

Graduation
Equity
Webinar
Series

Culturally Responsive Practices & Policies that Help Students Engage



Washington Office of Superintendent of
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Vision

All students prepared for post-secondary pathways, careers, and civic engagement.

Mission

Transform K–12 education to a system that is centered on closing opportunity gaps and is characterized by high expectations for all students and educators. We achieve this by developing equity-based policies and supports that empower educators, families, and communities.

Values

- Ensuring Equity
- Collaboration and Service
- Achieving Excellence through Continuous Improvement
- Focus on the Whole Child

Equity Statement

Each student, family, and community possesses strengths and cultural knowledge that benefits their peers, educators, and schools.



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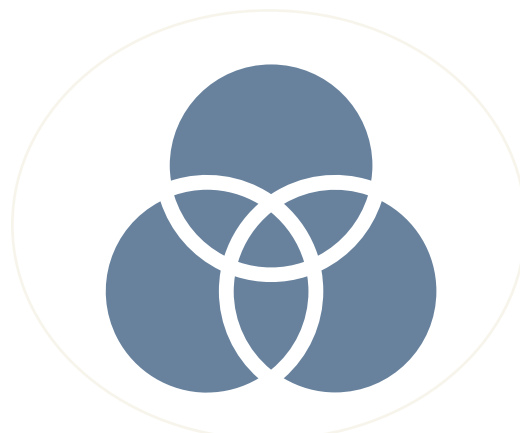
I am on Squaxin, Cowlitz, Coast Salish, & Nisqually Land



Equity Pause – Why Are We Doing This?



Who will my decision affect?



What is my locus of control?



Which actions will have the largest impact?



What's a step I can take right away?

Objectives

- Get **strategies for culturally responsive practices & policies** that help students attend & engage
- Learn about **mastery-based learning** and **crediting**: practices, policies, and opportunities
- Learn about **Indigenous practices, perspectives, and knowledge** in the classroom and the impact of seven generations beyond impacts and ways of thinking
- Learn a **model for sustainable practices** and the lifestyle of engaging local communities to guide the work in collaboration
- Get resources to help you get started



Presenters



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We want to know about you!



Who's here?



What grade band do you work with the most?



How familiar are you with our topic?



About Mastery-Based Learning

What is Mastery-based learning?

Mastery-based Learning (MBL) transforms education by shifting from a traditional “time-based” model to one where students advance based on their ability to demonstrate mastery of content.



What is Mastery-based learning?

This approach:

Empowers students to decide how they will create, apply, and demonstrate their knowledge in a way that supports their unique needs, interests, and goals.

Champions culturally responsive practices that support equitable and meaningful learning experiences for all students.

Prepares students for workforce and post-secondary success by focusing on authentic, performance-based tasks.

Mastery-based Crediting (MBC) & Mastery-based Learning (MBL)



- **What does MBC look like?**

- Testing for credit
- Standards-based grading
- Innovative assessment tools
- [WAC 180-51-051](#) and [WSSDA sample policies](#)

- **What does MBL look like?**

- Student voice, differentiation, inclusion
- Problem-based, relevant learning
- Project-based learning
- Place-based learning, including tribal connections and local culture
- Integrated content areas



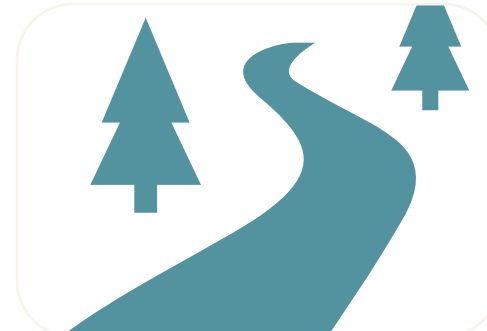
School Board Policies for mastery-based crediting



