

# 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*

Cedarbrook Lodge, Brightwood Board Room  
18525 36th Ave S, Seattle, WA 98188

## JULY 10-11, 2019 MEETING AGENDA

Wednesday, July 10

**8:30-9:00 a.m.**

### **Call to Order**

- Pledge of Allegiance
- Welcome from Sharonne Navas, Executive Director, Equity in Education Coalition
- Oath of Office for Margarita Amezcua, Student Board Member

### **Consent Agenda**

The purpose of the Consent Agenda is to act upon routine matters in an expeditious manner. Items placed on the Consent Agenda are determined by the Chair, in cooperation with the Executive Director, and are those that are considered common to the operation of the Board and normally require no special board discussion or debate. A board member may request that any item on the Consent Agenda be removed and inserted at an appropriate place on the regular agenda. Items on the Consent Agenda for this meeting include:

- Approval of Minutes from the May 8-9 Board meeting

**9:00-9:15**

### **Board Officer Election Process and Nominations**

**9:15-10:00**

### **Executive Director Update**

- Preview of Business Items
- Private School Approval
- Board Bylaws – recommended revisions
- WAC Review Update

**10:00-10:15**

### **Break**

**10:15-11:45**

### **Implementation of E2SHB 1599—Promoting Career and College Readiness Through Modified High School Graduation Requirements**

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

Kaaren Heikes, Director of Policy and Partnerships

Alissa Muller, Policy Manager of Career and College Readiness

- Master Workplan
- Briefing on Mastery-Based Learning Workgroup
- SBE Rule-making on Graduation Requirements (WAC 180-51)

**11:45-12:00 p.m.**

### **Public Comment**

**12:00-1:00**

### **Lunch**

**1:00-2:00**

### **Seattle Promise**

Dr. Cristina Gaeta, Director K12 Division, City of Seattle Department of Education and Early Learning  
Dr. Caleb Perkins, Director of College and Career Readiness, Seattle Public Schools  
Dr. Sheila Edwards Lange, President, Seattle Central College

**2:00-3:00**

**Charter Public Schools**

Kaaren Heikes, Director of Policy and Partnerships  
Cindi Williams, Chair, Charter School Commission

- Role of SBE and CSC
- Current school openings and closings

**3:00-3:15**

**Break**

**3:15-4:15**

**South King County Roadmap Project**

Alejandra Pérez, College and Career Success Manager  
Avery (Kirsten Avery), College and Career Success Director

**4:15-5:00**

**Student Voice - Chronic Absenteeism**

Autymn Wilde, Student Board Member

Thursday, July 11

**8:00-8:45 a.m.**

**Executive Session**

**8:45-9:00**

**Break**

**9:00-10:00**

**Committee Reports**

- Equity Committee
- NASBE New Member Institute
- WSSDA Regional Meetings
- Other Updates

**10:00-10:45**

**State Recognized Schools Phase II**

Dr. Andrew Parr, Director of Research

**10:45-11:00**

**Break**

**11:00-11:15**

**Waivers from Credit-Based Graduation Requirements**

Parker Teed, Basic Education Manager

- Two Rivers High School, Snoqualmie Valley School District
- Moses Lake High School, Moses Lake School District

**11:15-11:45**

**Discussion of Business Items**

**11:45-12:00 p.m.**

**Public Comment**

**12:00-1:30**

**Lunch**

Maud Daudon, Career Connect Washington

**1:30-2:30**

**Business Items**

1. Approval of Temporary Waivers from WAC 180-51-068 for Bates Technical College District, Bellingham Technical College, Cascadia College, Clark College, Clover Park Technical College, Edmonds Community College, Mount Vernon School District, and Tacoma Community College
2. Approval of Proposed Rules for Graduation Pathway Options Section of Chapter 180-51 WAC (High School Graduation Requirements)

3. Approval of Waiver from Credit-Based Graduation Requirements for Moses Lake High School in Moses Lake School District and Two Rivers School in Snoqualmie Valley School District
4. Approval of Private Schools for the 2019-2020 School Year

**2:30**

**Adjourn**

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## COMMUNITY FORUM ON EARLY CHILDHOOD EDUCATION — MAY MINUTES

May 7, 2019

Wenatchee Public Schools, District Office  
235 Sunset Ave.  
Wenatchee, WA 98801

- Members Attending: Vice-Chair Peter Maier, Mr. Jeff Estes, Ms. Holly Koon, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Ryan Brault, Ms. Patty Wood, Mr. Ricardo Sanchez, Mr. Bill Kallappa, Ms. Autymn Wilde (10)
- Staff Attending: Dr. Randy Spaulding, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Alissa Muller, Mr. Parker Teed, Ms. Tamara Jensen, Ms. Terri Eixenberger (7)
- Members Absent: Mr. Chris Reykdal, Mr. Harium-Martin Morris, Dr. Paul Pitre, Chair Kevin Lavery, Mr. Joe Hofman, Dr. Susana Reyes (6)
- Staff Absent: Ms. Linda Drake, Ms. Linda Sullivan-Colglazier (2)

The Board, together with the Washington State Department of Children, Youth and Families (DCYF), hosted a Community Forum which was held at the Wenatchee Public Schools District Office.

Member Ryan Brault welcomed all in attendance and provided background on the State Board of Education. One of the SBE's priorities for the recently completed legislative session (as well as previous legislative sessions) was to expand access to affordable, high quality early childhood education for all of Washington's children, particularly for children of color and children in poverty, as a means to mitigate opportunity and achievement gaps. Strengthening early learning is very important and one indicator is Kindergarten readiness. The National Association of State Boards (NASBE) provided the SBE with a grant for early childhood education professional development work. Member Brault invited each person in attendance at the Forum to bring their "why" - the reason they have passion around this for discussion. Member Brault shared his passion and individual "why" and showed a video of his children in Kindergarten and Grade 1.

Ms. Vasilya Mendybaeva, Washington State Department of Children, Youth and Families, introduced herself and thanked participants for attending. Time was spent in table groups introducing people and discussing backgrounds and how their backgrounds relate to early childhood education. Attendees spent ten minutes together in discussion on the question "What was your most impactful professional learning experience?" Table groups conversed in regards to their experiences and subsequently reported out to the larger group.

Relationship-based early learning professional development was discussed and a PowerPoint was shown. Early learning coaching and peer mentoring is really relationship-based and relationship is key to this type of professional development. DCYF's vision for relationship-based professional development learning and an overview of the relationship-based professional development standards were discussed.

Members participated in an activity on the standards at their respective table groups. A different standard was placed on each of the five tables. Attendees were asked to think about what is working well in the standards that they received, things that are working but might need adjustment, and things that are not working well. Each table group then reported out with their ideas to the full group.

Discussion ensued and input was given. In closing, Ms. Mendybaeva thanked people for attending and for participating in the forum.

There being no further business, the forum concluded at 7:30 p.m.

Minutes prepared by Ms. Terri Eixenberger.

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## MAY MEETING MINUTES

Prepared for the July 2019 Board Meeting

May 8 - 9, 2019

Confluence Technology Center  
285 Technology Center Way #102  
Wenatchee, WA 98801

On Tuesday, May 7, the Board, together with the Washington State Department of Children, Youth, and Families, hosted a Community Forum on early childhood education. The Forum was held at the Wenatchee Public Schools District Office. (*See separate minutes*).

### Wednesday, May 8

Members Attending: Vice-Chair Peter Maier, Ms. Holly Koon, Mr. Jeff Estes, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Ricardo Sanchez, Mr. Ryan Brault, Ms. Patty Wood, Dr. Paul Pitre, Mr. Bill Kallappa, Dr. Susana Reyes, Ms. Autymn Wilde, Mr. Joseph Hofman (13)

Staff Attending: Dr. Randy Spaulding, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Linda Drake, Ms. Alissa Muller, Mr. Parker Teed, Ms. Tamara Jensen, Ms. Linda Sullivan-Colglazier, Ms. Terri Eixenberger (9)

Members Absent: Mr. Chris Reykdal, Mr. Harium Martin-Morris, Chair Kevin Lavery (3)

### CALL TO ORDER

Vice-Chair Maier called the regular bi-monthly meeting of the Washington State Board of Education to order at 8:40 a.m. Student board representative Mr. Joe Hofman served as honorary co-chair. Two new members, Dr. Susan Reyes and future student representative Ms. Margarita Amezcua, were introduced.

Board members and staff were welcomed by Dr. Michelle Price, Superintendent, North Central Educational Service District 171. Dr. Price provided background on happenings in the ESD region.

Vice-Chair Maier administered the oath of office for Dr. Susana Reyes, who was appointed to the Board by Governor Inslee. Dr. Reyes currently serves as the Assistant Superintendent of Operations and Human Resources for the Pasco School District. Dr. Reyes provided information on her background and stated she was honored to serve on the State Board of Education.

## **CONSENT AGENDA**

**Motion made by Member Jennings** to approve the consent agenda as presented.

**Motion seconded by Member Pitre.**

**Motion carried.**

## **COMMUNITY FORUM DEBRIEFING**

Member Brault debriefed on the Community Forum which was held prior to this meeting. The Department of Children, Youth and Families are working on developing a relationship-based tool that will be used with early learning administrators. The importance of social/emotional learning was stressed. Attendees discussed the relationship-based tool and provided input and suggestions for improvement. Early childhood education was one of the SBE's legislative priorities this past legislative session, as well as in previous sessions. Members shared insights that were gained from attending the Community Forum. Discussion ensued and input was given.

## **COMMITTEE AND MEMBER UPDATES**

Members Wood and Bolt reported out on their experiences attending the NASBE Legislative Conference, Social and Emotional Learning Network, and Early Learning Educator Leadership Network meetings that were held in Washington D.C. on April 9, 2019.

Student Member Hofman reported on the Student Voice Committee. The purpose of the Student Voice Committee is to ensure student Board members have a meaningful, productive, and impactful experience as representatives of their peers.

Members Pitre, Sanchez, and Wood provided an update on the Equity Committee, and Member Jennings reported on the Private School Advisory Committee.

## **EXECUTIVE DIRECTOR UPDATE**

*Dr. Randy Spaulding, Executive Director*

Dr. Spaulding reminded members of the joint work session with EOGOAC taking place on May 21, 2019, from 9:00 a.m. until 4:00 p.m. at the Renton Technical College. Members were also reminded of the WASA/WSSDA Equity Conference, taking place on May 22, 2019 at the SeaTac DoubleTree hotel.

Artwork that was selected by SBE from the OSPI student art show was displayed. The piece, entitled "Benjamin" is a beautiful watercolor by student artist Destiny Marie Jones, from Grandview High School.

Dr. Spaulding shared a PowerPoint and provided updates on the following:

- Private Schools Update and Approval
  - In 2018-19, the Board approved 532 private schools, serving over 84,000 students.
  - SBE staff have reviewed private school applications received by April 25 for meeting requirements, and are recommending approximately 460 schools for approval at this May Board meeting.
- Waiver Items
  - Mr. Parker Teed reviewed waivers from credit based graduation requirements for Selah, Soap Lake, and Tonasket School Districts
  - Mr. Teed also reviewed temporary waivers from graduation requirements for Centralia Community College, Columbia Basin Community College, Grays Harbor Community College, and Seattle Colleges Community College District.

- Strategic Plan work plan update
  - Ms. Kaaren Heikes and Ms. Linda Drake discussed student transitions and diploma in the context of the implementation of E2SHB 1599
    - Ms. Heikes and Ms. Drake covered the major provisions of the bill. Ms. Drake discussed student transitions & diploma, showing the comparison of previous assessment graduation requirements and 1599 graduation pathways. It was suggested that the arts be included as a pathway, and in particular, music. It was further suggested that leadership be included as a pathway as well under 1599. Extensive discussion ensued and input was given. *For complete detail, please refer to the Board Packet located under meeting materials on the [SBE website](#).*
- Preview of Business Items
  - Mr. Teed reviewed the business items for approval by the Board.

### **2019 LEGISLATIVE SESSION VIS A VIS SBE'S LEGISLATIVE PLATFORM**

*Ms. Kaaren Heikes, Director of Policy and Partnerships*

Ms. Heikes thanked members for their participation in the legislative session, and added that she really appreciated the engagement of the executive committee and the legislative committee. Two hundred plus bills were tracked, analyzed, and reflected on every week. Legislative relationships were definitely expanded and strengthened this year and positive outcomes were seen on all Board priorities.

Ms. Heikes walked through the highlights of the session, discussing the SBE's priorities and subsequent legislation in detail. With the first priority being educational equity, very important progress was made with the passage of I-1000: The Washington State Diversity, Equity, and Inclusion Act. Other efforts in terms of equity priorities were that the legislature also passed a bill that prohibits bullying, particularly in transgender students. A social/emotional learning bill was passed that Senator McCoy initiated. A bill supporting homeless students was also passed. HB 1621, which was championed by Representative Alex Ybarra, was also passed. In the past, students that wanted to enter the teaching field needed to receive a particular score on the test. The passage of this bill ensures that barrier is removed. Students that want to teach are still required to take the test, but it is not imperative that they receive a certain score. This is definitely an equity bill. The increased staffing at elementary and middle schools bill also passed.

Ms. Heikes disseminated a detailed hand-out and covered each section, with emphasis on legislation in regards to the SBE priorities of School Safety, Early Learning, and Special Education. Other major legislation related to SBE's duties and/or strategic plan priorities included Career Connect Washington: \$11.5 million for career connected learning initiatives – HB 2158. Career Connect Washington's E2SHB 1139 was also significant to improve the educator work force. The legislature ultimately passed ESSB 5313 regarding school levies and local effort assistance (LEA). This legislation provides LEA to school districts that do not generate an enrichment levy of at least \$1,550 per student when levying at a rate of \$1.50 per \$1,000 of assessed value.

Discussion ensued and input was given.

### **PUBLIC COMMENT**

CHAD MAGENDANZ – PAST WASHINGTON STATE REPRESENTATIVE, 5<sup>TH</sup> LEGISLATIVE DISTRICT, ISSAQUAH, WA. Mr. Magendanz is a past Washington State Representative in the 5<sup>th</sup> Legislative District, as well as a past member of WSSDA, NSBA, and the WSPTA. He shared his thoughts on E2SHB 1599 – changes to high school graduation requirements, in particular the last item under pathway requirements, career and technical education course sequence. Mr. Magendanz feels that the state has not been efficient in certificate programs. The starting salary in an average apprenticeship program is around \$70,000. This should be highlighted for students who may not be on the college path. He has taught for the last two years in a Big Picture school. He emphasized that comparing students in a Big Picture school with students on traditional pathways is not fair. They are dealing with a different set of students; e.g. more special education students, more students in poverty, and students who are not succeeding in traditional pathways. Big Picture schools are outperforming expectations in many ways.

### **RECOGNITION LUNCH FOR STATE TEACHER OF THE YEAR, MR. ROBERT HAND**

*Mr. Robert Hand, Mount Vernon High School, Mount Vernon School District*

Vice-Chair Maier introduced Mr. Robert Hand, Washington State Teacher of the Year. Mr. Hand teaches Family and Consumer Sciences and Leadership classes at Mount Vernon High School and has been there since 2013. He has also been an adviser for Family, Career, and Community Leaders of America (FCCLA) and the Social Justice Club. Mr. Hand provided background on his life and the pathway that led him into teaching. He described himself as authentic, and likes to use his personal life experiences in his teaching.

Mr. Hand graduated in 1998 from Marysville High School, and did not go to college until four years after his high school graduation. When he was young he was told that college was not for everyone. The message that stuck with him was that college was for some people, but just not him. He moved to Alaska and discovered his entire life again when he returned. He worked his way through community college, majoring in music. He transferred to Western Washington University, majoring in Communication, and minoring in Sociology. He finished his master's and became a teacher at the age of thirty-three. His teaching philosophy is founded on relationships and representation, with a strong belief in social/emotional learning. He believes absolutely in building relationships first. Educators have to be able to see people and value them for who they are. Those two things cannot be separated.

Mr. Hand enjoys taking on new challenges and helping every student realize the potential he sees in them. He can be found between classes in the hall greeting kids with a smile, a fist bump, or a unique handshake he shares with them. He makes a point to say hello to EVERY student to make them feel visible and welcome. He enjoys getting to know all his students to try to facilitate and nourish their learning experience. He encourages an "I can do anything" mindset.

Mr. Hand's presentation to the Board was riveting, full of energy and positivity. He truly is an inspiration to all!

### **BUSINESS ITEM: TEACHER OF THE YEAR RESOLUTION**

MOTION MADE BY MEMBER KOON to approve the resolution in honor of 2019 state teacher of the year, as shown in Exhibit C.

**Motion seconded by Member Jennings.**

**Motion carried.**

## **FINAL STUDENT PRESENTATION**

*Mr. Joe Hofman, Board Member*

Student Board member Mr. Joe Hofman presented to the Board for his final meeting. He shared a PowerPoint entitled “Paving My Path—On a Path to Somewhere.” This reflected on who he was, who he wanted to be, what he will be doing, and what he has learned. He thanked Board members and staff for the opportunity to work with them and to be a member of the Board. Mr. Hofman will graduate from Everett High School in June and will then go on to Georgetown University where he earned a scholarship in diving. He plans to focus on international affairs or science/technology.

Mr. Hofman has been a delight to have on the Board. He was presented with a memory book, filled with photos of various SBE events that was signed by all members. He will be missed!

