



THE WASHINGTON STATE BOARD OF EDUCATION

A high-quality education system that prepares all students for college, career, and life.

COVER: COMMITTEES AND OTHER UPDATES

Prepared for the November 2018 Board Meeting

As related to:

- Goal One:** Develop and support policies to close the achievement and opportunity gaps.
- Goal Two:** Develop comprehensive accountability, recognition, and supports for students, schools, and districts.

Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.

Goal Four: Provide effective oversight of the K-12 system.

Other

Relevant to Board roles:

- Policy Leadership
- System Oversight

Advocacy

Communication

Convening and facilitating

Policy considerations/Key questions:

1. What are the recent activities of SBE's committees?

Materials included in packet:

- SBE Committees: Membership and Scope
- School Awards and Recognition Committee Update
- NASBE's ECE Workforce Initiative: Workplan
- NASBE's SEL Initiative: Workplan
- Legislative Committee's Potential 2019 SBE Legislative Priorities

Synopsis:

Each active SBE committee will provide a brief update regarding its recent activities.

Please see the following link for major takeaways from the NASBE conference:

<http://www.nasbe.org/blog/five-lessons-from-nasbes-annual-conference-2018/>



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BOARD COMMITTEES (OCTOBER 2018)

Committee	Purpose	Membership
<p><u>Permanent Committee</u> <u>per Bylaws:</u> Executive Committee</p>	<p>BYLAWS ARTICLE V - Section 1. Executive committee. (1)(a) The executive committee shall consist of the chair, the vice chair, two members at-large, and the immediate past chair, if available, or third member at-large as elected.</p> <p>(b) The executive committee shall be responsible for the management of affairs that are delegated to it as a result of Board direction, consensus or motion, including transacting necessary business in the intervals between board meetings, inclusive of preparing agendas for board meetings.</p> <p>(c) The executive committee shall be responsible for oversight of the budget.</p>	<p>Membership Kevin Peter Patty Jeff MJ</p> <p>Lead staff: Randy</p>
<p><u>Current Standing Committee:</u>* Legislative (established Sept 2017)</p>	<p>✓ Review all potential legislative priorities (post-September retreat), then recommend legislative priorities to the full board for November consideration/adoption.</p> <ul style="list-style-type: none"> • Assist in creation of a year-round legislative advocacy plan. • Galvanize fellow board members as needed to maximize collective and individual relationships and expertise. • Advise Executive Director and Director of Policy and Partnerships during legislative sessions, as necessary, to support nimble and strategic advocacy. 	<p>Patty Holly MJ Ricardo Judy Alan</p> <p>Lead staff: Kaaren</p>
<p><u>Current Standing Committee:</u>* Equity (established Nov 2017)</p>	<p>✓ Refine working definitions of “Educational Equity” and “SBE Equity Lens” to recommend to full Board for adoption at January 2018 SBE meeting</p> <p>✓ Put together recommendations for March 2018 that incorporate “theory of action” equity pieces</p> <ul style="list-style-type: none"> • Set annual goals for equity work • Clarify specific roles and responsibilities about accountability in the context of education system health 	<p>Ricardo Harium Patty Ryan</p> <p>Lead staff: Kaaren</p>

Committee	Purpose	Membership
<u>Ad Hoc Task Force:</u> RAD 3.0 (established May 2018)	SBE and OSPI agreed to use this Task Force as a vehicle to collaboratively develop rule or legislation regarding the state K-12 accountability system.	Peter Holly Alan Lead staff: Randy
<u>Ad Hoc Committee for NASBE-funded Initiative</u> Social Emotional Learning	Purpose Coordination of the NASBE-funded Social Emotional Learning initiative.	Membership Harium Ryan Mona Johnson (OSPI) Alternate: MJ Lead staff: Kaaren
<u>Ad Hoc Committee for NASBE-funded Initiative</u> Early Childhood Education Workforce	Purpose Coordination of the NASBE-funded Early Childhood Education Workforce initiative.	Membership Ryan Patty Angela Abrams (DCYF) Lead staff: Kaaren
<u>Ad Hoc Committee for School Awards and Recognition</u>	Purpose Coordinate with OSPI and EOGOAC to develop new model for school awards and recognition that aligns with ESSA and WaSIF.	Membership: Ricardo Harium Peter Joe Lead staff: Randy

*ARTICLE VII / Committees - Section 1. Designation.