2401-2409
Subject specific



2410
High School
Graduation reqs



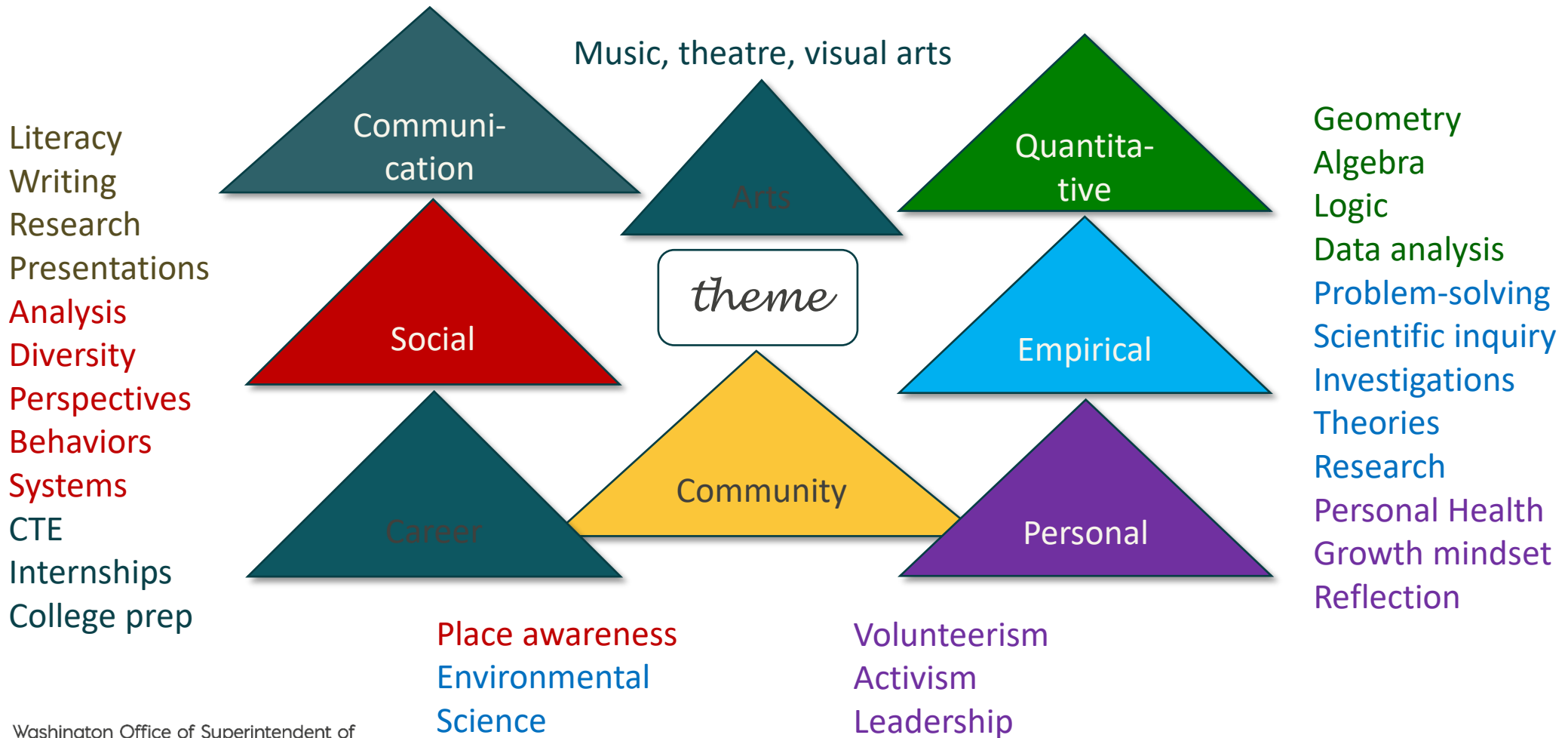
2413
Experiential
learning



[2400]
District defined



An Example of Problem-based Learning



Washington State | Profile of a Graduate



A Washington State graduate...

**Cultivates
Personal Growth
& Knowledge**



**Shows confidence
Applies learning
Sets personally
meaningful goals**

**Solves
Problems**



**Thinks critically
Demonstrates resilience
Embraces creativity**

**Communicates
Effectively**



**Works on a team
Collaborates
Navigates conflict**

**Sustains
Wellness**



**Cultivates physical and
emotional well-being
Fosters empathy
Builds relationships**

**Embraces
Differences/
Diversity**



**Participates in
community
Promotes global
responsibility
Shows cultural
competency**

**Masters
Life Skills
/Self-agency**



**Takes initiative
Understands financial
and digital literacy
Accesses resources**



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The Washington State
BOARD OF EDUCATION

