



THE WASHINGTON STATE BOARD OF EDUCATION

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

Washington State Board of Education Bi-Monthly Board Meeting

November 9-10, 2016
Educational Service District 112
2500 NE 65th Avenue
Vancouver, WA 98661

Meeting Minutes

Wednesday, November 9

Members Attending: Chair Isabel Muñoz-Colón, Vice Chair Kevin Laverty, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Mona Bailey, Mr. Jeff Estes, Ms. Holly Koon, Mr. Bob Hughes, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Baxter Hershman, Ms. Janis Avery and Ms. Lindsey Salinas (13)

Staff Attending: Mr. Ben Rarick, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Linda Sullivan-Colglazier, Mr. Adam Wilson and Ms. Denise Ross (9)

Members Absent: Mr. Randy Dorn and Dr. Daniel Plung (2)

CALL TO ORDER

Chair Muñoz-Colón called the meeting to order at 8:02 a.m. and introduced Mr. Tim Merlino, Superintendent of Educational Service District (ESD) 112. Mr. Merlino welcomed the Board to the community and thanked them for providing the opportunity for parents and teachers to engage with them at the forum. Mr. Merlino highlighted some of the ESD's priorities and what support is offered to districts.

APPROVAL OF MEETING MINUTES

Motion made by Member Avery to approve the September 13-15, 2016 board meeting minutes.

Motion seconded.

Motion carried.

Motion made by Member Avery to approve the Temporary Waiver of Graduation Requirements Application from East Valley School District #90.

Motion seconded.

Motion carried.

Chair Muñoz-Colón invited board members to report on stakeholder meetings and conferences they've attended recently. Member Fletcher spoke about her visit to a naval basic training center in Chicago, Illinois and the career readiness education being offered. Member Laverty, who also attended the naval basic training center, added that the students participating in the naval program are gaining life skills and comprehensive training. Member Maier attended the Washington Student Achievement Council's *Pave the Way* Conference and spoke about guided pathway opportunities taking place in higher education institutions. Chair Muñoz-Colón was invited to participate in the LASER Advisory Committee and she shared the group's discussion on closing the achievement gap. She shared Everett School District's 5-year cohort graduation rates by race and ethnicity group.

EVERY STUDENT SUCCEEDS ACT CONSOLIDATED PLAN DISCUSSION

Dr. Gil Mendoza, Deputy Superintendent, OSPI

Dr. Andrew Parr, Research and Data Manager

Ms. Maria Flores, Director of Title II, Part A and Special Programs, OSPI

Dr. Deb Came, Assistant Superintendent, Assessment and Student Information, OSPI

Dr. Parr reported that Superintendent Dorn has considered the recommendations of the different *Every Student Succeeds Act* (ESSA) workgroups and the Consolidated State Plan Team. The state plan will be released for public review and comment soon and the Board will have the opportunity to submit comments to the Superintendent on the elements and systems described in the Plan. The public review period is for 30 days and the United States Department of Education has up to 120 days to approve plans.

Dr. Parr reported the Board will want to focus on the long-term improvement goals for schools (Section 1) and the statewide accountability system (Section 4) of the plan. The ESSA workgroups left specific work related to the Achievement Index for the Achievement and Accountability Workgroup to continue.

Dr. Mendoza reported that Superintendent Dorn intends to submit the plan in December and OSPI's timelines have been based on that direction. The plan was expected to be published on November 14 and that the publication date would signal the start of the 30-day review period. He summarized the differences between the requirements of the *No Child Left Behind Act* and the *Every Student Succeeds Act*.

Dr. Came and Ms. Flores presented the following regarding the state's plan:

- Overview of Phase One and Phase Two of the indicators and measures to be used for school accountability by school level.
 - Relative weights for the indicators of proficiency, growth, graduation, English Language progress and student quality/student success by grade band.
 - Identifying schools for comprehensive support, targeted support, and the importance of the Targeted Subgroup performance.
 - Proficiency and growth goals for elementary and middle school grade bands.
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- Long-term goals at the high school level.
- Projected timeline of the implementation phases.

Members discussed the workgroup's intentions in recommending the chronic absenteeism indicator in the plan and how to provide feedback to Superintendent Dorn.