- (1) Responsibilities of the board may be referred to committee for deeper discussion, reflection and making recommendations to the whole board.
- (2) The board chair shall appoint at least two board members to each committee to conduct the business of the board.
- (3) The board chair or executive director shall inform the board of the formation of any committee and of the appointment of members to that committee.
- (4) Board members of committees of the board shall determine which board member shall chair the committee.



National Association of
State Boards of Education

NASBE Early Learning Workforce Stipend Work Plan 2018- 2019¹

State: Washington		Project Liaison: Kaaren Heikes, Director of Policy & Partnerships			
Goal: Vet and inform development of an instructional leadership framework that is recognized across systems.					
Objectives:					
1: Review the expectations and qualities of instructional leaders within the proposed framework for instructional leaders					
2: Review an Instructional Leader Framework for early learning providers					
Please List Your Deliverables:					
1. Convening of stakeholders: two stakeholder meetings across the state					
2. Review of framework at two SBE community forums					
3. Report: summary of what was learned from the four meetings and what feedback will be provided to DCYF on the instructional leadership framework for ECE					
Activities Under Goal 1 or Objective 1	Start Date	End Date	Person Responsible	Outcome and Measures of Success	Notes and Possible Supports Needed from NASBE
Define instructional leadership in the early learning setting	Sept 2018	Feb 2019	Kaaren Heikes, SBE	Hold two stakeholder convenings/ meetings across the state to provide input to instructional leader framework.	Why: Knowing the knowledge, skills, qualifications, and expectations of instructional leaders provides the foundation of our work.
Add an instructional leadership strand to DCYF's Relationship Based	Jan 2019	June 2019	Ryan Brault & Kaaren Heikes, SBE	Report: summary of what was learned from the four meetings and what	

¹ This project will end on June 30, 2019

NASBE

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Competencies for Professional Development			Angela Abrams, DEL	feedback will be provided to DCYF on the instructional leadership framework for ECE.	
Activities Under Goal 2 or Objective 2	Start Date	End Date	Person Responsible	Outcome and Measures of Success	Notes and Possible Supports Needed from NASBE
Connect key state and community partners to design the framework	May 2018	Sept 2018	Angela Abrams, DEL	Identify key partners state-wide to engage.	<p>Why: To reinforce on-site professional development, maximize adult learning, provide culturally responsive learning, and build community capacity for communities of practice.</p> <p>To connect PD policy across early learning systems: Washington’s QRIS (Early Achievers), State PreK program (ECEAP), State’s K-12 system with emphasis on K-3 educators, Professional Development policy for in-service training.</p>
	Sept 2018	Feb 2019	Kaaren Heikes, SBE Ryan Brault, SBE	Hold two stakeholder convenings/meetings across the state to provide input to instructional leader framework.	
	Jan 2019	May 2019		Review of draft instructional leader framework at two SBE community forums: March 12 th (Olympia) and May 7 th (Wenatchee).	
Review a state framework for ECE Instructional leadership, informing training policy for state-recognized professional development that happens on-site.	July 2018	June 2019	Kaaren Heikes, SBE	Report: summary of what was learned from the four meetings and what feedback will be provided to DCYF on the instructional leadership framework for ECE.	

**Washington State Workplan
Social and Emotional Learning (SEL) Network
May 2018 - April 2019**

Washington State SEL Network Team Members				
Name	Affiliation			
Harium Martin Morris	State Board of Education, Member			
Ryan Brault	State Board of Education, Member			
Mona Johnson	Office of Superintendent of Public Instruction (SEA), Director of Student Support			
Kaaren Heikes	State Board of Education, Director of Policy and Partnerships			
Alissa Muller	State Board of Education, Communication Manager			
Goal 1: Review best practices related to SEL in other states				
Key Action Step(s)	Timeline	Expected Outcome(s)	Person(s) Responsible	Status / Additional Notes
Participate in NASBE webinars	Apr-19	Dialogue and resources	Kaaren Heikes	On track
Participate in NASBE convenings	Apr-19	Access national experts and resources	Ryan Brault	On track
Review research and practices to identify potential transferability to WA	Apr-19	List of potentially transferable SEL practices to WA	Mona Johnson	In process
Goal 2: Connect with existing key SEL efforts in WA				
Key Action Step(s)	Timeline	Expected Outcome(s)	Person(s) Responsible	Status / Additional Notes
Participate in annual School Safety Summit	Aug-18	State-level recommendations related to school safety (physical and psychological)	Mona Johnson & Kaaren Heikes	Complete. The Summit focused equally on school physical safety (natural disaster and intruder preparedness) and the mental/social/cultural/psychological safety of students and educators. Kaaren participated in this. Mona helped to staff it.
SBE join and participate in OSPI's SEL workgroup	Aug-18	Advance solidification of SEL definitions and standards	Kaaren Heikes (Mona Johnson coordinates this group)	In process. This legislatively established workgroup is grappling with defining state SEL learning standards. Mona staffs this committee. Kaaren attends.

