

**STATE OF HAWAII
BOARD OF EDUCATION**
P.O. BOX 2360
HONOLULU, HAWAII 96804

September 16, 2021

TO: Board of Education

FROM: Catherine Payne
Chairperson, Board of Education

AGENDA ITEM: Board Action on National Association of State Boards of Education ("NASBE") Annual Conference Matters: Board delegate and alternate, NASBE Chair-Elect, NASBE Secretary-Treasurer, NASBE Bylaw revisions, and public education position revisions

The Hawaii State Board of Education ("Board") is a member of the National Association of State Boards of Education ("NASBE"). NASBE develops, supports, and empowers citizen leaders on state boards of education to strengthen public education systems so students of all backgrounds and circumstances are prepared to succeed in school, work, and life. NASBE is holding its annual conference virtually from October 6 through 8, 2021.

NASBE members will be convening virtually to conduct the organization's business, including electing the 2021 NASBE Chair-elect and Secretary-Treasurer, consider NASBE Bylaw revisions, and public education position revisions.

Board Voting Delegate and Alternate. Pursuant to NASBE's by-laws,¹ the Board may designate a voting delegate and an alternate delegate to represent Hawai'i and vote at the delegate assembly. I recommend that the Board designate Board Member Lynn Fallin as the voting delegate and Board Member Bill Arakaki as the alternate delegate.

NASBE Chair-elect. The NASBE 2021 Chair is Byron Ernest of the Indiana State Board of Education and the Chair-elect is Janet Cannon of the Utah State Board of Education. There are three candidates for NASBE Chair-elect: Christine Benson (IL), Ron McNich

¹ Section 7.2 of NASBE's by-laws states, "Each dues-paying state shall have one vote, which shall be cast by the voting delegate or alternate who has been certified by the presiding officer of the state board or by the board executive[.]"

(GU), and Angelika Schroeder (CO). Further information on Christine Benson is attached as **Exhibit A**; NASBE did not provide information on the other two candidates.

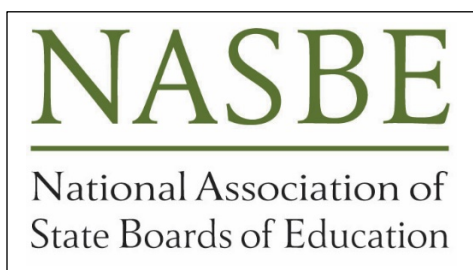
NASBE Secretary-Treasurer. There is one candidate for NASBE Secretary-Treasurer, Fern Desjardins (ME). Further information on Fern Desjardins is attached ad **Exhibit B**.

The delegate assembly will consider proposed revisions to NASBE's Bylaws. **Exhibit C** is a redline showing the proposed changes to NASBE's Bylaws. The Board should review the proposed changes so that the voting delegate or alternate can vote in accordance with the wishes of the Board. I recommend that the Board approve the proposed revisions to NASBE's Bylaws as shown in **Exhibit C**.

The delegate assembly will also consider proposed revisions to NASBE's Public Education Positions as presented by its Public Education Positions Committee. **Exhibit D** shows the redlined revisions to NASBE's current Public Education Positions document. The Board should review the proposed changes so that the Board's voting delegate or alternate can vote in accordance with the wishes of the Board. I recommend that the Board approve the proposed revisions to NASBE's Public Education Positions as shown in **Exhibit D**.

Proposed Motion: Move to (1) designate Board Member Lynn Fallin as the voting delegate and Board Member Bill Arakaki as the alternate delegate for NASBE's 2021 Annual Conference; (2) authorize the Board's voting delegate or alternate to vote for Christine Benson as NASBE Chair-elect and Fern Desjardins as NASBE Secretary-Treasurer; (3) approve the proposed revisions to NASBE's Bylaws as shown in Exhibit C of Board Chairperson Catherine Payne's memorandum dated September 16, 2021; and (4) approve the proposed revisions to NASBE's Public Education Positions as shown in Exhibit D of Board Chairperson Catherine Payne's memorandum dated September 16, 2021.

Exhibit A
NASBE Chair-Elect



**NOMINATION FOR THE 2022
NASBE CHAIR-ELECT
(assumes Chair in year two)**

Nominator's Name Fern Desjardins State ME Region Northeastern

According to the NASBE Bylaws, to be eligible to serve as Chair-elect, individuals shall

- be a member of a dues-paying state board of education;
- have current or prior service on the Board of Directors or have a demonstrated commitment to the association by significant service to the association;
- not be in their final year of a term of service on their state board of education; and
- present a letter of support from their state board of education.

Nominations are due in the NASBE office by May 28, 2021. The Nominations Committee meeting will be held in June. Election will occur in October at the Annual Business Meeting. Please send nominations to Sharon Cannon at sharon.cannon@nasbe.org.

FOR CHAIR-ELECT

Name: Christine Benson

Address: 2235 Delaney Drive

Ottawa, Illinois 61350

Telephone

(h) 815.434.0705 (c) 815.252.6416

Attach both a statement (letter) of interest and biographical information in addition to the required letter of support from the state board of education.



Illinois State Board of Education

100 North First Street • Springfield, Illinois 62777-0001
www.isbe.net

Darren Reisberg
Chair of the Board

Dr. Carmen I. Ayala
State Superintendent of Education

Darren Reisberg
Chair of the Board
100 N. 1st Street
Springfield, IL 62777

May 20, 2021

To Whom It May Concern:

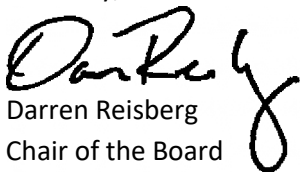
My name is Darren Reisberg and I serve as Chair of the Illinois State Board of Education. On behalf of our board, I unequivocally recommend Dr. Christine Benson to serve as Chair-elect of the National Association of State Boards of Education.

Chris is a born leader who has been a key voice on our board since many of us were appointed together in early 2019. I know she tremendously values her engagement with NASBE and fellow board leaders from across the country. She brings the information she learns at NASBE meetings back to our board so we can take advantage of that knowledge in our policy-making decisions.

We in Illinois would be so proud to have Chris lead NASBE in the future, and I know NASBE would be in such great hands were that the case.

If you have any questions, please contact me at darren.reisberg@isbe.net.

Sincerely,


Darren Reisberg
Chair of the Board

Christine Benson



Dr. Christine Benson serves as a member of the Illinois State Board of Education and was recently reappointed for a four-year term. She is currently serving as Chairman of the Finance and Audit Committee. She has been actively involved in NASBE since her initial appointment to the ISBE Board in February 2019, and has presented for NASBE Office Hours and ECE sessions and served on several committees. Chris was elected to the Board of Directors for the Central Region and this year is serving as chairman of the Conference Committee and Assistant Chairman of the Governmental Affairs Committee. She recently completed the 10-month Whole Child Policy Study group project. Chris is a retired career educator with 35 years of experience, 17 as a teacher and 18 as an administrator in Illinois public elementary, middle, and high schools. She served as a music teacher, central office administrator focusing on budget management, curriculum development, grants and later as superintendent of schools.

In the past, Chris served on the Boards of Directors for the Illinois Association of Administrators and the American Association of School Administrators. She is a member of the Illinois Association of School Business Officials and the National Association for Music Education. She has presented workshops statewide on school finance, leadership, legislative liaison, and served as adjunct professor teaching graduate level classes in school finance at St. Francis University and Northern Illinois University. She represented Illinois at the RTI Summit in Washington, D.C., and was an invited guest speaker of the Center on Education Policy at the Forum on No Child Left Behind at George Washington University. She received her Doctor of Education from Northern Illinois University and her Master of Science in Education Administration and Bachelor of Music Education from Illinois State University.

