruits of all our labor sprout and blossom. WSSDA is able to achieve its mission. And threaded throughout, is how the association makes its services equitable to our members, and, ultimately, how we as school board directors are able to provide equitable access to "ensure each and every student has what they need to be successful within our state's public education system."

Educational equity has been an important focus for me. A solid education is a benefit and advantage that can never be taken away once it is given. And it is not just a benefit or advantage for the individual, but for the entire community. It seems an oxymoron when we say we serve ourselves best when we serve others the best, but it's true. We as school board members have incredible influence in making that happen. My hope is that we embrace our influence, govern with excellence, make ourselves heard and prepare the next generation to far surpass our own.

Marnie J. Maraldo

© WASHINGTON STATE SCHOOL DIRECTORS' ASSOCIATION

Shaping leaders: the power of Leadership WSSDA

Leadership WSSDA has long been an effective training ground for experienced school directors to hone their skills and expand their knowledge. Many participants use the experience to springboard into leadership roles on their own board, on WSSDA committees or even the WSSDA Board! Seven current WSSDA board members are graduates of Leadership WSSDA, including president-elect Brenda Rogers.

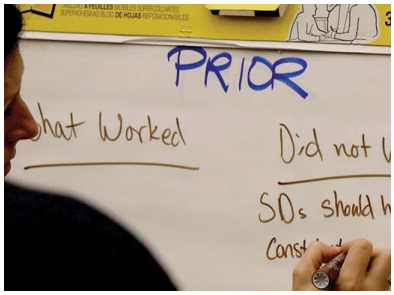
Some alumni of the program go even further than the WSSDA Board. Former school director Chad Magendanz went on to serve two terms in the Washington House of Representatives while the two most recent Leadership WSSDA cohorts saw Claire Wilson and Lisa Callan win election to Washington's Senate and House of Representatives, respectively.

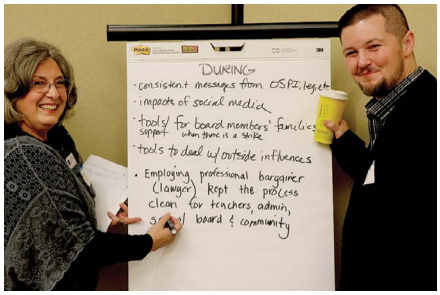
The focus of Leadership WSSDA is on how leadership is strengthened through influence, innovation, equity, a spirit of service and dedication to life-long learning. Graduates have consistently made statements like "I greatly appreciated being confronted about who I am, where I am, and where I plan on going; it's been excellent growth for me."

Another frequent comment by participants is how much they appreciate working with a small and very dedicated cohort. "I was able to gain insight, be vulnerable and learn with a bunch of dedicated, smart people."

Leadership WSSDA only takes place every other year. Is this your year to join the adventure? Registration closes in January, so visit wssda.org/LeadershipWSSDA to apply now. The first class will convene in early February. We hope you'll be part of it!

Fall regional meetings have record attendance





If you haven't heard, WSSDA's fall regional meetings were very well attended. Nearly half of all school districts had members of their board at one of WSSDA's 11 regional meetings.

The agenda for regional meetings are often tailored to each director area, but one thing all had in common this past fall was a group debrief of experiences from the last round of collective bargaining. At each meeting, members broke into small groups and rotated around easels where their thoughts on three questions were jotted down. The questions were about prior, during and post bargaining. By having small groups rotate among the easels, members were able to share with and hear from each other. In some instances, like the Director Area 5 regional meeting, legislators even dropped by to listen in.

The Director Area 5 meeting had over 100 people attend and included a panel of 5 legislators offering their thoughts on recent events and what might take place in the next legislative session. Many thanks to the legislators, other guests, and the members who were able to come out at all of our fall regional meetings!

The power to change ourselves: WSSDA Board of Directors equity retreat

"I used to think I had the power to change the world... and now I think that I have the power to change myself."

Powerful. Eye-opening. Moving. Hard. Emotional. Encouraging. These are a few of the words WSSDA's Board of Directors used to describe their time together as they explored their understanding of what equity means in their role as district and state education leaders.

Last August, WSSDA's Board of Directors spent a day and a half during their annual board retreat looking at their own beliefs, assumptions and experiences to deepen their understanding of equity, racism, institutional racism, white privilege, and supporting the unique needs of each and every student. One activity that was impactful was a protocol called "I used to think... and now I think." This activity reveals each participant's own learning path from the beginning of the retreat to the end. One response was, "I used to think these types of discussion would have limited impact... and now I think that it can open doors to honest discussion that strengthens the work we do as a board."

Deeply reflecting on how your view of the world impacts the type of leader you are and the decisions you make doesn't come naturally to most of us. The board spent time examining the concepts of cultural competence and equity, race and racism and privilege and discrimination. They considered what questions we need to ask to ensure that the students in our districts and throughout the state feel welcomed and valued.

"I used to think the work was easy... and now I think the work is difficult, powerful."

Equity work means something different to each person, especially a group of diverse leaders like the WSSDA board members. The board has people from different parts of the state, from school districts large and small, and from communities whose students reflect a wide range of demographics and backgrounds. Despite the differences, common ground was evident. And so was a commitment to keep the work moving forward...together.

"I used to think we had come a long way in understanding and changing our perspectives... now I think we have only just begun."

Commitees on the go!

