

Annual Report



THE WASHINGTON STATE BOARD OF EDUCATION

An education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning

COVER: 2019 ANNUAL REPORT

Prepared for the September 2019 Board Meeting

Information and Action item.

As related to:

☒ **Goal One:** All students feel safe at school, and have the supports necessary to thrive.

☒ **Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.

☒ **Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

☒ **Goal Four:** Students successfully transition into, through, and out of the P-12 system.

☒ **Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.

☒ **Goal Six:** Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.

☒ **Other**

Materials included in packet:

- Annual Report
- Annual Report PowerPoint (Additional Materials)
- 2019-2020 Proposed Agency Budget (Action Item)

Synopsis:

The Annual Report will provide a retrospective look at the strategic plan adopted in November of 2018 and progress made to-date on priorities identified in the plan. The report will also lay out key work ahead as we look into the remainder of 2019 and into 2020. Finally, the Board will discuss the proposed agency budget for Fiscal Year 2020.

2019 ANNUAL REPORT

DRAFT



Vision

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

Mission

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

Equity Statement of Intent

The Washington State Board of Education uses equity as a guiding principle in carrying out its statutory charges, strategic planning, and policymaking. The Board believes that the state’s school system exists to empower all students and assure they are ready to become productive, caring, and civically engaged community members.

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The Washington State Board of Education

The 2019 – 2023 Strategic Plan establishes five priority areas for the Board and our education system. The intent of the strategic plan is to focus the work of the Board and the agency staff on key priorities within the Board’s scope of responsibility, which includes advocacy and strategic oversight of public education. The actions and priorities outlined in the plan were established following an extensive public engagement process and are grounded in a set of values adopted by the Board. The priorities are intended to achieve the Board’s vision of an education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, post-secondary education, and lifelong learning.

The Board recognizes that the persistent challenges we face as a state and a nation in our education system cannot be addressed without partnership and collaboration with other agencies and organizations who share the responsibility to develop equitable policies and programs, and deliver on the promise of an education system that is designed to meet the individual needs of the student we serve. There is a great deal of synergy among educational partners in Washington and the plan calls out a number of actions and initiatives that are being developed and lead by other organizations.

This annual report identifies some of the good work that has already occurred since the Board adopted the plan in November of 2018. This is not intended to be a comprehensive catalog of all the great work occurring throughout our system. Rather, this report is an opportunity to highlight a few bright spots as well as signal areas that need further attention and share some of the ongoing or emerging work that will occur over the next year.

Finally, the report includes a brief discussion on how SBE is deploying its resources over the next fiscal year to make progress on our strategic plan and agency responsibilities.

Sincerely,

Randy Spaulding
Executive Director
Washington State Board of Education

Student Well-being

Goal: All students feel safe at school and have the supports necessary to thrive.



INDICATORS

- The average percentage of students experiencing at least one exclusionary disciplinary event decreased from the 2017 SY to the 2018 SY.
- The exclusionary discipline rate declined for 62 of 223 (28 percent) school districts.

However,

- From 2008 to 2018, the percentage of 10th grade students considering attempting suicide increased from 17 to 23 percent in Washington.
- After declining over an eight-year period, the percentage of 6th grade students who do not feel safe at school increased from 10 to 15 percent.

KEY INITIATIVES

Progress was made in a number of areas including passage of comprehensive school safety legislation (2SHB 1216) which addresses: regional safety centers, threat assessment, codifies the School Safety Center and School Safety and Student Wellbeing Advisory Committee, and includes a range of accountability and oversight mechanisms among other things. Other legislation in 2019 addressed training requirements for school resource officers, emergency notification for public and private schools, natural disaster and resiliency, harassment, intimidation, and bullying, and social emotional learning.

WORK AHEAD

- SBE supports the collection and use of school climate and culture data primarily for school improvement and, in collaboration with OSPI and EOGOAC will be exploring other uses in school recognition and accountability.
- The agency will participate in the Social Emotional Learning Work group established in SB 5082.
- The Board is working with partner agencies through the Learning First Alliance to develop shared resources to address the need for mental health awareness for students, educators, and families. This work is drawn from a student led effort and resolution passed by the Board in March of 2019.