## **WASHINGTON ADMINISTRATIVE CODE (WAC) REVIEW**

*Dr. Randy Spaulding, Executive Director*

*Mr. Parker Teed, Policy Analyst*

The SBE has set a requirement for itself in rule that the agency conduct a biennial WAC review. Mr. Teed explained the WAC review summary table that describes the chapters that staff are recommending the Board open to complete the biennial review, along with preliminary reasons to review each chapter and issues that might be addressed. At this stage of the process, the Board will consider a motion to begin the rule making process and provide notice to the public that they are opening the indicated WAC chapters. The Board is not committing to any particular changes in WAC during the May Board meeting.

## **SCHOOL IMPROVEMENT AND RECOGNITION**

*Dr. Andrew Parr, Research Director*

- 2019 Washington School Improvement Framework Data Release
  - Dr. Michaela Miller, Deputy Superintendent, OSPI
  - Mr. Lance Sisco, Director of Achievement Data, OSPI
- School Recognition Framework
  - Dr. Randy Spaulding
  - Ms. Maria Flores, Director of Title II, Part A, OSPI
- District Supports for School Improvement (RAD)
  - Tennille Jeffries-Simmons, Assistant Superintendent, OSPI
  - Kristen Wong-Callisto, Director of System and School Improvement, OSPI
  - Katherine Mahoney, Assistant Director of Policy for System and School Improvement, OSPI

Discussion ensued on the above three related topics that align with the Board’s strategic priorities and statutory responsibilities with regard to school accountability and recognition.

About a month ago, OSPI launched the first data. The rationale to redesign the system was driven in part by the changes brought about by the shift to the Every Student Succeeds Act (ESSA) accountability system and by the desire of the organizations to make the school recognition system more equitable.

SBE, OSPI, and EOGOAC staff have worked closely together in consultation with the recognition workgroup and each respective organization to design a pilot recognition system as the first phase in the development of a new recognition framework for Washington that incorporates state level and local information to identify schools that are exemplars in terms of growth and achievement. Unlike prior recognition frameworks, this approach is designed to identify schools throughout the continuum of support. As such, this revised framework will recognize schools that have made gains in targeted areas and are on a path toward overall improvements in achievement and growth. The Framework describes a single system of recognition that incorporates three pathways to recognition and multiple measures within each pathway.

Dr. Spaulding covered the pathways as follows:

- Pathway 1 – Closing Gaps:
  - Recognizes schools identified for ESSA support tiers 1-3 with low performing student groups that showed substantial improvement.
- Pathway 2 - Progress or Growth:
  - Recognizes schools making the largest annual gains on the WSIF.
- Pathway 3 – Achievement
  - Recognizes the highest achieving schools on ELA and math proficiency, high school graduation rate, and the School Quality and Student Success (SQSS) measures.

The recognition event has been set for Thursday, June 6. For the record, member Kallappa thanked staff for their hard work and dedication to this project. For more in-depth information, please refer to the Board meeting materials posted on the [SBE website](#).

The meeting recessed at 5:00 p.m.

#### Thursday, May 9

Members Attending: Vice-Chair Mr. Peter Maier, Ms. Holly Koon, Mr. Jeff Estes, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Ricardo Sanchez, Mr. Ryan Brault, Ms. Patty Wood, Dr. Paul Pitre, Mr. Bill Kallappa, Ms. Autymn Wilde, Mr. Joe Hofman (12)

Staff Attending: Dr. Randy Spaulding, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Linda Drake, Ms. Alissa Muller, Mr. Parker Teed, Ms. Tamara Jensen, Ms. Linda Sullivan-Colglazier, Ms. Terri Eixenberger (9)

Members Absent: Mr. Chris Reykdal, Mr. Harium Martin-Morris, Mr. Kevin Laverty, Dr. Susan Reyes (4)

Vice Chair Maier called the meeting to order at 9:05 a.m.

#### ***DISCUSSION OF EVALUATION FRAMEWORK FOR EVALUATION OF THE EXECUTIVE DIRECTOR***

Members reviewed the process for the evaluation of the executive director, and a timeline was disseminated. HR will handle most of the communication with Board members to avoid any concerns around conflict of interest. At the July Board meeting, the Chair will convene an Executive Session to

review the results of the evaluation process and discuss board member, stakeholder, and staff evaluation summaries, as well as the ED self-evaluation. The Board chair will give an overview of the results of the evaluation. At the end of the Executive Session, HR will collect all summary/evaluation/comment paperwork from Board members.

At this point in the meeting, Vice-Chair Maier appointed Mr. Joe Hofman as honorary Co-Chair pro tem to preside over the following agenda item.

### **MATH PATHWAYS**

*Dr. Bill Moore, Director of K-12 Partnerships, SBCTC*

*Ms. Megan Luce, Math Faculty, Cascadia College*

*Ms. Kerin Keys, Math Faculty, Wenatchee Valley College*

*Dr. Michaela Miller, Deputy Superintendent, OSPI*

Dr Bill Moore, Director of K-12 Partnerships, SBCTC, joined the meeting remotely via Zoom and began the discussion on math pathways. He introduced Ms. Megan Luce, also joining the meeting remotely. Ms. Luce is a math faculty member at Cascadia College. Also facilitating the discussion were Ms. Kerin Keys, math faculty member at Wenatchee Valley College and Dr. Michaela Miller, Deputy Superintendent, OSPI.

The following topics were discussed and input was given:

- Bridge to College math courses
- College math pathways and the potential to align with high school math
- High school math – in addition to the traditional sequence of algebra 1, geometry, and algebra 2, are there other math courses or sequences that would help students prepare for careers and life and be acceptable by higher education?
- College math remediation and practices

Student Board member Hofman added that he had heard amazing things from both students and teachers on the Bridge to College program.

### **CREDIT-BASED GRADUATION REQUIREMENT WAIVERS**

*Mr. Parker Teed, Policy Analyst*

*Mr. Shane Backlund, Superintendent, Selah School District*

*Ms. Sunshine Pray, Superintendent, Soap Lake School District*

*Mr. Steve McCullough, Superintendent, Tonasket School District*

Mr. Parker Teed provided an overview of the following requests for credit-based graduation requirements waivers:

- Selah School District requests a waiver from credit-based graduation requirements for four years for Selah Academy.
- Soap Lake School District requests a waiver from credit-based graduation requirements for four years for RISE Academy.
- Tonasket School District requests a waiver from credit-based graduation requirements for four years for Tonasket Choice High School.

District representatives then summarized their applications. Discussion ensued and input was given.

Student Board member Hofman added that Big Picture learning works. It is sustainable and effective. He applauded those districts for their hard work and success.

### ***PUBLIC COMMENT***

JAN BULLOCK - WESTSIDE HIGH SCHOOL COUNSELOR, WENATCHEE, WA

Ms. Bullock is a high school counselor at WestSide High School in Wenatchee, Washington. In regards to state testing, she believes that students can rise to high expectations if they have the right support and the right pathways. Students in her school have struggled with passing the current Smarter Balance Assessments. They do better in Language Arts, but have low rates of passing the math requirement. Her school has been successful in using the Local Collection of Evidence. She feels strongly that the Local Collection of Evidence should remain as an option for meeting the state math requirements.

Ms. Bullock discussed the unique role that counselors play in schools; i.e., as part teacher, part administrator, part mental health counselor, part social worker, and part registrar. The nationally recognized ratio of 1-250 students is a wonderful guideline, but one few districts can afford. Special attention needs to be given to adding highly qualified, certified school counselors that would enable the delivery of high quality services to students in the academic, career, and social/emotional areas. She feels that support for comprehensive school counseling should come from increased community agency referrals and onsite medical, mental health, and substance abuse counselors. There should also be increased support for career and academic planning.

### ***LUNCH: BOOK STUDY DISCUSSION***

During the lunch break, Board members discussed the following books:

- ***The Boy that was Raised as a Dog***
- ***The New Jim Crow***
- ***I Won't Learn from You***

An activity followed based on the book "*The New Jim Crow*".

### ***BUSINESS ITEMS***

MOTION MADE BY MEMBER JENNINGS to approve the private schools listed in Exhibit A for the 2019-2020 school year.

**Motion seconded by Member Brault.**

**Motion carried.**

MOTION MADE BY MEMBER WOOD to approve waiver from credit-based graduation requirements in Chapter 180-51 WAC for Selah Academy in Selah School District for the 2019-2020, 2020-2021, 2021-2022, and 2022-2023 school years, for the reasons requested in its application to the Board.

**Motion seconded by Member Bolt.**

**Motion carried.**

MOTION MADE BY MEMBER BOLT to approve waiver from credit-based graduation requirements in Chapter 180-51 WAC for RISE Academy in Soap Lake School District for the 2019-2020, 2020-2021, 2021-2022, and 2022-2023 school years, for the reasons requested in its application to the Board.

**Motion seconded by Member Koon.**

**Motion carried.**

MOTION MADE BY MEMBER SANCHEZ to approve waiver from credit-based graduation requirements in Chapter 180-51 WAC for Tonasket Choice High School in Tonasket School District for the 2019-2020, 2020-2021, 2021-2022, and 2022-2013 school years, for the reasons requested in its application to the Board.

**Motion seconded by Member Brault.**

**Motion carried.**

MOTION MADE BY MEMBER WOOD to approve temporary waiver from WAC 180-51-068 for Centralia College for the Classes of 2019 and 2020, for the reasons requested in its application to the Board.

**Motion seconded by Member Bolt.**

**Motion carried.**

MOTION MADE BY MEMBER ESTES to approve temporary waiver from WAC 180-51-068 for Columbia Basin College for the Classes of 2019 and 2020, for the reasons requested in its application to the Board.

**Motion seconded by Member Brault.**

**Motion carried.**

MOTION MADE BY MEMBER SANCHEZ to approve temporary waiver from WAC 180-51-068 for Grays Harbor College for the Classes of 2019 and 2020, for the reasons requested in its application to the Board.

**Motion seconded by Member Brault.**

**Motion carried.**

MOTION MADE BY MEMBER BRAULT to approve temporary waiver from WAC 180-51-068 for Seattle Colleges District for the Classes of 2019 and 2020, for the reasons requested in its application to the Board.

**Motion seconded by Member Sanchez.**

**Motion carried.**

#### **Good of the Order**

Ms. Kaaren Heikes was acknowledged for her flexibility considering the adjustment of her segment of the agenda. Member Kallappa recognized SBE staff for their diligence and hard work.

There being no further business, Vice Chair Maier adjourned the meeting at 2:11 p.m.

Minutes prepared by: Ms. Terri Eixenberger

*Complete meeting packets are available online at [www.sbe.wa.gov](http://www.sbe.wa.gov). For questions about agendas or meeting materials, you may email or call 360.725.6027.*



## THE WASHINGTON STATE BOARD OF EDUCATION

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### ***Board Officer Election Process and Nominations***

#### **The SBE Executive Committee Election Process**

- ✓ Nominations for Executive Committee should be submitted via email to this year's committee lead, \_\_\_\_\_, by (Day), (Month), (Year). All members of the Board may vote except student board members. There are five positions open for election – they are:

- Chair
- Vice Chair
- Immediate Past Chair (if the past chair is unavailable, a third member-at-large is elected to fill the position – see Article IV (4) (3) of the bylaws).
- Two Members at Large

Terms for the positions are as follows:

- Chair – The chair shall serve a term of two years and may serve for no more than two consecutive two-year terms.
- Vice-chair – The vice chair shall serve a term of two years and may serve no more than two consecutive two-year terms.
- Immediate Past Chair – The immediate past chair shall serve a term of one-year. One year following the Chair term of office if not re-elected.
- Two Members at Large – The members at-large shall serve a term of one-year and may serve no more than two consecutive one-year terms.

The eligibility status for current executive committee members for re-election to the committee is as follows:

- Kevin Laverty (current Chair): Mr. Laverty is leaving the Board in January of 2020 (term limited).
- Peter Maier (current Vice Chair): Eligible for member-at-large or Chair.
- Jeff Estes (Member at Large): Eligible for all positions.
- MJ Bolt (Member at Large): Eligible for Vice Chair or Chair.
- Patty Wood (Member at Large): Eligible Vice Chair or Chair.

- ✓ The first agenda item on the first day of the September meeting is “Announcement of Nominations for the Executive Committee” and Chair, Kevin Laverty, will ask for additional nominations. At this time, each candidate has the option of discussing their interest in participating in the Executive Committee. The Board packet will include ballots reflecting nominations made as of that date and provide for additional names if additional nominations are made at the meeting.

- ✓ The last agenda item on the business day of the September meeting is “Election of Officers for the Executive Committee” and members will vote in sequence on the open seats (for example, the vice chair position will not be voted on until the chair position has been filled). Per the Public Meeting Act RCW 42.30.060, the ballots are required to be signed. Executive assistant, Tami Jensen, and staff designee will count them and the winners announced by \_\_\_\_\_, Committee Lead.
- ✓ Ballots will be cast, and votes will be counted, in the following order: Chair, Vice-Chair and three Members at Large (two Members at Large if Immediate Past Chair is available). The person elected to the position of Chair will be removed from the ballot for Vice Chair and Members at Large if previously nominated. The successful Vice Chair will also be removed from the Member at Large ballot if they were previously nominated. Elections will be based on majority vote of the ballots and must constitute a majority of a voting quorum.
- ✓ If a tie happens in any category, members will re-vote for that position until a nominee is elected on a majority vote.

RCW 42.30.060

Ordinances, rules, resolutions, regulations, etc., adopted at public meetings — Notice — Secret voting prohibited.

- (1) No governing body of a public agency shall adopt any ordinance, resolution, rule, regulation, order, or directive, except in a meeting open to the public and then only at a meeting, the date of which is fixed by law or rule, or at a meeting of which notice has been given according to the provisions of this chapter. Any action taken at meetings failing to comply with the provisions of this subsection shall be null and void. (2) No governing body of a public agency at any meeting required to be open to the public shall vote by secret ballot. Any vote taken in violation of this subsection shall be null and void, and shall be considered an "action" under this chapter.[1989 c 42 § 1; 1971 ex.s. c 250 § 6.]



# 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: EXECUTIVE DIRECTOR UPDATE

Prepared for the July 2019 Board Meeting

Information 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:

- Executive Director Update PowerPoint
- Private Schools Memo
- Proposed Bylaw changes

Synopsis and Policy Considerations:

Report will include a preview of business items (see below), an update on the biennial WAC review including anticipated timeline for rule changes, discussion of the September Annual meeting, and initial discussion of proposed changes to the Bylaws.

Business Items

- Approval of Temporary Waivers from WAC 180-51-068 for Bates Technical College District, Bellingham Technical College, Cascadia College, Clark College, Clover Park Technical College, Edmonds Community College, Mount Vernon School District, and Tacoma Community College
- Approval of proposed rules for Chapter 180-51 WAC (High School Graduation Requirements)
- Approval of Waiver from Credit-Based Graduation Requirements for Moses Lake High School in Moses Lake School District and Two Rivers School in Snoqualmie Valley School District
- Approval of Private Schools for the 2019-2020 school year



## Executive Director Update

Washington State Board of Education  
July 10, 2019

### Conversation Today

#### Business Items

- Approval of Temporary Waivers from WAC 180-51-068
- Approval of Waiver from Credit-Based Graduation Requirements
- Approval of proposed rules for Chapter 180-51 WAC (High School Graduation Requirements)
- Approval of Private Schools for the 2019-2020 school year

#### Updates

- WAC Review
- Basic Education Compliance
- Annual Meeting Preview





## Private Schools

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## Private Schools



- “The legislature hereby recognizes that private schools should be subject only to those minimum state controls necessary to insure the health and safety of all the students in the state and to insure a sufficient basic education to meet usual graduation requirements.” (RCW 28A.195.010).
- In 2018-19 the Board approved 532 private schools, serving about 84,000 students.
- At the May 2019 meeting, the Board approved of 463 schools.

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### Minimum private school requirements include:

- 180 school days or 1,000 instructional hours
- All classroom teachers hold Washington state certifications unless they are teachers of religious courses or hold certain qualifications and are supervised by a Washington state certificated teacher
- Physical facilities of the school are adequate to meet the school's program and meet "reasonable health and fire safety requirements."