—Cindy McMullen, FRN Chair

WSSDA's Federal Relations Network (FRN) is going strong. We have been discussing federal legislative issues in preparation for our annual trip to the NSBA Federal Advocacy Institute in Washington DC, where we'll join school directors from across the nation to connect with our members of Congress and the Department of Education. FRN coordinating members in each congressional district will be reaching out to school boards in their region with information on the impacts of federal education programs and for examples of the successes you are creating in your district for your students. Please help us make the case for K-12 education needs!

Any school director can be a member of FRN. Benefits of membership include regular updates and communication on federal policy issues as well as opportunities to help formulate and share our national education priorities. You can learn more by visiting WSSDA's Federal Relations Network and National Education Issues web pages. To learn more or to join Washington's Federal Relations Network, email govrelations@wssda.org or 360-252-3011.

The FRN commitee attended the NSBA Advocacy Institute last February in Washington, D.C.

Changing of the guard

FOUR NEW MEMBERS JOIN THE WSSDA BOARD

Pictured to the right are, **Ken Stanger** (Grand Coulee Dam SD), **Sally Brownfield** (Shelton SD), **Paul Wagemann** (Clover Park SD) and **Greta White** (Endicott SD). They are WSSDA's newest board members and will serve three-year terms. Their colleagues elected them at WSSDA's Annual Conference to represent their respective director areas. The new board members will replace previous members who either termed out or took another position on the WSSDA board or in the state legislature.

Please join us in thanking former Past President **Joanne Greer** (Deer Park SD), Vice President **My-Linh Thai** (Bellevue SD), **Chuck Namit** (North Thurston SD) and **Harmon Smith** (LaCrosse SD). "We're extremely fortunate to have benefited from the dedication and hard work of our outgoing board members," said WSSDA Executive Director Tim Garchow. "Their past efforts will have a positive impact on WSSDA for years to come."

FOR THE GOOD OF THE ORDER

Electing your board's leadership

It's about that time of year again when school boards make one of their first important decisions of the year: electing a board president or chair. To prepare for that, let's explore some things directors should consider when electing a colleague who will lead their board through the next 12 months.

Anyone you elect to to lead your board must be able to effectively facilitate meetings using appropriate parliamentary procedure. They will also work closely with the superintendent to build meeting agendas, plan work sessions and be in close communication regarding local, state and federal rules, legislation and policy. While keeping abreast of those matters, the president will also need to navigate complex political and social environments, particularly while acting as the spokesperson for the board. In addition to being an outward-facing resource for the community, the president will also need to be an inward-facing resource by acting as a model of professionalism for the rest of the board. And for those board members who may be having difficulty with their roles and responsibility, the president will need to be able to provide some assistance or direction.

When all these responsibilities are laid out in black and white, it sounds like only board members with super governance powers could fit the bill! But, honestly, there are school directors on every board that possess the attributes necessary to be a great board chair. Plus, WSSDA can provide technical assistance regarding parliamentary procedure, efficient meetings, the Open Public Meetings Act, ethics and more. You don't have to go it alone!

So, now that we've wrapped our minds around all the responsibilities, let's think about some leadership attributes to look for when electing your next board president. You'll want to ask yourself who on your board is a good speaker and listener? Who works well with your fellow board members and superintendent while also demonstrating great follow-through? Who is able to bring the board and superintendent governance team together after a difficult vote? And finally, who on your board has a clear grasp of the board's roles and responsibilities in serving students, staff and the community?

The questions we just asked are all important because essentially they are indicators of student success. We can say this because these leadership attributes lend themselves to establishing a highly functional school board, which research shows to have a direct impact on student success.

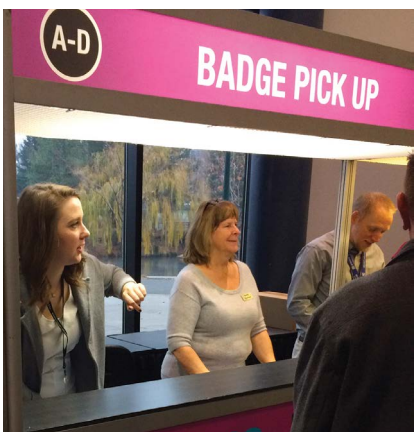
One last thing to keep in mind: your board's vice president serves as the board president in the president's absence, so you may want to ask the same questions about a colleague you're electing into that position. Serving as vice president is a great opportunity to develop the skills needed to be a board president in the future.

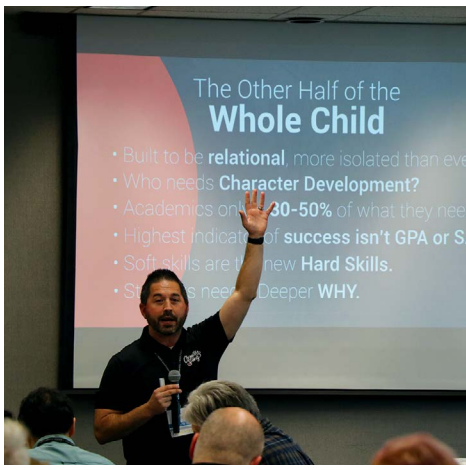
WSSDA provides support for board presidents through our Annual Conference, multi-board regional conferences and individualized coaching. If you're interested in these services, please don't hesitate to contact us so we can explore how best to meet your needs.

//embracing influence//

Snapshots from 2018 Annual Conference in Spokane, WA

See all WSSDA photos at flickr.com/photos/wssda/albums




The Other Half of the
Whole Child
• Built to be relational, more isolated than eve
• Who needs Character Development?
• Academics on 30-50% of what they nee
• Highest indicat of success isn't GPA or S
• Soft skills are new Hard Skills.
• S s nee Deeper WHY.