For the last twenty years Chris has directed community musicals to raise funds for teacher grants for the Mendota Education Foundation. She missed 2020 and 2021 due to COVID and plans to return in 2022.



Illinois State Board of Education

TO: Robert Hull, NASBE President/CEO
Byron Ernst, NASBE Chair
National Association of State Boards of Education
123 North Pitt Street, STE 350
Alexandria, VA 22314

RE: NASBE Chair-elect Letter of Interest

May 20, 2021

Dear President Hull and Chair Dr. Ernest,

Please let this letter serve to indicate my interest in the Chair-elect position for the National Association of State Boards of Education.

I served on the AASA Board of Directors before my retirement and found the experience invaluable and invigorating. Not only could I represent Illinois and participate in discussions, develop policy to serve all children and schools nationwide, I also brought back to Illinois the many perspectives and ideas from around the country. It was a two-way street. My family is from a long line of preachers, teachers, and leaders. I served in the "teacher" or education niche with passion. For me, there is no more important service than educating our youth. At this time, I believe this opportunity would be a good fit for me and the NASBE organization.

If elected, I would be honored to serve in the Chair-elect position with energy, excitement, and experience. Please do not hesitate to contact me if you have any questions.

Sincerely,

Christine Benson

Christine Benson
Illinois State Board of Education
Retired Educator

Exhibit B
NASBE Secretary-Treasurer



National Association of
State Boards of Education

NOMINATION FOR SECRETARY-TREASURER (Two-year term)

Nominator's Name Wilson G. Hess State Maine Area Northeastern

According to the NASBE Bylaws, to be eligible to serve as secretary-treasurer, individuals shall:

- be a member of a dues-paying state board of education;
- not be in their final year of a term of service on their state board of education; and
- present a letter of support from their state board of education.

The Nominations Committee will review all applications. The election will occur at NASBE's Annual Business Meeting.

FOR SECRETARY-TREASURER

Name: Fern Desjardins

Address: 185 Main Street

Saint Agatha, ME 04772

Telephone:(h) 207-543-6005 (cell) 207-436-9800

Statement of interest and biographical information:

It is with great enthusiasm that I express my utmost interest in serving as NASBE's Secretary-Treasurer for a two-year term beginning at the conclusion of the October 2021 Annual Meeting. I am eligible to serve as I am a member of the Maine State Board of Education (MSBE) and I am not in my final year of a 5-year term of service. Wilson G. Hess, Chairman of the MSBE, is including a letter of support for my nomination.

I was voted to the NASBE Board of Directors as New Member Representative on June 15, 2019 at the New Member Institute in Washington, DC and took office in October. I very much enjoy being on the Board, attending all meetings, and reporting back to the MSBE. I supported NASBE in the last two years by serving on the Public Education Positions Committee (currently as chairperson) and the Awards Committee. I attended all of NASBE's Office Hours (made a short presentation on school construction in Maine at the April 8 session), joined many of the webinars, and was part of *The NASBE Interview* in the January 2021 issue of *The State Education Standard*.

I had a 43-year career in public education as a teacher, elementary school principal, and superintendent of schools. In my first year of retirement, I was nominated and confirmed for membership on the MSBE. Working in the field of education throughout my lifetime has been an honor and true blessing as I have been able to use my skills and knowledge doing what I am most passionate about – learning and teaching to positively impact the lives of students from the elementary grades to those seeking graduate degrees.

As the district superintendent of a small rural school system, I oversaw many aspects of the school functions. I had a part-time financial secretary but no business manager. I was very comfortable with that as I have a strong mathematics background and felt quite at ease in developing and monitoring budgets. The school district was financially healthy and the auditors were always very complimentary of our financial records.

If elected Secretary-Treasurer of NASBE, I would welcome the chairperson role of the Finance and Audit Committee. I would be prepared to carry out the responsibilities of the Committee, which include reviewing the financial condition of the Association, its dues structures, budget, investments, and overall management of the Association's finances. Working with other committee members, I would welcome the opportunity to oversee the Association's annual independent audit and recommending to the Board a proposed budget of the Association for the next fiscal year. I would commit to working to ensure that NASBE's finances are well managed and that NASBE remains fiscally sound.



STATE BOARD OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, ME 04333-0023
TEL: (207) 624-6616

May 25, 2021

Robert Hull, President
National Association of State Boards of Education
123 North Pitt Street, Suite 350
Alexandria, VA 22314

Robert,

It is with great pleasure that I write on behalf of the Maine State Board of Education in support of Fern Desjardins' nomination as NASBE Secretary-Treasurer. As you and your NASBE colleagues have doubtless observed, Fern is indefatigable in her support for changing lives through the teaching and learning process.

Fern has been a tour de force on the Maine State Board, chairing special committees, serving on the Maine Charter School Commission, and becoming our most active NASBE member. Her dedication to always getting the little things right is key to her success in larger policy issues, most recently including the re-structuring of Maine's rules on educator credentialing and advising our Commissioner of Education on the deployment of ARP/ESSER III funds. She currently heads the Maine State Board slate as the nominee to become our Board Chair starting in July.

Personally, I've known Fern for over a decade of her 40+ year career in education and wish to add a personal testament of her dedication to educational excellence. Many years ago, along the Canadian border in northernmost Maine, Fern's leadership and commitment to excellence as principal of a tiny elementary school earned it recognition as a National Blue Ribbon School – perhaps the smallest school ever to receive such an honor. As we historians are fond of saying, *what is past is prologue*. Even then she was already on a course of dedication and service to education on the statewide and national stage.

We, her colleagues on the Maine State Board of Education, have every conviction that Fern Desjardins will serve capably as NASBE Secretary-Treasurer and heartily endorse her nomination.

Sincerely,

A handwritten signature in black ink, appearing to be "W. D. F.", written over a white rectangular background.

Chair
Maine State Board of Education

Exhibit C
NASBE Bylaws

**Bylaws
of the
National Association of State Boards of Education**

**Article I.
Name**

The name of the Association shall be the National Association of State Boards of Education, Inc. (hereinafter, "NASBE" ~~or "the Association."~~)

**Article II.
Purposes**

The National Association of State Boards of Education will:

- A. Be a forum for education policy-makers and for those who influence education policy;
- B. Through its adopted processes, synthesize the themes and ideas which describe effective, student-focused education policy into positions of advocacy or into additional organizational beliefs;
- C. Attract and retain staff ~~members~~ who are ~~highly-qualified~~ highly qualified to support inquiry and analysis in the areas of concern to education ~~policy-makers~~ polycymakers. NASBE will further provide forums for staff experts to work with members and other invited participants on important education issues;
- D. Examine the issues and themes of education policy and provide information, comment, or advice to members and to states which desire to examine such issues for their states' policy creation. NASBE will provide expertise in how such policy issues will be affected by states' diverse statutory and governance requirements; ~~and~~;
- E. Provide a variety of programs and member services that can be used by state boards and state board members to improve their knowledge of education issues or their skills in being an effective board member and education ~~policy-maker~~ polycymaker.