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### Summary of Number of Private Schools Applying for Approval



Approval Status for 2019-20 SY	Number of Schools
New (includes May and July)	8
Renewing (includes May and July)	486
Total approved in May	463
Recommended for approval in July	30
Rec. for provisional approval in July	1
Held for September	1
Estimate of closed	21
<b>Total for 2019-20 approval, excluding held</b>	<b>494</b>

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## WAC Review

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## WAC Review Update



<b>Title of Chapter of WAC</b>	<b>Chapter</b>	<b>Last Update</b>	<b>Revision in 2019?</b>	<b>Tentative Schedule for Review</b>
<b>Practice, procedure, and access to public records.</b>	<a href="#">180-08</a>	11/16/2010	Yes	Proposed rules on/after Nov '19
<b>State support of public schools.</b>	<a href="#">180-16</a>	12/3/2018	Yes	If needed, proposed on/after Nov '19
<b>Accountability.</b>	<a href="#">180-17</a>	10/12/2015	Yes	Unlikely to be needed
<b>Waivers for restructuring purposes.</b>	<a href="#">180-18</a>	12/3/2018	Yes	Approval of proposed rules in Sept. '19, final rules in Nov '19
<b>Charter schools.</b>	<a href="#">180-19</a>	10/2/2017	Yes	Proposed rules on/after Nov '19
<b>Private school pupil immunization requirement.</b>	<a href="#">180-38</a>	12/3/2018	Yes	Complete, no changes needed
<b>High school graduation requirements.</b>	<a href="#">180-51</a>	2/28/2018	Yes	Adoption of final rules in Nov '19
Graduation Pathway Options				Proposed in July '19, final rules Nov '19
High School and Beyond Plan				Proposed in Sept '19, final rules Nov '19
Credit Requirements				Proposed in Sept '19, final rules Nov '19
General review (miscellaneous)				Proposed in Sept '19, final rules Nov '19
Tests for home-based instruction.	<a href="#">180-52</a>	11/16/2010	No	
Private school accreditation.	<a href="#">180-55</a>	11/2/2006	No	
Adult education.	<a href="#">180-72</a>	11/16/2010	No	
<b>Private schools.</b>	<a href="#">180-90</a>	12/3/2018	Yes	Proposed rules on/after Nov '19
General educational development (GED) test.	<a href="#">180-96</a>	11/16/2010	No	
Performance improvement goals.	<a href="#">180-105</a>	10/26/2018	No	

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## Basic Education Compliance Update

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## Basic Education Compliance Update



- Launches on July 31, district submissions due by September 15
- New question about the grade level that the district starts each student's High School and Beyond Plan
- New questions about graduation requirements, including offering College Academic Distribution Requirements and which graduation pathways are available in the district
- Improved questions about competency/mastery-based learning
- Included the goals of the program of basic education on the page where the district certifies compliance
- Provided instructions on each page

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## Annual Meeting Preview

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### Draft September Agenda Items



#### Forum:

- Diploma Pathways, or CEE – climate survey

#### Retreat items:

- Training / Professional Development:
  - Government to Government Training
  - Annual Board Professional Development Planning
- Board Self-Evaluation
- Bylaws and Norms
- Legislative Platform
- Annual Meeting Calendar (review of planned topics, site visits, and forums for 2020)

#### Business Day items:

- Board Officer Elections
- Joint student presentation
- WAC review, including
  - Draft Rules for High School Credit requirements and High School and Beyond Plan (180-51)
  - Draft rules for Public Records (180-08)
- 1599 implementation progress report
- School Recognition Phase II update

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## Annual Report



STUDENT WELL-BEING



LEARNING ENVIRONMENTS



SYSTEM DESIGN



STUDENT TRANSITIONS & DIPLOMA



FUNDING & ACCOUNTABILITY

### Outline:

- Introduction
- Key Accomplishments and Work Ahead
  - Progress on Strategic Plan priorities
  - Strategic Plan and System Health Indicators
- Agency Resources
  - Budget Report
    - High level budget/actual for FY19
    - Proposed FY20
- Staffing Report

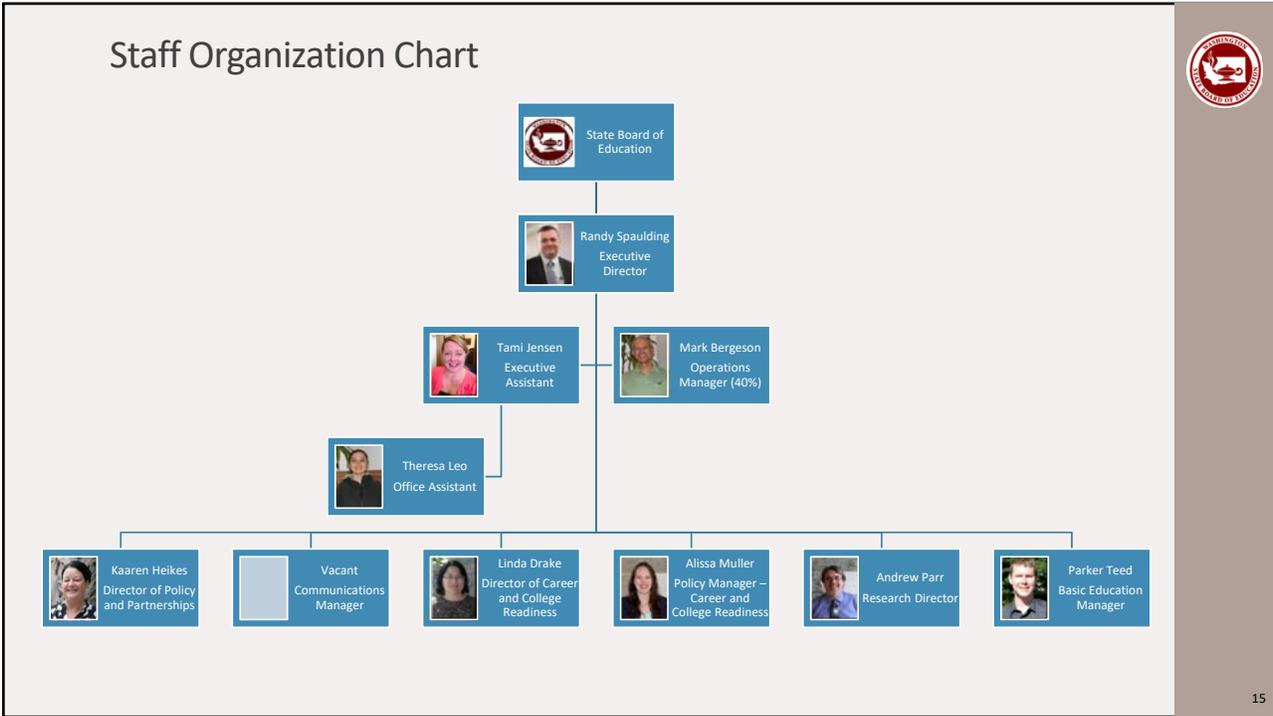
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## Budget



- Fiscal Year 2019 Budget
  - Board adopted budget of \$1.35M
  - Projected to close the year 3% below budget
  - Will not need to expend balance from carry-over grant funds
- Fiscal Year 2020
  - Overall proposed budget of \$1.65M
  - State budget has been restructured to include SBE in a separate section
  - COLAs fully funded for existing staff
  - Increased resources to support new work outlined in HB 1599
  - Resources available through the OFM IT Pool to support ADA document remediation

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## Board Bylaws and Norms

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## Key Proposed Changes to Bylaws

- Added language about ED as spokesperson for the Board. Note: committee discussed additional clarification on communication in Norms.
- Revised to be more consistent with statutory language; Revised language in V.2.1 to align with current practice; Added requirement re: ADA accessibility (V.2.5).
- Revised to add timeframe (terms) and give chair discretion to replace external liaisons.
- Adds language to allow for student “advisory vote” recorded by the secretary (V.3.5).
- Revised to add senior student member to the EC (VI.2.1a).
- Creates process and structure for ad-hoc and standing committees.

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## Contact Information

Website: [www.SBE.wa.gov](http://www.SBE.wa.gov)

Facebook: [www.facebook.com/washingtonSBE](http://www.facebook.com/washingtonSBE)

Twitter: [@wa\\_SBE](https://twitter.com/wa_SBE)

Email: [sbe@k12.wa.us](mailto:sbe@k12.wa.us)

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Web updates: [bit.ly/SBEupdates](http://bit.ly/SBEupdates)

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# 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*

## PRIVATE SCHOOL APPROVAL

Prepared for the July 2019 Board Meeting

### Policy Considerations

At the July 2019 State Board of Education (SBE) meeting, the Board will consider approval of private schools for the 2019-20 school year. The recommendation for approval is based on “minimum state controls necessary to insure the health and safety of all the students in the state and to insure a sufficient basic education to meet usual graduation requirements” (RCW 28A.195.010). Staff recommend the Board approve the list of private schools based on the applications that have been received and reviewed. Although SBE processes the applications, private schools continue to work with OSPI on access to federal programs and reporting requirements.

Due to a few private schools that may be late in submitting their applications, the list of private schools for July approval will be provided in the additional materials packet. During the Executive Director Update, staff will present a final number of schools being considered and there will be at least one provisional approval for a deviation that was identified during the review process. The Board approved of 463 schools at its May 2019 meeting.

### Background

#### *Private School Requirements, Rights, and Authority*

Table 1 summarizes the requirements, rights, and authority of private schools in RCW 28A.195.

Requirements	Notes
Each year, superintendents of private school districts or principals of private schools will file a statement with OSPI certifying that the minimum requirements of law are being met.	Changed due to SHB 2824: the statement is filed with the SBE. The certification form is defined in WAC.
No fewer than 180 school days, or the equivalent in instructional hours, and a school-wide annual average of 1,000 instructional hours for grades one through five, and at least 450 hours for kindergarten.	
Teachers must hold a Washington state certification, or be people of unusual competence supervised by a certificated educator. The school must submit an annual statement explaining such circumstances.	WAC defines “people of unusual competence.”
Private schools may operate an extension program for parents or guardians for home-based instruction. A certificated educator must supervise the parents or guardians, spend a minimum monthly average of an hour of contact per week with the students, and evaluate the students’	

<b>Requirements</b>	<b>Notes</b>
progress. Supervising educators shall not supervise more than 30 extension program students.	
Private schools must take appropriate measures to safeguard permanent records.	
The physical facilities of the school must be adequate to meet the program needs, and meet reasonable health and fire requirements.	
Private school curriculum shall include instruction in “occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of appreciation of art and music, all in sufficient units for meeting state board of education graduation requirements.”	
Maintain policy statements.	
Report attendance to educational service districts by June annually.	Attendance is reported to OSPI annually in the fall.
Private schools may not engage in a policy of racial segregation or discrimination.	

<b>Rights and authorities</b>	<b>Notes</b>
Private school students are not required to meet state learning goals or meet assessment requirements.	Private schools may choose to teach to state learning standards. They also may choose to have their students take state tests (the school pays for the tests and the results are shared only with the school).
Private schools may teach “religious beliefs and doctrines, if any: to pray in class and in assemblies, to teach patriotism including requiring students to salute the flag of the United State if that be the custom of the particular private school.” (RCW 28A.195.020.)	
Private schools are authorized to require that employees undergo a record check with the Washington State Patrol.	
Approved private schools may offer and administer an online school program.	Although private schools may have an online program, they are required to also have a classroom-based program.

<b>Private School Advisory Committee</b>	<b>Notes</b>
The Superintendent of Public Instruction is directed to appoint a private school advisory committee broadly representative of educators, legislators and private school groups.	This requirement did not change with the passage of SHB 2824.

## Private School Participation in Federal Programs

The students enrolled in private schools, as well as private school educators, may be eligible for equitable services through several federal programs. Districts must consult with private schools within their district boundaries to determine how to equitably serve all eligible students. Districts must set aside proportional funds of the district's allocation for private school students and educators within the district's boundaries, and consult with the private schools on how to provide services.

### Action

At the July 2019 meeting, the Board will consider approval of private schools for the 2019-2020 school year.

If you have questions regarding this memo, please contact Parker Teed at [parker.teed@k12.wa.us](mailto:parker.teed@k12.wa.us). If you have questions regarding this memo, please contact [Parker Teed](#).



# THE WASHINGTON STATE BOARD OF EDUCATION

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## PROPOSED CHANGES TO BYLAWS

Prepared for the July 2019 Board meeting

Bylaw Section	Current Language	Draft Proposed Language	Comments
<b>Article I - Name</b>	The name of this agency shall be the Washington State Board of Education.	The name of this agency shall be the Washington State Board of Education.	No Change
<b>Article II - Purpose</b>	The purpose of the Washington State Board of Education is to provide advocacy and strategic oversight of public education; implement a standards-based accountability system to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promote achievement of the Basic Education Act goals of RCW 28A.150.210.	The purpose of the Washington State Board of Education is to provide advocacy and strategic oversight of public education; implement a standards-based accountability system to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promote achievement of the Basic Education Act goals of RCW 28A.150.210.	No Change
<b>Article III – Membership and Responsibilities: Board Composition</b>	<b>Section 1. Board composition.</b> The membership of the Washington State Board of Education is established by the Legislature and specified in the Revised Code of Washington (RCW 28A.305.011).	<b>Section 1. Board Composition.</b> The membership of the Washington State Board of Education is established by the Legislature and specified in the Revised Code of Washington (RCW 28A.305.011).	No Change
<b>Article III – Membership and Responsibilities: Meeting Attendance and Preparation</b>	<b>Section 2. Meeting attendance and preparation.</b> Members are expected to consistently attend and prepare for board and committee meetings, of which they are members, in order to be effective and active participants. Members are further expected to stay current in their knowledge and understanding of the board’s projects and policymaking.	<b>Section 2. Meeting attendance and preparation.</b> Members are expected to consistently attend and prepare for Board and committee meetings, of which they are members, in order to be effective and active participants. Members are further expected to stay current in their knowledge and understanding of the Board’s projects and policymaking.	No Change
<b>Article III - Membership and Responsibilities: Board Priorities and Positions</b>	<b>New Section</b>	<b>Section 3. Board Priorities and Positions.</b> (1) Strategic Plan. The Board shall adopt and annually review a strategic plan that establishes priorities and initiatives to guide the work of the Board.	New Section

Bylaw Section	Current Language	Draft Proposed Language	Comments
		<p>Once adopted by the Board the plan supersedes prior plans.</p> <p>(2) Legislative Positions. The Board shall annually adopt a legislative platform that establishes positions on issues the Board will engage in during a given legislative session.</p>	
<p><b>Article III – Membership and Responsibilities: External Communication</b></p>	<p><b>Section 3. External communication.</b> Members of the Board should support board decisions and policies when providing information to the public. This does not preclude board members from expressing their personal views. The executive director or a board designee will be the spokesperson for the board with the media.</p>	<p><b>Section 4. External communication.</b> (1) Members of the Board will support Board positions, decisions, and policies when providing information to the public, stakeholder groups, or the legislature. (2) The executive director or his/her designee will be the spokesperson for the Board with the media. (3) This section does not preclude individual Board members from expressing their personal views. When expressing personal views, members should specify that that they are speaking as an individual and not on behalf of the Board.</p>	<p>Added language about ED as spokesperson for the Board. Note: committee discussed additional clarification on communication in Norms.</p>
<p><b>Article III – Membership and Responsibilities: Board Responsibilities</b></p>	<p><b>Section 4. Board responsibilities.</b> The board may meet in order to review any concerns presented to the chair or executive committee about a board member’s inability to perform as a member or for neglect of duty.</p>	<p><b>Section 5. Board responsibilities.</b> The Board may meet in order to review any concerns presented to the chair or executive committee about a Board member’s performance or conduct.</p>	<p>Revised to be more consistent with statutory language.</p>
<p><b>Article III – Membership and Responsibilities: Member Designation as external group liaison</b></p>	<p><b>Section 5. Member designation as external group liaison.</b> (1) The board chair may designate an individual member as a liaison to an external group.</p>	<p><b>Section 6. Member designation as external group liaison.</b> (1) The Board chair may designate an individual member as a liaison to an external group or to serve as the Board’s representative on another board or group. Appointments will typically be for a term of two years or at the pleasure of the chair unless otherwise stated by the external group. There is no limit on the number of terms a member may serve for liaison appointments; however, a member’s appointment expires when his or her service on the Board ends. In instances where the Board appoints non-members to external boards, workgroups, or other bodies, the term of the appointment will be 2 years unless stated otherwise.</p>	<p>Revised to add timeframe (terms) and give chair discretion to replace external liaisons.</p>

Bylaw Section	Current Language	Draft Proposed Language	Comments
<b>Article IV – Officers: Designation</b>	<b>Section 1. Designation.</b> There shall be five officers of the board: the chair, the vice chair, the immediate past chair, when available, and at least two members at-large.	<b>Section 1. Designation.</b> There shall be five officers of the Board: the chair, the vice chair, the immediate past chair, when available, and at least two members at-large.	No Change
<b>Article IV – Officers: Term of Office</b>	<b>Section 2. Term of officers.</b> (1) The chair shall serve a term of two years and may serve for no more than two consecutive two-year terms. (2) The vice chair shall serve a term of two years and may serve no more than two consecutive two-year terms. (3) The members at-large shall serve a term of one-year and may serve no more than two consecutive one-year terms. (4) (a) The immediate past chair shall serve a term of one-year. (b) Once the immediate past chair has served her/his one year term, the fifth officer position shall be elected as a member at-large.	<b>Section 2. Term of officers.</b> (1) The chair shall serve a term of two years and may serve for no more than two consecutive two-year terms. (2) The vice chair shall serve a term of two years and may serve no more than two consecutive two-year terms. (3) The members at-large shall serve a term of one-year and may serve no more than two consecutive one-year terms. (4) (a) The immediate past chair shall serve a term of one-year. (b) Once the immediate past chair has served her/his one year term or if the immediate past chair is not available, the fifth officer position shall be elected as a member at-large.	Clarifies what to do if past chair is not available (moved from “duties” section).
<b>Article IV – Officers: Officer Elections</b>	<b>Section 3. Officer elections.</b> (1) Elections shall be conducted by ballot and in accordance with RCW 42.30.060 (2) <b>Two-year positions.</b> (a) The chair and vice chair shall be elected biennially by the board at the planning meeting of the board. (b) Each officer under subsection (1)(a) shall take office at the end of the meeting and shall serve for a term of two years or until a successor has been duly elected. No more than two consecutive two-year terms may be served by a Board member as chair, or vice chair. (3) <b>One-year position.</b> (a) The member at-large officer positions shall be elected annually by the Board at the planning meeting of the board. (b) The members of the board elected as members at-large shall take office at the end of the meeting and shall serve for a term of one year or until a successor has been duly elected. No more than two	<b>Section 3. Officer elections.</b> (1) Elections shall be conducted by ballot and in accordance with RCW 42.30.060. (2) <b>Two-year positions.</b> (a) The chair and vice chair shall be elected biennially by the Board at the annual planning meeting of the Board. (b) Each officer under subsection (1)(a) shall take office at the end of the meeting and shall serve for a term of two years or until a successor has been duly elected. No more than two consecutive two-year terms may be served by a Board member as chair, or vice chair. (3) <b>One-year position.</b> (a) The member at-large officer positions shall be elected annually by the Board at the annual planning meeting of the Board. (b) The members of the Board elected as members at-large shall take office at the end of the meeting and shall serve for a term of one year or until a successor has been duly elected. No more than two	Changed “planning meeting” to “annual planning meeting”