BOOK-
TORE

embrace

WSCDA
2019
BOARD OF THE YEAR

2018 Legislative Assembly recap

Legislative Assembly happens every fall and is one of two seminal WSSDA events that occur every year. (The other is Delegate Assembly, which just occurred at the WSSDA Annual Conference.) For the first time since 2012, over 100 school districts were represented.

Day one of the assembly was filled with panels and presenters. In the evening, caucuses convened to organize around various issues. **On day two**, WSSDA members from 105 school districts thoughtfully deliberated many issues in an orderly, respectful assembly.

The end result of the assembly is a suite of legislative positions ranked in order of priority that will guide the advocacy efforts of WSSDA for the 2019 legislative session. Thank you to all who participated!

The credential is essential: Supporting every student on their career pathways

by Washington Roundtable and Partnership for Learning

Washington students have big dreams for their futures, and our state's economy is ready to make those dreams come true. With more than 700,000 job openings expected in Washington (see bit.ly/740thousand), students can choose from a range of career options that align with their interests and goals.

A majority of Washington's projected job openings will be filled by workers who have completed a credential after high school, such as a degree, apprenticeship, or certificate in a specific field. However, only about 40 percent of Washington students from the class of 2015 are expected to complete such a credential by age 26. In other words, not nearly enough of our students are getting the education and training they need to succeed in our state's economy.

That is why the Washington Roundtable and its education foundation, Partnership for Learning, have set an ambitious goal: by the high school class of 2030, 70 percent of Washington students will earn a post-high school credential by age 26.

CONTINUED on page 17

On Call: Tips for new school board members

If you're newly elected to your school board, congratulations! It's an important job that can have a huge impact on the education of children in your community.

Your introduction to school board service may feel a bit overwhelming. There is a lot to learn about school district programs and operations. The Michigan Association of School Boards shares these tips for new board members:

Go slow in the beginning, especially if you have come to the board to "reform" it. The chances are you will feel differently about a lot of things after six months on the board.

Remember that the only authority you have lies in the collective action of the school board. You have no legal authority to act alone unless the board as a whole specifically delegates a task to you.

Don't let differences of opinion degenerate into personality conflicts. Nothing is more devastating to good board procedures than to have one member vote for a measure simply because another member votes against it.

Give the superintendent and staff your public support. Except in unusual and mitigating circumstances, the superintendent has a right to expect this. Use individual conferences with the superintendent and the official forum of legal board meetings to iron out differences of opinions.

Be informed. School business is always important business — big business — with budgets into the hundreds of thousands, even millions of dollars. Ask for briefings from staff as you feel the need. Visit the schools over which the board has authority.

Welcome people who come to see you about school problems. Refer them to the appropriate person according to board policy. Don't commit yourself to a course of action that the board as a whole may not support. You could find yourself in an embarrassing position of having committed yourself to a stand that the board rejects.

When a special interest group approaches, **insist on your right to hear and review all the facts before you act.** A vocal minority can force a school board to act before all the facts are known and evaluated. If pressed, ask for more time to make a fair decision.

Accept your job on the board as one of responsible leadership in the community. You'll be expected to attend and participate in many public meetings on school affairs. This is more than an opportunity; it is an obligation to interpret school affairs to an interested public and clear up any doubts or misconceptions.

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

What were they thinking?

Legislative Committee members reflect on WSSDA's priorities

This past fall, the WSSDA Board of Directors adopted WSSDA's legislative priorities. The priorities are derived from the top 15 legislative positions as ranked by members at the annual Legislative Assembly. The assembly occurs each fall in preparation for the year to come. In reviewing the top-ranked positions, members of the Legislative Committee noticed that they fell within four major themes: health and safety; student success; funding equity; and facilities. What follows is a summary of each theme accompanied by the reflections of committee members.

Health and Safety

WSSDA members have made it clear that wrap-around support services at the local and regional levels for students and schools are critical to ensuring school safety. This could include funding additional school personnel such as school nurses, social workers, counselors, mental health professionals, and other support staff; programs that focus on social-emotional learning, digital citizenship, bullying prevention, and threat assessments; increased supports for planning for and responding to crises; providing for security personnel; and promoting public health research and education on firearms-related issues.

COMMITTEE REFLECTIONS

- The prototypical model is insufficient for equipping districts with the personnel need to provide wrap-around services. We need to identify a more equitable and stable approach to funding this critical need.

- Regional safety centers to assist districts with safety planning and regional coordination are critically important.

- Collaborative community-school teams have worked well in some districts. These teams could institutionalize best practices around emergency response, like getting counselors into school buildings to support students and staff during a crisis.

Student Success

Under this theme, members have concluded that efforts need to continue to recruit and retain a qualified educator workforce that better reflects the diverse student populations they serve. Adopting student-centered graduation requirements is also important. WSSDA members would like to see the state intentionally connect credit requirements to student career pathways as a requirement to graduate instead of state-mandated tests. And finally, increased availability of early childhood programs for low-income children and English language learners is another WSSDA priority.

COMMITTEE REFLECTIONS

- We need to fund an expansion of existing statewide programs that focus on attracting and retaining a diverse staff. Conditional scholarships and "grow-your-own" recruitment programs are great, but we need more of them.

- Many districts are increasing their participation in employment fairs and hiring events, but there should be more effort for recruiting educators at regional and state levels.

- State graduation requirements need to be re-calibrated. The way we define career and college readiness also needs revision. There needs to be a greater alignment between students' goals and the expectations of higher education and the business world.