School Board Policies for mastery-based crediting



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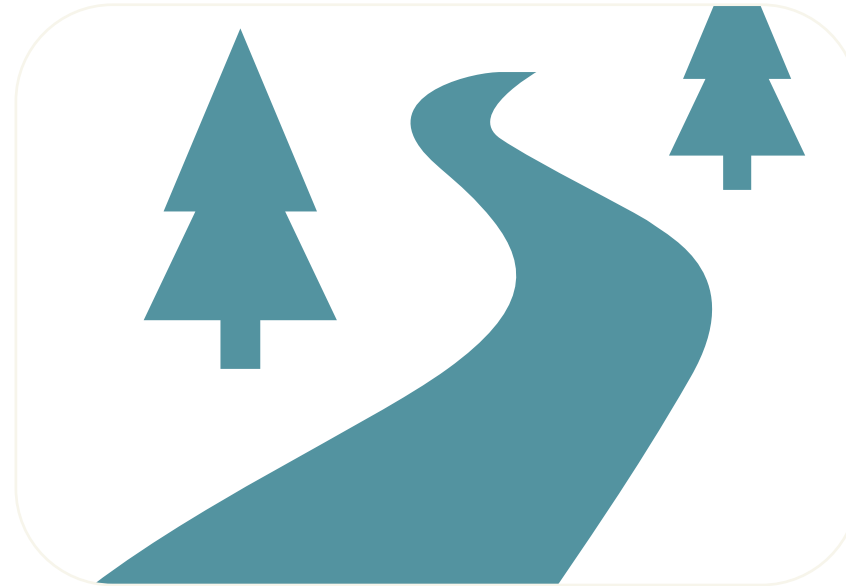


2413
Experiential
learning



[2400]
District defined

School Board Policies for crediting experiential learning



2413
Experiential learning

Experiential Credits for the Tribal Youth Canoe Journey



Photos by Liz Quayle unless otherwise credited

Sample Board Policy Language

EQUIVALENCY CREDIT OPPORTUNITIES

I. Experiential Education Opportunities

The district may grant credit, including high school graduation credit, for school planned or approved learning experiences which may be conducted away from the facilities owned, operated, or supervised by the district or conducted primarily by individuals not employed by the district.

To grant credit for such experiences, a proposal for approval of credit must be submitted to the district's designated team.

The proposal shall include the following elements:

- A. Name of program or planned learning experience;
- B. Length of time for which approval is desired;
- C. Objectives of the program or planned learning experience;
- D. Which one or more of the state learning goals and related essential academic learning requirements are part of the program or planned learning experience;
- E. Description of how credits shall be determined (completion of a district-defined course or satisfactory demonstration of proficiency or competency in the related state learning standards in accord with WAC 180-51-050(1));
- F. Content outline of the program and/or major learning activities and instructional materials to be used;
- G. Description of how student performance will be assessed;
- H. Qualifications of instructional personnel;
- I. Plans for evaluation of program; and
- J. How and by whom the student will be supervised.

Approved experiences may include, but are not limited to, the following: School planned or approved learning experiences such as travel study, work study, private lessons, and education programs sponsored by governmental agencies.



What is Canoe Journey?

What is Canoe Journey?

The Canoe Journey is an annual tradition of traveling on ancestral waterways.



Photo by Puyallup youth canoe journey 2024

PNW Tribes convene for 2024 Youth Canoe Journey



Sample Activities for Wellness

- Indigenous Leadership Academy's Indigenous Games
- Wellbriety
- Wraparound Program's Youth/Parent Talking Circles
- Puyallup Tribal Health Authority Wellness Activity
- Evening Activity - Kickball

(Activity source: Puyallup Youth Canoe Journey 2024, <https://www.puyalluptribe-nsn.gov/power-paddle-to-puyallup-youth-canoe-journey-2024/>)



Cross-content connections

Canoe Journey connections:

- Indigenous language & culture
- Health/PE – paddling/pulling, Wellbriety sessions, kickball and traditional games, sportsmanship
- Art, Music, Dance – canoe design, potlatches
- Geography, History, Economy – travel distances, locations, history of waterway use & trade
- Marine Science, Environment/Sustainability
- ELA- journal writing, stories, communication (talking circles)
- OccEd - canoe and paddle-building, carving, traditional crafts, and leadership skills





Making connections

We call to you to respect and affirm tribal sovereignty of these lands and waters, and to acknowledge the importance of consulting, collaborating, and co-creating as you make connections with neighboring tribes and their services.



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Do you have
any questions?



Add them to the **Q&A**
Upvote the questions you like



What Does it Look
Like to Do This Work?

Speaker

- Add your questions to the **Q & A**
- **Upvote** questions you want answered most



Bawaajigekwe
Boulley



Do our policies and practices create belonging – or barriers – for Native students?