Bylaw Section	Current Language	Draft Proposed Language	Comments
	<p>consecutive one-year terms may be served by a board member as a member at-large.</p> <p>(c) The immediate past chair position shall be considered a member at-large position for the purpose of duties and term limits.</p> <p>(4) <b>Vacancies.</b> (a) Upon a vacancy in any officer position, the position shall be filled by election not later than the date of the second ensuing regularly scheduled board meeting. The member elected to fill the vacant officer position shall begin service on the executive committee at the end of the meeting at which she or he was elected and complete the term of office associated with the position.</p> <p>(b) Time served filling the remainder of a term of office due to vacancy does not count towards the established term limits.</p> <p>(5) <b>Ties.</b> (a) After three tied votes for an officer position, the election shall be postponed until the next regularly scheduled meeting, at which time one final vote will be taken.</p> <p>(b) If the final vote results in a tie, all candidate names shall be placed in a receptacle and the election for the officer position shall be decided by a blind draw of a candidate name from the receptacle by the chair.</p>	<p>consecutive one-year terms may be served by a Board member as a member at-large.</p> <p>(c) The immediate past chair position shall be considered a member at-large position for the purpose of duties and term limits.</p> <p>(4) <b>Vacancies.</b> (a) Upon a vacancy in any officer position, the position shall be filled by election not later than the date of the second ensuing regularly scheduled Board meeting. The member elected to fill the vacant officer position shall begin service on the executive committee at the end of the meeting at which she or he was elected and complete the term of office associated with the position.</p> <p>(b) Time served filling the remainder of a term of office due to vacancy does not count towards the established term limits.</p> <p>(5) <b>Ties.</b> (a) After three tied votes for an officer position, the election shall be postponed until the next regularly scheduled meeting, at which time one final vote will be taken.</p> <p>(b) If the final vote results in a tie, all candidate names shall be placed in a receptacle and the election for the officer position shall be decided by a blind draw of a candidate name from the receptacle by the chair.</p>	
<p><b>Article IV – Officers: Duties</b></p>	<p><b>Section 4. Duties.</b> (1) Chair. The chair shall preside at the meetings of the board, serve as chair of the executive committee, make committee and liaison appointments, be the official voice for the board in matters pertaining to or concerning the board, its programs and/or responsibilities, and otherwise be responsible for the conduct of the business of the board.</p> <p>(2) <b>Vice Chair.</b> The vice chair shall preside at board meetings in the absence of the chair, sit on the executive committee, and assist the chair as may be requested by the chair. When the chair is not</p>	<p><b>Section 4. Duties.</b> (1) Chair. The chair shall preside at the meetings of the Board, serve as chair of the executive committee, make committee and liaison appointments, be the official voice for the Board in matters pertaining to or concerning the Board, its programs and/or responsibilities, and otherwise be responsible for the conduct of the business of the Board.</p> <p>(2) <b>Vice Chair.</b> The vice chair shall preside at Board meetings in the absence of the chair, sit on the executive committee, and assist the chair as may be requested by the chair. When the chair is not</p>	<p>Language clean-up – removed “continue to” in subsection 5.</p>

Bylaw Section	Current Language	Draft Proposed Language	Comments
	<p>available, the vice chair shall be the official voice for the board in all matters pertaining to or concerning the board, its programs and/or responsibilities.</p> <p>(3) <b>Immediate Past Chair.</b> The immediate past chair shall carry out duties as requested by the chair and sit on the executive committee. If the immediate past chair is not available to serve, a member of the board will be elected in her/his place and shall serve as a member at- large.</p> <p>(4) <b>Members At-Large.</b> The members at-large shall carry out duties as requested by the chair and sit on the executive committee.</p> <p>(5) Members serving as officers of the board may continue to participate in board debates and vote on business items.</p>	<p>available, the vice chair shall be the official voice for the Board in all matters pertaining to or concerning the Board, its programs and/or responsibilities.</p> <p>(3) <b>Immediate Past Chair.</b> The immediate past chair shall carry out duties as requested by the chair and sit on the executive committee. If the immediate past chair is not available to serve, a member of the Board will be elected in her/his place and shall serve as a member at- large.</p> <p>(4) <b>Members At-Large.</b> The members at-large shall carry out duties as requested by the chair and sit on the executive committee.</p> <p>(5) Members serving as officers of the Board may participate in Board debates and vote on business items.</p>	
<p><b>Article V – Executive Committee</b></p>	<p>See “Committees” section</p>	<p>Moved to “Committees” section</p>	
<p><b>Article VI – Meetings: Regular Meetings</b></p>	<p><b>Article VI – Meetings: Section 1. Regular meetings.</b></p> <p>(1) The board shall hold regularly scheduled meetings, including an annual planning meeting, and other special meetings as needed at a time and place within the state as the board shall determine.</p> <p>(2) The board shall hold a minimum of four meetings yearly, including the annual planning meeting.</p> <p>(3) A board meeting may be conducted by conference telephone call or by use of video/telecommunication conferencing. Such meetings shall be conducted in a manner that all members participating can hear each other at the same time and that complies with the Open Public Meetings Act.</p>	<p><b>Article V – Meetings: Section 1. Regular meetings.</b></p> <p>(1) The Board shall hold regularly scheduled meetings, including an annual planning meeting, and other special meetings as needed at a time and place within the state as the Board shall determine.</p> <p>(2) The Board shall hold a minimum of four meetings yearly, including one annual planning meeting.</p> <p>(3) A Board meeting may be conducted by conference telephone call or by use of video/telecommunication conferencing. Such meetings shall be conducted in a manner that all members participating can hear each other at the same time and that complies with the Open Public Meetings Act.</p>	<p>Minor change to V.2.2 (changed “the annual meeting” to “one annual meeting”)</p>
<p><b>Article VI – Meetings: Agenda Preparation</b></p>	<p><b>Article VI – Meetings: Section 2. Agenda preparation.</b> (1) The agenda shall be prepared by the executive committee in consultation with the executive director.</p>	<p><b>Article V – Meetings: Section 2. Agenda preparation.</b> (1) The agenda shall be prepared by the executive director in consultation with the executive committee.</p>	<p>Revised language in V.2.1 to align with current practice; Added requirement</p>

Bylaw Section	Current Language	Draft Proposed Language	Comments
	<p>(2) Members of the board may submit proposed agenda items to the board chair or the executive director.</p> <p>(3) In consultation with the executive committee, the board chair, or executive director at the direction of the chair, will give final approval of all items and changes that will appear on the agenda at a board meeting prior to being sent to board members.</p> <p>(4) The full agenda, with supporting materials, shall be provided to the members of the board at least one week in advance of the board meeting, in order that members may have ample opportunity for study of agenda items listed for action.</p> <p>(5) The board chair may modify the agenda and items as needed following finalization and provision to board members.</p> <p>(6) (a) If a member proposes a new agenda item (as described in subsection 2) and it is not included on the final agenda, any member may bring the agenda item for consideration to the board.</p> <p>(b) If the board passes a motion in support of including the agenda item, the item shall be included on the agenda at a future meeting.</p>	<p>(2) Members of the Board may submit proposed agenda items to the Board chair or the executive director.</p> <p>(3) In consultation with the executive committee, the Board chair, or executive director at the direction of the chair, will give final approval of all items and changes that will appear on the agenda at a Board meeting prior to being sent to Board members.</p> <p>(4) The full agenda, with supporting materials, shall be provided to the members of the Board at least one week in advance of the Board meeting, in order that members may have ample opportunity for study of agenda items listed for action.</p> <p>(5) The agenda and meeting materials shall be made publicly available in an ADA accessible format on the agency website following release to the Board.</p> <p>(6) The Board chair may modify the agenda and items as needed following finalization and provision to Board members.</p> <p>(7) (a) If a member proposes an agenda item (as described in subsection 2) and it is not included on the final agenda, any member may bring the proposed agenda item to the Board for consideration.</p> <p>(b) If the Board passes a motion in support of including the agenda item, the item shall be included on the agenda at a future meeting.</p>	<p>re: ADA accessibility (V.2.5).</p> <p>Clarified language in subsection 7(a)</p>
<p><b>Article VI – Meetings: Board Action</b></p>	<p><b>Article VI – Meetings: Section 3. Board action.</b> (1) All matters within the powers and duties of the board as defined by law shall be acted upon by the board in a properly called regular or special meeting.</p> <p>(2) A quorum of eight (8) voting members must be present in person, or by telephone or video telecommunications, to conduct the business of the board.</p>	<p><b>Article V – Meetings: Section 3. Board action.</b> (1) All matters within the powers and duties of the Board as defined by law shall be acted upon by the Board in a properly called regular or special meeting.</p> <p>(2) A quorum of eight (8) voting members must be present in person, or by telephone or video</p>	<p>Adds language to allow for student “advisory vote” recorded by the secretary (V.3.5)</p>

Bylaw Section	Current Language	Draft Proposed Language	Comments
	<p>(3)(a) Subject to the presence of a quorum, the minimum number of favorable votes necessary to take official board action is a majority of the voting members present. There shall be no proxy voting.</p> <p>(b) In order to vote at a meeting conducted by telephone or video telecommunications conference call, members must be present for the discussion of the issue upon which action will be taken by vote.</p> <p>(4) The manner in which votes will be conducted to take official board action shall be determined by the board chair. A roll call vote shall be conducted upon the request of an individual member or the chair.</p> <p>(5) All regular and special meetings of the board shall be held in compliance with the Open Public Meetings Act (Chapter 42.30 RCW).</p>	<p>telecommunications, to conduct the business of the Board.</p> <p>(3)(a) Subject to the presence of a quorum, the minimum number of favorable votes necessary to take official Board action is a majority of the voting members present. There shall be no proxy voting.</p> <p>(b) In order to vote at a meeting conducted by telephone or video telecommunications conference call, members must be present for the discussion of the issue upon which action will be taken by vote.</p> <p>(4) The manner in which votes will be conducted to take official Board action shall be determined by the Board chair. A roll call vote shall be conducted upon the request of an individual member or the chair.</p> <p>(5) Student Board members may signify their support, opposition, or abstention to a measure through an advisory vote to be recorded by the secretary. However, student votes will not count toward a quorum, nor will the vote be counted toward the minimum number of votes necessary for Board action.</p> <p>(6) All regular and special meetings of the Board shall be held in compliance with the Open Public Meetings Act (Chapter 42.30 RCW).</p>	
<p><b>Article VI - Meetings: Consent Agenda</b></p>	<p><b>Article VI - Meetings: Section 4. Consent agenda.</b> (1) Routine matters and waiver requests meeting established guidelines may be presented to the board on a consent agenda.</p> <p>(2) Items shall be removed from the consent agenda upon the request of an individual board member.</p> <p>(3) Items removed from the consent agenda shall be added to the regular agenda for further consideration.</p>	<p><b>Article V – Meetings: Section 4. Consent agenda.</b> (1) Routine matters and waiver requests meeting established guidelines may be presented to the Board on a consent agenda.</p> <p>(2) Items shall be removed from the consent agenda upon the request of an individual Board member.</p> <p>(3) Items removed from the consent agenda shall be added to the regular agenda for further consideration.</p>	<p>No Change</p>
<p><b>Article VI - Meetings: Parliamentary Authority</b></p>	<p><b>Article VI - Meetings: Section 5. Parliamentary Authority.</b> The rules contained in the current edition</p>	<p><b>Article V – Meetings: Section 5. Parliamentary Authority.</b> The rules contained in the current</p>	<p>Changed “State Board of Education”</p>

Bylaw Section	Current Language	Draft Proposed Language	Comments
	of Robert's Rules of Order Newly Revised shall govern the State Board of Education in all cases to which they are applicable and in which they are not inconsistent with these bylaws, state law and any special rules of order the State Board of Education may adopt.	edition of Robert's Rules of Order Newly Revised shall govern the Board in all cases to which they are applicable and in which they are not inconsistent with these bylaws, state law, and any special rules of order the Board may adopt.	to "Board" to remain consistent with other sections.
<b>Article VI - Meetings: Public Comment</b>	<b>New Section</b>	<b>Article V – Meetings: Section 6: Public Attendance and Participation.</b> (1) Per the Open Public Meetings Act, Chapter 42.30 RCW, all meetings of the Board are open to the public. During each meeting, the Board will include designated time(s) on the agenda for public comment. The Board has established the public comment period as a limited public forum for comments from members of the public on current agenda items or matters under the authority of the Board, subject to time limitations and other restrictions at the discretion of the Chair. Any member of the public wishing to make a comment must sign in on the register sheets provided at each meeting, listing their name and the subject on which they are offering comment. (2) Any member of the public or a group wishing to make a presentation to the Board may do so upon prior request and approval by the Chair, or without prior request and approval, at the discretion of the Chair with consent of a majority of the members present.	New Section
<b>Article VII - Committees: Designation</b>	<b>Section 1. Designation.</b> (1) Responsibilities of the board may be referred to committee for deeper discussion, reflection and making recommendations to the whole board. (2) The board chair shall appoint at least two board members to each committee to conduct the business of the board. (3) The board chair or executive director shall inform the board of the formation of any committee and of the appointment of members to that committee.	<b>Article VI - Committees: Section 1. Designation.</b> (1) Issues related to Board business may be referred to committee for deeper discussion, additional work, and bringing information or recommendations back to the whole Board.  (2) The executive director shall inform the Board of the formation of any committee and of the appointment of members to that committee.	Moved appointment process and chair designation to sections below. Added requirement that the ED assign a person to staff each committee.

Bylaw Section	Current Language	Draft Proposed Language	Comments
	(4) Board members of committees of the board shall determine which board member shall chair the committee.	(3) The executive director shall assign a staff member to provide support for each committee.	
<b>Article VII - Committees: Executive Committee</b>	<p><b>Article VII - Committees: Executive Committee (from Article V)</b> (1) (a) The executive committee shall consist of the chair, the vice chair, two members at-large, and the immediate past chair, if available, or third member at-large as elected.</p> <p>(b) The executive committee shall be responsible for the management of affairs that are delegated to it as a result of Board direction, consensus or motion, including transacting necessary business in the intervals between board meetings, inclusive of preparing agendas for board meetings.</p> <p>(c) The executive committee shall be responsible for oversight of the budget.</p> <p>(2) When there is a vacancy of an officer position, the vacant position shall be filled pursuant to the election process in the Board Procedures Manual.</p> <p>(3) The board chair shall serve as the chair of the executive committee.</p> <p>(4) The executive committee shall meet at least monthly.</p> <p>(5) The executive committee shall assure that the board annually conducts a board review and evaluation.</p> <p>(6) Agendas for each meeting of the executive committee shall be provided to all board members prior to each executive committee meeting.</p> <p>(7) Minutes for each meeting of the executive committee shall be provided to all board members promptly after each executive committee meeting.</p>	<p><b>Article VI - Committees: Section 2. Executive committee.</b> (1) (a) The executive committee shall consist of the chair, the vice chair, two members at-large, and the immediate past chair, if available, or third member at-large as elected, and the senior student member.</p> <p>(b) The executive committee shall be responsible for providing guidance to the executive director on issues delegated to it by the Board to be performed in the intervals between Board meetings, including preparation of the agendas for Board meetings.</p> <p>(c) The executive committee shall be responsible for oversight of the budget.</p> <p>(2) When there is a vacancy of an officer position, the vacant position shall be filled pursuant to the election process in Article IV, Section 3.</p> <p>(3) The Board chair shall serve as the chair of the executive committee.</p> <p>(4) The executive committee shall meet at least monthly.</p> <p>(5) The executive committee shall ensure that the Board annually conducts a Board review and self-evaluation.</p> <p>(6) Agendas for each meeting of the executive committee shall be provided to all Board members prior to each executive committee meeting.</p> <p>(7) Minutes for each meeting of the executive committee shall be provided to all Board members promptly after each executive committee meeting.</p>	<p>Moved from separate Article; revised to add senior student member to the EC (VI.2.1a); revised language to align to current practice and public meetings act requirements (VI.2.1b). Reference applicable bylaws section rather than procedures manual to address vacancies (VI.2.2). Edit to language around Board evaluation - changed "evaluation" to "self-evaluation" (VI.2.5)</p>
<b>Article VII - Committees: Ad-Hoc Committees</b>	<b>New Section</b>	<b>Section 3. Ad-Hoc Committees:</b> (1) The Board chair, in consultation with the executive director, may establish an ad-hoc committee for a fixed duration not to exceed 12 months to address a specific issue related Board business.	New Section