- Delinking state-mandated tests from graduation requirements will allow students to be more invested in their learning and districts will have greater ability to offer more relevant courses.

Funding Equity

Recent changes in education funding policies have resulted in unintended consequences. WSSDA members have identified four main areas to focus on to address inequities and correct deficiencies. The four areas are: updating the way special education is funded; improving the supports and framework for school districts in budgeting and collective bargaining; funding school employee health benefits; and restoring access to local levy and levy equalization funding.

COMMITTEE REFLECTIONS

- Without an established and funded statewide salary schedule, the inequities among districts have grown, especially for property-poor districts.

- The funding question is very complex and continues to be a big problem. Local Effort Assistance (LEA) (levy equalization) and access to local levy funding are real problem-areas.

- The state should uphold its commitment to fully-funding the new school employee benefits system for eligible employees.

- With anticipated reductions of districts' access to levy funding, districts will need access to additional local funding to cover costs for levy-funded employees.

- We need greater cohesion and agreement around "the numbers" provided by the state to assist district budgeting processes.

School Facilities

Student success requires adequate school facilities and state law stipulates that the state pay an average of half the cost of school construction. WSSDA members have identified three main areas that would take steps in improving and funding school facilities. The three are: revising the school construction funding formula to reflect the real costs of building and modernizing schools; increasing ways for districts to access to funding for construction needs, including making it possible for school districts to pass bonds by a simple majority; and increasing dedicated funds at the state level for school construction.

COMMITTEE REFLECTIONS

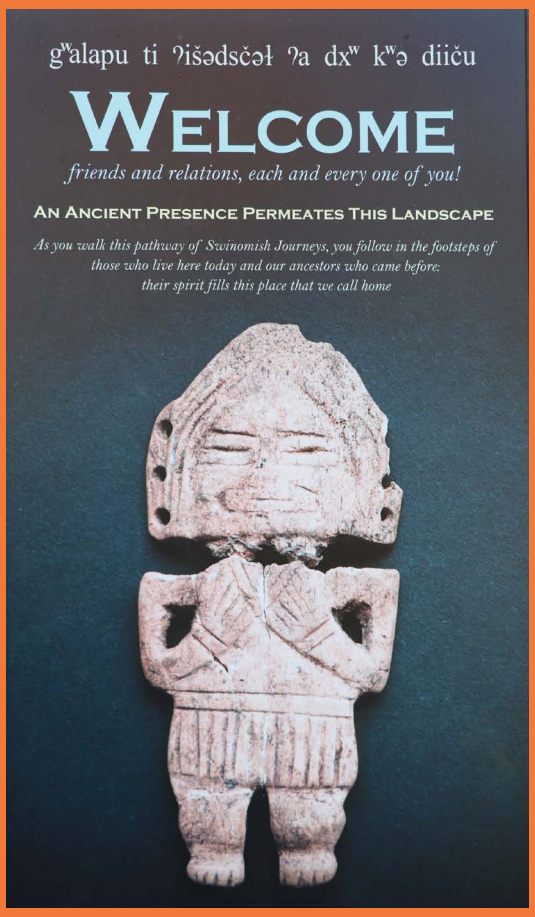
- Inequity stretches across the state when it comes to the varied conditions of school facilities and the ability of districts to access funding. We have an exciting opportunity to partner with legislators in finding solutions that meet the needs of all, not just a few districts.

- Especially for districts that can't pass capital levies or school construction bonds, we need more dedicated funds for school construction and multiple ways for districts to access them.

- The current formula for allocating funding to school construction assistance is woefully out-of-date. Input from a broad array of partners and stakeholders is needed to revise it.

- We must continue to support legislation for a simple majority in bond elections. Many districts are refurbishing current buildings or need to build entirely new ones; that will never change.

The Legislative Committee is WSSDA's largest committee. Let's thank them for all the work they do to help WSSDA hone its message and priorities. As legislators tackle all these issues, they will need to hear from school directors to gain deeper insight into the pros and cons of any given solution. To help directors do just that, WSSDA staff are developing a talking-points document to complement the priorities one-pager. In the meantime, WSSDA's complete legislative priorities for 2019 are available at wssda.org/priorities.



Tribes and School Districts

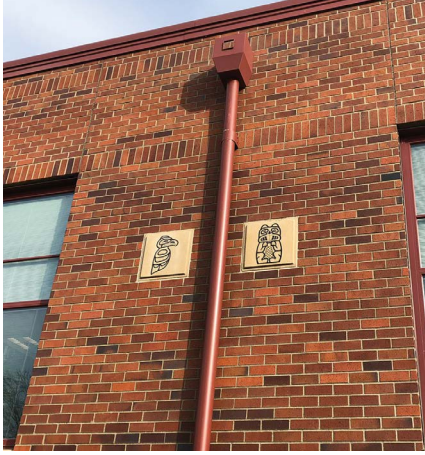
La Conner board member tells her story

Janie Beasley is an elder of the Swinomish tribe and vice-chair of the La Conner School Board, on which she has served for 14 years. She works as a tribal enrollment assistant, a teacher of Lushootseed's in her school district and serves on an economic development board, a native studies advisory group and "I also try to attend the Tribal Leaders Congress on Education, which Senator McCoy is involved in." If you think that's a lot, Beasley would agree, but humbly, she would point to the achievements of her sister, Susan M. Wilbur, whom she succeeded on the board.

Director Wilbur was a tribal leader and served on the La Conner School Board for 20 years. She held numerous tribal, local and regional positions in the community. In fact, she held so many positions that after her untimely passing, "it took six people to replace my sister," Beasley said. Like her sister before her, it is clear that Beasley's vocation is full-time community building, something she was recognized for when the Skagit Women's Alliance and Network named her a 2015 Woman of the Year.