**Article III.
Membership**

Section 1. Voting Members. Any state, the District of Columbia, or any territorial board (hereinafter, "state") having jurisdiction over elementary and secondary education may become an equal voting member of ~~NASBE the Association~~ upon payment of required dues. In states not having boards of education, the chief state school officer may become a voting member of ~~NASBE the Association~~ upon payment by the state or territory of the required dues.

Section 2. Non-Voting Members. Non-voting members ~~of the Association~~ shall receive all of NASBE's information services ~~of the Association~~ as defined by the Board of Directors; may attend and participate in all of NASBE's meetings and conferences ~~of the Association~~; and shall be eligible, if appointed, to serve as voting members of committees and study groups ~~of the Association~~, with the exception of the Governmental Affairs Committee and the Public

Education Positions Committee, ~~and shall not be voting members of the Association as described in Section 1.~~

A. Associate Members. Associate members are those individuals who are not state board of education members or executive directors to state boards of education and who pay the required dues. In addition, an association or institution interested in the purposes of NASBE ~~this Association~~ may, upon approval of the Board of Directors and payment of dues fixed by the Board, become an associate member.

B. Affiliate Members. ~~The National Association of State Boards of Education~~ NASBE recognizes two affiliate members: The National Council of State Board of Education Executives (NCSBEE) and The National Council of State Education Attorneys (NCOSEA). ~~A state board of education executive whose state board is a dues-paying member of the Association is thereby a member of NCSBEE and an affiliate member of NASBE. A state education attorney, who pays dues to NCOSEA, as fixed by the NASBE Board, is thereby a member of NCOSEA and an affiliate member of NASBE.~~

C. Former State Board Members. Any former member of a state board of education may, upon payment of dues fixed by the Board of Directors, become a member of ~~the Association~~ NASBE, and the Board of Directors may establish a Life Membership for former state board members, and fix the dues thereof.

D. Honorary Life Members. The Executive Committee of the Board of Directors may confer honorary life membership upon individuals who, by their actions, have demonstrated a high degree of devotion to NASBE's ~~the purposes of the Association.~~ ~~Association~~ NASBE's Board chairs ~~Chairs~~ will become honorary life members upon completion of their ~~presidency term.~~

Article IV. Organization

Section 1. Areas. ~~The Association~~ NASBE is divided into the following areas:

Central:— Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, Oklahoma, South Dakota, and Wisconsin.

Northeastern:— Connecticut, Delaware, District of Columbia, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Puerto Rico, Rhode Island, Vermont, and the Virgin Islands.

Southern:— Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

Western:— Alaska, American Samoa, Arizona, California, Colorado, Guam, Hawaii, Idaho, Montana, Nevada, New Mexico, Northern Marianas Islands, Oregon, Utah, Washington, and Wyoming.

Section 2. Review of Areas. The composition of areas shall be reviewed by the Board of Directors at least every 10 years beginning in January of 2018. Any changes to the composition of areas shall be voted on by the next delegate assembly.

Article V. Executive ~~Officers~~Committee

Section 1. Executive ~~Officers-Committee Members~~ and ~~duties~~Duties. ~~The NASBE's Executive Officers-Committee of the Association shall be consist of a Chair, Chair-~~elect~~Elect, Secretary-Treasurer, and Immediate-Past Chair. The Executive Officers-Committee shall perform the duties prescribed by these bylaws and by the parliamentary authority adopted by ~~the Association~~NASBE, and as directed by the Board and/or the Delegate Assembly. The Chair shall preside at the Annual Meeting and at other meetings, shall be chair~~man~~ of the Board of Directors, shall appoint committees, and may serve as a non-voting member ex-officio of each committee except the Nominatingons Committee. The Chair-~~elect~~Elect shall assist the Chair, preside in the Chair's absence, and succeed to the office of Chair if that office becomes vacant. The Immediate Past Chair shall chair the Nominatingons Committee and assist the Chair when requested. The Secretary-Treasurer shall chair the Finance and Audit ~~Committee, and Committee~~ and be responsible for the custody and accounting of all of NASBE's assets-~~of the Association~~.~~

Section 2. Qualifications. All candidates must submit a letter of support from their state board of education; and, at the time of election to office, may not be in the final year of a term of service on their state board of education. The Board of Directors may, by a two-thirds vote, set aside this limitation when unusual circumstances occur. An officer shall be a member of a dues-paying state board of education, except that any person actually assuming the office of Chair shall be eligible to complete the term as Chair and Immediate Past Chair even though his or her state board term has expired; or the state is no longer a member of ~~the Association~~NASBE. The Secretary-Treasurer shall likewise be eligible to complete the term even if his or her state board term has expired; or the state is no longer a member of ~~the Association~~NASBE. Any person holding office under the above exceptions must maintain individual membership in ~~the Association~~NASBE as a Former State Board Member, but this shall not be construed as to deny such an officer the right to vote in board meetings or board committee meetings. Candidates for Chair-~~elect~~Elect shall have current or prior service on the Board of ~~Directors, or Directors or~~ have a demonstrated commitment ~~to the Association~~ by significant service to ~~NASBE~~the Association. No member may hold more than one NASBE office at a time.

Section 3. Nomination. The Nominatiionings Committee shall nominate at least one candidate each year for Chair-~~elect~~Elect, at least one candidate each year for Area Director for each Area, and at least one candidate every second year for Secretary-Treasurer. The Nominatiionings Committee shall solicit recommendations for candidates from the membership. Such recommendations must be received at NASBE headquarters at least 48 hours prior to the meeting of the Nominatingons Committee. No current member of the Nominatiionings Committee may be nominated as a candidate for an office under this Section. Additional nominations for Chair-~~elect~~Elect and Secretary-Treasurer may be made by written petition signed by voting delegates of at least five states from two or more regions. Additional nominations for Area Director may be made by written petition signed by the voting delegates of three or more states from the Area. Such petitions must be received 45 days prior to the Annual Meeting. If by the time of the Annual Meeting a candidate's withdrawal leaves just one candidate, or no candidate, for an

office, then nominations may be made from the floor during the Annual Meeting, or during the Area Meeting in the case of electing Area Directors.

Section 4. Election Procedure. A state unable to send a delegate may send a written ballot, for any or all offices, by mail or electronic transmission to ~~the Association~~ NASBE's headquarters at least 15 days before the start of the Annual Meeting. The election of Area Directors shall be at the Area Meeting during the Annual Meeting, by majority vote of the delegates from that Area and any written ballots submitted under the provisions of this Section, above, following the introduction of the nominated candidate(s) by an incumbent Area Director. If no candidate receives a majority vote, the election shall be decided by majority vote of the delegates present and voting by secret ballot. The election of Chair-~~elect~~ Elect and Secretary-Treasurer shall be following the report of the Nominat~~ions~~ ing Committee at the Annual Meeting, by majority vote of the delegates and any written ballots submitted under the provisions of this Section, above. If no candidate receives a majority vote, the voting delegates ~~present~~ present, and voting shall cast a second secret ballot to decide the election. In the event that this second ballot does not result in a majority for any candidate, the Board of Directors, excluding any candidates in the pending election who may also be members of the Board, shall decide the election by secret ballot. A New Member Representative shall be elected annually by majority vote of the members attending the New Member Institute.