Bylaw Section	Current Language	Draft Proposed Language	Comments
		<p>(2) The chair shall appoint at least two Board members to each ad-hoc committee.</p> <p>(3) The Board Chair shall appoint a Board member to chair each ad-hoc committee.</p>	
<p><b>Article VII - Committees: Standing Committees</b></p>	<p><b>New Section</b></p>	<p><b>Section 4. Standing Committees.</b> 1) Any committees that will extend beyond 12 months must be established as Standing Committees by Board action and meet the requirements of this section.</p> <p>(2) The Chair shall appoint one member of the executive committee to serve on any Standing Committee. At least one and up to five additional members may be elected to the committee by the Board. (3) Elections shall be conducted by ballot and in accordance with RCW 42.30.060. Initial elections shall take place following the formation of the committee. Subsequent elections will occur at the annual meeting every other year. (4) The committee shall select a chair at the first meeting. The chair shall serve a one-year term.</p> <p>(d) The purpose of the committee and the number of committee members shall be defined in a written charter held by the executive director.</p>	<p>New Section</p>
<p><b>Article VIII - Executive Director: Appointment</b></p>	<p><b>Section 1. Appointment.</b> The board may appoint an executive director.</p>	<p><b>Article VII - Executive Director: Section 1. Appointment.</b> The Board must hire an executive director.</p>	<p>Revised to align with statute (changed “may” to “must”).</p>
<p><b>Article VIII - Executive Director: Duties</b></p>	<p><b>Section 2. Duties.</b> (1) The executive director shall perform such duties as may be determined by the board and shall serve as secretary and non-voting member of the board. The executive director shall house records of the board’s proceedings in the board’s office and the records shall be available upon request. The executive director is responsible for the performance and operations of the office and for staff support of board member duties.</p> <p>(2) The board shall establish or modify a job description for the executive director, as needed.</p>	<p><b>Article VII - Executive Director: Section 2. Duties.</b> (1) The executive director shall perform such duties as may be determined by the Board and shall serve as secretary to the Board. The executive director shall maintain all the official records of the Board including records of the Board’s proceedings. These records shall be available on the Board’s website or upon request. The executive director is responsible for the performance and operations of the office and for staff support of Board member duties.</p>	<p>Composition of the Board is established in statute so ED as a “non-voting member” is removed.</p> <p>Changes ED duty from “house” to “maintain” records</p>

Bylaw Section	Current Language	Draft Proposed Language	Comments
		(2) The Board shall establish or modify a job description for the executive director, as needed.	and deleted the place.
<b>Article VIII - Executive Director: Section 3. Annual evaluation.</b>	<b>Section 3. Annual evaluation.</b> (1) The board shall establish or modify the evaluation procedure of the executive director, as needed, (2) The annual evaluation of the executive director shall be undertaken by the board no earlier than one year after the job description or evaluation tool is established or modified. Subsequent to the evaluation, the chair, or chair’s designee, will communicate the results to the executive director. If available, the vice chair shall participate in the communication.	<b>Article VII - Executive Director: Section 3. Annual evaluation.</b> (1) The Board may modify the evaluation procedure of the executive director, as needed. (2) The annual evaluation of the executive director shall be undertaken by the Board no earlier than one year after the job description or evaluation tool is established or modified. Subsequent to the evaluation, the chair, or chair’s designee, will communicate the results to the executive director. If available, the vice chair shall participate in the communication.	Changed “shall establish or modify” to “may modify”
<b>Article VIII - Executive Director: Section 4. Compensation of the executive director.</b>	<b>Section 4. Compensation of the executive director.</b> The rate of compensation and terms of employment of the executive director shall be subject to the prior approval of the board at the planning meeting.	<b>Article VII - Executive Director: Section 4. Compensation of the executive director.</b> The rate of compensation and terms of employment of the executive director shall be subject to the prior approval of the Board.	Removed the specific reference during which meeting compensation changes would be considered.
<b>Article VIII - Executive Director: Section 5: Termination and discipline of the executive director.</b>	<b>Section 5: Termination and discipline of the executive director.</b> (1) Decisions regarding the termination and discipline of the executive director shall be subject to the approval of the board. (2) Decisions regarding the termination and discipline of the executive director may be made at a regular or special meeting if action is required prior to the next scheduled annual planning meeting.	<b>Article VII - Executive Director: Section 5: Termination and discipline of the executive director.</b> (1) Decisions regarding the termination or discipline of the executive director shall be subject to the approval of the Board. (2) Decisions regarding the termination or discipline of the executive director may be made at a regular or special meeting.	Removes reference to annual meeting.
<b>Article IX Amending Bylaws: Section 1. Amending bylaws</b>	<b>Section 1. Amending bylaws.</b> (1) These bylaws may be amended only by a two-thirds affirmative vote of the voting board members present at the meeting. (2) All members shall be given notification of proposed amendments to the bylaws at the meeting preceding the meeting at which the bylaws are to be amended. (3) The board shall review the bylaws every two years.	<b>Article VIII - Amending Bylaws: Section 1. Amending bylaws</b> (1) These bylaws may be amended only by a two-thirds affirmative vote of the voting Board members present at the meeting. (2) All members shall be given notification of proposed amendments to the bylaws at the meeting preceding the meeting at which the bylaws	No change

Bylaw Section	Current Language	Draft Proposed Language	Comments
		are to be amended. (3) The Board shall review the bylaws every two years.	
<b>Article IX Amending Bylaws: Section 2. Suspending bylaws.</b>	<b>Section 2. Suspending bylaws.</b> These bylaws may be suspended at any meeting only by a two-thirds affirmative vote of the voting board members present at the meeting.	<b>Article VIII - Amending Bylaws: Section 2. Suspending bylaws.</b> These bylaws may be suspended at any meeting only by a two-thirds affirmative vote of the voting Board members present at the meeting.	No Change



# THE WASHINGTON STATE BOARD OF EDUCATION

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

## MEMO ON WAIVERS OF THE CAREER- AND COLLEGE-READY GRADUATION REQUIREMENTS

Prepared for the July 2019 Board Meeting

### Policy Considerations

Does the application for waiver of the career- and college-ready graduation requirements provide the information and documentation required by law?

### Overview of Waivers

- Temporary waiver from Career- and College-Ready graduation requirements for the Class of 2019 and the Class of 2020, thereby requiring implementation for the Class of 2021.
  1. Colleges
    - Bates Technical College District
    - Bellingham Technical College
    - Cascadia College, Clark College
    - Clover Park Technical College
    - Edmonds Community College
    - Peninsula College
    - Tacoma Community College
  2. School District
    - Mount Vernon School District

### Temporary Waiver from Career- and College-Ready Graduation Requirements

Do the applications for temporary waiver of Career- and College-Ready graduation requirements provide the information and documentation required by WAC 180-51-068(11)?

RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from the Career- and College-Ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) and adopted into rule in WAC 180-51-068, to delay implementation until the graduating class of 2020 or 2021 instead of the graduating class of 2019. Furthermore, WAC 180-51-015 states that references to school districts within Chapter 180-51 WAC shall also apply to community colleges and private schools. If a waiver of WAC 180-51-068 is approved then WAC 180-51-067 applies.

## Colleges

Each of the aforementioned colleges or college district requests a temporary waiver from Career- and College-Ready graduation requirements for the Class of 2019 and 2020. This would result in implementation of the 24-credit graduation requirements for the Class of 2021. While the colleges are able to provide the required coursework to implement the 24-credit graduation requirements by 2019, each college serves a local student population that includes school district partners that have already been granted the waiver to delay implementation of the Career- and College-Ready graduation requirements. Each college has found that this waiver would allow them to better serve their students by aligning with district requirements. Each college submitted the required documentation, including a resolution from the college's Board of Trustees.

## Mount Vernon School District

Mount Vernon School District requests a temporary waiver from Career- and College-Ready graduation requirements for the Class of 2019 and 2020. This would result in implementation of the 24-credit graduation requirements for the Class of 2021. The district submitted the application before the end of the school year but the first board meeting at which this waiver could be considered is this July board meeting. The district states that this waiver is intended for its alternative high school. The waiver is being requested to provide credit retrieval opportunities for students who are credit deficient and to align with a local community college that serves school districts that have received the temporary waiver with Mount Vernon being the only remaining feeder district that doesn't yet have the temporary waiver. The district is able to offer the coursework to meet the Career- and College-Ready graduation requirements but is concerned that a few students have not had ample opportunity to participate in credit retrieval opportunities and would not be able to graduate if held to the Career- and College-Ready graduation requirements.

## Action

The Board will consider whether to approve the requests for temporary waiver of Career- and College-Ready graduation requirements presented in the applications of the aforementioned colleges, college district, and school district.

If you have questions regarding this memo, please contact [Parker Teed](#).



## THE WASHINGTON STATE BOARD OF EDUCATION

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### APPLICATION Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014

#### **Instructions**

RCW 28A.230.090(1)(d)(ii) authorizes school districts, private schools, and community colleges to apply to the State Board of Education (SBE) for a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of 2104 (E2SSB 6552) beginning with the graduating class of 2020 or 2021 instead of the graduating class of 2019. This law further provides:

“In the application, a school district must describe why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. The state board of education shall grant a waiver under this subsection (1)(d) to an applying school district at the next subsequent meeting of the board after receiving an application.”

The SBE has adopted rules to implement this provision as WAC 180-51-068(11). The rules provide that the SBE must post an application form on its public web site for use by school districts. The rules further provide:

- The application must be accompanied by a resolution adopted by the district’s board of directors requesting the waiver. The resolution must, at a minimum:
  1. State the entering freshman class or classes for whom the waiver is requested;
  2. Be signed by the chair or president of the board of directors and the superintendent.
- A district implementing a waiver granted by the SBE under this law will continue to be subject to the prior high school graduation requirements as specified in WAC 180-51-067 during the school year or years for which the waiver has been granted.
- A district granted a waiver under this law that elects to implement the career and college ready graduation requirements in WAC 180-51-068 during the period for which the waiver is granted shall provide notification of that decision to the SBE.

Please send the application and school board resolution electronically to:

Parker Teed  
Policy Analyst  
360-725-6047  
[parker.teed@k12.wa.us](mailto:parker.teed@k12.wa.us)

For questions, please contact:

Parker Teed  
Policy Analyst  
360-725-6047  
[parker.teed@k12.wa.us](mailto:parker.teed@k12.wa.us)

Bates Technical College District No. 28  
Bates Technical College SBE Waiver Request

**WHEREAS**, the Board of Trustees of Community College District No. 28, Bates Technical College, recognizes the critical role Bates Technical College plays in partnering with local school districts in Pierce, King and surrounding counties for the purpose of serving the educational needs of these communities, AND

**WHEREAS**, the legislature passed E2SSB 6552 (Chapter 217, Laws of 2104), which raises the number of credits required for graduation to 24 credits beginning with the Class of 2019, AND

**WHEREAS**, Bates Technical College provides instruction to local students, including those of our district partners, AND

**WHEREAS**, Bates Technical College developed high school level courses meeting the Office of Superintendent of Public Instruction curriculum standards to fulfill all credit requirements for the 24 credit high school diploma, AND

**WHEREAS**, RCW 28A.230.090 and E2SSB 6552 provide for school districts and community colleges to request a waiver from the Washington State Board of Education and delay implementation of the 24 credit requirement until 2020 or 2021, AND

**WHEREAS**, our local school district partners have applied for and received waivers from the Washington State Board of Education to implement the Career- and College-Ready Graduation requirements beginning with the graduating class of 2020, AND

**WHEREAS**, the Board of Trustees of Bates Technical College requests from the Washington State Board of Education (SBE), a waiver of the 24 credit graduation requirement for freshmen entering high school in 2016 and 2017 (graduating classes of 2020 and 2021, respectively), to align with the graduation credit requirements of its existing school district partners.

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Trustees of Bates Technical College hereby approves that the foregoing resolution is a true and correct copy of the resolution adopted by the vote of the majority of the members of the Bates Technical College Board of Trustees present at a meeting of said Board on the 28<sup>th</sup> day of May, 2019, at which a quorum was present.



Bates Technical College  
Board of Trustees, Chair  
Cathy Pearsall-Stipek



Bates Technical College  
President, Board of Trustees Secretary  
Lin Zhou, Ph.D.

## Application

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district

Bates Technical College District #28

2. Contact information

Name and title: Peter Hauschka / Bates Technical College Dean of Transfer and Related Instruction + Technical HS Principal

Telephone: 253-680-7217

E-mail address: phauschka@batestech.edu

3. Date of application: 5/30/2019

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

- Bates Technical College partners approximately 40 local school districts in our service area. Students that enroll at Bates Technical High School directly enroll at the high school co-located on the college campus. We provide instruction to the student population of these 40 school districts, whose students transfer to us. Our program is aligned to state graduation standards and in order to serve the students of our district partners, we are requesting the waiver in order to keep our program aligned with all of our service district partners which have been granted the waiver to delay implementation of the career and college ready graduation requirements.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

- We are currently able to fully implement the graduation requirements, but are requesting the waiver in order to remain aligned with our partner districts.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

- Bates Technical College and High School have courses available that fully meet the state high school graduation requirements. Our program has developed high school level courses based on OSPI curriculum standards that fulfill all credit requirements for the 24 credit high school diploma. Additionally, student that meet eligibility requirements may take college-level coursework that transfers back into their high school diploma program. At the request of the participating districts which have implemented CCR graduation requirements for those

classes prior to 2021, we are fully able to offer the 24 credit diploma option. In addition, we know we need to strengthen our available roster of high school specific courses for our technical high school students who are not on a college degree pathway.

**Final step**

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

**BOARD OF TRUSTEES**  
**BELLINGHAM TECHNICAL COLLEGE**  
**Resolution No. 19-01**

A RESOLUTION OF THE BOARD OF TRUSTEES OF BELLINGHAM TECHNICAL COLLEGE  
Requesting a temporary waiver from the Career and College Ready Graduation Requirements  
for the graduating classes of 2019 and 2020.

WHEREAS, the Washington State Legislature passed E2SSB 6552 increasing the number of credits required for high school graduation to 24 for the Class of 2019;

WHEREAS, the Washington State Legislature and State Board of Education provide a procedure for school districts to request a waiver and delay implementation of the 24-credit requirement;

WHEREAS, the Bellingham Technical College has researched the needs of its students and determined that additional time is required to fully implement the necessary support systems and resources to assist all of its students in earning 24 credits;

WHEREAS, the Board of Trustee of the Bellingham Technical College is requesting a temporary waiver for the reasons set forth in The Washington State Board of Education Application for a Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014 (E2SSB 6552);

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of Bellingham Technical College in accordance with RCW 28A.230.090(1)(d)(ii); is requesting a temporary waiver from the Career and College Ready Graduation Requirements for the graduating classes of 2019 and 2020.

PASSED AND APPROVED by the Board of Trustees of Bellingham Technical College at a regular meeting duly held on the 16<sup>th</sup> day of May, 2019.

**BELLINGHAM TECHNICAL COLLEGE**

  
\_\_\_\_\_  
**Chair, Board of Trustees**

Attest:

  
\_\_\_\_\_  
Secretary, Board of Trustees

**Application**

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district --Bellingham Technical College

2. Contact information

Name and title--Walter Hudsick, VP of Student Academic Affairs and Student Learning

Telephone-360-752-8323

E-mail address—whudsick@btc.edu

3. Date of application—May 16, 2019

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

Bellingham Technical College maintains a partnership with the K-12 districts in Whatcom County including Bellingham, Blaine, and Lynden. We also provide instruction to the student population in these districts. The three listed districts currently have waivers for up to two years to implement the Career and College-Ready Graduation requirements that were adopted in 2014, and Bellingham Technical College is requesting the same waiver. Furthermore, the 20-credit requirement will remove potential barriers as students of cohorts 2015 and 2016 may have not met the 24-credit requirement for a variety of factors beyond their control, such as inadequate advising, lack of opportunity to work on credit retrieval in summers, etc. The 20-credit requirement will help students in these cohorts now and in future years move more quickly to their college and career pathway at Bellingham Technical College.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

Being a technical college, we do not currently offer high school level courses in world languages, but will be working towards implementation for the 2017 cohort (class of 2021). Offerings in fine arts and science lab are limited to one-credit courses. Additional course are forthcoming.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

Class of 2020

Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

Our program has developed high school level courses based on OSPI curriculum standards that fulfill all credit requirements for the 20-credit high school diploma and is in the process of

developing those for the 24-credit high school diploma. Additionally, students who meet eligibility requirements will be able to take college-level coursework that transfers back into their high school diploma program.

**Final step**

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.



May 30, 2019

Parker Teed  
Policy Analyst  
360-725-6047  
[parker.teed@k12.wa.us](mailto:parker.teed@k12.wa.us)

Re: Cascadia College – High School Credit Waiver

Dear Mr. Teed:

Cascadia College partners with the K12 districts not only in our service area, but also within the region, as students enter our adult high school diploma programs from any high school. We provide instruction to the student population of any of these districts.