One feature of community building is ensuring a healthy relationship between the school district and the local community. La Conner School District has about 600 students, one third of whom are members of the Swinomish Tribe. (By the way, when pronouncing Swinomish, don't think "Snohomish"; it's sounds different.) We asked Beasley if she thought La Conner could be seen as a model of collaboration between a tribe and a school district and she said yes. "I think they have been [a model] for many, many years," said Beasley, but there were definitely challenges to overcome. Beasley recalled how her grandmother used to cook lunches for native students. She made them on the tribe's side of a drawbridge because the kids weren't allowed to eat at school on the district side of the bridge. "They called it the 'Old American Hall' because the native kids couldn't have lunch over there. They had to walk over here and have lunch, and then go back to school."

But, she noted, things are a lot different now. "I think that throughout the years, a lot of people have put in a lot of time and effort to build relationships," said Beasley. As an example, she cited the editor of a tribal newsletter. Years ago he lead a program called "Building Bridges" which was focused on building relationships between the school and the community.



“They called it the ‘Old American Hall’ because the native kids couldn’t have lunch over there. They had to walk over here and have lunch, and then go back to school.”

More recently, Beasley and about 14 other tribal and school district members have been studying together in the University of Washington’s Native Education Certificate Program. Participants include the La Conner superintendent, Swinomish paraprofessionals (the tribe provides 14 to the district), a Lushootseed language instructor (Lushootseed is a native language spoken throughout Puget Sound), tribal college teachers and Michael Vendiola, the Swinomish tribe education director who some may recognize from his time at the Office of Superintendent of Public Instruction (OSPI). While praising the certificate program and talking about the work of tribe-district relations, Vendiola said, “it’s really about the quality of the relationships we have and how we cultivate them; that’s what will make change.”

And change is important. In the past, native children were forcibly removed from their parents and sent to distant boarding schools where they were subjected to punishment for things like speaking their native tongue. Beasley recalled watching a video of a former Royal Canadian Mounted Policeman explaining how he and a federal government official were driving along and saw two native children walking by the road. He said they picked them up and took them to a boarding school; as simple as that. No parental notification required. “It’s just amazing to me that those things happened,” said Beasley. “But definitely they did.”

With such a painful legacy, Beasley expressed her gratitude for the resources available today, like information about trauma-informed instruction. She attended a workshop on the topic offered by one of the departments of the tribal government. As a teacher of Lushootseed to kindergartners, 3rd graders and high schoolers, she has sought to apply those lessons to her own work. “I think it’s important for people to understand and know,” said Beasley. “And when I go into a classroom, it’s about developing that relationship with the students and knowing when to back off because you don’t want them to shut down.”

Avoiding shutdown with parents can also be tricky. Even today, some La Conner parent-teacher conferences occur in the tribal gymnasium as opposed to a district building. Different people have different levels of comfort with the district and relating to staff. For some, the prospect of interacting with the district can be unsettling. “I was telling somebody, if we have a school principal or a teacher say something to a parent about her child being late or a child being absent… if you say it in a certain way or certain tone, they might become very defensive,” said Beasley. “And in some cases, that may not seem reasonable to the person saying it, but you don’t want that kind of relationship with your parents.”

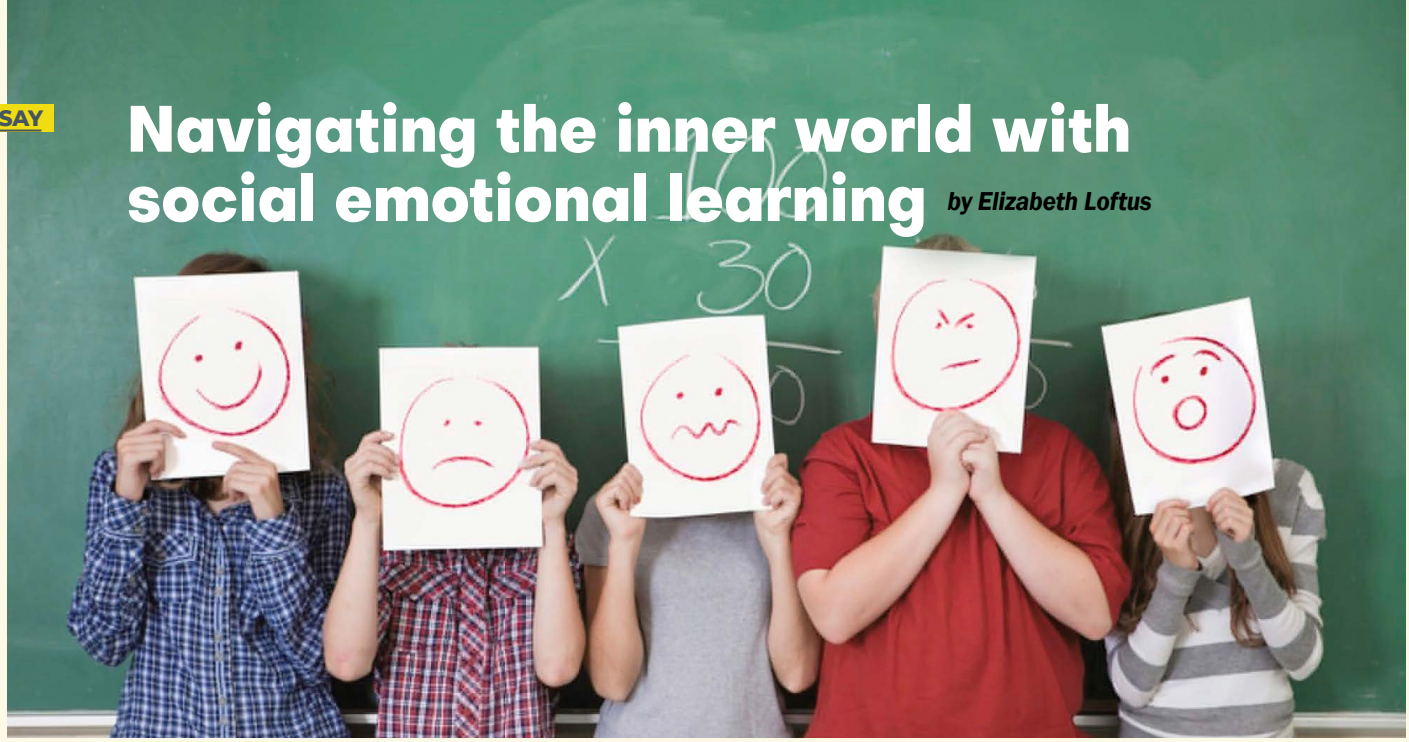
As a way to navigate all of these relational complexities, the La Conner School Board has been talking a lot about school culture. Beasley noted that the past superintendent had learned from interviewing students that many did not feel like the school was theirs. “But we want the schools to be all-inclusive,” she said. “I do ask some of our high school students if they ever feel like they’re being bullied or if they feel like there’s prejudice, and for the most part they don’t, which I’m glad about. But then I also know that a year ago, a parent told me that in the third grade there was a little boy that was calling some of the kids savages.” When her own children had similar experiences in kindergarten, her advice was simple, “I said, just ignore it. Be proud of who you are. But not every kid gets that kind of encouragement.”