DISCUSSION OF EDUCATIONAL SYSTEM HEALTH INDICATORS REPORT

Dr. Andrew Parr, Research and Data Manager

Ms. Kaaren Heikes, Director of Policy and Partnerships

Ms. Maria Flores, Director of Title II, Part A and Special Programs, Office of Superintendent of Public Instruction

Dr. Gil Mendoza, Representative, Washington Student Achievement Council

Ms. Heather Moss, Deputy Director, Department of Early Learning

Dr. Wanda Billingsly, Member, Educational Opportunity Gap Oversight and Accountability Committee

Ms. Darby Kaikkomen, Director of Policy Research, State Board of Community and Technical Colleges

Mr. Eric Wolfe, Policy Associate, Workforce Training and Education Coordinating Board

Ms. Jennifer Wallace, Executive Director, Professional Educator Standards Board (via conference call)

Ms. Heikes introduced the partnership agencies and their representatives. She described the partnership engagement process SBE underwent over the past few months. All partner agencies were sent a [worksheet](#) to complete prior to the board meeting that requested their input on this biennium's report on the Educational System Health indicators and recommendations.

Each representative summarized their input and described how his/her agency's key initiatives and priorities align with the recommendations SBE is collectively making to the Legislature.

Board members and panelists discussed the following:

- Importance of providing social and emotional support in the schools.
- Continuing the career readiness and dual credit policy work.
- Need for increasing professional development for teachers, including cultural competency training.
- Linking the higher education admissions process with the High School and Beyond Plan.

Ms. Heikes reported next steps for embedding specific strategies into each reform based on stakeholder input and presenting on this work to the Senate Education Committee in the coming week. The report is due December 1 to the education committees of the legislature.

PUBLIC COMMENT

Mr. Brian Jeffries, Washington Roundtable and Partnership for Learning

On behalf of the Washington Roundtable, Mr. Jeffries encouraged the Board to use the state Education Research and Data Center (ERDC) data for the postsecondary credential indicator of the system health report and include non-graduates in data. When the Board reports on the postsecondary credential attainment for the Educational System Health indicator, it includes students in those percentages who might not have ever attended a high school in our state because the indicator includes all students age 26. The Washington Roundtable urged the Board to switch the indicator to only include K-12 students, graduates and non-graduates in order to know the true health of the system and we don't abandon our nongraduates.

Ms. Tricia Hoffarth, Literacy Facilitator, Eisenhower Elementary

Ms. Hoffarth splits her time between coaching other teachers, working as the English language learner lead and serving as the school's assessment coordinator. She is happy to see the inclusion of student growth as part of the assessment measure in the plan. She doesn't think our current practice of comparing scores of students taken on one test to scores of different students taken on another test is effective. Ms. Hoffarth feels the current system doesn't acknowledge student growth or allow for celebration of student achievement. She hopes efforts could be into the English language learner work because it's a huge concern.

Ms. Bethany Rivard, Teacher, Fort Vancouver High School

Ms. Rivard encouraged the Board to invite teachers to the table during conversation around policy work. As a teacher in a high poverty school, she's seen students believing they'll fail before even taking a test. She's excited about the opportunities the *Every Student Succeeds Act* provides and believes educators need to be involved in those discussions.

Mr. Adam Aguilera, Teacher, Heritage High School

Mr. Aguilera expressed concerns regarding the state ESSA workgroups. The process was not compliant with the federal law to include classroom and community based input. Mr. Aguilera feels this plan repeats the mistakes of No Child Left Behind, and lacks collaboration and innovation. Teachers, para-professionals, students, parents, and community members of color, need to be present to share their vision of a first-class education. Our students also need social-emotional Learning and it would be wonderful if our accountability system included an indicator to address Social-Emotional Learning in a meaningful way to push resources to help districts, students, and teachers deal with these realities.

Mr. Justin Fox Bailey, Teacher

Mr. Bailey was a participant in the Consolidated ESSA Plan Workgroup and he's concerned that not all of the group's feedback was included in the draft plan. He felt that a better job could have been done and there wasn't enough conversation. He feels the state is out of compliance on how assessments are being used and they present barriers in the system.

Ms. Michelle Miller, Teacher

Ms. Miller was a participant in the Consolidated ESSA Plan Workgroup and she's concerned about the rushed timeline of the plan. The accountability piece was left to the very end and it

was disrespectful to the people that were involved to have all the work passed on to the Achievement and Accountability Workgroup. She stated the participants were asked to put the recommendations off to a committee that doesn't represent the people originally involved in the work. Ms. Miller felt it made no sense to submit the plan when new leadership will be coming in shortly after.

