



Direct

Washington State School Directors' Association

March 2012

New policy resources available on WSSDA website

Better searches, updated policies and other new tools are as close as our website

School districts now have easier access to policy resources and new search tools as a result of changes to the WSSDA website. Paid subscribers of the *Policy Online* service, *Policy News* and *School Law Digest* can easily get those materials directly at the site.

WSSDA's *Policy Online* service has several important new features. Users can quickly find a policy using a "title only" search in which the computer looks for the selected words only in the policy titles. Users can also search the entire text of the policies. Moreover, all of the policies have been carefully updated.

"We are all really excited by these new products and services," said WSSDA Executive Director Jonelle Adams. "We expect them to save districts time in their work and help them be confident they have the best and most up-to-date policies available."

The *Policy Online* service is similar to that now provided through EduPortal, which is still available. WSSDA's *Policy Online* service has additional search features. As a further enhancement, the accuracy of all policy hyperlinks, including those to federal law, has been verified.

Subscribers of *Policy News* can easily access that publication through our website. Unlike Eduportal, which contains some *Policy News* articles, the new WSSDA service provides access to the actual issues of *Policy News*, including policies with the changes noted from 2008 forward. We will add older issues of *Policy News* to the database. *School Law*

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Policies and Procedures

- 0000 Planning Table of Contents
- 0100 Commitment to Planning
- 0200 Planning Process
- 0300 Planning Process Procedure
- 0301 Components of the District Plan
- 0540 Environmental Scanning (Deleted)
- 0550 Goals, Objectives and Strategies

WSSDA Policy Reference Manual, Policy News and School Law Digest to be available through the WSSDA website

WSSDA will provide access for subscribers of *Policy Online*, *Policy News* and *School Law Digest* to those services on WSSDA's website beginning in March 2012. The *Policy Online* service will be similar to that provided through EduPortal which will still be available. WSSDA's *Policy Online* service has additional features such as a quick "title only" search for selected words in the policy title. The entire text of policies also may be searched. Additionally, the accuracy of all hyperlinks contained in policies on the WSSDA website, including links to federal law, has recently been verified.

In addition to the online policies, subscribers of *Policy News* will now be able to access that publication through our website. Unlike Eduportal, which contains some *Policy News* articles, our service provides access to the actual issues of *Policy News*, including the marked-up policies from 2008 forward. We will continue working to add older issues of *Policy News* to our database although marked-up policies are not available for all of the older issues. *School Law Digest* will also be

Digest will also be available online to its subscribers. Both *Policy News* and *School Law Digest* are searchable online.

We are providing subscribing districts with passwords to access the new services. If a district subscribes to all three services, a single password allows access to the online version of the policies, *Policy News* and *School Law Digest*. For districts that subscribe to one or two of these WSSDA services, the password provides access to those services. Each district has the discretion to provide its password to multiple employees within that district.

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“We expect to continue contacting subscribers with passwords and information on the new products and services during the next month,” said WSSDA Policy and Legal Services

Director Stacia Hollar.

“Feel free to contact me if you are an existing subscriber with questions or are interested in becoming a new subscriber.”

Contact Hollar at
S.Hollar@wssda.org
or 360.252.3017.

“Wanted to let you know I was just reviewing the February Policy News and I am excited about the changes you are making. It is so much easier to find the right policies and look at past copies of Policy News. I think this is a great idea.”

~ Superintendent Douglas
Johnson
Dayton School District

Are school elections the next big battleground?

An article in the March edition of *American School* suggests that local school board elections may be in for a lot more political and financial attention.

The article by Del Stover notes that more than \$2 million was spent in three hot contests in Denver, North Carolina and Virginia. Stover attributes the increased interest to local discontent with school policies, powerful business interests and wealthy individuals funding advocacy groups.

The cost of an election can escalate quickly, according to one example. A candidate in Virginia elected in 2007 in a \$6,000 campaign faced an opponent four years later who had raised almost \$80,000.