Section 5. Term of Office. The Chair-~~elect~~ Elect shall take office at the conclusion of the Annual Meeting and serve one year, becoming Chair at the conclusion of the Annual Meeting of the following year, and Immediate Past Chair at the conclusion of the Annual Meeting for one year, or until a successor is elected. The Secretary-Treasurer shall take office at the conclusion of the Annual Meeting and serve two years, or until a successor is elected. Area Directors shall take office at the conclusion of the Annual Meeting and serve two years (with staggered terms,) or until a successor is elected. No person may serve as Area Director more than two consecutive two-year terms. The New Member Representative shall take office at the conclusion of the Annual Meeting, and serve one year, or until a successor is elected.

Section 6. Vacancies. When a vacancy occurs ~~in an on the~~ Executive ~~Office~~ Committee, the Board of Directors shall ~~vote to appoint~~ elect a member who meets the eligibility requirements to complete the term for the vacant office. A Chair-~~elect~~ Elect who is so-~~appointed~~ elected shall succeed to the offices of Chair, and Immediate Past Chair, in the same manner as if he or she had been elected Chair-~~elect~~ Elect.

Section 7. Indemnification. Any officer, employee, agent, or other person serving at the request of ~~the Association~~ NASBE shall be indemnified ~~by the Association~~ against civil or administrative litigation expenses, judgments, and amounts paid in settlement of civil or administrative actions against any such person, provided that such person acted in good faith and reasonably believed that such actions were in the best interest of ~~the Association~~ NASBE, and provided further that such indemnification and the amount of any settlement paid are approved in advance by the majority the Board of Directors, or a court or agency having jurisdiction of the matter. This indemnification shall not include criminal litigation.

Section 8. Removal. A ~~member of the~~ Executive ~~Committee member~~ Officer may be removed from office by a two-thirds vote ~~in affirmation by of a quorum of the Association's~~ NASBE's Board of Directors for good cause, following a statement of charges and an opportunity for the Executive ~~Committee Officer member~~ to be heard by the Board of Directors. For purposes of this Section, good cause shall be defined as (a) a conviction of a crime involving theft, dishonesty, misconduct by a public official, or moral turpitude; (b) a sanction by a professional licensing body for professional misconduct involving theft, dishonesty, misconduct by a professional, or moral turpitude; or (c) any conduct reflecting adversely on the Officer's fitness to serve ~~NASBE the Association~~, regardless of whether the conduct resulted in a criminal conviction or professional sanction. A vacancy created by a removal under this Section shall be filled pursuant to Section 6 of this Article.

Article VI. Board of Directors

Section 1. Board Composition. The Executive ~~Officers~~ Committee, one Area Director elected from each Area, ~~and one and one~~ New Member Representative, shall constitute the Board of Directors for ~~the Association~~ NASBE. No more than one representative from each state shall serve in any of these positions. The presiding officers of NCOSEA and NCSBEE shall be voting members ex-officio of the Board.

Section 2. Duties and Powers. The Board shall have general supervision of ~~the~~ NASBE's business and welfare ~~of the Association~~ between Annual Meetings; shall appoint a President/CEO ~~of the Association~~ to serve at the Board's pleasure; and ~~shall~~ fix the compensation thereof; shall adopt an annual budget for ~~the Association~~ NASBE; and shall in all matters be subject to the directives of the Delegate Assembly at the Annual Meeting. The board shall establish ~~the NASBE's~~ policies and goals ~~of the Association~~, and may delegate to the Executive Committee, as appropriate.

Section 3. Board Meetings. Meetings of the Board of Directors may be called by the Chair as the business of ~~the Association~~ NASBE may require. The Chair shall convene the board at the written request of four members of the Board. Written notice of Board meetings and a copy of the agenda shall be given by the Chair to the members of the Board. A majority of the members of the Board, not counting vacant seats, shall constitute a quorum. A quorum may be achieved ~~through the use of~~ using teleconference and/or other appropriate technology, and board members attending by electronic means shall be entitled to debate, vote, and otherwise participate as if they were present. Two absences by a member of the Board which are not excused by a majority vote of the Board will result in the position being declared vacant.

Section 4. Vacancies. When a vacancy occurs on the Board of Directors, the Board of Directors shall vote to appoint a member who meets the eligibility requirements to complete the term for the vacant office. If any member of the Board of Directors shall resign from, or be removed for a reason other than expiration of his or her term from membership on the state board of education, the position on the Board of Directors shall be considered vacated, and the vacancy shall be filled as herein provided.

Section 5. Removal. A member of ~~the~~ NASBE's Board of Directors may be removed from office by a two-thirds vote of a quorum of ~~the Association's~~ the Board of Directors for good cause, following a statement of charges and an opportunity for the Board member to be heard by the Board of Directors. For purposes of this Section, "good cause" shall be defined as (a) a conviction of a crime involving theft, dishonesty, misconduct by a public official, or moral turpitude; (b) a sanction by a professional licensing body for professional misconduct involving theft, dishonesty, misconduct by a professional, or moral turpitude; or (c) any conduct reflecting adversely on the Board member's fitness to serve ~~the Association~~ NASBE, regardless of whether the conduct resulted in a criminal conviction or professional sanction. A vacancy created by a removal under this Section shall be filled pursuant to Section 4 of this Article.

Article VII. Annual Meeting

Section 1. Time, Place, and Notice. The Annual Meeting of ~~the Association~~ NASBE shall be held at a time and place determined by the Board of Directors, with at least 60 days written notice to all members by the Chair.

Section 2. Delegate Assembly. The Delegate Assembly shall exercise ultimate authority over ~~the Association~~ NASBE and may delegate powers and duties to the Board of Directors, committees, or ~~particular officers~~ officers Executive Committee members of the Association. Each dues-paying state shall have one vote, which shall be cast by the voting delegate or alternate who has been certified by the presiding officer of the state board or the board executive, and each delegate or alternate shall be registered with the Credentials Committee. States unable to send a voting delegate may submit a written ballot to vote on agenda items by mail or electronic transmission to ~~the Association~~ NASBE's headquarters at least 15 days before the start of the Annual Meeting. Fifteen delegates present shall constitute a quorum.

Section 3. Duties of the Delegate Assembly. The Delegate Assembly shall convene at the Annual Meeting and shall elect ~~officers~~ members of the Executive Committee of ~~the Association~~ NASBE; receive and act on reports and recommendations from the Board of Directors, ~~the officers~~ Executive Committee, committees, the ~~president/CEO~~, and others; confer honors and recognition to deserving individuals and organizations; and otherwise act to advance the cause of ~~the Association~~ NASBE.

Article VIII. Dues

Annual membership dues and method of payment, or any changes thereto, shall be approved by the Board of Directors.

Article IX. Fiscal Year

The fiscal year for the Association shall be January 1 through December 31.

Article X. Committees

Section 1. General Provisions for Committees. A majority of the members of any committee shall constitute a quorum for that committee. A quorum may be achieved ~~through the use of using~~ teleconference and/or other appropriate technology, and members attending by electronic means shall be entitled to debate, vote, and otherwise participate as if they were present. Except as otherwise noted herein, the terms of members appointed to a committee expire at the conclusion of the annual business meeting. end of the fiscal year. When the Chair determines that a vacancy exists on a committee, the Chair may appoint an eligible member to fill such vacancy for the remainder of the term.

Section 2. Executive Committee. The Executive Committee shall have four members, namely the Chair, the Chair-~~elect~~Elect, the Secretary-Treasurer, and the Immediate Past Chair. The Executive Committee shall evaluate the ~~Chair~~ president/CEO, perform the routine business of the association and other affairs as delegated by the Board of Directors, and shall report fully to the Board of Directors.