Ms. Julia Warth, League of Education Voters

Ms. Warth shared concerns that the communities most impacted by the opportunity gap and those that the *Every Student Succeeds Act* (ESSA) is intended to serve were largely absent from workgroup discussions. No representative for a civil rights group sat on any of the workgroups and there was only one parent of current students in the parent engagement workgroup. The expedited timeline that OSPI has established is a major barrier to the authentic engagement of community and the public comment period coincides with the holidays. Ms. Warth stated that the League of Education Voters are calling on Superintendent Dorn to delay the submission of the plan and ask that the SBE consider doing the same in the feedback they provide.

EQUITY AND CLOSING THE OPPORTUNITY GAP – DELVING DEEPER

Ms. Isabel Muñoz-Colón, Chair

Chair Muñoz-Colón introduced the topic by expressing her desire to provide more opportunities for discussions on how equity work could be embedded into the policy work of the Board. Prior to the board meeting, members were sent a link to listen to a radio clip from "This American Life" called "Is it working?" Members shared what stood out the most about the video clip and their concerns around disproportioned student discipline.

Chair Muñoz-Colón reported that Mr. Rarick has committed to having staff participate in an equity training and she has discussed with him possibly extending that training to board members. Chair Muñoz-Colón, Member Laverty and Member Bolt attended a recent Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) meeting and they shared their perspectives of the discussions. Members talked about the importance of a renewed partnership with the EOGOAC and collaborating with them on common work. Chair Muñoz-Colón would like board members to attend the EOGOAC's monthly meetings when possible and staff will be coordinate with members about their availability.

CONSIDERATION OF SBE LEGISLATIVE PRIORITIES

Mr. Ben Rarick, Executive Director

Ms. Kaaren Heikes, Director of Policy and Partnerships

Ms. Heikes presented a draft 2017 legislative priorities document and reminded the Board it would need to take action on it during business items on Thursday. After reviewing the draft document, board members discussed each item and proposed revisions.

OPTION ONE BASIC EDUCATION ACT WAIVER REQUEST

Mr. Parker Teed, Data Analyst

Mr. Teed reported the SBE received a request from Boisfort School District for an Option One waiver of the basic education requirement of a minimum 180-day school year. Boisfort School District's request was for three days for the 2016-2017 school year. The purpose of the waiver is for professional development of staff and curriculum alignment to the Common Core State Standards.

Board members directed staff to inquire with the district on what they intend to do if they are not granted the waiver.

The board was asked to take action on the application during business items on Thursday.

BOARD DISCUSSION

Board members discussed the possibility of writing a letter to Superintendent Dorn regarding the timeline of the state plan submission and next steps. Members discussed the following:

- Whether a letter would be valuable.
- Emphasizing the importance of chronic absenteeism as an indicator.
- Recommending a minimum compliance plan.
- Concern about the targets in the plan.
- The public comment regarding the expedited timeline.
- The importance of including the newly elected State Superintendent's input in the plan.

The Board determined it would write a letter to Superintendent Dorn and take action on approving the language during business items on Thursday.

The board adjourned at 5:15 p.m.

Thursday, November 10

Members Attending: Chair Isabel Muñoz-Colón, Vice Chair Kevin Laverty, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Mona Bailey, Mr. Jeff Estes, Ms. Holly Koon, Mr. Bob Hughes, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Baxter Hershman, Ms. Janis Avery and Ms. Lindsey Salinas (13)

Staff Attending: Mr. Ben Rarick, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Linda Sullivan-Colglazier, Mr. Adam Wilson and Ms. Denise Ross (9)

Members Absent: Mr. Randy Dorn and Dr. Daniel Plung (2)

CALL TO ORDER

Chair Muñoz-Colón called the meeting to order at 8:02 a.m. and recommended a statement of support to Washington students be released. The statement would address the stressful reactions some students across the state are having in response to the election results. Chair Muñoz-Colón will work on the language and direct staff to share through their communication channels.

WORLD LANGUAGE EARLY LEARNING FROM THE STUDENT PERSPECTIVE

Mr. Baxter Hershman, Student Board Member

Mr. Hershman began his presentation with a student update. He's been focusing intently on college applications, planning his senior trip and closing out his final season of high school football.

Mr. Hershman presented a comparison of local and foreign common practices for offering World Language courses in school. Washington's current education system does not allow for true mastery of foreign languages, but new requirements are creating room for world language classes. He spoke of the brain science that supports young children being exposed to a second language at an early age and the long-term benefits.