In Washington, the Legislature just passed a bill to subject school board contests to the same campaign limits as other elections. The bill was headed to the Governor as this edition of *WSSDA Direct* was going to press.

Hot button issues typically were a factor in increased campaign war chests. And with the increased money came the need for increased staff and volunteers. The Virginia candidate said his campaign went from him and his wife to about 300 people.

The article describes at least one instance where elections became an ideological battle funded by billionaires. At the same time, it points out that thousands of elections occur each year without “hype, money or adversarial politics.”

The article can be found at www.asbj.com.

How the new policy system works

A subscriber to both Online Policies and Policy News could search for the term “internet.” That search returns 17 documents. This would include the February 2012 Policy News with an article explaining changes to Policy 2022, Electronic Resources. (See below.) It would also provide the policy with all the changes noted and a copy of the policy with all of the changes incorporated. Having all of this information available in one spot makes it easier for a school board to consider adoption of the changes.

Federal guidance requires changes to Electronic Resources Policy

Since 2001, schools that receive discounts on Internet access or internal connections through the E-rate program have been required to certify their compliance with the federal law known as the Children’s Internet Protection Act (CIPA).

In 2008, Congress passed the Protecting Children in the 21st Century Act which imposed additional requirements under CIPA. This fall the Federal Communication Commission (FCC) issued an order clarifying the requirements for school policies.

Currently, to comply with CIPA, school districts must update their Internet safety policies by July 1, 2012 to require:

- Education of minors regarding safe and appropriate online behavior
- Cyberbullying awareness and response

WSSDA has worked with the Office of the Superintendent of Public Instruction (OSPI) to revise the Electronic Resources Policy (2022) and the related Procedure (2022P) to satisfy these new requirements. The policy contains new language requiring education of students on the above topics.

OSPI has issued Bulletin No. 010-12 which addresses the new CIPA requirements and the revised policy. OSPI has a number of resources available on their website to assist schools under the Safety Center heading (www.k12.wa.us/SafetyCenter/InternetSafety).

School directors add voice to national conversation



Martha Rice,
WSSDA FRN Chair

During this year's Federal Relations Network (FRN) Conference in Washington D.C., 18 WSSDA members joined nearly 800 of our colleagues from across the country. We learned about a variety of legislation affecting schools and education. Topics included:

- U.S. Department of Education waivers from No Child Left Behind
- Voluntary pre-kindergarten programs
- Teacher and principal evaluation and effectiveness
- Bullying and safety
- Common core standards and assessments
- Charter schools

After two days of workshops and presentations, we hit the hill. We met with both of our senators and nearly all of our congressional representatives.

A smaller group of WSSDA members met with Department of Education staff members who represented seven areas important to Washington's school directors. We shared information on regulations affecting our schools.

Mary Fertakis (Tukwila) and Harium Martin-Morris (Seattle) championed a proposal to the National School Board Association (NSBA) to work together to change how Title 1 funding is allocated. It would change the formula base for

schools from two-year old census data to current year Free and Reduced Price Lunch counts. This would require adjustments to ESEA reauthorization legislation. NSBA agreed to work with us. Many members of Washington state's Congressional delegation also agreed it is a sensible proposal.



School director Brenda Rogers (Bethel) meets with U.S. Rep. Adam Smith of the 9th congressional district on reauthorization of the ESEA.

Anyone interested in more information about this year's FRN Conference can review the presentations from the conference at: www.nsba.org/Advocacy/FRN/2012-FRN-Conference-Presentations or speak with one of your FRN delegates. Your FRN representatives can be found at wssda.org in the legislative section.