Section 3. Nominatingons Committee. The Nominatingons Committee shall have seven members: The Immediate Past Chair, who shall be chairman and vote only in case of a tie; one representative from each Area, and two members elected at-large by the Delegate Assembly during the Annual Meeting. Each Area representative to the Nominatingons Committee shall be elected at the Area Meeting during the Annual Meeting, and all members must be current members of a state board of education. Priority for appointment to this committee shall be a past Area Director from each Area. Each area will also have an alternate, who shall be recommended by the current Area Directors and appointed by the Chair. The terms of the members are one year, and all members other than the Immediate Past Chair are eligible to serve a maximum of three consecutive years.

Section 4. Public Education Committee. The Public Education Positions Committee shall be open to any member who wishes to serve on the Committee and has their board approval. If no board member is available, the board may appoint a member of NCSBEE or NCOSEA from that state. However, membership will be limited to one person per state. The chair of the Committee shall be appointed from the members of the Committee by the Chair with Board ~~approval,~~ and approval and must have served previously on the Committee. The Committee shall recommend Public Education Positions to the Delegate Assembly for adoption as Positions of the Association~~NASBE's Positions~~. When a member state's proposed Position or amendment to a Position is adopted by the Committee for recommendation to the Delegate Assembly, the state will be notified within five days. New proposed Positions, and amendments to Positions, which are not adopted by the Committee may be re-submitted by the state for consideration by the Delegate Assembly at the Annual Meeting if presented to Association headquarters not less than

45 days before the Annual Meeting, for distribution to the membership not less than 40 days before the Annual Meeting. The printed Public Education Positions as adopted by the Committee for recommendation to the Delegate Assembly may record the dissenting votes by state designation and shall provide a section for written minority statements.

Section 5. Finance and Audit Committee. The Finance and Audit Committee shall have at least four and not more than seven members: The Secretary-Treasurer, who shall be chair~~man~~, and additional members appointed to three-year terms by the Chair with Board approval. Members may serve no more than two consecutive terms. The Committee shall review ~~the NASBE's~~ financial condition ~~of the Association~~, its dues structures, budget, investments, and the ~~manner in which~~ way staff have managed ~~the NASBE's~~ finances ~~of the Association~~. The Committee shall oversee the ~~Association's~~ annual independent ~~audit, and~~ audit and ~~shall~~ recommend to the Board a proposed budget of ~~the Association~~ NASBE for the next fiscal year, and may make other recommendations to the Delegate Assembly at the Annual Business Meeting. The Committee shall recommend to the Board of Directors any changes or improvements in the financial management of ~~the Association~~ NASBE.

Section 6. Governmental Affairs Committee. The Governmental Affairs Committee shall be open to any member who wishes to serve on the Committee and has their board approval. If no board member is available, the board may appoint a member of NCSBEE or NCOSEA from that state. However, membership will be limited to one person per state. The chair of the Committee shall be appointed from the members of the Committee by the Chair with Board ~~approval, and~~ approval and must have served previously on the Committee. The committee shall recommend to the Board of Directors, by at least a two-thirds ~~majority~~, positions on Federal legislation, agency regulations, or other policy issues of national scope.

Section 7. Awards Committee. The Awards Committee shall consist of five NASBE members including the Chair-elect. The Chair-~~elect~~ Elect of NASBE shall serve on the committee as ~~chairman, but~~ chair~~man~~ but shall not vote except in a tie. Awards recommended by the Committee shall be approved by the Board of Directors.

Section 8. Credentials Committee. The Credentials Committee shall have at least three but no more than five members, appointed by the Chair. The Committee shall register a voting delegate and alternate from each state to vote at the Annual Business Meeting; shall prepare for the Secretary-Treasurer a final roster of delegates and alternates, by state, prior to the call to order of the Delegate Assembly at the Annual Meeting; and shall resolve, by majority vote, any questions, challenges, or disputes concerning the validity of any delegate or alternate.

Section 9. Ad Hoc Committees. Ad Hoc Committees may be established by the Board of Directors as needed to further the purposes of the Association. The Board shall determine the function, term, number of members, and budget of each committee and the Chair shall appoint the members and the chair. The Board may reserve, at the time the committee is established, the right to ratify the Chair's appointments. A Bylaws Committee shall be assembled every five years or earlier if needed effective January 2022.

Section 10. Removal. A member of a committee who is not a member of the Board of Directors may be removed from office by a two-thirds vote of a quorum of ~~the Association's~~NASBE's Board of Directors for good cause, following a statement of charges and an opportunity for the committee member to be heard by the Board of Directors. For purposes of this Section, "good cause" shall be defined as (a) a conviction of a crime involving theft, dishonesty, misconduct by a public official, or moral turpitude; (b) a sanction by a professional licensing body for professional misconduct involving theft, dishonesty, misconduct by a professional, or moral turpitude; or (c) any conduct reflecting adversely on the committee member's fitness to serve NASBE~~the Association~~, regardless of whether the conduct resulted in a criminal conviction or professional sanction. A vacancy created by a removal under this Section shall be filled pursuant to Section 1 of this Article. Removal and replacement of a member of a committee who is also a member of the Board of Directors shall be pursuant to the terms of Article V.

Article XI. Amendment of Bylaws

Section 1. Proposed Amendments from the Board. The Board of Directors will review the bylaws of ~~the Association~~NASBE on an "as-needed" basis. In the event the Board should recommend a bylaws amendment to the membership, the proposed amendment(s) shall be distributed to ~~the Association~~NASBE membership at least 60 days prior to the start of the Annual Meeting.

Section 2. Proposed Amendments from the Membership. In addition to amendments submitted by the Board of Directors, proposed amendments may be submitted by any member state board to the Secretary-Treasurer at least 65 days prior to the Annual Meeting, for distribution to the membership at least 60 days prior to the Annual Meeting.

Section 3. Adoption Requirement. Amendments shall be adopted by at least a two-thirds vote of the Delegate Assembly and any ballots received under the provisions of Section 2 of Article VII, unless the proposed amendments have been further amended during consideration by the Delegate Assembly, in which case the written ballots submitted in advance shall not be counted, and adoption of the amended amendments shall be by a two-thirds vote only of the delegates present.

Article XII. Conduct of Association Business

Section 1. Parliamentary Authority. The procedures at all meetings shall be governed by the current edition of Robert's Rules of Order, Newly Revised, except as modified by these bylaws

and any standing rules of the Board of Directors, and/or the Delegate Assembly at the Annual Meeting.

Section 2. Conflict of Interest. No Board or Committee member may participate in a matter in which the member has a conflict of interest. At a minimum, a conflict of interest arises when a member has a personal or financial interest in the matter. The Board of Directors may adopt additional conflict of interest policies and procedures.