Goal 3: Gather input from students, parents, educators, community members and others as SBE crafts its strategic plan

Key Action Step(s)	Timeline	Expected Outcome(s)	Person(s) Responsible	Status / Additional Notes
Community forums - three - around the State asking about aspirations for students, barriers, and what the state should do more and less of	March - July 2018	Themes to influence SBE's strategic plan	Alissa Muller & Kaaren Heikes	Complete. Gathered and analyzed input from 103 people through three community forums (Yakima, Seattle, and Spokane). Student well-being (including SEL and MH) was one of five key themes that emerged.
Online survey	May - July 2018	Themes to influence SBE's strategic plan	Alissa Muller & Kaaren Heikes	Complete. Promoted survey (via normal channels as well as through the Seattle, Vancouver, and Yakima newspapers) and received 2,700 responses! Student well-being (including SEL and MH) was one of five key themes that emerged.
Public panels	May - July 2018	Information from educational leaders and students	Kaaren Heikes	Complete. Held two lengthy panels during regular SBE meetings featuring students as well as leaders from districts, regions, and the state, highlighting key safety concerns and effective models.
Partner presentations	March - July 2018	Knowing policy priorities of our key partners	All	Complete. Formal presentations from 15 partner organizations during regular SBE Board Meetings regarding their priorities; most included some form of SEL or MH.

Goal 4: Advocate for explicitly integrating SEL into learning and teaching and school-based support services				
Key Action Step(s)	Timeline	Expected Outcome(s)	Person(s) Responsible	Status / Additional Notes
SBE-hosted Summit: Educational Equity in Policymaking	Fall 2018	State-level definitions of equity and related terms, as well as collective legislative priority	Harium Martin Morris & Kaaren Heikes	Still in process of scheduling. The link between racially and culturally explicit/relevant teaching and learning with social emotional learning is vital and will certainly be a key part of this summit.
Partner with key legislators to craft legislation addressing SEL, MH, and other safety components	Fall 2018 - Winter 2019	Legislation enacted to advance SEL in our K-12 public schools	Kaaren Heikes	Student MH is consistently included in all the "safety" conversations happening around the state. SBE has this on our list of potential legislative priorities, which the Board will take action on in early November. Kaaren is a member of the ad-hoc K-12 Student/School Safety Policy Group Meeting, which includes all of our K-12 associations and agencies. It meets monthly to discuss policy and budget levers for possible action during the 2019 legislative session.
Utilize the Ready Washington coalition to communicate SEL standards	Winter 2019	Communication pieces to parents and students across the state about SEL standards	Alissa Muller & Kaaren Heikes	Ready WA is a coalition focused on communicating with teachers, families, and students around the state about standards and how they prepare students to be college, career, and life ready. Members include state education agencies, regional education service districts, school districts, and nonprofits and advocacy groups.
Deliverables and Schedule Commitments				
Deliverable/Event	Deadline	Status		
Attend NASBE SEL Network #1	July 12, 2018	Complete		
Team members submit questionnaires to NASBE	July 26, 2018	In process		
Team submits work plan to NASBE	August 17, 2018	Complete (late by one week)		
Team attends NASBE Annual Conference	October 17-20, 2018	Complete		
Team attends NASBE Legislative Conference	April 7-9, 2019			

Draft SBE Potential 2019 Legislative Priorities



SBE Request Legislation: Flexibility in Graduation Requirements

To increase flexibility for districts to offer a career and college ready diploma and to increase personalization for students to find the path to a diploma that works best for them, SBE proposes legislation to:

- Revise the meaning of “circumstances” by which local school districts can grant two-credit waivers of non-core courses (from “unusual” to “individual student” circumstances).
- Automatically grant students high school credit for high school level courses passed in middle school, except by student request, and allow students to select credit by a grade or pass for transcript.
- Reinstate the “expedited appeal” for students not meeting assessment requirements.
- Create and fund a workgroup to coordinate development of 1) a framework for a competency-based diploma pathway; 2) expanded competency-based credit; and 3) a credit-bearing High School and Beyond Plan aligned with Career Connect Washington and financial education learning standards.