Washington state's FRN delegation met with Senator Maria Cantwell and many other members of the state's congressional delegation during a recent conference in the nation's capital. Left to right, front row: Fred O'Neil, Cindy Kelly, Chad Magdanz, Mary Fertakis. Left to right, back row: Marnie Miraldo, David Iseminger, Tom Albright, Sen. Maria Cantwell, Rebecca Laughrey, Anne Golden, Debbie Long, Brenda Rogers, Janet Quinn, Kathryn Simpson, Jonelle Adams, Jeff Bierman. The conference covered a broad range of topics, ranging from common core standards to bullying and safety.

Tips to reach consensus

1. Present your position as lucidly and logically as possible.
2. Consider other members' reactions. Avoid arguing solely for your own ideas.
3. Do not assume that someone must win and someone must lose when discussion reaches stalemate. Instead, look for the next-most-acceptable alternative for all parties.
4. Distinguish between major objections and discomfort or amendments.
5. Do not change your mind simply to avoid conflict and reach agreement.
6. Be suspicious when agreement seems to come too quickly and easily.
7. Avoid conflict-reducing techniques such as majority vote, averages, and bargaining.
8. When a dissenting member finally agrees, resist the temptation to concede a later point as a reward.
9. Differences of opinion are natural and expected. Seek them out and try to involve everyone in the decision process.
10. Postponement of decisions to reconsider and work through the issues can be vital to the process.
11. Consensus is about empowering, not overpowering, to reach an agreement.
12. Finally, use your minds — you've got good ones or you wouldn't be at the table. Think before you speak and listen before you object.

Is high school tough enough?

Examining strategies to increase high school rigor



A new report from the Center for Public Education questions whether high schools are rigorous enough and identifies four strategies to beef up education in secondary schools. The report, issued in early March, focused on dual high school-college enrollment, early college programs, advance placement courses and a rigorous math curriculum.

Patte Barth, director of the center, said the strategies “expose students to concepts, curricula and ideas that will help them succeed in college or lead to a productive career.”

Common Core Standards, the Bill & Melinda Gates Foundation, and many legislators are focusing on the idea that high schools should produce college and career-ready graduates.

Almost two-fifths of high school graduates “are not adequately prepared” by their high school education for entry-level jobs or college-level courses, according to a survey of college instructors and employers in 2005.

Research suggests dual enrollment students are more likely to graduate from high school, enroll in college and stay in college. They also post higher grade point averages and get more post-secondary credits. Similarly, early college programs, where students can earn a college credential while still in high school, appear to result in higher high school graduation rates and college enrollment rates. The two other strategies, advanced placement and rigorous math courses, also appear linked to improved achievement in college.

Lack of rigor, the report says, is particularly common in schools with a high minority population. It suggests this denies those students the same high quality education that other students receive.

Based on its recent survey, the center said, only 29 percent of high-minority high schools offered calculus, compared to 55 percent of schools with the lowest black and Hispanic enrollment. In a similar vein, a 2011 report by the U.S. Department of Education said 3,000 high schools serving nearly 500,000 students offer no classes in Algebra II, a gateway to higher math, college, and career readiness.

Exposure to advanced courses can have a big impact on the educational success of low-income and minority students, the report said. For example, Hispanic students who passed an AP exam were nearly seven times more likely to graduate from college.

Information for this article comes from the National School Boards Association and is available on the association's website at www.centerforpubliceducation.org.

2013 Legislative proposals due May 18



It's not too soon to start thinking about legislative proposals for the WSSDA 2013 Legislative Platform.

Each year, WSSDA adopts an agenda for the upcoming legislative session. The platform includes positions which have been approved over the years at legislative assemblies and have been designated as "Standing Legislative Positions." Other positions come from the membership or are

recommended by the WSSDA Legislative Committee.

Typically, each school district's legislative representative conducts a review of current positions and makes recommendations to their board for formal adoption and submission to the WSSDA Legislative Committee.

The deadline for proposals is Friday, May 18. All submissions will be evaluated by the Legislative Committee at its June 16 meeting. Districts will have the opportunity to present their issues to the committee. (More information on this later!)