But overall, Director Beasley was grateful for the climate of the community. She felt that most people who moved to the area were already aware of the cultural make-up, so they wanted to be there and to work at making things better for everybody. And that’s good for the Swinomish because “with LaConner we’ve always worked toward building a good relationship with the school district, said Beasley. “It’s all about benefitting our kids and all of us want the same thing for all the students.”

ESSAY

Navigating the inner world with social emotional learning

by Elizabeth Loftus



THE STUDENTS IN MY CLASSROOM HAVE DIVERSE NEEDS AND DISABILITIES. It can often make for challenging planning and instruction. But one thing that is always needed by all of my students is Social Emotional Learning (SEL). More recently, it has become the focus of new learning standards here in Washington State: SEL for Washington. A report was released in October that detailed research, rationale, and recommendations for implementing Social Emotional Learning Standards. You can read more about it in the SEL Workgroup Report. This has long been a skill area targeted in my special education classroom. I try to help students identify their emotions, reasons behind those feelings, and strategies and coping skills to help them get through the school day. My long term goal is for them to self-manage well enough to function as contributing members of society.

Teachers already have a laundry list of things to teach and accomplish during a school year, and attempting to add SEL instruction into that already long list can seem daunting to say the least. I spend 20-30 minutes a day doing direct SEL instruction, and there are frameworks built into my special education classroom that lend themselves to the language and practices found in SEL programs. In my many years working with emotionally and behaviorally challenged students, I have found the following strategies to be incredibly valuable, and easy to use in a single classroom, or school-wide.

I teach students to identify their emotions using colors. Each color corresponds with a set of emotions. Green generally representing regulated emotions, red representing more out of control emotions, blue representing things like sadness or sickness, and yellow being a transitional set of emotions that can lead you down many paths. When students can identify what they are feeling, why they are feeling that way, and what they can do to return to baseline, they can better adjust to the stressors life and school can throw at them. I use this throughout each and every day in my classroom. A great article to check out is School-Wide Social Emotional Learning. This lends great insight on how to begin implementing these strategies throughout your entire school.

Another strategy I use is to teach children EXPLICITLY the hidden rules of social interaction, which you and I find to be obvious and easy. For many children, especially students with Autism or other emotionally and behavioral disabilities, knowing how to interact with the world around them can be a difficult thing. I teach how to identify the cause and effect of actions, namely, when we do or say something, people have thoughts and feelings about us. Those thoughts can be positive or negative. Those thoughts and feelings can influence how others interact (or don't) with us. We have control over our relationships with others. We can listen and understand with our "Whole Body", or we can narrowly focus on our own interests and issues. One is very limiting, the other much more rewarding. I model, we practice, and then we put it into play during activities in class, games, cooperative work, at recess, and even the lunch room. Check out this article for more information on how to incorporate this strategy into your classroom: Taking a Deeper Look at Whole Body Listening.

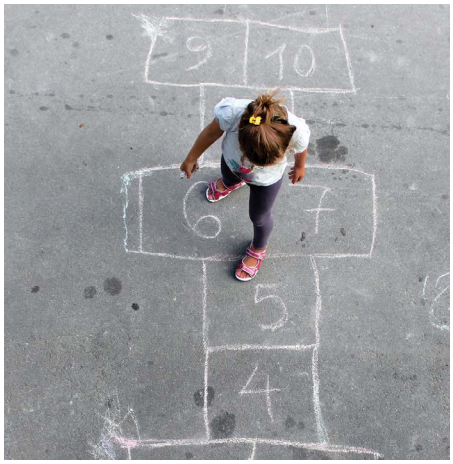
Taking Brain Breaks is another great strategy. This can be as simple as spending two to three minutes drawing on our math boards before we start the hard work of doing algebra. Or it can mean we get up and dance and sing with Go Noodle. We sometimes like to take more time and relax and refocus using Cosmic Kids Yoga. My students spend a lot of time feeling worried or stressed about things much bigger than improving their reading fluency. I try to give them opportunities, FUN opportunities, to relieve some of that stress in a safe space. I try to gauge the room and ask students if they want to work towards these fun breaks. Sometimes THEY ask for them completely independently. They are becoming more aware of their own need for movement and fun.