Mr. Hershman encouraged practical board applications in advocating for early world language education, showing best practices and providing guidance on competency-based crediting for world language.

EXECUTIVE DIRECTOR UPDATE

Mr. Ben Rarick, Executive Director

Dr. Andrew Parr, Data and Research Manager

Ms. Kaaren Heikes

Ms. Linda Drake

Dr. Parr stated the indicators and goals in the educational system health report differ between peer agencies and the goals are based on the old accountability system. As the Board moves forward with the new accountability system, Dr. Parr indicated the Board may want to consider redesigning the goals after the state plan is approved. He presented on the status of the statewide indicators, how they're comparable to peer states and progress made on the indicators. Members reviewed data on disproportionate discipline by year and subgroup. Dr. Parr requested member approval to complete the educational system health report and feedback on how members would like to be involved in the process. Members requested more information on the methodology used for the disproportionate discipline Composition Index.

Mr. Teed summarized the proposed revisions to the strategic plan based on feedback received from members at the September meeting. The board will have a discussion at the January meeting and approve the revised plan.

Mr. Rarick reported that Tukwila School District and Boisfort School District have been omitted from the 2016 Basic Education Compliance report. The reason is that Tukwila School District self-reported non-compliance and Boisfort School District was omitted due to their pending 180-day school year requirement waiver application.

Mr. Rarick informed members that a new appointment for the School Facilities Citizens Advisory Panel will be needed after Member Hughes's term expires in January.

CAREER-READY TRANSITIONS AND COLLABORATION WITH THE WORKFORCE TRAINING AND EDUCATION COORDINATING BOARD

Ms. Linda Drake, Director of Career- and College-Ready Initiatives

Ms. Lorrell Noahr, Interim Director School Facilities and Organization, OSPI
(via videoconference)

Ms. Noahr presented on vocational education funding formulas and the minimum criteria of all preparatory secondary career and technical education programs. She reported that vocational enhancements relative to general education funding has decreased since the implementation of ESHB 2261 and E2SSB 6552. This is due to materials, supplies and operating costs (MSOC) enhancement only being provided to the general education funding formula and funding formula changes for increased instructional hours directed toward general education allocation. Members reviewed the following data:

- Current year vocational funding formulas
- How the per student funding for high school general education, vocational and Skills centers have changed over time.
- OSPI's decision package that would increase vocational funding formula drivers.

Ms. Drake emphasized that the Board's career readiness efforts around high school and beyond planning are a strategy for equity and gap reduction. High school and beyond planning makes sense as a part of recommendation four of the Education System Health work. Ms. Drake invited board members to begin discussing the planning of the Board's joint meeting with the Workforce Training and Education Coordinating Board in January. The Workforce Board and the State Board may approve a joint resolution at the January meeting, and may jointly support legislation on career readiness.

Members reviewed a histogram of CTE enrollments of total secondary enrollments, CTE concentrators by career cluster. Members were updated on personal pathway exploration course options.

Members discussed the planning of the joint meeting with the Workforce Training and Education Coordinating Board in January.

BOARD DISCUSSION

Ms. Drake provided an overview of the amendments to WAC 180-51-115 on special education and noted that staff held a public hearing in September. No public comment was received on the amendments and the Board will be asked to take action during the business items.

Ms. Heikes provided an overview of the amendments to WAC 180-18-055 on alternative high school graduation requirements and noted that staff held a public hearing in September. Public comment was received on the amendments and the Board will be asked to take action on the rules during business items. Board members discussed the amendments.

Ms. Heikes provided an update on the amendment work for WAC 180-18-040 and WAC 180-18-050 (180-Day Waivers). Technical changes have been made, but staff are seeking more in-depth input from the Board and stakeholders. Chair Muñoz-Colón will submit a letter to the Attorney General requesting a formal opinion on the rules. Staff anticipate to present the rule amendments at the January meeting and seek board approval to file a CR 102.

In response to the Board's inquiry with Boisfort School District's plans should they not be granted the 180-day school year requirement waiver, Mr. Teed reported the district's response was not to increase half days, but seek some sort of funding for the professional development days instead.

PUBLIC COMMENT

Mr. Jerry Bender, Association of Washington School Principals (AWSP)

As a former career and technical education director, Mr. Bender understands this issue with funding for vocational education and he referenced AWSP's legislative platform. He said there are more students with emotional issues than there use to be and principals are not equipped to deal with all of them. Full funding for more intervention help is needed to support all students. There should be professional learning days under building control available and more flexibility for districts to pass bonds.