School districts are encouraged to review the list of 2012 positions. These are posted at our website, wssda.org in the legislative section. Find them under legislative positions. Districts should identify issues they want discussed at the September Legislative Assembly. Since members vote on an annual platform, school districts may also want to recommend current positions for inclusion the following year.

Proposal forms are available under the Legislative tab at wssda.org. For answers to any questions you might have, please contact Governmental Relations Director Marie Sullivan at M.Sullivan@wssda.org or 360.252.3010.

72nd Annual Conference
NSBA
BOSTON
APRIL 21-23, 2012

★ *Lead the way to learning* ★

The National School Boards Association's Annual Conference will help you become a better leader for your district. Get a national perspective on today's education issues in over 200 sessions:

- Hear updates on how the legislative agenda and federal court cases may impact your district
- Get best practices and new insights from your colleagues across the country
- See how technology can transform the learning process in the expanded Technology Track

Bring your leadership team to share insights and make a greater impact on your district. ★

a better tomorrow
STARTS TODAY
WWW.NSBA.ORG/CONFERENCE
REGISTRATION NOW OPEN!

 WSSDA Workshops:

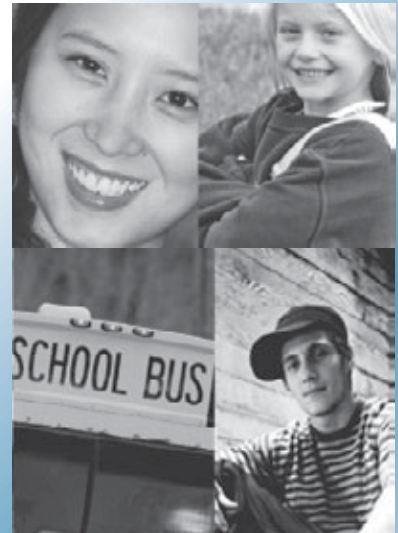
Enhancing Leadership Series

WSSDA's new series of workshops brings you an opportunity to explore topics of boardmanship, leadership and governance through day-long learning and in-depth discussions. You may choose to attend any combination of the series from one to all three.

May 12: Evaluation and Improvement

July 14: Highly Capable Board/ Superintendent Teams

Sept. 15: Policy Governance



Each Saturday workshop runs from 10 a.m. to 4 p.m. at:

WSSDA (Conference Center)
221 College Street NE
Olympia, Washington 98516

Register online:

wssda.org/workshops

If you cannot register online, please call WSSDA at 360.493.9231 to register.

Spring Regional Meetings continue

Twelve Regional Meetings have been on WSSDA's spring calendar, with several remaining which are listed at the right. Regional Meetings are held every spring and fall, so that WSSDA members, staff and presenters, gather to share a meal in close-to-home settings, and take part in an evening or afternoon of networking on district issues.

Your WSSDA Regional Director organizes a program geared specifically for your region. (Contact information for your representative is found at wssda.org under "WSSDA Information.")

Further information is available at wssda.org/Events/RegionalMeetings where you will find meeting location addresses, driving directions, and meal costs, as well as a link for online registration. Questions? Contact Terri Eixenberger at WSSDA, T.Eixenberger@wssda.org, 360.252.3002.

Spring Regional Meetings

University Place (DA-3) Tuesday, March 20

Moses Lake (DA-7) Wednesday, March 21

Port Angeles (DA 4) Saturday, March 24

Tukwila (DA-2) Thursday, March 29

Battle Ground (DA-6) Wednesday, April 11

All meetings are held from 6 to 8:30 p.m. with the exception of the Port Angeles meeting, which will be held from 10 a.m. to 1 p.m.

Big changes coming on teacher and principal evaluation

A new state law has raised the stakes on teacher and principal evaluation and the implementation deadline of September 2013 will soon be here. If your district has been waiting to see about the new Teacher and Principal Evaluation Project (TPEP), it's time to start a dialogue about what the new system entails and how your district will implement it.