Learning Environments

Goal: All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.



INDICATORS

- For the class of 2018, the graduation rate for all student groups improved from the previous year.
- 8 of 11 student groups are now on pace to meet statewide goals for their graduation rate.
- 329 of 468 high schools (70 percent) improved on the four-year graduation rate.
- However, only 213 of 2016 schools (11 percent) improved on the regular attendance rate.

PROGRESS

The Board, in partnership with other organizations and agencies, developed and distributed materials to support implementation of the Washington State Science Learning Standards as well as materials to clarify and promote the flexibility built into the state requirements for a high school diploma. The Governor’s Career Connect Washington initiative made great progress in developing a plan that will enable all students in our K-12 system to engage in authentic learning and career exploration opportunities. OSPI is working towards adoption of learning standards for ethnic studies by September of 2020 that address the knowledge students need for success in a global society, with appreciation of the contributions of diverse cultures. In addition to these standards, OSPI will also make available materials and resources for use in grades 7-12 and, with assistance from an advisory committee, develop a framework for teaching ethnic studies in grades 7-12. The legislature also provided greater supports for foster youth through SSB 5324, which requires schools to identify a point of contact for homeless students at each school building to better serve unaccompanied youth.

WORK AHEAD

- SBE is in the process of writing rules in response to a number of changes to the high school graduation requirements. Following that process, the Board will work with partners to ensure clear and consistent communication about the revised requirements.
- A key part of the revised graduation requirements is a series of pathway options aligned to a student’s High School and Beyond Plan. The Board is actively working with partners to implement these pathway options. In addition, the Board is charged with evaluating the graduation pathway options and then making recommendations for improvements to address unintended consequences and concerns about equitable student access to all of the pathway options.
- The Board is continuing to collaborate with partners on encouraging STEM education and sustainable implementation of the Washington State Science Learning Standards.
- SBE is participating on the Governor’s Career Connect Washington Government and Education Work group to assist with the further development and implementation of the Career Connect Washington framework.



System Design

Goal: School and district structures and systems adapt to meet the evolving needs of the student population and community as a whole. Students are prepared to adapt as needed to fully participate in the world beyond the classroom.



INDICATORS

- Students in Washington have inequitable access to the most highly qualified and experienced educators.

PROGRESS

There is a great deal of work underway both at the state and the local level to rethink how we better meet the needs of our students, how we can deliver personalized learning opportunities to help students achieve their goals, and what educators can do to provide a more relevant educational experience. The Board is providing staff support of the Mastery-Based Learning work group authorized in 2ESHB 1599 that will provide recommendations to support an alternative to the credit-based graduation requirements. E2SHB 1139 incentivizes the recruitment and retention of highly effective educators, especially in high-need subject, grade-level, and geographic areas, by expanding the current and future educator workforce supply through evidence-based strategies with a comprehensive set of strategies focused on recruitment, financial incentives and supports, retention strategies, and professional development. In addition, SHB 1621 removes a testing barrier for students entering teacher education programs to expand the pool of students who can engage in teacher education programs.

WORK AHEAD

- The Board has already made some changes to the Basic Education survey to capture more information about Mastery-Based Learning practices, availability of graduation pathways, delivery of the High School and Beyond Plan, and other priorities. We will continue to refine the survey to be sure it aligns with changes in the state requirements.
- Transition of responsibilities for private school approval are complete and now staff are looking at ways to improve and streamline the application process



Student Transitions & Diploma

Goal: Students successfully transition into, through, and out of the P-12 system, and graduate from Washington state high schools ready for civic engagement, careers, post-secondary education, and lifelong learning.



INDICATORS

- In the three most recent years, the percentage of children who met standard on all six domains of the WaKIDS has remained relatively steady at approximately 46 percent.
- 261 of 405 schools (64 percent) showed an improvement on the rate of 9th graders on-track.
- 273 of 485 schools (56 percent) improved on the dual credit participation rate.
- The number of high school graduates successfully transitioning to post-secondary educational opportunities increased for six of seven reported race/ethnicity student groups. The overall increase was 1983 additional students moving on to further education. Of those:
 - 45 percent identified as Latinx, and
 - 69 percent participated in the Free or Reduced Price Lunch program.