Ms. Julia Warth, League of Education Voters (LEV)

Ms. Warth encouraged the Board to continue their discussions around discipline disproportionality because it's important to track this data for the health of our system. She hopes the Board will support fixing the career and technical education (CTE) formulas in their legislative priorities and make sure that we value all career paths for students. In response to a board member's question on Wednesday about what would be different if the ESSA timeline was extended, Ms. Warth suggested inviting more than the usual participants for the workgroups, hold more interactive forums and partner with community-based organizations to hold small conversations. She'd like to see OSPI be transparent about what feedback has been received and how it was considered in the plan.

Ms. Julia Warth, League of Education Voters (LEV)

Ms. Warth read a [letter](#) to the board on behalf of Ms. Annabel Quintero.

Marie Sullivan, Pasco School District and Washington Parent Teacher Association (PTA)

Ms. Sullivan wanted to share the priorities of the Pasco School District and the PTA. The Pasco School District's top two priorities are a capital budget request for an early learning facility and to continue the K-3 grant money for smaller class sizes. The PTA's top priorities are to support legislation around social and emotional learning, ample funding, supporting efforts to reduce the opportunity gap and achievement gap, supporting paraeducators, and Breakfast after the Bell. One priority that didn't get included in the list, but is still considered valuable to the PTA leadership, was family engagement.

BOARD DISCUSSION

Staff presented a revised draft of the 2017 legislative priorities document based on the discussion on Wednesday. Board members discussed the revisions and made further language modifications.

REGIONAL TEACHER OF THE YEAR PRESENTATION

Ms. Kendra Yamamoto, Teacher, Martin Luther King Elementary School

Ms. Yamamoto teaches preschool at Martin Luther King Elementary and mentors new teachers. She shared her passion for providing a teaching environment that prioritizes families in addition to the students. She shared the various district programs she participates in, including an evening preschool program she started to strengthen early learning and promote family engagement. Ms. Yamamoto emphasized the importance of early learning before kindergarten, thinking outside of the box and how play time is essential to learning.

Ms. Muñoz-Colón presented Ms. Yamamoto with a resolution for being ESD 112's 2017 Regional Teacher of the Year.

BOARD DISCUSSION

2017 Legislative Priorities

Board members continued their discussion on the draft 2017 legislative priorities and modified language further.

Equity

Board members talked about having a position statement or resolution addressing disproportioned student discipline and that students should not be denied instructional time. Chair Muñoz-Colón asked Member Avery to work with staff on the creation of the document.

Letter Addressed to Superintendent Dorn Regarding the State Plan Submission

Staff presented a draft letter for review and board members provided edits.

BUSINESS ITEMS

Motion made by Member Laverty to approve the revised 2017-2018 board meeting calendar, as shown in Exhibit A.

Motion seconded.

Motion carried.

Motion made by Member Jennings to approve the revised 2019-2020 board meeting calendar, as shown in Exhibit B.

Motion seconded.

Motion carried.

Motion made by Member Avery to approve the 2021-2022 board meeting calendar, as shown in Exhibit C.

Motion seconded.

Motion carried.

Motion made by Member Jennings to adopt the 2016 school district basic education compliance report, as shown in Exhibit E.

Motion seconded.

Motion carried.

Motion made by Member Bailey to approve Boistfort School District's waiver request from the 180-day school year requirement for three school days for the 2016-17 school year, for the reasons requested in its application to the Board.

Motion seconded.

Motion carried.

Motion made by Member Avery to adopt rule amendments on WAC 180-18-055 regarding alternative high school graduation requirements, as shown in Exhibit F, and direct staff to file a CR-103.

Motion seconded.

Member Hughes moved to remove the strikethrough for paragraph one.

Motion for the amendment seconded.

Members discussed the potential impact of removing or preserving paragraph one from the rule.

Motion for the amendment carried.

Member Hughes moved to adjust the numbering accordingly after paragraph one and reinserting numbers.

Motion for the amendment seconded.

Motion for the amendment carried.

Motion carried.

Motion made by Member Bolt to adopt rule amendments on WAC 180-51-115 regarding special education, as shown in Exhibit G, and direct staff to file a CR-103.

Motion seconded.

Motion carried.