TPEP training, sponsored by the Paul G. Allen Family Foundation, has free resources to help you understand the law and the changes. This includes access to trained facilitators to help boards recognize local responsibilities and the timeline. These resources are available only until May 30.

For more information, contact Jeanne Harmon at the Center for Strengthening the Teaching Profession, jeanne@cstp-wa.org.

Financial affairs report due to PDC in April

It's time to file the Personal Financial Affairs Statement to the Washington State Public Disclosure Commission (PDC Form F-1) for calendar year 2011.

The F-1 is due on or before April 15, 2012. School directors in office for all or part of 2011 in a school district with 1,000 or more registered voters must file. The F-1 can be filed electronically, by mail or in person.

For blank forms and instructions, visit www.pdc.wa.gov/filers/appointed.aspx. For more information, contact the Washington State Public Disclosure Commission at 360.753.1111 or (toll-free) 877.601.2828, or e-mail pdc@pdc.wa.gov.

WELCOME, NEW SCHOOL DIRECTORS!

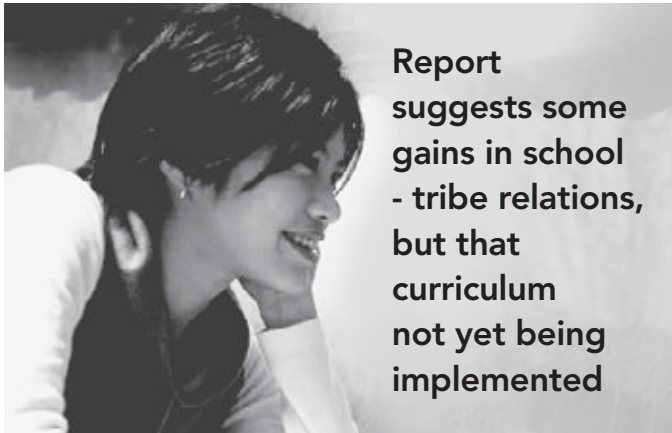
Congratulations and welcome to the following new school directors:

Joe Merrill, *Palouse*
Jeremy Stuart, *Woodland*
Bobbilyn Hogge, *Anacortes*
Mark Sieverkropp, *Ephrata*
Craig Patti, *North Mason*
David Egts, *Orting*
Issac Tovar, *Othello*
Dan Mitchell, *Stevenson-Carson*

Thanks and best wishes to those who have recently left school board service:

Kirk Heinz, *Eatonville*
Janice Goeden, *Ephrata*
Troy Thomas, *Evergreen*
Jon Courneya, *Lamont*
Donald Kirkwood, *Othello*
Will Thurman, *Palouse*
Scott Robinson, *Riverside*
Myron White, *Tenino*
Gary Evitt, *Toutle Lake*
Dale Sebastian, *Wellpinit*
Mitch Everton, *Anacortes*
David Thom, *Lyle*
Donald Grossi, *North Beach*
Jack LeBret, *Wellpinit*
Jeanne Simi, *Wishram*

New report reviews progress in school – tribe efforts



Report suggests some gains in school - tribe relations, but that curriculum not yet being implemented

A newly drafted report reviews progress in several key areas related to Native American education in Washington state. It suggests some progress has been made since an earlier 2008 review, but that considerable work is left to be done.

The progress report was prepared by WSSDA and the Washington State Tribal Leaders' Congress on Education. Required by an act passed in 2005, the report is due every two years.

When the act was passed, tribal and other leaders were concerned that Native American cultures were being lost, and turned to schools and their partners for help. The law gave WSSDA a leadership role in building relations between schools and the tribes and promoting curriculum designed to teach Native American history and culture. The State Board of Education and Office of Superintendent of Public Instruction also have responsibilities under the law.

The previous 2008 report said that despite some progress, most school districts had not taken steps to build relations

with neighboring tribes. It emphasized that Native American children lagged far behind whites and other ethnic groups in reading and math. But it also pointed out that achievement data had large holes in it and that better reporting was needed.