Many local districts, including Everett, Marysville, Mukilteo, Seattle, and Shoreline, have been approved for temporary waivers. Our program is aligned to state graduation standards and in order to serve the students of our region we are requesting the waiver in order to keep our program aligned with local high schools which have been granted the waiver to delay implementation of the career and college ready graduation requirements.

Cascadia College is largely able to implement the graduation requirements, but are requesting the waiver in order to remain aligned with districts in the region. Our High School 21+ program is also awaiting further support from the State Board's BEdA partners to develop Foreign Language curriculum to meet that requirement for that program.

The Board of Trustees of Cascadia College took action and passed unanimously the request of this temporary waiver at their May 22, 2019 board meeting.

Cascadia College requests a temporary waiver from the career and college ready graduation requirements specified in WAC 180-51-048. Cascadia College will implement the career and college ready graduation requirements for the graduating class of 2021 instead of the graduating class of 2019.

Thank you for your consideration of Cascadia College's request for the high school credit waiver.

Sincerely,

Dr. Julie Miller  
Board Chair

Dr. Eric Murray  
President

c: Dr. Kerry Levett, Vice President for Student Learning & Success  
Lyn Eisenhour, Dean for Student Learning

**BOARD OF TRUSTEES**

**Application**

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Cascadia College

2. Contact information

Name and title: Lyn Eisenhour, Dean for Student Learning

Telephone: 425-352-8548

E-mail address: leisenhour@cascadia.edu

3. Date of application. May 31, 2019

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

Cascadia College partners with the K12 districts not only in our service area, but also within the region, as students enter our adult high school diploma programs from any high school. We provide instruction to the student population of any of these districts. Many local districts, including Everett, Marysville, Mukilteo, Seattle, and Shoreline, have been approved for temporary waivers. Our program is aligned to state graduation standards and in order to serve the students of our region, we are requesting the waiver in order to keep our program aligned with local high schools which have been granted the waiver to delay implementation of the career and college ready graduation requirements.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

We are largely able to implement the graduation requirements, but are requesting the waiver in order to remain aligned with districts in the region. Our High School 21+ program is also awaiting further support from the State Board's BEdA partners to develop Foreign Language curriculum to meet that requirement for that program.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

\_\_\_\_\_ Class of 2020

\_\_\_x\_\_\_ Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

We have courses available that fully meet the graduation requirements for our High School Completion Program. Our High School 21+ program has developed high school level courses based on OSPI curriculum standards that fulfill all credit requirements except foreign language for

the 24 credit high school diploma. Additionally, student that meet eligibility requirements may take college-level coursework that transfers back into their high school diploma program. Our High School 21+ program is working with the State Board BEdA staff to develop options for foreign language credit and will be able to have that in place for the graduating class of 2021.

**Final step**

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.

TO: The Washington State Board of Education

FROM: The Clark College Board of Trustees and Clark College President

RE: Temporary Waiver Available for Community Colleges from High School Graduation Requirements in WAC 180-51-068

DATE: June 2019

Whereas Clark College partners with the K12 districts Battle Ground, Camas, Evergreen, Ridgefield, Vancouver, and Washougal in our service area;

Whereas Clark College provides instruction to the student population of these districts; and

Whereas Clark College's programs are aligned to state graduation standards and in order to serve the students of our district partners; now, therefore, be it *Resolved*, the Clark College Board of Trustees and President Robert Knight, approve a temporary waiver from the career and college ready graduation requirements directed by Chapter 217, Laws of ~~2014~~<sup>2014</sup> (E2SSB 6552) beginning with the graduating class of 2021 instead of the graduating class of 2019.



\_\_\_\_\_  
Royce Pollard  
Chair, Clark College Board of Trustees

\_\_\_\_\_  
Date



\_\_\_\_\_  
Robert Knight  
President, Clark College

\_\_\_\_\_  
Date

4/4/19

**Application**

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Clark College

2. Contact information

Name and title: Jim Wilkins-Luton, Dean of Basic Education, English, Communications and Humanities

Telephone: 360-992-2932

E-mail address: jwilkins-luton@clark.edu

3. Date of application: March 21, 2019

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

Clark College partners with the K12 districts Battle Ground, Camas, Evergreen, Ridgefield, Vancouver, and Washougal in our service area. We provide instruction to the student population of these districts. Our program is aligned to state graduation standards and in order to serve the students of our district partners; we are requesting the waiver in order to keep our program aligned with our service district partners which have been granted the waiver to delay implementation of the career and college ready graduation requirements.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

Clark College is currently able to fully implement the graduation requirements, however, we are requesting the waiver in order to remain aligned with our partner districts. Students we serve in our high school programs are often those for whom traditional K-12 education did not work. Requirements in addition to those of the local school districts in our service area will create additional barriers for our student population.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

  X   Class of 2020

  X   Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

Clark College has courses available that fully meet the graduation requirements. Our program has developed high school level courses based on OSPI curriculum standards that fulfill all credit requirements for the 24 credit high school diploma. Additionally, student that meet eligibility requirements may take college-level coursework, which transfers back into their high school diploma program. In order to serve students from participating districts including Green Mountain, Hockinson, and La Center, Clark College has implemented career and college graduation requirements for those classes prior to 2021, we are fully able to offer the 24 credit diploma option for those who request or require it.

**Final step**

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.



COPY

**COLLEGE DISTRICT TWENTY-NINE  
BOARD OF TRUSTEES**

**RESOLUTION 19-05-97  
Requesting Temporary Waiver from  
High School Graduation Requirements**

**WHEREAS**, Clover Park Technical College (CPTC) grants high school diplomas through the Northwest Career & Technical High School (NWCTHS) and through Adult High School Completion programs, and

**WHEREAS**, CPTC ensures that students complete the minimum graduation requirements that pertain to their graduating class (as determined by the date they entered 9<sup>th</sup> grade), set forth in WAC Chapter 180-51, and

**WHEREAS**, in 2014, WAC 180-51-068 implemented a 24-credit graduation requirement beginning with the Class of 2019 (students entering ninth grade on or after July 1, 2015). Due to the significant change in requirements, the WAC also allows districts to apply for a temporary waiver from these requirements, and

**WHEREAS**, the temporary waiver from high school graduation requirements allows a public school, private school, or community college to delay implementation of the 24-credit graduation requirements in WAC 180-51-068. By utilizing this waiver, students will need to meet the requirements of WAC 180-51-067 rather than the requirements of WAC 180-51-068. For Clover Park Technical College, this allows for alignment with local high schools who are using the lower requirements and increased access to high school diploma completion for our students.

**NOW, THEREFORE, BE IT RESOLVED**, that the Board of Trustees does hereby approve a resolution, as required by WAC 180-51-068, to request a temporary waiver from the high school graduation requirements directed by Chapter 217, Laws of 2104 (E2SSB 6552) beginning with the graduating class of 2021 instead of the graduating class of 2019.

**PASSED AND ADOPTED** by the Board of Trustees of Clover Park Technical College, state of Washington, on this 8<sup>th</sup> day of May 2019.

**Attested by:**

**Approved by:**

Joyce Loveday, Ph.D.  
President  
College District Twenty-Nine

Mark Martinez  
Vice Chair, Board of Trustees  
College District Twenty-Nine



Clover Park Technical College  
4500 Steilacoom Blvd. SW  
Lakewood, WA 98499-4004  
Phone: (253) 589-5800  
Fax: (253) 589-5601  
Website: www.cptc.edu

May 8, 2019

President  
Dr. Joyce Loveday

State Board of Education  
Parker Teed, Policy Analyst  
Parker.teed@K12.wa.us

VP, Instruction  
Mabel Edmonds

VP, Student Success  
Scott Latiolais

Re: Resolution Requesting Temporary Waiver from High School Graduation Requirements

VP, for Finance and Administration  
Larry Clark

As authorized by RCW 28A.230.090 (1)(d)(ii), the Board of Trustees of Clover Park Technical College has approved a resolution, as required by WAC 180-51-068, to request a temporary waiver from the high school graduation requirements directed by Chapter 217, Laws of 2104 (E2SSB 6552), beginning with the graduating class of 2021, instead of the graduating class of 2019.

VP, Strategic Development  
Tawny Dotson

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Board of Trustees

Chair  
Wayne Withrow

Vice Chair  
Mark Martinez

Clover Park Technical College partners with multiple school districts within the college's service district (Service District 29, as defined by the State Board for Community & Technical Colleges), including Bethel, Eatonville, Fife, Franklin, Pierce, Rochester, and Sumner School Districts. The college provides instruction to the student population of these districts. The Board of Trustees is, therefore, requesting the waiver to delay implementation of the career and college ready graduation requirements, to allow for alignment of state graduation standards.

Trustees  
Bruce Lachney  
Lua Pritchard  
Eli Taylor

Please see the enclosed Board Resolution voted upon, approved, and recorded in the minutes of the regular meeting of the Clover Park Technical College Board of Trustees on this date of May 8, 2019.

Sincerely,

Mark Martinez  
Vice Chair, Board of Trustees



## BOARD OF TRUSTEES

Washington Community College District 23

### RESOLUTION NO. 19-03-01

#### *APPROVAL OF TEMPORARY WAIVER*

WHEREAS, Edmonds Community College partners with the Edmonds K-12 school district in its service area;

WHEREAS, the College provides instruction to the student population of this district and other nearby districts including Everett, Shoreline, and Mukilteo;

WHEREAS, the College programs are aligned to state graduation standards; and

WHEREAS, the Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014 will maintain the College's alignment with service district partners, which have been granted the waiver.

NOW THEREFORE BE IT RESOLVED THAT, the Edmonds Community College Board of Trustees, in order to serve the students of our district partners, supports the application for a Temporary Waiver from High School Graduation Requirements Under Chapter 217, Laws of 2014 to delay implementation of the career and college ready graduation requirements.

A handwritten signature in blue ink, appearing to read 'Tia Benson Tolle', written over a horizontal line.

Dr. Tia Benson Tolle, Chair

March 14, 2019

Date Approved

ATTEST:

A handwritten signature in blue ink, appearing to read 'Amit B. Singh', written over a horizontal line.

Dr. Amit B. Singh, Secretary

**Application**

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Edmonds Community College (District #23)

2. Contact information

Name and title: Charlie Crawford, Executive Vice President of Instruction

Telephone: 425-640-1557

E-mail address: charlie.crawford@edcc.edu

3. Date of application: 3/6/19

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

Edmonds Community College partners with the Edmonds K-12 school district in our service area. We provide instruction to the student population of this district and other nearby districts including Everett, Shoreline, and Mukilteo. Our programs are aligned to state graduation standards and, in order to serve the students of our district partners, we are requesting the waiver in order to keep our program aligned with our service district partners which have been granted the waiver to delay implementation of the career and college ready graduation requirements.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

We are currently able to fully implement the graduation requirements, but are requesting the waiver in order to remain aligned with our partner districts.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

\_\_\_\_\_ Class of 2020

\_\_\_x\_\_\_ Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

We have courses available that fully meet the graduation requirements. Our program has developed high school-level courses based on OSPI curriculum standards that fulfill all credit requirements for the 24-credit high school diploma. Additionally, students that meet eligibility requirements may take college-level coursework that transfers back into their high school diploma program. At the request of the participating districts which have implemented CCR graduation requirements for those classes prior to 2021, we are fully able to offer the 24-credit diploma option.

**Mount Vernon School District No. 320  
Board of Directors**

**Resolution No. 18/18-19**

**TEMPORARY WAIVER OF IMPLEMENTATION OF CORE 24 COLLEGE AND CAREER  
READY GRADUATION REQUIREMENTS FOR  
OPEN DOORS, EMERSON HIGH SCHOOL, AND GRADUATION ALLIANCE**

**WHEREAS**, the Washington State Legislature codified into law the passage of E2SSB 6522 increasing the graduation requirements to Core 24 College and Career Ready; and

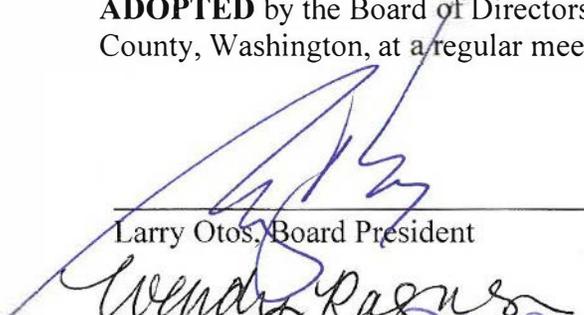
**WHEREAS**, the Washington State Board of Education has developed an application process pursuant to WAC 180-51-068 to allow school districts an opportunity to request a temporary waiver from the Core 24 College and Career Ready graduation requirements until 2021; and

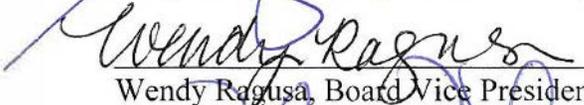
**WHEREAS**, the increase in the number of credits required by the State of Washington to graduate from high school to 24 credits will require study and planning to implement effectively for Open Doors, Emerson High School, and Graduation Alliance; and

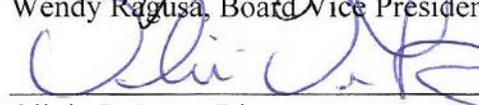
**WHEREAS**, Mount Vernon School District is seeking more time to ensure appropriate systems are in place to best support our most at risk students in meeting the new requirements;

**NOW THEREFORE**, be it resolved that the Board of Directors of the Mount Vernon School District #320, Skagit County, Washington, hereby authorize its Superintendent to request a Temporary Waiver of Implementation of Core 24 College and Career Ready Graduation Requirements for Open Doors, Emerson High School, and Graduation Alliance until the class of 2021.

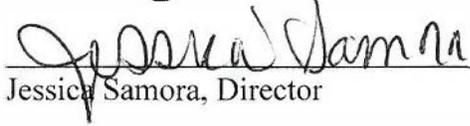
**ADOPTED** by the Board of Directors of the Mount Vernon School District No. 320, Skagit County, Washington, at a regular meeting thereof, held on the 15th day of May 2019.

  
\_\_\_\_\_  
Larry Otos, Board President

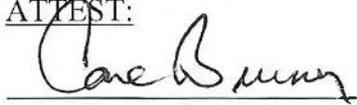
  
\_\_\_\_\_  
Wendy Ragusa, Board Vice President

  
\_\_\_\_\_  
Olivia DeLeon, Director

  
\_\_\_\_\_  
Rob Coffey, Director

  
\_\_\_\_\_  
Jessica Samora, Director

**ATTEST:**

  
\_\_\_\_\_  
Carl Bruner, Ed.D., Superintendent  
Secretary to the Board

**Application**

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Mount Vernon School District

2. Contact information

Name and title: Stephanie Thomas, Director for Assessment & Data Systems

Telephone: 360-927-2567 (Cell Phone)

E-mail address: sthomas@mvsd320.org

3. Date of application: 05/15/19

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

*Mount Vernon School District is requesting the waiver for specific programs, all of which primarily serve our students at risk of not earning a diploma.*

*The first is our 1418 Open Doors Program in partnership with Skagit Valley College. We are requesting the waiver to be in alignment with other districts who are in partnership with SVC.*

*We are also requesting the waiver for Mount Vernon students enrolled at Emerson High School and Graduation Alliance. Emerson High School is a contracted program provided by Youthnet a local 501 c3. Emerson High School offers both a traditional program with a 6 period day and a contract based learning program. Graduation Alliance is a contracted online program.*

*The waiver would not be implemented / utilized for students attending classes at our one comprehensive high school which currently has a 30 credit graduation requirement with a four by four block schedule that offers students eight credit bearing classes each year.*

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

*The Open Doors Program at SVC is working to serve multiple districts—our partner, Skagit Valley College, would benefit from all partner districts having the same requirements.*

*Emerson High School currently offers a schedule that provides no path to on time graduation if a student has failed even one class.*

*The number of classes considered full time enrollment with Gradation Alliance is a barrier to on time graduation at this time.*

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

\_\_\_\_\_ Class of 2020

  X   Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

*MVSD will continue to work with its partners regarding the necessity of meeting the career and college ready graduation requirements for the class of 2021. In addition to determining ways to provide more offerings, work will be done related to competency based crediting to alleviate some burden on students who have become credit deficient, but who are able to demonstrate proficiency.*

**Final step**

Please attach the district resolution required by WAC 180-51-068, signed and dated by the chair or president of the board of directors and the district superintendent.



June 12, 2019

State Board of Education  
Parker Teed, Policy Analyst  
Parker.teed@k12.wa.us

Re: Resolution Requesting Temporary Waiver from High School Graduation Requirements

To: State Board of Education

As authorized by RCW 28A.230.090 (1)(d)(ii), the Board of Trustees Tacoma Community College, do hereby approve a resolution, as required by WAC 180-51-068, to request a temporary waiver from the high school graduation requirements directed by Chapter 217, Laws of 2104 (E@SSB 6552) beginning with the graduating class of 2021 instead of the graduating class of 2019.

Tacoma Community College partners with multiple school districts within the college's service district (Service District 22, as defined by the State Board for Community & Technical Colleges), including Tacoma, Peninsula, and University Place School Districts. The college provides instruction to the student populations of these districts as well as students from throughout Washington State. The Board of Trustees is therefore requesting the waiver to delay implementation of the career and college ready graduation requirements, to allow for alignment of state graduation standards.