Exhibit D
NASBE Public Education Positions

TABLE OF CONTENTS

Public Education Positions	2
Preamble	2
State Boards of Education.....	2
Part I: Positions on State Governance of Education.....	2
A. State Responsibility for Education and the Role of State Boards.....	2
B. State Partnerships.....	3
(i) State Government Collaboration.....	3
(ii) School Partnerships with Communities and Families.....	3
(iii) Corporate Involvement in Schools.....	4
C. Funding	4
D. Professional Learning for State Board Members	4
E. Strategic Planning and Policy Review Cycles.....	4
Part II: Positions on Education Policy	6
A. Well-Rounded Education	6
(i) Academic Content Standards	6
(ii) Content Standards Implementation	6
(iii) Career and Technical Education (CTE)	7
(iv) Integrated Student Supports	7
B. Accountability, Accreditation, and School Improvement.....	7
C. Equity	10
(i) Promoting Access.....	10
(ii) Expanding Opportunity	10
(ii) Excellence for Students of All Backgrounds and Circumstances	11
D. Choice and Innovation	11
E. Digital Learning	12
F. Educator Effectiveness.....	12

PUBLIC EDUCATION POSITIONS

Preamble

Historically, Congress has recognized the preeminent role of the states in education. NASBE believes that public education is a fundamental obligation of state government. Major policy and oversight responsibility is placed in constitutionally or statutorily created state boards of education, composed primarily of lay citizens. State boards have the primary responsibility for governing education, setting educational policy, goals, and priorities based on data and research, and for continuous improvement. While citizens who serve on state boards may be chosen because they are from a specific region or constituency, they should represent all students in the state. The charge to state boards is setting the long-term vision and direction that will make education meaningful for every student. Schools must be dynamic educational systems that graduate students with the knowledge and skills necessary to thrive in school, work, and life.

State Boards of Education

While the role of state board members is often clearly defined by state constitutions or statutes, all state board members, regardless of how they are chosen, need to understand and respond to national issues affecting education in their states. The educationally sound governing structure for education includes a state board of education that is a policy leader, professional staff to assist the state board, and a chief state school officer who administers policies.

PART I: POSITIONS ON STATE GOVERNANCE OF EDUCATION

A. State Responsibility for Education and the Role of State Boards

The Tenth Amendment of the United State Constitution reserves to citizens of the states the powers not delegated to the federal government, thereby granting citizens of states primary responsibility for the governance of education. The Fourteenth Amendment, providing that a state may not “deny to any person within its jurisdiction the equal protection of the laws,” applies to public elementary and secondary schools. States have developed structures to plan, provide, and oversee the delivery of instructional services to children through state boards of education, which are charged with the general supervision of public schools. Compulsory attendance confers on states and educators an obligation to protect the welfare of their students and the integrity of the learning environment.

State boards should exercise all aspects of their leadership role authorizing policy in pursuit of equity and excellence for all students, posing questions to ensure state policies address diverse learning needs, and convening constituents and other stakeholders as part of a collaborative policymaking process. Members of state boards of education should reflect the citizen’s voice in education, advocate for students of all backgrounds and circumstances, and exercise their granted authority to support high levels of achievement for all students.

B. State Partnerships

(i) State Government Collaboration

State boards of education lead the efforts to engage state government in developing and providing coherent, coordinated, and efficient educational programs:

- promote ongoing, meaningful communication and cooperation among the state board of education, local school boards, state legislators, governor, and the state department of education;
- exercise policy leadership by collaborating with workforce agencies, postsecondary boards, community college boards, military institutions, and others to seek out and promote evidence-based strategies that help prepare students for postsecondary education, military service, or workforce employment;
- encourage broad cultural, ethnic, and gender representation in state agencies and on all state task forces, commissions, advisory boards, adoption committees, and working groups;
- empower meaningful student involvement in state education policymaking and encourage school districts and school councils to provide similar opportunities for students at the local level;
- facilitate consistent, tailored engagement strategies for state associations, advocacy and civil rights groups, and community organizations to build relationships and dialogue with state government partners.

(ii) School Partnerships with Communities and Families

State boards of education leverage their leadership and policymaking roles in the following ways to promote the importance of school-community partnerships:

- facilitate and integrate ongoing engagement and input of community and family organizations into a framework for policy decision making;
- define and promote the specific roles of parents and other caretakers, businesses, faith communities, mental and physical health organizations, and other community organizations in fostering student success;
- develop and facilitate partnerships and support local collaborations that build connections to workforce development, postsecondary education, families, and the community at large;
- support policies and programs to encourage parent involvement in all aspects of their children's education, specific learning activities, volunteering in classrooms and school programs, and governance and advocacy in education;
- encourage and expand professional learning opportunities for educators and other school and district leaders to enhance family involvement and improve programs, resources, and tools to foster family and community involvement in education;
- pursue partnerships with the private sector, foundations, and other public agencies to achieve state-defined priorities.

(iii) Corporate Involvement in Schools

State boards of education ensure school-business relationships are ethical, contribute to high-quality education, and are structured in accordance with the following principles:

- schools and educators hold sponsored and donated materials to the same standards used for the selection and purchase of curriculum materials;
- the classroom is not used for access to a captive audience or selling for commercial purposes, thereby upholding public trust;
- programs of corporate involvement meet an identified education need, not a commercial motive, and are evaluated for educational effectiveness on an ongoing basis.

C. Funding

State boards of education should lead these efforts to initiate and enhance educational funding to provide an equitable and high-quality education for all students enrolled in public schools:

- coordinate with state legislators and all other citizens on the financial needs of public schools and account for the use made of state funds and the accomplishments of the public school system;
- advocate, in coalition with state policymakers, local districts, and other stakeholders, for consistent finance mechanisms that distribute education resources equitably across the state and help reduce funding disparities between districts;
- ensure the state education agency receives, administers, and accounts for all federal education funds;
- ensure that whenever state or federal mandates result in added costs to state agencies or local districts, the mandating authority should provide funding to defray such costs;
- set the highest priority on budget areas directly affecting student achievement in difficult economic times.

D. Professional Learning for State Board Members

State boards of education should devote attention and resources to their members' professional learning, in the following ways:

- conduct an initial orientation and ongoing professional learning to better understand board member roles and responsibilities, to improve skills, and to gain greater understanding of specific education issues;
- encourage members to take advantage of NASBE training programs, both by attending NASBE events and by bringing NASBE presenters to their states.

E. Strategic Planning and Policy Review Cycles

State boards of education should lead the design, implementation, and refinement of a vision and strategic plan for education in their state through the following activities:

- create a dynamic vision for state education, provide proactive leadership, and mobilize resources to achieve the vision;

- engage in strategic planning to articulate clear goals and expectations for improved student learning outcomes aligned to rigorous student learning standards;
- create coherence in the education system by aligning goals and expectations at the state, district, school, classroom, and student level;
- seek input and feedback on priorities for education from diverse stakeholders within the state;
- align board agendas, policy considerations, and administrative actions to the state-defined vision and goals for education;
- support professional learning resources for local boards, district administrators, school leaders, and teachers to empower their implementation of the state board's strategic plan and align local policies to the state's vision for education;
- set measurable goals to gauge improvements in academic achievement and equity that are ambitious and achievable over a state-defined number of years;
- engage in continuous improvement through a regular review of the state strategic plan and by incorporating evaluation into all decisions as policies are created.

PART II: POSITIONS ON EDUCATION POLICY

A. Well-Rounded Education

State boards of education should lead the development, empower the high-quality implementation, and continuously improve a well-rounded education program that encompasses the academic content standards, an aligned early childhood education system, career and technical education, and integrated student supports that will enable students to graduate ready for postsecondary education, careers, and civic life.

(i) Academic Content Standards

- adopt or encourage the adoption of rigorous and comprehensive college-, career-, and civic-ready academic content and achievement standards in areas such as mathematics, English language arts, science, technology, social sciences, citizenship, fine arts, health, financial literacy, and world languages/cultures for all public schools;
- establish the expectation, consistent with current law, that the federal government should not require—directly or indirectly—the adoption of specific standards;
- commit to improving standards' alignment and coherence to support learning in close partnership with birth through grade 3 early childhood education systems, institutions of postsecondary education, workforce leaders, and recognizing relevant research and international benchmarks.