Motion made by Member Lavery to approve the letter to Superintendent Dorn on timelines and next steps for Washington's Every Student Succeeds Act Consolidated Plan, as shown in Exhibit H.

Motion seconded.

Member Lavery moved to remove the text "shared with us November 9, 2016" from the sentence "We are nevertheless concerned about the submission timeline share with us on November 9, 2016" in the fourth paragraph.

Motion for the amendment seconded.

Motion for the amendment carried.

Member Maier moved to remove the last sentence, "The Board wants to commend you on your leadership in the development of the ESSA Consolidated plan" from the letter.

Motion for the amendment seconded.

Motion for the amendment carried.

Member Jennings moved to replace the text "or" with "nor" in the sentence "With neither the current or incoming superintendent participating in our meeting, and with the actual plan not yet published, we are uncomfortable taking an affirmative action on this item" in the fourth paragraph.

Motion for the amendment seconded.

Motion for the amendment carried.

Motion carried.

Motion made by Member Avery to approve the 2017 State Board of Education legislative priorities, as shown in Exhibit D.

Motion seconded.

Member Bailey moved to amend the End of Biology End of Course as a Diploma Requirement section by adding the text "when it becomes available" to the end of the subsection.

Motion for the amendment seconded.

Motion for the amendment carried.

Member Avery moved to amend the Provide Professional Learning for Educators section by removing the entire subsection text and replacing with "Proposed: The 2017 Legislature should include ten days or 60 hours, of professional development in the state's program of basic education and required that all professional learning funding by state basic education

allocations be designed to meet the standards for high-quality professional learning established in RCW 28A.300.604. Ensuring that all students are prepared for career and college requires sustained, state-funded time for professional learning outside of the 180-day school calendar. Renewed state support for professional learning will ease the strain on families and children from the proliferation of partial school days, reverse the erosion of instructional time from the state's abandonment of this responsibility, and promote equity for districts less able to support this necessary activity through local levies."

Motion for the amendment seconded.

Ms. Heikes noted the RCW number referenced was incorrect and the last digit should have the number "2" instead of "4."

Motion for the amendment failed.

Member Avery moved to amend the Professional Learning for Educators section by removing the entire subsection text and replacing with "The 2017 Legislature should include ten days or 60 hours, of professional development in the state's program of basic education and required that all professional learning funding by state basic education allocations be designed to meet the standards for high-quality professional learning established in RCW 28A.300.602. Ensuring that all students are prepared for career and college requires sustained, state-funded time for professional learning outside of the 180-day school calendar. Renewed state support for professional learning will ease the strain on families and children from the proliferation of partial school days, reverse the erosion of instructional time from the state's abandonment of this responsibility, and promote equity for districts less able to support this necessary activity through local levies."

Motion for the amendment seconded.

Motion for the amendment carried.

Member Bailey moved to amend the Resolve *McCleary* Implementation section by removing the capitalization of the word "Make" in the subsection.

Motion for the amendment seconded.

Chair Muñoz-Colón suggested a motion be made to authorize staff to make grammar and technical changes instead.

Motion for the amendment withdrawn.

Member Koon moved to amend the Resolve the *McCleary* Implementation section by bolding the sentence, " Additionally the legislature should restore funding enhancements to per pupil allocations provided for career and technical education."

Motion for the amendment seconded.

Members discussed if there was benefit to formatting the text.

Motion for the amendment carried.

Member Koon moved to amend the Resolve the *McCleary* Implementation section by replacing the bold formatting to italic formatting for the subsection sentence, "Additionally the legislature should restore funding enhancements to per pupil allocations provided for career and technical education."

Motion for the amendment seconded.

Member Maier abstained.

Motion for the amendment carried.

Member Bailey moved to amend the Resolve *McCleary* Implementation section by replacing the text “should” with “is requested to” in the subsection sentence “Additionally, the legislature should restore funding enhancements to per pupil allocations provided for career and technical education.”

Motion for the amendment seconded.

Motion for the amendment carried.

Member Lavery moved to authorize staff to make grammar and technical changes.

Motion for the amendment seconded.

Motion for the amendment carried.

Motion carried.

Chair Muñoz-Colón adjourned the meeting at 3:12 p.m.

Minutes prepared by: Denise Ross, Executive Assistant to the Board

*Complete meeting packets are available online at www.sbe.wa.gov
For questions about agendas or meeting materials, you may email sbe@k12.wa.us
or call 360.725.6027*