Educational Equity

The Board supports legislation targeted to dismantle institutional policies, programs, and practices that contribute to disparate and statistically predictable educational outcomes based on race, ethnicity, socioeconomic background, and other factors. Specifically, the Board supports repealing anti-affirmative action statutes i.e., I-200 (RCW 49.60.400-401), revising the prototypical school funding model to ensure funding is equitable, i.e., funding is not equal for each school but is based on the diverse needs of students and changing societal demands, and increasing access to-quality expanded learning opportunities for historically underserved students.

School Safety

Safe schools foster academic achievement and a healthy K-12 system. SBE urges the state to:

- Create a state-wide framework for mental health support, social emotional learning, and trauma-informed instructional models in the K-12 system.
- Expand and sustain comprehensive statewide school safety and mental health systems via regional coordination.
- Create and fund a workgroup to coordinate a state-wide school culture and climate survey.

Early Learning

SBE urges the Legislature to expand access to affordable, high-quality early childhood education for all of Washington’s children, particularly children of color and children in poverty, as a means to mitigate opportunity and achievement gaps.

Special Education Funding

Special Education funding remains inadequate. SBE urges the Legislature to increase funding for students who have Individualized Education Plans, for students qualifying for the Safety Net, and to support inclusionary practices.

Relationship between State Tests and High School Graduation

If the Legislature reconsiders policies related to mandatory state tests linked to graduation, the State Board of Education supports legislation that delinks the passing of statewide assessments from graduation requirements, provided that: 1) State standards in math, English Language Arts, and science are not diminished; 2) State assessment results are still used as part of the Washington School Improvement Framework; 3) Test participation rates remain a focus of emphasis consistent with the expectations of ESSA; and 4) Student-level assessment results will be used to inform student course taking in subsequent terms to focus on growth and progress to achieve high school proficiency and career and college readiness.

If you have questions regarding this information, please contact Kaaren Heikes, SBE’s Director of Policy and Partnerships, at 360.725.6029 or Kaaren.Heikes@k12.wa.us.



THE WASHINGTON STATE BOARD OF EDUCATION

Vision

The Washington State Board of Education envisions an education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.

Mission

The mission of the State Board of Education is to provide: transparent leadership in K-12 education policy-making; effective oversight of schools serving Washington K-12 students; and, assertive advocacy for student personal growth and success. These three areas of responsibility will support a system that personalizes learning for each student and values diverse cultures, abilities, and learning styles.

Values

We, the Board members and staff of the Washington State Board of Education, value:

Equity. Equity – the process of identifying the needs of underserved populations of students, and providing additional resources for those students when they need it – is a primary consideration in our policy-making, initiatives, actions, and interactions. We actively seek to identify and remove barriers that inhibit equitable access to quality learning opportunities.

Student-focused Education. Provide educational, social, emotional, and mental health supports for the whole child. Enact policies that benefit our students, and modify or eliminate policies that are not beneficial. Create meaningful opportunities to hear from and respect diverse student voices. Build authentic, caring relationships with students. Empower students to lead their own learning and provide personalized learning that is relevant to students.

Strategic Action. Enact impactful, sustainable, research-based initiatives to fulfill our mission and vision. Support an innovative and adaptive system that meets individual student needs.

Dynamic and Future-focused Innovation. Think, plan, and lead proactively. Anticipate the needs of our students and society. Employ research-based strategies. Encourage schools to innovatively cultivate student achievement. Recognize the changes in our students' needs and change the system accordingly.

Collaboration, Caring, and Inclusion. Engage and collaborate with partners to achieve shared goals. Value, listen, and learn from all voices. Intentionally seek the wisdom of students, families, and communities, particularly those historically marginalized by the educational system, to inform policies and practices.

Draft Strategic Plan

The SBE is completing the development of our new five-year strategic plan, which incorporates the top priorities communicated to the Board this year via our public survey this summer, attendees at our community forums and Board meetings, and from our partners. The Board welcomes feedback on our draft plan - <http://bit.ly/SBEDraftPlan> - which will be considered for adoption at our November 7-8 meeting in Vancouver, Washington: <https://conta.cc/2pIOBYH>.