(ii) Content Standards Implementation

- ensure all students have access to a rigorous, standards-based education that requires them to engage in critical thinking, problem solving, effective communication, and project-based learning so that students attain competencies that prepare them for postsecondary education, meaningful employment, citizenship, and life;
- develop, adopt, and implement a statewide coordinated literacy strategy aligned from early childhood to graduation to ensure that all students can read proficiently and that teachers receive research-based preparation and professional learning to provide effective, content-based literacy instruction;
- empower local school districts to adopt curricula that foster broad knowledge and deeper learning for all students, align with early childhood standards, expand opportunities for rigorous coursework, and access to dual enrollment and other advanced learning opportunities;
- align high school graduation requirements with expectations for postsecondary education and workforce readiness;
- encourage professional learning opportunities for educators that facilitate deeper learning instructional approaches and invest in tools and resources that support deeper learning approaches.

(iii) Career and Technical Education (CTE)

- expand opportunities for all students to engage in rigorous and relevant CTE, both at the high school level and in the middle grades;
- encourage and support the alignment and integration of high-quality CTE with other teaching and learning;
- encourage state and local integration of CTE into dual enrollment programs and support expanding such programs to more students in poverty;
- encourage greater stakeholder collaboration, including with industry and business, as a strategy for strengthening CTE and ensuring its relevance to students' success after high school;
- support seamless transitions for students from high school to postsecondary education and beyond;
- invest in building the capacity of CTE educators and their school leaders.

(iv) Integrated Student Supports

- coordinate a well-aligned system of student supports and promote the development of safe, healthy, nurturing learning environments for all students;
- encourage the development of guidelines and resources for the teaching and learning of successful student behavior that provide a proactive, positive, skill-building approach;
- ensure that educators can meet the needs of an increasingly diverse student body and support the development of relationships between schools and community and family organizations;
- strengthen and expand partnerships to improve coordination between early childhood education, high-quality extended-day and summer learning programs, social service agencies, and funding streams;
- collect and apply longitudinal data to make informed decisions that support excellent, equitable student learning in areas such as early childhood education;
- promote civic engagement in schools by encouraging schools to work with community organizations to offer innovative opportunities that are relevant to students' everyday lives and to academics;
- develop recommendations and guidance that will improve outcomes for students in alternative education settings, homeless youth, adult education programs, and those who have experienced court support services, or have been part of the juvenile justice system;
- expand access to high-quality library-media specialists and a comprehensive library program with a wide variety of resources, including current digital learning tools;
- promote research-based practices in student personalized learning experiences.

B. Accelerated Learning

[State boards of education should leverage their leadership and policymaking roles within state legal authority to target personalized instruction necessary for each student to learn and understand current grade-level content. An essential component of these policies includes the recognition of](#)

how past concepts and skills were addressed. The emphasis should be on supplementing current learning when needed instead of remediation. Policies on retention and social promotion should be avoided.

(i) Assessment

- support formative and summative assessments to determine individual student needs.
- support continuous modes of monitoring student growth with consideration to individualized instruction.
- support focused evidence based professional development as needed.

(ii) Instruction

- support and encourage staff to seek and implement best practices to meet the needs of students' interrupted learning; and
- support research- and evidence-based approaches related to the implementation of acceleration strategies.

(iii) Partnerships

- support the provision of specific assessment information to parents and guardians about their child and strategies that are being implemented to support acceleration;
- support school policies and programs that encourage family engagement; and
- support the development of relationships between families, schools, and community organizations that include sharing and implementation of acceleration strategies.

C. Social and Emotional Learning

State boards of education recognize social and emotional learning is important to the overall success of every student. Social and emotional learning can serve as an important motivator for a student to excel in academics. Positive and productive social and emotional learning can improve the efficiency and effectiveness of curriculum and interactions when well-integrated into students' educational experience. Social and emotional learning offers students the academic, cognitive, and workplace skills/learning to thrive in school, work, and life.

Universal, school-based social and emotional learning supports the development of intra- and interpersonal skills through cognitive and non-cognitive approaches to promote physical and psychological health for all students in a learning environment. Social and emotional learning includes fostering emotional competence, behavior self-regulation, positive identity formation, and prosocial behavior necessary for establishing and maintaining healthy, competent relationships and making empathetic and equitable decisions in the best interest of the entire school community.

State boards of education can guide integrating social and emotional learning through the following:

- support schools in selecting and implementing effective, evidence-based, comprehensive social and emotional policies grounded in the sound mental health research and standards;

- [promote equitable access to high-quality social and emotional learning for all students;](#)
- [encourage the integration of social and emotional learning experiences across existing curricular and interactional offerings, such as career and technical education, athletics/activities, and the arts;](#)
- [collaborate with organizations, such as state chambers of commerce and athletic community, and other activity organizations; a diverse set of experts in the mental health field; and local professionals and practitioners in the development and delivery of social and emotional learning goals;](#)
- [facilitate evidence-based research and consistent, ongoing evaluation on the effectiveness of social and emotional policy and programs that strengthens their effectiveness, and enhances the body of research to effectively meet the needs of every student, preK-12;](#)
- [encourage transparency on the social emotional learning process and research-based strategies used for setting social and emotional learning goals; and](#)
- [ensure social and emotional information is accessible, understandable, and transparent to the parents, the school community, and the public.](#)

D. Accountability, Accreditation, and School Improvement

State boards of education should lead the design, implementation, and improvement of a high-quality assessment, accreditation, and accountability system that fosters continuous progress toward state-defined goals through the following:

- implement and regularly review a balanced assessment system that provides actionable insight into student learning and mastery of state-defined academic content standards;
- investigate and pursue innovative forms of assessment that support measures of student growth and instructional and administrative decision making;
- encourage transparency by informing parents and the public in a clear, concise manner about student, subgroup, school, and district performance on multiple measures including academic proficiency and measures of student growth;
- evaluate the effectiveness, fairness, and validity of the accountability and accreditation system, including measures and resulting interventions;
- establish clear roles, and articulate shared responsibilities for each level of the education system, including schools, districts, and the state;
- invest in supports, professional learning, and resources to enable educators and districts to meet state-defined goals and respond to accountability indicators with effective instructional and other intervention strategies;
- share and promote proven practices and evidence-based interventions that address the specific needs of students;
- monitor all publicly funded schools to ensure adherence to uniform public transparency standards and address any unintended consequences of the accountability and accreditation system;
- support alignment of the accountability system with the process for school accreditation;
- encourage innovation, continuous improvement, and allow for customization to meet the unique needs of schools;
- review accountability and accreditation systems in collaboration with stakeholders to ensure it creates the conditions, supports, and incentives to improve opportunities and outcomes for all students, including children from birth to grade three;

- ensure regular monitoring of school districts' adherence to state regulations and set expectations beyond compliance to foster continuous improvement and growth in learning.

CE. Equity

State board members ~~believe that all children~~ support education equity principles, including (1) that students of every race, gender, and circumstance deserve the supports they need to thrive in school; (2) that each student can learn at high levels and must have the opportunity to do so through state policies that address their diverse learning needs. ~~State boards of education should also ensure; (3) that all students are ensured equal protection for all students. State boards of education should strive to advance equity and excellence in public education by advancing access, opportunity; and excellence to ensure~~ (4) that students from impoverished rural, suburban, urban communities and students of all races, genders, circumstances, and cultures receive the supports they need to succeed.