The Importance of This Work



Native Student Success is a collective responsibility



When students feel seen, valued, and connected to their culture, attendance and engagement increase



Schools must be places of belonging and empowerment





“See the good in us.” –Student Voices Project

Key Takeaway #1 – Relationships Are Foundational

Trusting relationships to foster engagement.

Strategies:

- Mentorship programs
- Regular relationship & community building activities
- Prioritizing student voice



Key Takeaway #2 – Recognize and Honor Cultural Identity

Partner with local tribal communities to integrate Native languages, history, and knowledge systems into the curriculum and student support services.

Example: Work with Indigenous Language Teachers and Community Speakers for visibility of Indigenous languages in school signage.

Key Takeaway #3 – Focus on Strengths, Not Deficits

Moving away
from deficit-based
narratives to
recognizing
Native students'
strengths

Implementing
asset-based
teaching
approaches

Examples

- Highlighting student leadership and community contributions
- Encouraging strengths-based learning projects

Key Takeaway #4 – Review Policies to Ensure Inclusivity

Policies should reflect and honor Native student identities.

Examples:

- Right to Wear Tribal Regalia at graduation
- Reviewing attendance policies through a culturally responsive lens
- Ensuring access to cultural events and ceremonies without academic penalty – award credit.

Key Takeaway #5 – Amplify Student and Community Voices

Engaging Native students, families, and tribes in shaping educational policies

Ways to do this:

- Native Student Advisory Councils
- Family engagement session with tribal representatives
- Ongoing listening sessions for students and educators



Care Package Activities



Overview: The care package and newsletter offer actionable resources to help school leaders implement culturally responsive and trauma-informed practices.



John McCoy (Iulilaš) Since Time Immemorial (JMLSTI) Curriculum Reflection – Explore the JMLSTI Guide for strategies to integrate tribal sovereignty and culturally responsive policies into your school community.



Land as Pedagogy Reading & Reflection – Insights from Leanne Simpson's work on Indigenous knowledge and education.



Sugarcane Documentary Discussion Guide – A resource for engaging educators in deep reflection on boarding schools and historical trauma.





Choose one or more activities to engage with personally or as a team.
Set aside time for discussion and action planning within your school community.

Moving Forward Action Planning for Your School

What's one policy or practice you
can shift today?



Contact Information



- Bawaajigekwe Boulley, M.Ed. in Special Education, Doctoral Candidate in Indigenous Education
- Native Student Success Program Supervisor, Office of Native Education, OSPI
- Office Hours: Fridays, 10-11am – Contact me for the Zoom link.
- Email: bawaajigekwe.boulley@k12.wa.us