The percentage of school districts that have a relationship with a tribal nation has increased slightly in the past few years, based on new survey data. Of 168 districts who responded to the 2011 survey, 36 percent had begun a formal or informal relationship with tribes. That compared to 33 percent in 2006. The earlier survey had only 61 responses. Thirty-three school districts in the state have federally recognized tribes within their district boundaries.

The report is intended to discuss progress in a number of areas, including school district - tribe relations, narrowing the achievement gap for Native Americans and the adoption of a curriculum with tribal history, culture and government.

With regard to curriculum, the report said there are considerable curriculum resources, but that little had been implemented because educators were unaware of it and funding had not been provided.

Achievement by the numbers

- Nine out of ten districts with Native American students did not report data on those students for Annual Yearly Progress.
- Of received data, Native American students scored below the white students in all subjects in all grades.
- In 4th grade math, Native Americans were behind Asians and whites. (National Assessment of Education Progress (NAEP))
- In 4th grade reading, Native American males scored lowest of all groups and females scored well behind white students. (NAEP)

Other report findings

- 95 districts of 168 (57%) have ratings that were either "Good-Very Good or Excellent" in establishing a relationship with their tribal neighbors.
- 102 districts (61%) have incorporated tribal history, culture and government in their schools
- 91 districts (54%) were using OSPI online curriculum "Since Time Immemorial: Tribal Sovereignty in Washington State".

More information can be found at wssda.org under Resources.

Students asked how to make democracy work

A national essay contest is asking students to write with their ideas on "The Role of Informed Citizenship in Making Democracy Work."

Essays must be submitted by June 15 to the United States Capitol Historical Society. The contest is open to students in grades 6-12, with both junior and senior divisions.

First prize in each division is \$1,000 and a trip to Washington, D.C. Prizes will also be given to second and third places, and honorable mention. In addition, a grant of \$1,000 plus teaching materials will be presented to the schools of the first place winners.

More information is available at www.uschs.org.



WSSDA Direct is published monthly by the Washington State School Directors' Association to provide information of interest to school directors and the education community. The views expressed in opinion articles appearing in WSSDA Direct are those of the writers and do not necessarily represent WSSDA policies or positions. If you have a disability and need this publication in an alternate format, please contact the WSSDA Communications Department.

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RETURN SERVICE REQUESTED

CALENDAR OF EVENTS

WSSDA Reg. Meeting, University Place (DA-3) March 20
WSSDA Regional Meeting, Moses Lake (DA-7) March 21
WSSDA Regional Meeting, Port Angeles (DA 4) March 24
WSSDA Regional Meeting, Tukwila (DA-2) March 29
Passover April 7 - 14
Easter April 8
WSSDA Regional Meeting, Battle Ground (DA-6) . . . April 11
WSSDA Board of Directors, Olympia April 20
Washington State Learning First Alliance, Olympia . . April 25
WSSDA Board of Directors, Olympia April 27 - 28
Professional Educators Standards Board,
Gig Harbor May 10 - 11
State Board of Education, Yakima May 11 - 12
Memorial Day May 28
WSSDA Legislative Committee, Olympia June 15 - 16

WORKSHOPS & CONFERENCES

NSBA RURAL/SMALL DISTRICT FORUM CONFERENCE
Boston: April 20
NSBA NATIONAL CONFERENCE
Boston: April 21 - 23
WASHINGTON STATE PTA CONVENTION
Seatac: May 3 - 6
WSSDA ENHANCING LEADERSHIP SERIES
Olympia: May 12: Evaluation and Improvement
Olympia: July 14: Highly Capable Board/
Superintendent Teams
Olympia: Sept. 15: Policy Governance
WSSDA LEGISLATIVE ASSEMBLY
Seatac: Sept. 21 - 22
WSSDA ANNUAL CONFERENCE
Spokane: Nov. 14 - 17