(i) Promoting Access

- support and preserve the right to free, quality public education for all students, no matter their race, gender, circumstances, or culture;
- expand access to high-quality teaching and safe learning environments for students of all backgrounds and circumstances;
- ensure each child with a disability has access to a high-quality, free, appropriate education that prepares them for further postsecondary education, workforce employment, and independent life, as required by federal law;
- foster efforts that support the educational needs of homeless youth, as required by federal law;
- ensure students attending small schools and schools in sparsely populated areas have equitable access to high-quality educational programs and services, leveraging incentive programs to attract high-quality educators, and digital learning tools to expand access to educational opportunities;
- consider the impact of policy decisions deliberatively and intentionally by addressing access and opportunity for students of all races, genders, circumstances, and cultures and refine policy to avoid potential unintended consequences;
- analyze opportunity and achievement gaps with an intentional focus on deep data disaggregation to ensure equitable access to high-quality education opportunities and the elimination of ineffective institutional practices that are barriers for students; and
- keep the public informed of the state's progress towards equity and school success by reporting data by student groups in a manner that protects individual student privacy.

(ii) Expanding Opportunity

- ensure all students are prepared for success with high-quality early childhood education programs, beginning with children from families in poverty;
- promote educational experiences and instructional approaches that identify and respond to the individual learning needs of each student with a disability, the disadvantaged, migrant, gifted or talented, parenting or pregnant, minority, English learners, or other circumstances;

- develop a culturally responsive education system that helps all students and school staff interact cohesively and constructively with individuals from diverse backgrounds;
- allocate resources based on student need and collaborate with schools and districts to ensure resources are effectively used to attain high achievement for all students;
- identify and remove policies, cultural norms, and institutional practices, whether explicit or implicit, that deny students opportunities and allow persistent underachievement, stereotyping, and intolerance;
- promote the implementation of effective English learner programming, and advance professional learning opportunities for English learners and general education teachers;
- engage in research and effective policymaking to accelerate efforts to enact solutions to problems stemming from disparities such as exclusionary discipline and disengagement, which lead to loss of essential instruction time; and
- establish policies to implement early warning systems for students at risk of dropping out of school by maintaining successful intervention programs and fostering policies that vigorously seek out and encourage students who have dropped out to earn a high school diploma.

(ii) Excellence for Students of All Backgrounds and Circumstances

- support education policies and programs that advance excellence for each and every student;
- leverage rigorous, comprehensive, and evidence-based academic standards and standards-based accountability as the basis of instruction so that students of all races, genders, and circumstances can learn at high levels;
- advocate for the equitable distribution of resources to ensure that every student has access to an effective teacher workforce, a high-quality learning environment, and the supports they need to thrive in school;
- empower teachers through evidenced-based professional learning experiences, grounded in research, to meet whole child needs;
- ensure that alternative schools and programs for students in vulnerable situations adhere to state standards, maintain rigorous programs for parent involvement, and provide ongoing professional learning; and
- promote the importance of diversity in preparing students, staff, and educators to become culturally responsive and aware on a local, national, and global scale.

D

(iv) Racial Equity

- [advance the tenet that all races are created equal;](#)
- [identify and remove policies, processes, and structures that perpetuate racism; and](#)
- [ensure that young people of all races are valued and feel safe in school.](#)

F. Choice and Innovation

State boards of education should undertake the following to encourage innovation and foster high-quality education options to meet each student's needs:

- encourage a range of school and district choice and options to meet the needs of all students within the state regulatory framework;
- maintain oversight of all publicly funded schools and innovative alternatives to ensure adherence to uniform standards of fiscal and public accountability, equal access and opportunity, and alignment to high-quality, rigorous standards for teaching and learning;
- promote awareness of high-quality options available to local communities, and engage families and local communities in their design and evaluation;
- optimize each student's school experience by ensuring all alternatives and innovations address students' diverse learning needs, including those of students with disabilities and English learners;
- comply with federal and state protections and civil rights statutes and regulations, including provisions regarding students with disabilities who are served by the Individuals with Disabilities Education Act (IDEA);
- engage in rigorous evaluation of innovations and alternatives, removing ineffective models and working to scale proven, effective practices and models.

EG. Digital Learning

State boards of education should lead the and support evidence-based technology integration of digital learning tools in teaching and learning by expanding digital access and advancing digital opportunities and excellence in digital learning:

- establishing criteria or guidelines for the integration of digital learning tools and processes that ensure alignment to state standards and the state's vision for education;

(i) Furthering Digital Access

- work with partners and explore innovative ways to provide access in areas with limited resources, such as rural schools, low-income, and other underserved communities;
- support an a high-quality, effective broadband internet infrastructure sufficient to close the connectivity gap among areas with limited access: so that every student may meaningfully engage in digital learning;
- empoweringsupport home connectivity for educators and students to engage in digital learning and access instructional resources that support learning outside of schools;
- ensure that all students and educators have hardware, software, and technological support sufficient for fundamental educational interaction;
- ensure that educators have a digital learning management system to plan and manage instruction and engage students and families in digital learning; and
- identify and remove obstacles to effective implementation of digital learning as an option for schools and families.

(ii) Advancing Digital Opportunities

- encourage flexible use of instructional best practices and their differentiation to meet the individualized needs of all students;

- [support meaningful digital learning for underserved student populations, including students of color, low-income families, and students in rural areas;](#)
- [provide digital platform options that meet the unique needs of students in diverse educational settings, such as early childhood education students \(preK-3\), English learners, migrant students, students with disabilities, and students experiencing homelessness; and](#)
- [support policies at the federal, state, regional, and local levels to ensure the necessary technology and sufficient connectivity for all students and families.](#)

(iii) Excellence in Digital Learning

- [establish criteria or guidelines for integrating digital learning tools and processes that align with state standards and the state's vision for education;](#)
- [empower](#) teachers through customized professional learning and capacity building to integrate digital learning tools effectively into [classroom in-person and virtual](#) instruction and learning;
- ~~[encouraging flexible use of instructional and competency-based approaches and their differentiation to meet the individualized needs of all students, including access by students with disabilities and students in rural areas;](#)~~
- ~~[advancing](#)~~[ensure that educators have the necessary professional learning and technical support to deliver high-quality instruction in a digital setting;](#)
- [advance policies protecting appropriate student privacy and security in online learning platforms;](#)
- [provide resources to families to effectively support their children with digital learning; and](#)
- [advance](#) policies and programs that [reshape the future of education and](#) prepare students for [a](#) digital environment ~~of~~[in](#) postsecondary education and the workforce.

FH. Educator Effectiveness

State boards of education should lead the following efforts to incentivize strategies and innovations to prepare, recruit, and retain high-quality teachers and other education leaders, including those serving in early childhood programs and in rural areas:

- encourage local boards and district administrators to foster innovation in recruitment and retention strategies and scale proven practices;
- collaborate with postsecondary institutions, districts, and schools to strengthen the preparation of aspiring teachers by focusing on high-quality, evidence-and practice based preparation grounded in student learning that addresses trauma informed strategies, social and emotional learning, and classroom management;
- advocate for and support the expansion of high-quality residency and proven induction strategies;
- support a diverse workforce that reflects the diversity of the student population;
- develop and implement guidelines for relevant, engaging professional learning for teachers and other education leaders;
- support professional learning that is data-informed, research-based, extended in duration, relevant to state priority areas, and deeply connected to the day-to-day work of teaching and learning.