PROGRESS

A key priority for the Board this year was a set of changes to the diploma requirements to improve flexibility and support successful student transitions. Legislation passed in 2019 (2ESHB 1599) addressed the following issues:

- Elimination of the explicit link of the state assessment to graduation, replacing it with a set of pathway options for graduation.
- Extending the expedited appeal through the Class of 2020, providing a path to a diploma for students who have met all graduation requirements except an assessment requirement.
- Automatically granting high school credit for high school courses taken in middle school (a student’s family may choose to opt out of the credit).
- Changing language from “unusual circumstances” to “student circumstances” to clarify the use of the 2-credit (non-core) waiver for students whose personal circumstances warrant it, so more students can stay on-track to earning a diploma.
- Creation of a Mastery-Based Learning Work Group to recommend a framework for a mastery-based diploma pathway, and additional options to earn credit outside of a traditional “seat-time” model.
- Enhancements to the High School and Beyond Plan.

In addition, the legislature provided additional support for early learning including \$20M to expand the Early Childhood and Assistance Program (ECEAP) and \$23M for the Early Achievers program. The Workforce Education Investment Act (E2SHB 2158) creates a dedicated revenue source for higher education. The revenue, totaling \$373.8M for the 2019-21 biennium, may be used on higher education operations, compensation, programs, and student aid. The bill also made significant changes to eligibility requirements for state student aid, making state financial aid more predictable and raising the income eligibility threshold.

WORK AHEAD

The State Board received funding to support the work of the Mastery-Based Learning Work group. Over the next year and a half, Board staff will be engaging with a diverse work group to craft a set of recommendations that likely will result in a policy framework to support an alternative to the credit-based graduation requirements, instead recognizing an individual student’s mastery of the state learning standards through authentic learning opportunities. The Board is seeking funding to allow local districts to develop and share models for a credit-bearing course that support a student’s development of High School and Beyond Plan and that integrates the Financial Education standards along with other life skills curricula to allow students to earn credit as they develop and refine their High School and Beyond Plan.



Funding & Accountability

Goal: Equitable funding across the state to ensure that all students have the funding and opportunities they need regardless of their geographical location or other needs.



INDICATORS

- 962 of 1924 schools (50 percent) improved on the WSIF from the winter 2018 to the winter 2019.
- Two-thirds of Comprehensive support schools improved on ELA and math growth (Student Growth Percentiles, or SGPs).
- 50 to 60 percent of Tier 2 Targeted (3+ groups) support schools improved on ELA and math growth (SGPs).
- Approximately 45 percent of Tier 1 Targeted (1-2 groups) support schools improved on ELA and math growth (SGPs).
- A large percentage of schools declined on the EL Progress, Regular Attendance and Dual Credit WSIF measures.

PROGRESS

- The Board and OSPI worked together to revise rules for Required Action Districts to better align with current state and federal law, the state accountability system, and OSPI's delivery model for school support.
- The Board has also been working closely with the EGOAC and OSPI to develop a new school recognition system. The new system is being developed and phased in over three years: last spring was the first phase and the state recognized 216 schools for closing gaps, student growth, and achievement.
- The legislature raised the limits for local levy authority, so that local districts would have greater flexibility to provide for enhancements to basic education with local dollars.
- The legislature provided \$77M in additional funding to support students receiving special education services and an additional \$48.7M in Special Education safety net funding. The legislature also provided \$84M for increased professional development for classroom teachers, supporting inclusionary practices for students with an IEP.