Resolution voted upon, approved, and recorded in the minutes of the month meeting of the Tacoma Community College Board of Trustees on this date of June 12, 2019.

Signed:

A handwritten signature in black ink, appearing to read 'James Curtis', is written over a horizontal line.

Board Chair James Curtis J.D.

This page contains signatures of board members

[Type here]

6501 S. 19<sup>th</sup> Street, Tacoma, WA. 98466

[Type here]

**Application**

Please complete in full. Please identify any attachments provided by reference to the numbered items below.

1. Name of district: Tacoma Community College

2. Contact information

Name and title Rebecca Jayasundara, Director of Adult Basic Education

Telephone 253-566-5229, Cell 253-347-3798

E-mail address rjayasundara@tacomacc.edu

3. Date of application. 6/10/2019

4. Please explain why the district is requesting a waiver to delay implementation of career and college ready graduation requirements in WAC 180-51-068.

Tacoma Community College partners with and serves students from multiple K12 districts throughout Washington State. To date, 98 separate districts in Washington State have been approved for the temporary waiver. Our program is aligned to state graduation standards and in order to serve the students of our district partners equitably, we are requesting the waiver to delay implementation of the career and college ready graduation requirements. In addition, TCC offers High School 21+ curriculum at several sites including within the corrections system. TCC needs additional time to build curriculum to meet the additional science and social studies requirements in these alternate settings and create an annual schedule which will allow students to complete their High School requirements without delays.

5. Please describe the specific impediments preventing implementation of the career and college ready graduation requirements beginning with the graduating class of 2019.

We are requesting the waiver in order to remain aligned with our partner districts providing an equitable and consistent experience to adults returning to complete their high school credential, regardless of which school district they originally attended. In addition, this extension will allow time to build high quality curriculum to meet the additional credit requirements.

6. Please indicate below the graduating class for which the district will first implement the career and college ready graduation requirements.

\_\_\_\_\_ Class of 2020

\_\_\_\_\_  \_\_\_\_\_ Class of 2021

7. Please describe the efforts that will be undertaken to achieve implementation of the career and college ready graduation requirements for the graduating class indicated above.

Our program is developing high school level courses based on OSPI curriculum standards that fulfill the additional credit requirements for the 24 credit high school diploma. Additionally, students that meet eligibility requirements may take college-level coursework that transfers back into our high school diploma program.

**Final step**



## **THE WASHINGTON STATE BOARD OF EDUCATION**

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

### **WAC REVIEW UPDATE**

Prepared for the July 2019 Board Meeting

#### **No Action - Completed Review of Private School Immunization**

Rules for Chapter 180-38 WAC (Private School Immunization) do not need to be opened for this WAC review. Legislation from the 2019 session changed immunization requirements. The legislation does not necessitate rulemaking because 180-38 makes use of external RCW and WAC references that will be updated by the Department of Health (DOH) and other entities that will implement the legislation.

#### **Action – HB 1599 Implementation**

A preproposal for rulemaking on Chapter 180-51 WAC (Graduation Requirements) was published in WSR 19-12-098, the Washington State Register publication of rulemaking. At this board meeting, the Board will consider approval of proposed rules for graduation pathway options. Tentatively, this will lead to approval of further sections of proposed rules for Chapter 180-51 WAC in September and final adoption of all elements of rulemaking on Chapter 180-51 in November after public hearing(s).

If you have questions regarding this memo or rule-making details/timelines, please contact [Parker Teed](#). If you have questions about the section of rules for graduation pathway options in Chapter 180-51 WAC, please contact [Kaaren Heikes](#).



## 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: IMPLEMENTATION OF E2SHB 1599

Prepared for the July 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:

- Memo
- E2SHB 1599 Work Plan ([link to review the bill](#), specifically sec. 201 for pathways)
- [SBE Resource: Information for Districts](#) (A copy is included in the packet.)
- E2SHB 1599 + Pathways FAQs on our [website](#) (A copy is not included in the packet.)
- [Mastery-Based Learning Workgroup](#) Meeting Notes from June 20, 2019
- Draft rules for Sec. 201 of E2SHB 1599 (Graduation Pathways – see additional materials)

Synopsis and Policy Considerations:

Staff will provide a briefing on the E2SHB 1599 work plan, the first meeting of the mastery-based learning workgroup, as well as the rule-making process for WAC 180-51 (Graduation Requirements). This agenda item aligns with the Board's Strategic Plan strategies:

- To support more effective communication with students, parents, and educators about multiple pathways to post-secondary options.
- To engage partners to develop a framework for a competency-based diploma pathway and additional options for competency-based credit.
- To examine and highlight options to improve the impact of the High School and Beyond Plan as a means to support student agency and voice.

SBE action is planned for approval of proposed rules on graduation pathways at this meeting. Final rule adoption is planned for the November meeting.



# THE WASHINGTON STATE BOARD OF EDUCATION

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

## IMPLEMENTATION OF E2SHB 1599

Prepared for the July 2019 Board meeting

### Summary

This segment of the Board meeting will focus on implementation of E2SHB 1599 (Chapter 252, Laws of 2019). The Board will be provided with an overview of the Board's work to implement E2SHB 1599, a briefing on the first meeting of the Mastery-Based Learning Workgroup, followed by a briefing and discussion of proposed rules on the graduation pathway options section of the bill.

The legislation directed the State Board of Education (SBE) to take specific actions, namely:

1. Write rules on Section 201 of the bill, which creates a system of graduation requirements that, beginning with the graduating Class of 2020, includes the following requirements:
  - a. Credit graduation requirements (established by SBE for the state, plus any additional credit requirements established locally by school districts)
  - b. Non-credit graduation requirements (established by the State Board of Education for the state, plus any additional non-credit requirements established locally by school districts)
    - i. For the state, a non-credit requirement is Washington State History
    - ii. An example of a non-credit requirement established by some school districts is community service
  - c. Completion of a High School and Beyond Plan
  - d. Meeting at least one graduation pathway option (replacing the assessment system for graduation) which include:
    - i. Meet or exceed the graduation scores in the Smarter Balanced Assessments (set previously by the SBE)
    - ii. Dual credit courses (for example, Running Start or College in the High School) in English Language Arts and math
    - iii. Earn a 3 or higher on certain Advanced Placement exams or a 4 or higher on certain International Baccalaureate exams, or pass the course with at least a C+, or pass a Cambridge International course in English language arts or math
    - iv. Meet or exceed the graduation scores in the math and English portions of the SAT or ACT (as set previously by the State Board of Education)

- v. Earn credit in a Transition Course (for example, a Bridge to College course, which is a senior course for students who earned a Level 2 on the Smarter Balanced Assessment)
  - vi. Meet any combination of at least one English and one math option for those options listed in i-v above
  - vii. Meet standard on the Armed Services Vocational Aptitude Battery (ASVAB)
  - viii. Complete a sequence of Career and Technical Education courses
2. Convene a work group to inform the Governor, the Legislature, and the public about barriers to mastery-based learning
    - a. The definition of mastery-based learning, the charge of the workgroup, and a list of workgroup members, is available on the SBE [Mastery-Based Learning Work Group](#) webpage.
    - b. An interim report is due from the Mastery-Based Learning Workgroup to the governor and the Education Committees of the Legislature by December 1, 2019, and a final report detailing all findings and recommendations is due by December 1, 2020.
  3. Survey key partners and other interested parties regarding what additional graduation pathways should be added to the existing graduation pathways and whether modifications should be made to any of the existing pathways
    - a. A report to the Education Committees of the Legislature is due by August 1, 2020 summarizing the information collected in the survey.
    - b. By December 10, 2022 a report to the Education Committees of the Legislature is due.

The actions the SBE may take to implement E2SHB 1599 are listed in “E2SHB 1599 Master Timeline,” a table included in this section of the Board packet. This table has a column for each of the main areas of work the SBE is directed to do: 1) Rule-making, 2) Mastery-Based Learning Workgroup, and 3), Pathway Analysis and Recommendations, as well as related tasks including, 4) research and stakeholder input to support rule-writing and pathway recommendations, 5) guidance and communication and 6) enrollment and reporting guidelines for schools operating with waivers issued under RCW 28A.230.090 (schools with waivers of credit graduation requirements).

### Rules to Implement E2SHB 1599

Writing rules to implement the new law will be a significant effort of the SBE over the next three Board meetings. Developing draft rules and approving proposed rules to move forward in rule-making process will be divided between two Board meetings, in July and September. The hearing on proposed rules will take place in early November, with planned adoption of rules at the November Board meeting. At the July Board meeting, the Board will review and discuss draft rule language for graduation pathway options. These rules are critical for the field, as districts must implement graduation pathway options starting in the 2019-2020 school year.

During the September meeting the Board will review and discuss draft rules for the High School and Beyond Plan, as well as updates to other existing rules to align with E2SHB 1599. The Board may also consider a restructuring of the graduation requirement rules chapter (WAC 180-51) to include new sections on credit graduation requirements, non-credit graduation requirements, the High School and

Beyond Plan, and Graduation Pathway Options. This structure would align better with the new system of graduation requirements.

## The ASVAB Pathway and the Career and Technical Education Course Sequence Pathway

Most of the graduation pathway options were assessment alternatives under the previous graduation assessment system, with two notable exceptions: the ASVAB pathway and the Career and Technical Education Course Sequence. These two are new options in relationship to high school graduation, and because of this, educators as well as students and parents have many questions. SBE rules on these pathways are critical. The following background information is provided to help inform the Board's discussion.

### **ASVAB BACKGROUND INFORMATION**

ASVAB is either a computer adaptive test or a pencil and paper test, both of which take about 150 minutes to complete. The computer adaptive test and the paper test have been evaluated to be equivalent. There are ten tests within the ASVAB, the scores from four of them, Word Knowledge, Paragraph Comprehension, Arithmetic Reasoning, and Mathematical Knowledge, are combined into a single score for the Armed Forces Qualifying Test (AFQT). The score on the AFQT defines eligibility for enlistment in branches of the military (Army, Navy, Air Force, Marine Corps, and Coast Guard). Scores from all ten tests are combined to qualify for particular jobs within the military.

Scores on the ASVAB and the AFQT are reported in percentiles from one to 99, among a reference group of examinees, aged 18 to 23. The minimum ASVAB scores for entrance into the military may vary by region, by career, and over time, depending on demand. Current minimum AFQT scores for each military branch are:

Air Force: 36

Army: 31

Coast Guard: 40

Marine Corps: 32

Navy: 35

Schools may participate in a Career Exploration Program that allows students at the school to take the ASVAB test free of charge to both the school and the students. In addition to providing students with their ASVAB scores, the program provides career planning resources and activities. Student information required for participation in the program includes name, birthdate, gender, education level, and post-secondary intention. Social security numbers are not collected. Schools choose one of eight options involving release of student information to military recruiting services. Option 8 releases no student information to recruiting services. Also, individual participants may opt in or out of the option chosen by the school.

Students who go directly to a military recruitment office, or MEPS (Military Entrance Processing Station), would probably not have access to take the ASVAB test immediately. The process would be more involved, and might be appropriate for students who seriously want to enlist in the military, but would probably not be the best route for students who simply want to access the ASVAB option for graduation. Students may be able to sit for the assessment at a neighboring school or district if it is not offered in their home school.

SBE staff spoke with Dr. Steven Cook, ASVAB Program Manager, Spokane MEPS and Dr. Shannon Salyer ASVAB National Program Manager on June 10, who shared information about other states that are using

the ASVAB test. Texas passed legislation in 2017 that requires all schools to provide an opportunity for public high school students in grades 10 to 12 to take the ASVAB or an alternative vocational aptitude test. Nevada uses ASVAB as an option for local education agencies to demonstrate that a student is prepared for college or career success without the need for remediation. Students who demonstrate college and career readiness earn an advanced high school diploma. Nevada students who meet this standard using the ASVAB option must earn a minimum score of 50 on the AFQT.

#### ADDITIONAL RESOURCES

[ASVAB website](#)

[ASVAB Fact Sheet](#)

[ASVAB CEP \(Career Exploration Program\)](#)

#### **CAREER AND TECHNICAL COURSE SEQUENCE**

The language of the bill, reorganized slightly for clarity, is presented here as a reference for the discussion about rules, as well as RCW 28A.700.030, which is cited in the bill.

LANGUAGE OF E2SHB 1599, SECTION 201(1)(B)(VIII) – REWRITTEN FOR CLARITY:

Complete a sequence of career and technical education courses that are:

1. relevant to a student's postsecondary pathway, (including those leading to workforce entry, state or nationally approved apprenticeships, or postsecondary education), **AND**
2. that meet **either**:
  - a. The curriculum requirements of *core plus programs* for aerospace, maritime, health care, information technology, or construction and manufacturing; **OR**
  - b. the minimum criteria identified in **RCW 28A.700.030**.

Nothing in this subsection (1)(b)(viii) requires a student to enroll in a preparatory course that is approved under **RCW 28A.700.030** for the purposes of demonstrating career and college readiness under this section.

**RCW 28A.700.030:**

#### **Preparatory secondary career and technical education programs—Criteria.**

All approved *preparatory secondary career and technical education programs* must meet the following minimum criteria:

**(1) Either:**

(a) Lead to a *certificate or credential* that is state or nationally recognized by trades, industries, or other professional associations as necessary for employment or advancement in that field;

**OR**

(b) Allow students to earn *dual credit for high school and college* through tech prep, advanced placement, or other agreements or programs;

**(2) Be comprised of a sequenced progression of multiple courses that are technically intensive and rigorous; **AND****

**(3) Lead to workforce entry, state or nationally approved apprenticeships, or postsecondary education in a related field.**

If you have questions regarding this memo, please contact Linda Drake at [Linda.drake@k12.wa.us](mailto:Linda.drake@k12.wa.us), 360-725-6028.

**E2SHB 1599 Master Timeline (Bold = Board Action)**

Timeline	Mastery-Based Workgroup	Pathway Analysis/ Recommendations	Rule-making (November adoption)	Research, Stakeholder Input for WACs and Pathway Recommendations	Guidance / Communication	SBE/OSPI Enrollment Reporting Guidelines for Competency-Based Schools with Waivers
June 2019	June 20—first workgroup meeting -Finalize membership	-Finalize Basic Education Compliance Survey Questions	-Initial outreach to stakeholders	-Meeting with ASVAB experts -Meet with stakeholders for CTE pathway -Washington Council meeting -Meeting with GR Directors of key K-12 partners re key questions re 1599 pathways	-Review Graduation Requirement webpages -Create guidance on 2-credit waiver -1599 FAQ webpage on SBE’s site -1599 summary for districts on SBE’s site	-Meetings with OSPI fiscal and Alternative Learning staff
July 2019	-Webinar -Form Package 600 Basic Education Compliance Survey Questions	-Form Package 600 Basic Education Compliance Survey Questions -Develop plan for survey of interested parties, and start implementing the plan -Release RFP for a vendor to conduct survey and focus group research	-CR-101 filed -Outreach to stakeholders <b>-Possible approval of Proposed Pathway Rules</b>	-Follow-up with ASVAB experts -Meet with stakeholders (registrars, counselors) concerning High School Credit earned before high school -Distribution of draft pathways WACs and meetings to solicit input from key partners		
Aug 2019	-Webinar (Topic?)	-Basic education compliance survey live -Select vendor for survey and focus group research and begin research -SBE survey and interview parties (at least those specified in Sec 202(2) of	-Outreach to stakeholders by mid-August	-Distribution of draft pathways WACs and meetings to solicit input from key partners	-Create guidance on High School Credit earned in middle school	-SBE analysis of applicable statutes, WACs, regulations, and practices.

		E2SHB 1599) re potential modifications and additions to pathways				
Sept 2019	-Workgroup meeting	-Basic education compliance survey live -SBE community forum / focus group on pathways input (potential changes, barriers, equitable access, etc.).	-September Board meeting— <b>Board approval of Proposed HSBP and other graduation rules</b> -File CR-102 after the Board meeting		-Revise SBE printed graduation materials	-Meetings with OSPI Fiscal and Alternative Learning staff
Oct 2019	-iNACOL Conference	-Basic education compliance survey information compiled -SBE survey and interview parties (at least those specified in Sec 202(2) of E2SHB 1599) re potential modifications and additions to pathways			-Proposed rules and hearing information disseminated	-SBE will draft enrollment reporting guidelines to support schools operating with waivers issued under RCW 28A.230.090, and will collaborate with OSPI on finalizing guidelines (per E2SHB 1599, sec 301(3)).
Nov 2019	-Workgroup meeting -November Board meeting <b>review of SBE’s Interim report with preliminary findings and potential recommendations</b>	-WSSDA Annual Conference session (“focus group” format) -SBE community forum / focus group on pathways input (potential changes, barriers, equitable access, etc.).	-Hearing on proposed rules (on or after November 5) -November Board meeting- <b>Board adoption of rules</b> -File CR-103 and CES			
Dec 2019	-December 1— Submit SBE’s Interim report of the Mastery-Based Education Workgroup outlining preliminary findings and potential recommendations to the Governor and the Senate and House education committees	-SBE submits interim status report on the multiple pathways surveys and analysis	-Rules go into effect		-Outreach and communication on adopted rules	-Release recommended Enrollment Reporting Guidelines for Competency-Based Schools with Waivers
Jan 2020	-SBE meetings with legislators and potential committee testimony re workgroup’s preliminary findings	-SBE community forum / focus group on pathways input (potential changes, barriers, equitable access, etc.).				

	and potential recommendations.					
Feb 2020	- SBE meetings with legislators and potential committee testimony re workgroup's preliminary findings and potential recommendations.					
Mar 2020	- workgroup meeting - SBE meetings with legislators and potential committee testimony re workgroup's preliminary findings and potential recommendations.	-SBE community forum / focus group on pathways input (potential changes, barriers, equitable access, etc.).				
April 2020						
May 2020						
June 2020	-Workgroup meeting					
July 2020		July board meeting— <b>approval of first phase report</b>				
Aug 2020		August 1-- Report to the education committees of the legislature summarizing the information collected in the surveys related to multiple pathways.				
Sept 2020	-Workgroup Meeting					
Oct 2020						
Nov 2020	November Board meeting— <b>review of SBE's final report</b>					
Dec 2020	December 1— SBE's final report detailing all findings and recommendations of the Mastery-Based Education workgroup.					