It helps to remind ourselves that as teachers, we explicitly practice reading strategies, new math skills, and using the scientific process. But often the skill of understanding and expressing emotions and interacting with others appropriately is assumed to be understood. Spending time with your students learning how to navigate their inner world is just as important.

About the author *Elizabeth Loftus has been teaching Special Education for 15 years, and nothing is more important to her than educating the WHOLE child. Her focus is on Social Emotional Learning, PBIS, Trauma Informed Teaching and making sure the voices of students are heard. In her "other" job, Elizabeth works as a Behavior Analyst, helping kids and families who are impacted by Autism.*

This piece originally appeared at corelaboratewa.org

CONTINUED from page 11



Achieving this goal and preparing our students for the many jobs our state has to offer will take nation-leading performance at key points in the education pipeline. This includes raising the high school graduation rate, as well as postsecondary enrollment and graduation rates for Washington students. We must also reengage more students who fall out of the education system. Washington will not be able to make such drastic improvement without addressing race-, income-, and gender-based achievement gaps, some of which are particularly striking. For example, for the high school class of 2015, 77 percent of both black and white high school graduates have or are projected to enroll in postsecondary programs at two- and four-year institutions. However, only 51 percent of black students are projected to graduate compared to 64 percent of white students.

The Washington Roundtable and Partnership for Learning, along with our partners across the K-12 and higher education sectors, are pursuing multiple strategies (see bit.ly/pathto70) to enable more of our students to successfully pursue the career pathways of their dreams. These range from increasing early learning options for low-income students to supporting effective use of the High School and Beyond plan for middle and high school students, expanding Guided Pathways at two-year colleges, and making postsecondary programs convenient and accessible.

Reaching the 70 percent credential attainment goal will be challenging, and it will require a coordinated effort from all of us. Today's job market is fundamentally different than what previous generations entered. But one thing is clear: a postsecondary credential is essential. Please join us and learn more at partnership4learning.org/credentialessential.

Student VOICE

A FORMER STUDENT REPRESENTATIVE TURNS BOARD CHAIR

by Lori Oviatt

At a recent Interscholastic Activities Committee meeting, I was sitting next to the **Castle Rock Board Chair, Andy Ogden**, who shared with me that he had been a student representative to the board he now serves on. I said, "No way, really? Is that what influenced you to run for the board as an adult?" We caught up later via email later and here is the result.

How long have you been a board member?
I've almost completed my 5th year.

Do you have any special roles on/for your board or within WSSDA?
I've been the chair of our board for the last two years. Additionally, I was elected to the Interscholastic Activities Committee last fall.

What do you like most about being a board member?
Being able to make a difference. It's difficult and sometimes seems like pushing water up a hill, but it's worth it in the end. When the big breakthroughs happen, there's no better feeling.

Did your experience as a student representative influence your decision to serve as an adult?
Absolutely. Knowing how meetings are structured, and seeing some of the challenges that the board faced when I was a rep, helped take away some of the nervousness. Of course, nothing can truly prepare you for what you may see, but every little bit helps.

Are there lessons learned as a student rep that have carried forward into your adult life?
Yes, I learned the basics of how municipal budgets work, organizational structure, and how policies are created. That has helped me in both my day job as a public works employee, and in the fire department, where I volunteer and currently hold the rank of assistant chief.

Have you noticed any interesting similarities or differences between your service as a student and your service as an adult?
Yes, there are always the unexpected things. But budget, facility, and issues with sports are common themes from when I was a student rep and currently as a board member.

If you were to go back in time to be a student rep again, is there anything you would do differently?
I would just want to take as much of it in as I could. You never know when or where you may need to draw on that experience.

Would you encourage others to become board members or student reps?
Absolutely. It is a great way to be part of your school and your community. Board service allows you to be part of something bigger, and provides the ability to make a difference.

What would you say to boards who are considering the addition of student reps?
I would say that not only should they want a student rep, they NEED a student rep. They're a great source of information and can help a board keep their finger on the pulse of the schools. Having a student rep also gives the student body a voice when it comes to important issues.

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.*

Broadcast partnership brings school events to your living room

With rain falling steadily under the bright Friday night lights, the Battle Ground High School football team is closing out its season in front of a raucous Homecoming crowd. The football team is doing its part to keep the crowd energized en route to a decisive 45-7 victory over South Kitsap High School. All the while, another team of dedicated students is working behind the scenes to broadcast the game on live television (and streaming online) for those unable or unwilling to brave the elements and watch the game in person.

Students from Battle Ground High School teacher Jason Foster's audio and video production classes spend countless hours each year making such broadcasts a reality. In addition to broadcasting athletic events, the video production crews help bring performances such as school plays and band concerts, as well as daily updates from the school's own TV news team, directly into people's living rooms.

At top: **BGHS junior Benjamin Cahoon gets footage of the student section during a broadcast.** *Above:* **The broadcast team operation under the bleachers at District Stadium.** *Facing page:* **10th grader Alex Forstrom operating the replay camera.**

The classes are part of Battle Ground Public Schools' Career and Technical Education (CTE) program. CTE classes provide hands-on training in skills that help students get jobs or prepare them to continue their educations. In Battle Ground schools, approximately 200 CTE classes are taught each semester in 36 content areas by teachers who have worked in the industry they are teaching.