Office of Native Education:
NativeEducation@k12.wa.us

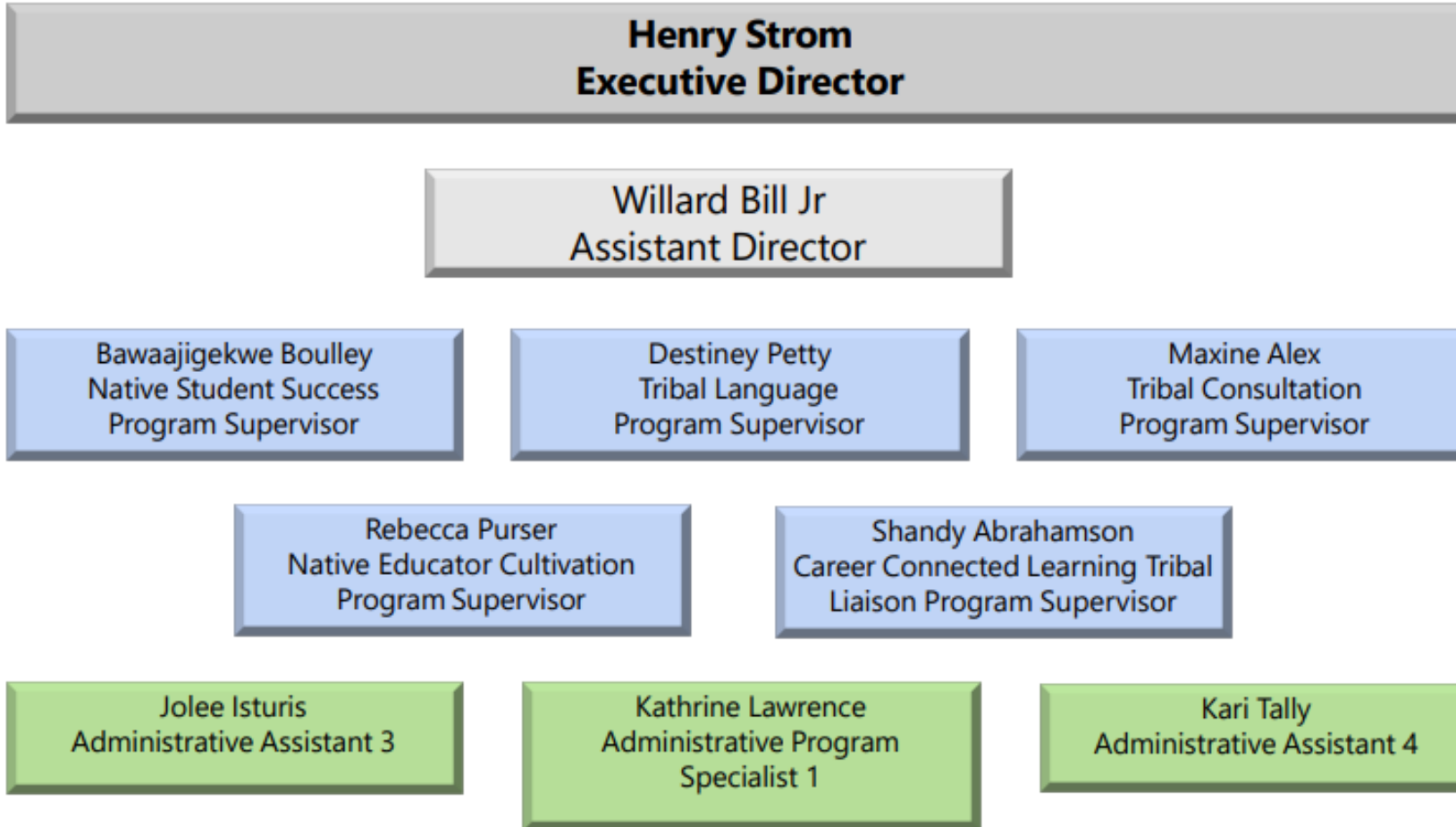
Native Student Success Survey: Share Your Perspective & Voice

- Help shape the ONE Native Student Success Program
- [Take the Survey](#)





Office of Native Education Organization Chart November 2024



Share What You Learned



- Discuss your ideas with leadership



- Share ideas with your Professional Learning Community



- Lead a discussion with students





Resources



What Does it Look
Like to Do This Work?

Resources

Funding

- [Unlocking Federal & State Program Funds to Support Student Success](#)

Tools & Videos

- [Read & Subscribe](#) to the Engage Newsletter
- Care Package

Websites

- [OSPI Office of Native Education page](#)
- [Clime Time](#)
- Article by Sui-Lan Ho'okano: [Recognizing Heritage, Culture: Enumclaw School District](#)
- [State Board of Education Mastery-based Learning page](#)
- [State Board of Education Mastery-Based Learning Collaborative page](#)

People

- [Connect with OSPI staff](#)



Next Month

March 12

10:00 a.m. – 11:30 a.m.

**Peer Mentoring &
Empowering Youth
Voice**



Evaluation

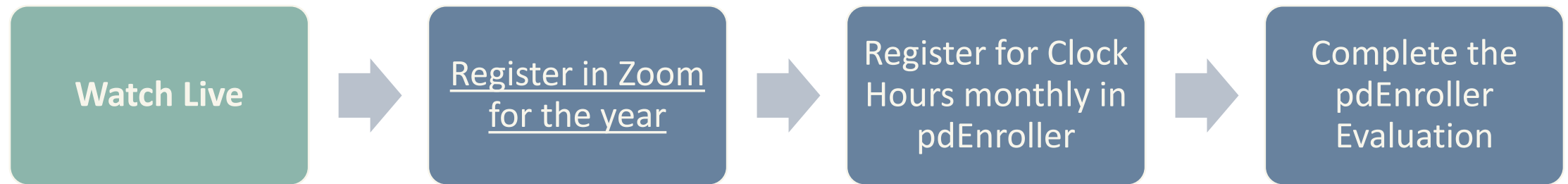


What
worked?

What could
we adjust?



Do You Need Free Equity Clock Hours?



Email Ronnie.Larson@k12.wa.us



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