WORK AHEAD

- The Board is continuing to collaborate with EGOAC and OSPI on the development of the school recognition system. The second phase will include revisions to the methodology as well as outreach to local districts and ESDs to help identify local practices and initiatives that are contributing to school success.
- The Board will also be engaging with OSPI and partners to get feedback on the accountability framework and consider whether changes might be necessary. In particular, there is a need for further discussion on the inclusion or piloting of measures on school climate, access to effective educators, and disproportionate discipline.
- The Board is participating on OSPI's Staff Enrichment Work group which is exploring changes to the prototypical school model, with a goal of reducing the opportunity gap, assisting struggling students, and enhancing the education outcomes for all students.
- Staff are collaborating with the Educational Research and Data Center (ERDC) and the Washington

- Student Achievement Council (WSAC) to identify opportunities to align metrics used to track the state's progress in achieving the goals of our education system beyond K-12.
- The Board recognizes the additional investments in special education fall short of what is needed locally and will continue to advocate for increases in special education funding.

January Equity Summit

Reports

2019	2020
Charter school report	Charter School report
Assessment Report (with OSPI)	Assessment Report (with OSPI)
Mastery-based Learning Work Group Interim Report	Mastery-based Learning Work Group Interim Report
Graduation Pathway Options Report	Graduation Pathway Options Interim Report
Annual Report/SP Progress Report	Annual Report/SP Progress Report
	PESB/SBE Joint Report
	System Health Report



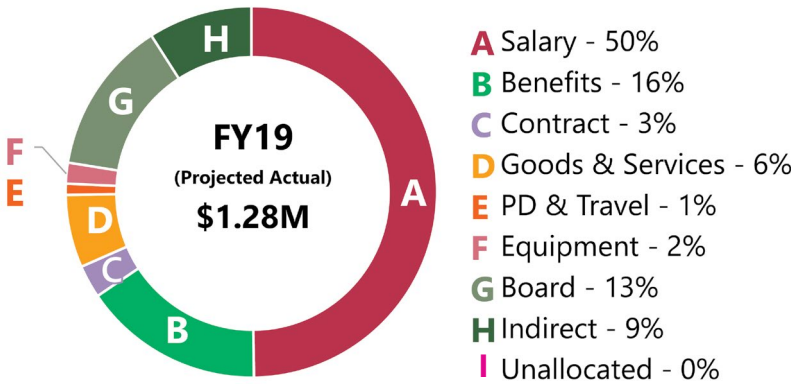
Student Board Members Autymn and Joe.

Agency Resources

BUDGET

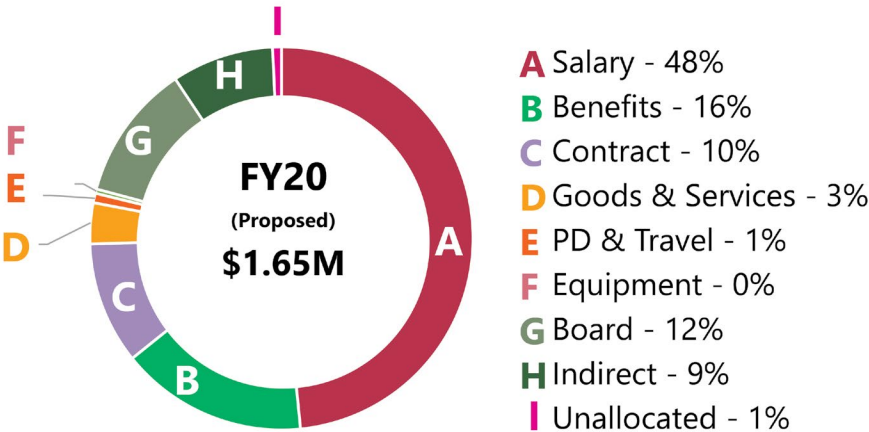
Fiscal Year 2019 Budget

The Board adopted a budget of \$1.33M for fiscal year 2019 that included a mix of the state general fund, education legacy trust fund, and private fund sources. In addition, the Board received \$50,000 in the supplemental budget (ADA accessibility request) for FY19, however, due to timing of the budget, the agency was only able to expend \$20,000 by June 30, 2019. Staff are working on a request to carry over the remaining \$30,000 for FY 2020. The agency also experienced some additional savings in FY19, including a shift in the timing of NASBE dues, timing of staff compensation changes, and timing of a new hire. As a result, the agency is projected to close the year 4% below the planned budget.