Junior Benjamin Cahoon is currently in his third year of taking Foster's audio/video production classes and says he plans to continue during his senior year and beyond. "I'd like to work in television and movie production as an editor someday," Cahoon said. "Working as a director for these live broadcasts has been a lot of fun and a great learning experience. The best part is learning practical skills and gaining experience that could lead directly to a job someday."

Those who live in the Battle Ground area and subscribe to a cable package through Comcast can catch the programming developed by BGHS audio and video production students on channels 27, 28 (328 for high definition), and 29 thanks to a partnership that spans nearly 40 years. The Vancouver Educational Telecommunications Consortium, known as TV ETC, is what makes this all possible. This non-profit partnership between school districts in Clark County is fiscally managed by the Educational Service District 112.

When cable television became available here back in 1979, the first franchise agreement between the City of Vancouver, Clark County and the cable company set aside access channels to serve our local communities. Per the original agreement, Comcast today collects a

fee of $1 per subscriber per month to be used for capital expenses for the production of videos seen on these educational and government channels.

“These channels serve as an invaluable communications tool to inform the community about what’s happening in our local schools,” said Rose Yandell, the TV ETC Coordinator at ESD 112. “The partnership also provides hands-on learning experience for students who participate in the broadcasts, as well as grant funding to help equip the school programs.”

Through TV ETC, schools can request Public, Educational and Government Access Capital Fund Grants, known as PEG grants, to make programs for cable. Such requests are reviewed by the volunteer advisory Telecommunications Committee, which makes recommendations on the PEG grants to the Vancouver City Council and Clark County Commissioners for approval.

Since 2000, Battle Ground Public Schools has been awarded more than $400,000 in grants for the purchase of upgraded cameras, computers, software, and other broadcast equipment. This year, Foster has requested a $19,352 grant for upgraded equipment that will enable the crew to broadcast slow motion replays during the game – just like professional broadcasts.

BGHS offers beginning and advanced video production classes equipped with a live production studio, non-linear edit stations and digital video cameras. Students are taught the fundamentals of video production, story development, live television production, teamwork, and professionalism. Students take what they’ve learned from these classes and apply their skills to broadcast everything from live sports to high school musicals.

For junior Joey Daniels, the main benefit is the variety involved. “I like that I can work outside operating the cameras at sporting events, or I can be inside helping with the graphics programs during the live broadcasts,” Daniels said. “Then in class, I can learn the editing process from making commercials and promotional spots for the BGHS news station. There’s always something new to learn, and it’s never boring.”

“I’m really proud of what the students have produced over the last 14 years,” said Foster. “I’m constantly impressed with the quality of our broadcasts, the way the students work together and put in hours on end for each broadcast without complaining.”

Our Kids Our Future

This story and many more can be found at ourkidswa.com. Let districts statewide see your good news by sending it to ourkids@wssda.org.

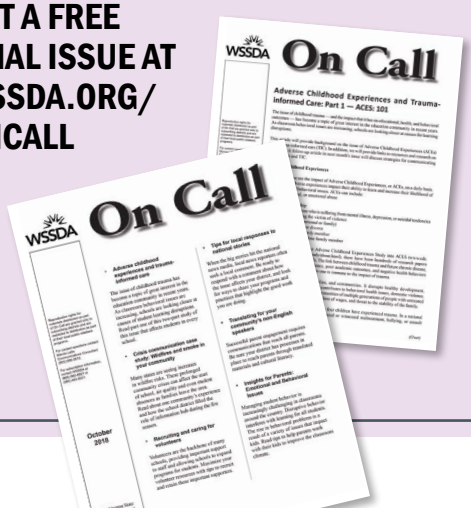
The ALL-IN-ONE Tool for Managing Board Meetings

Learn more at boarddocs.com or call 800-407-0141

On Call

Ready-to-use news items and professional advice to engage community, inform parents and motivate staff.

GET A FREE TRIAL ISSUE AT WSSDA.ORG/ONCALL



direct

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.

Aurora Flores, President 509-293-0927
Brenda Rogers, President-Elect 253-312-6826
Alex Ybarra, Vice President. 509-237-1921
Marnie Maraldo, Past President 425-220-3389
Tim Garchow, Executive Director 360-252-3001
Sean Duke, Communications Officer. 360-252-3013

WSSDA DIRECTORY

General Information 360-493-9231
Leadership Development Services 360-252-3006
Government Relations 360-252-3011
Policy and Legal Services 360-252-3018
Communications 360-252-3013
Toll Free (In-State) 800-562-8927
E-Mail . . . . . mail@wssda.org

WSSDA
Washington State School Directors' Association

221 College Street N.E.
Olympia, WA 98516-5313

RETURN SERVICE REQUESTED

Non-Profit
Organization
U.S. Postage
PAID
Olympia, WA
Permit No. 149

IN THIS ISSUE

See SNAPSHOTS from the 2018 Annual Conference in Spokane: pages 8 – 9

WSSDA news and updates 3

On Call: Tips for new school board members 11

The credential is essential: Supporting every student on their career pathways 11

What were they thinking? Legislative Committee members reflect on WSSDA's platform 12

Tribes and School Districts: La Conner board member tells her story 14

Navigating the inner world: Social emotional learning 16

Student Voice: A former student representative turns board member 17

Our Kids: Broadcast partnership brings school events to your living room 18