Fiscal Year 2020

Proposed expenditure levels for 2019-20 total \$1.65M. With the passage of ESHB1109, the agency budget has been restructured as reflected in section 502. The biennial appropriation includes \$1,514,000 in FY20. In addition, \$133,000 was included in the OFM IT Cost Pool to support ADA website compliance. Proposed expenditures also include \$7,610 funding through NASBE. Staff costs represent roughly 66% of the agency budget, down slightly from FY19 due to an increase in anticipated contract costs to address ADA remediation, captioning, and survey costs associated with 2ESHB1599. Overall the proposed budget includes 8.4 FTE permanent staff positions and 0.6 FTE part-time or temporary staff. This includes an increase of 1.4 FTE effective July 1 to reflect work for the agency outlined in 2ESHB1599 and to better reflect the personnel needs of the organization within budget constraints.



STAFFING

Staff resources have expanded due to funding associated with HB 1599. The agency has created two new positions. A Policy Manager of Career and College Readiness has been added to provide support for the implementation of HB 1599 – with particular focus on the Mastery-Based Learning work group and the analysis of the diploma pathways. The second position is a part-time Operations Manager to provide support for the Board budgeting and contracting processes.

Randy Spaulding, Executive Director

Randy joined SBE in 2018. Previously he had served as the Director of Academic Affairs and Policy at the Washington Student Achievement Council (WSAC) and Higher Education Coordinating Board (HECB). His research and policy work have been focused on issues of equity and human capital development



Mark Bergeson, Manager Operations

Mark joined SBE in 2019. He served as an Associate Director of Academic Affairs and Policy at the Washington Student Achievement Council (WSAC) and Higher Education Coordinating Board (HECB). His work focused on equity, grant administration, and degree program approval. Prior to that, he provided accounting services for nonprofit organizations serving people with disabilities.



Linda Drake, Director Career and College Readiness

Linda Drake joined SBE in 2012. For over 10 years she worked at Pierce County Careers Connection as a project manager and as director. She led projects and initiatives supporting college-readiness and the successful transition of high school students to post-secondary education and careers.



Alissa Muller, Manager Career and College Readiness

Alissa joined SBE in 2017 as communications manager. Prior, she worked in communications positions in several Texas nonprofits, as an event planner, and as a campaign manager. Alissa holds her B.S. degree in Public Relations from the University of Texas and her Master of Public Administration degree from the Evans School (UW).



Andrew Parr, Director Research

Andrew joined SBE in 2013. He moved to Olympia from Nevada where he taught math and science and later worked in the Department of Education's Assessment and Accountability division. He has a Ph.D. in Educational Leadership and plays a key role in projects and research about education reporting, accountability, and equity.



Stephanie Davidsmeyer, Manager Communications

Stephanie Liden Davidsmeyer is a Communications professional with seven years experience in nonprofit, corporate, and government outreach and media relations. She comes most recently from the Washington State Liquor and Cannabis Board, but worked for the Department of Early Learning, and for two years, OSPI.



Parker Teed, Manager Basic Education

Parker joined SBE in 2013. Parker has worked as operations and data coordinator, special assistant and communications consultant for SBE, a registration specialist at South Puget Sound Community College, an advertising manager at the SPSCC newspaper, and an initiative checker for the Office of Secretary of State.



Tamara Jensen, Executive Assistant

Tamara joined SBE in 2012. Tamara has worked as a Secretary Senior for SBE, Administrative Assistant for Olympia Vision Clinic and Dialysis Technician for Northwest Kidney Centers. She attended Washington State University and earned an Associates of Arts Degree from South Puget Sound Community College.





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FISCAL YEAR 2020 BUDGET SUMMARY

Fiscal Year 2020 Proposed Budget Narrative

Proposed expenditure levels for 2019-20 total \$1,654,610. With the passage of ESHB1109, the agency budget has been restructured as reflected in section 502. The biennial appropriation includes \$1,514,000 in FY20 and \$1,532,000 in FY21. In addition, \$133,000 was included in the OFM IT Cost Pool to support ADA website compliance. Also, NASBE extended \$7,610 in grant funding through July of 2019. The projected expenditures include the following assumptions:

STAFFING AND COMPENSATION

Staff costs represent roughly 66% of the agency budget, down slightly from FY19 due to an increase in anticipated contract costs. That said, staffing levels are increased by 1.4 FTE effective July 1 to reflect work for the agency outlined in 2ESHB1599 and to better reflect the personnel needs of the organization within budget constraints. The proposed budget funds 8.4 FTE permanent staff. Estimates also assume cost of living increases consistent with the state's biennial budget (3% per year) and other compensation adjustments to reflect merit increases and updated job descriptions for staff. In addition to the permanent staff, the proposed budget assumes roughly \$30,000 to support 0.6 FTE part-time or temporary staff. Part-time staff provide additional clerical support for Board meetings to assist with logistics and recording meeting minutes as well as additional project and clerical support in the office.

2ESHB 1599 IMPLEMENTATION

House Bill 1599 directs the State Board to survey stakeholders about pathway options and report to the Legislature by August 1, 2020. That work will continue through the next fiscal year and part of the next biennium. SBE is also required to survey, and report to the Legislature by December of 2022, school districts that were unable to provide all of the pathways provided under section 201 of the bill, and identify barriers to implementation.

The Board is also tasked with supporting the Mastery-Based Education Workgroup established in the bill. The workgroup will have quarterly meetings through December 2020. Reports are due to the legislature December 1, 2019 and December 1, 2020.

The primary fiscal impacts of the bill include 1.0 FTE to support the Mastery-Based Education workgroup and 0.25 FTE + \$25,000 for a contractor to support research and recommendations around the new diploma pathways defined in the bill. These staff are reflected above in the discussion of Staffing and Compensation.

USE OF PRIVATE AND EXTERNAL FUNDS

The NASBE Early Childhood Education Workforce initiative stipend was extended through July 2019. The grant provides support to partner with Department of Children, Youth, and Families (DCYF) and other key stakeholders and to inform development of an instructional leadership framework for early learning programs/school leaders that is recognized across systems.

A total of \$133,000 is included for document remediation and captioning to bring our webpage up to ADA compliance and provide live and archival captioning for our meeting broadcasts through Periscope, or an equivalent online resource. Funding was provided for this work in an IT Cost Pool appropriated to the Office of Financial Management. The Agency is required to apply for these funds. As a contingency, up to \$40,000 from carryover grant funds would be used to begin work on document remediation to bring the agency website up to ADA compliance and/or remove non-compliant documents from the website. Funding through private resources enables us to continue the ongoing work begun in FY19 while we process our application for the IT Pool funds.

OTHER CHANGES

In general, estimated expenditures are based on current year expenditures except as noted above. The most notable shift not already noted is a proposed reduction in the Board member professional development and travel budgets. The costs in those areas have grown significantly to a point where they impact our ability to provide adequate staff support for the agency and the Board. The proposed change would require more intentional planning to ensure alignment with Board priorities. Under the proposed approach each Board member would begin with an initial annual allocation of \$3,000 for professional learning and engagement, including related travel. In mid-February, unspent funds would be reallocated based on Board members' professional learning and engagement expenditures to date and plans for the remainder of the fiscal year.

2019-20 Draft Budget

9/3/19

Total Budget 2019-20

Total	2018-19 Budget	2018-19 (Projected)	2019-20 (Proposed)	Comments
Salary	682,378	651,601	821,038	1.25 New FTE funding
Benefits	214,328	202,417	263,544	1.25 New FTE funding
Contract	62,500	36,965	170,610	
Goods and Services	74,000	101,627	102,292	
PD and Travel	122,000	143,958	116,129	
Equipment	11,200	23,191	6,000	
Indirect	135,049	115,458	162,625	
Unallocated	24,545	-	12,372	
Total	\$1,326,000	\$1,275,217	\$1,654,610	

Core SBE Budget

Core Office Functions	2018-19 Budget	2018-19 (Projected)	2019-20 (Proposed)	Comments
Salary	569,820	564,718	711,914	
Benefits	184,052	178,460	229,902	
Contract	5,000	20,224	98,000	Includes \$93k website ADA (IT Pool – OFM)
Goods and Services	15,000	55,038	48,169	
Travel	7,000	2,108	9,129	
Equipment	8,700	23,191	3,000	
Indirect	116,361	104,999	125,264	
Unallocated	20,967		12,372	
Subtotal	\$926,900	\$948,738	\$1,237,750	
Board	2018-19 Budget	2018-19 (Projected)	2019-20 (Proposed)	Comments
Stipend	25,200	16,846	20,000	
Benefits	2,400	1,501	2,000	
Contract	1,500	351	-	
Goods and Services	46,000	20,765	45,000	Includes \$30K for NASBE dues
Member PD & Travel	50,000	75,878	48,000	
Board Meeting Travel	55,000	55,699	55,000	
Indirect		-	20,250	
Subtotal	\$180,100	\$171,040	\$190,250	

2019-20 Draft Budget (page 2 of 2)

9/3/2019

HB 1599 Proviso

New Proviso (1599)	2018-19 Budget	2018-19 (Projected)	2019-20 (Proposed)	Comments
Salary			89,124	
Benefits			31,642	
Contract			25,000	Diploma pathway research
Goods and Services			9,123	
Travel			4,000	
Equipment			3,000	
Indirect			17,111	
Unallocated				
Subtotal			\$179,000	

Proviso (6696)

Discontinued Proviso (6696)	2018-19 Budget	2018-19 (Projected)	2019-20 (Proposed)	Comments
Salary	87,358	70,037		Legislature rolled all Proviso (6696) funds into core budget effective FY20
Benefits	27,876	22,456		
Contract	15,000	10,000		
Goods and Services	13,000	25,824		
Travel	10,000	10,273		
Equipment	2,500	-	-	
Indirect	18,688	10,459		
Unallocated	3,578	-		
Subtotal	\$178,000	\$149,049		

Private Funds

Included in roll-up on contracts line.

Grants	2018-19 Budget	2018-19 (Projected)	2019-20 (Proposed)	Comments
NASBE Grants	14,000	6,390	7,610	
Other Private Funds	27,000	-	40,000	Supplemental support for ADA work
Total	\$41,000	\$6,390	\$47,610	

Yakama Nation Tribal School Visit



The Washington State Board of Education

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COVER: YAKAMA NATION TRIBAL SCHOOL VISIT

Prepared for the September 2019 Board Meeting

Information and Action item.

As related to:

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☐ **Goal Six:** Equitable funding across the state to ensure that all students have the funding and opportunities they need, regardless of their geographical location or other needs.

☒ **Other**

Materials included in packet:

- Yakama Tribe History and Culture

Synopsis:

Members will learn about the Yakima Nation Tribal School with particular focus on the history of the school, grades 8-12, higher education programs, tribal scholarships, and a tour of the library.

Yakama Nation History

(Courtesy of The Yakama Nation Main Agency Offices – Toppenish, WA)

Upon central Washington's plateau and along the Columbia River reside tribal people called the Yakamas. The Cascade mountains shelter this central portion from marine showers. The rolling foothills and Yakima River are the eastern border.

Due west in majestic glory is Pahto, 12,307 feet high. It is one of five Cascade volcanoes that dot the landscape from California to Washington.

Located in southwestern Washington State is the 1,130,000 acres reservation that is home to the Yakima or Yakama Indian Nation (AID, 39). That reservation was granted to the Yakama in a treaty signed in 1855 by Gov. Isaac Stevens of the Washington Territory and representatives of the Cayuse, Umatilla, Wallawalla, Nez Perce and Yakama tribes.

The Yakama Nation, which is about 6,300 strong (AID, 39) has a flag (sample flag provided by Elmer's Flag and Banner, Portland, OR) that shows the borders of the reservation in white against a sky blue background. Within the map is a depiction of Mount Adams, an impressive mountain that lies partly within the reservation. This mountain is sacred to the Yakama. Soaring above the mountain is an eagle depicted in full color. Not only is the eagle sacred, but it shares a lifestyle with many Yakama who earn their living fishing for salmon in the waters of the Columbia River and its tributaries.

Read more history on [the Yakama Nation history website](#).