<p>Later--</p>	<p>-SBE possibly initiates legislation based on workgroup’s recommendations; meetings with legislators and potential committee testimony re workgroup’s findings potential recommendations re mastery based learning.</p>	<p>-OSPI must annually report data on the graduation pathways starting January 2021          -December 2021 interim status report on graduation pathways          -November 2022 Board meeting—<b>adoption of final report</b>          -December 10, 2022 Final report and recommendations to the education committees of the legislature on barriers and equitable access to pathways and recommendations for changes and/or additional graduation pathways.</p>	<p>Biennial Review of Board Rules</p>			
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# 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*

## E2SHB 1599 INFORMATION FOR DISTRICTS

Newly enacted legislation ([E2SHB 1599](#)) removes the explicit link of the state assessment to graduation, replacing it with a set of pathway options for graduation. The Board is charged with rulemaking for these pathways, as well as reviewing them, gathering stakeholder input, and making recommendations for improvement. The legislation also includes changes requested by SBE to provide more flexibility in waiving up to two credits, ensuring students receive high school credit for high school level courses taken in middle school, and extending the expedited appeal for current juniors and seniors through the Class of 2020. In addition, the SBE is directed to convene a workgroup to develop a mastery-based education framework. The legislation makes enhancements to the high school and beyond plan to include information on academic acceleration, advanced courses, and financial aid, and requires all districts to adopt and utilize an academic acceleration policy.

How does 1599 change graduation requirements?

### ASSESSMENTS AND PATHWAYS

This legislation eliminates the certificate of academic achievement (the CAA) and replaces it with a series of pathway options. Students who are seeking to graduate by earning a Certificate of Individual Achievement (CIA) may continue using this option through the graduating Class of 2021.

Students must meet at least one of these pathway options to graduate:

Assessment Alternative or Future Pathway Option	Through Class of 2019	Class of 2020 Forward
1. Meet or exceed the graduation scores in the Smarter Balanced Assessments (SBA)	✓	✓
2. Dual credit courses (for example, Running Start or College in the High School) in English Language Arts and math	✓	✓
3. Earn a 3 or higher on certain Advanced Placement exams or a 4 or higher on certain International Baccalaureate exams, or pass the course with a C+	✓	✓
4. Meet or exceed the graduation scores in the math and English portions of the SAT or ACT	✓	✓
5. Transition course (e.g. Bridge to College course, which is a senior courses for students who earned a Level 2 on the SBA)	✓	✓
6. Meet any combination of at least one English and one math option of those options listed in #1-5	✓	✓
7. Meet standards on the ASVAB (Armed Services Vocational Aptitude Battery)*	X	✓
8. Complete a sequence of Career and Technical Education courses*	X	✓
9. Grade point average comparison	✓	X
10. Local Collection of Evidence course	✓	X

**\*Note: The armed services test and the CTE course sequence are new graduation pathways; the other pathways have been alternative assessments. Students who pursue these pathways (ASVAB or CTE) do not need to meet English and math requirements separately. English and math content are embedded in both pathways—and both pathways meet the purpose of a high school diploma: to declare that a student is ready for success in postsecondary education, gainful employment, and citizenship, and is equipped with the skills to be a lifelong learner (RCW 28A.230.090). A student who meets either the ASVAB standard or the CTE pathway requirements has met the graduation pathway requirement.**

Students can also combine different pathways (#1-5 above) to meet math and ELA standards. For example, a student who meets English standard on the Smarter Balanced Assessment and the math standard through a Bridge to College course has met the pathway requirement.

Districts are encouraged, but not required, to offer all pathways.

The State Board of Education has rule-writing authority over all the pathways for graduation.

**Important note:** The new pathways are not available for the class of 2019 so the expedited appeal will be the likely graduation pathway for many students in the Class of 2019 who have not yet met the assessment requirement. There are likely to be many more students accessing the expedited appeal than in previous years. The new pathways apply to the Class of 2020 forward.

The new law also extends the expedited (assessment) appeal to the Class of 2020. It is intended for students who meet all graduation requirements except the assessment requirement (or an alternative). For more information, visit the [OSPI Expedited Appeal website](#).

**QUALIFYING FOR GRADUATION IS A LOCAL DECISION.** Decisions on whether a student has met all of the graduation requirements remain at the district level.

#### **CREDIT REQUIREMENTS FOR A HIGH SCHOOL DIPLOMA**

- Changes basis for local waiver of up to two (of 24) credits from “unusual” to “student” circumstances. Also moves prohibition on waiving core credits from WAC to RCW.
  - 1599 does not change credit requirements for graduation. The core courses, as specified by the State Board of Education are:
    - 4 credits of English
    - 3 credits of science
    - 3 credits of math
    - 3 credits of social studies
    - 2 credits of health and fitness
    - 1 arts credit
    - 1 career & technical education credit
  - A district may waive up to two flexible credits for individual students based on a student’s circumstances. Flexible credits include:
    - 3 personalized pathway requirement credits (world language and one of the arts credits)
    - 4 elective credits
- Automatically grants high school credit for high school course taken in middle school. A student’s family can choose to opt out of this credit if desired.

#### **ADDS REQUIREMENTS TO THE HIGH SCHOOL AND BEYOND PLAN (HSBP)**

- HSBP must inform course-taking, so that it is aligned with the student’s goals for education or training and career after high school.
- For students with an IEP (Individualized Education Program), the HSBP must be updated in alignment with their “school to post-school transition plan” and must be updated in a similar manner and with similar school personnel as for all other students.

- Adds requirement to inform students of eligibility for automatic enrollment in advanced classes.
- Adds information on FAFSA, including the list of what is needed to complete the financial aid application and opportunities to help families fill out the applications.

## What else does 1599 do?

### E2SHB 1599 DIRECTS SBE TO:

1. Survey interested parties regarding potential additional pathways or modifications to existing pathways (staff envision quantitative & qualitative survey methods).
2. Report to the education committees of the legislature by August 1, 2020, summarizing the information collected in the surveys.
3. Survey a sampling of the school districts unable to provide all of the graduation pathways under section 201 in order to identify the types of implementation barriers districts have.
4. Report to the education committees of the legislature by December 10, 2022, on the following:
  - (a) Recommended changes to the existing pathways;
  - (b) barriers school districts have to offering all of the graduation pathways and recommendations for ways to eliminate or reduce those barriers for school districts;
  - (c) Whether all students have equitable access to all of the graduation pathways and, if not, recommendations for reducing the barriers students may have to accessing all of the graduation pathways; and
  - (d) Whether additional graduation pathways should be included and recommendations for what those pathways should be.

E2SHB 1599 also includes all elements of SBE’s request legislation, including: extending the expedited appeal, allowing district to waive two (non-core) credits for “student” rather than “unusual” circumstances (beginning in the Class of 2021), automatically granting high school credit for high school courses taken in middle school, and creating a mastery-based learning workgroup (coordinated by SBE).

**MASTERY-LEARNING WORKGROUP (COORDINATED BY SBE):** The legislation establishes a 13-person committee representing various organizations and stakeholders; the SBE will coordinate workgroup membership to ensure member diversity. The workgroup is tasked with addressing barriers to mastery-based learning in Washington State; examine opportunities to increase student access to relevant and robust mastery-based academic pathways aligned to personal career goals and postsecondary education, specifically:

- Expansion of mastery-based credits to meet graduation requirements;
- Development of mastery-based pathways to the earning of a high school diploma;
- Role of HSBP in supporting mastery-based learning;
- SBE and OSPI must develop enrollment reporting guidelines to support schools operating with competency-based waivers (issued under RCW 28A.230.090).

### E2SHB 1599 DIRECTS OSPI TO:

1. Ongoing Analysis of multiple pathways: OSPI must collect data – disaggregated by race, gender, and receipt of free or reduced-price lunch – from school districts on which of the graduation pathways are available to students at each of the school districts and the number of students using each pathway.
2. Directs OSPI to facilitate the creation of a list of available electronic platforms for the HSBP.

### E2SHB 1599 DIRECTS DISTRICTS TO:

1. Beginning in the 2020-21 school year, each district must ensure that an electronic HSBP platform is available to all students.
2. 1599 also adds “academic acceleration” provisions:
  - a. Starting in the 2021-22 school year, every school district must adopt an academic acceleration policy whereby students who meet or exceed standard on the 8th grade state

- ELA and math assessments are automatically enrolled in the next most rigorous level of advanced courses or programs offered by the high school that aligns with the student's HSBP goals.
- b. Beginning in the 2021-22 school year, students who meet or exceed the state standard on the Washington comprehensive assessment of science are *eligible* for enrollment in advanced courses in science.
  - c. Students who successfully complete an advanced course are then automatically enrolled in the next most rigorous level of advanced course that aligns with the student's HSBP.

## MEETING NOTES: MASTERY-BASED LEARNING WORK GROUP

June 20, 2019

Members Attending: Kory Kalahar, Ashley Lin, Lafayette Jones, Krestin Behr, Aurora Flores, Kevin Laverty (in place of Dr. Paul Pitre), Maria Flores (in place of Frieda Takamura)

Staff Attending: Dr. Randy Spaulding, Linda Drake, Alissa Muller

Members Absent: Rep. Sharon Tomiko Santos, Rep. Chris Corry, Sen. Lisa Wellman, TBD Republican Senator, Miguel Saldaña, Taylor Meyer, Kathe Taylor

### **1:00-1:30                    Introductions**

#### **SBE Staff Introductions**

Randy Spaulding, Executive Director of the State Board of Education, welcomed members, introduced himself and acknowledged that the meeting was being held on the traditional lands of the Nisqually and Squaxin Peoples: "As we share this acknowledgement we also recognize that as a system the people native to this land are among those who our educational institutions have not served well. We are here today to rethink our approach to educating students in our system.

'It is important that we identify and eliminate institutional policies, practices, and barriers that reinforce and contribute to predictably disparate educational outcomes and honor and actively engage communities as partners in developing and advocating for equity-driven policies, practices, and resources that meet the needs of all students.

'This is the first meeting of the Mastery-Based Education Workgroup. On behalf of the State Board of Education, I want to thank you for joining us today. This work is a priority for the Board and we appreciate the support of our legislative champions in making this work possible."

Randy introduced SBE staff who will support the workgroup. He shared the list of workgroup members, and noted that several people were not able to attend the first meeting and we will be revisiting some topics as the work moves forward. Today's meeting is critical because members will be providing input to us so that we can refine our work plan and ensure that you have the information and resources necessary to make actionable recommendations for our system.

Alissa Muller, Policy Manager for Career and College Readiness, and Linda Drake, Director of Career and College Readiness, for the State Board of Education introduced themselves.

Work Group Members introduced themselves, answering the questions, "Why did you (or do you) show up each day in high school? If not, why not?"

### **1:30-2:00                    Scope of the Work Group**

Linda reviewed the scope of the work group:

- Review barriers to mastery-based learning in Washington (Slide 6)
- Examine opportunities to increase student access to relevant and robust mastery-based academic pathways aligned to career and postsecondary goals (Slide 7)
- Review the role of the HSBP in supporting mastery-based learning (Slide 7)

No questions were raised on work group scope.

### **2:00-2:30                      Norms of the Group**

Alissa facilitated a group discussion. The agreed upon norms for the work group (to be revisited at the next meeting when additional members are present) are as follows:

- Show up
- Start and end on time
- Assume positive intent
- Everyone gets a chance to speak, even if the choice is to pass
- Stay engaged, try to avoid distractions
- Ask clarifying questions

A work group member asked a question about how decisions will be made – there was agreement to use the consensus approach and implement other processes (e.g. possible consensus building tools) as/if needed.

### **2:30-2:45                      Public Comment**

No public comment was made at this meeting.

### **2:45-3:00                      Current State of Mastery-Based Education in Washington (Slides 9-22)**

Linda presented a PowerPoint.

- “Mastery-based learning” is the terminology that is used in the law, so that is what this work group will use. Other states and people within our state use may use other terms with similar meanings, so there is a potential for confusion. “Competency-based learning” is probably the most common used term.
- A big part of the idea of mastery-based learning is that it is unique to each student, and teaching is tailored to the individual student’s personalized needs. A lot of the work around mastery-based learning has been in alternative learning and work-based learning areas.
- The law’s definition is what we will use as the goal for this work. Although, I would note that bullets #2-5 are characteristics of good instruction in a traditional setting. One of the key ideas of mastery-based learning is the individualized pacing of learning for students—based on demonstration of having mastered content. We want to increase capacity of this in our state—and that by definition this increases good instruction.
- Slides 12-18: All of these things have a funding aspect to them (current laws that govern mastery-based education in Washington).
- Group consensus: Mastery-based learning should include both soft and hard skills. Additionally, a possible recommendation from this group might include adding to the high school credit definition (in SBE rules).

- A brief summary of some of what is happening in other states on this topic was shared.

Other comments from work group members:

- Both students are aware of competency-based credit opportunities in their districts, though primarily in world languages as well as possibly in mathematics.
- The work group needs to consider course code/Professional Educator Standards Board (PESB) educator banding, rigor/non-rigor course codes
- Perhaps we could do a site visit at one of the waiver schools to learn more. Do a meeting at one of the schools? A desire was also expressed to hopefully have a student panel at the school meeting.
- EOGOAC has done a lot of work focused on special education, students of color, and English Language Learners—we should look at Universal Design for Learning concepts to ensure that classrooms are set up for a spectrum of learning.
- Regarding earning a high school diploma when you earn an associate’s degree—As counselors, we are constantly watching Running Start students to ensure they will earn their high school diploma while they’re taking their Running Start classes/working toward their associate’s degree. (In this case in slide 22, the diploma is awarded by the college not the high school, and that’s happening now. To get the diploma from the high school you have to meet the high school requirements.)

**3:00-3:45**

### **Discussion**

- Defining Terms
  - High School and Beyond Plan: Members felt like they need to have a discussion about the plan—how is it different using a mastery-based learning model?
  - Assessment: Evaluation tool to evaluate if a student has demonstrated proficiency/mastery
    - “Meaningful and positive for students”—need to make sure results are useful for students and can inform instruction.
  - Learning Standards
  - Members requested a glossary on our website, to include terms like Universal Design for Learning and Individualized Education Program.

#### • Group Discussion of Workgroup Outcomes

The legislature has requested two reports: 1. Preliminary findings / possible recommendations December 2019 2. Findings and Recommendations Dec. 2020. Beyond those reports, how will we know the work group has been successful/what do you want the outcomes to be? Work group member responses:

- Develop a bridge for mastery-based education between high school and higher education, including transcripts, plus other issues. They need to be aware of this work, and we need to develop relationships.
- High School and Beyond Plan (HSBP)
  - We need to look at the expectations of staff types in the proto-typical school model, compared to how districts are actually implementing this work. When and how is HSBP being delivered? Who is implementing?
  - The values of SBE (as outlined in their [strategic plan](#)) around equity and student voice should be extended to this group. To implement quality HSBPs, technology



- Conferences? iNACOL
- Are there countries that are doing this?
- Bargaining—impact of mastery-based teaching, learning and credits on bargaining.
- At Westside—elective competency-based credit—no child left inside—competency-based credit in leadership and science. Mental health mini-session. Creative arts from the community. STAMP test for world language. Want to have more core-curricula options.
- Building on native speaker skills to increase literacy, so that students who have skills in a non-English can get mastery-based credit.
- Eatonville—STEM based, elementary outdoor, Northwest Trek and Mount Rainier. GRITS: a farm program—half the day, interest in expanding and giving more credit for the work the students are doing in middle school and high school. Very interesting in a regional aspect—allowing local opportunities for kids to do something meaningful in their own community and earn credit.
- More information about Everett senior seminar, credit for advisory, etc.
- Is there interest and overlap with school choice—innovation zones—SAMI, SOTA, Innovation High School, in Tacoma School District?
- Personalized learning ideas, HSPB—whatever research that might indicate how to increase personalized education.
- Universal Design for Learning in state ESSA plans.

**3:45-4:00**

### **Next Steps**

We will send out iNACOL conference information, today's PowerPoint, discussion notes, and a Doodle poll for our fall meetings early next week. Thank you all for engaging with us today!



## THE WASHINGTON STATE BOARD OF EDUCATION

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

### COVER: SEATTLE PROMISE

Prepared for the July 2019 Board Meeting

Information 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:

- See Additional Materials

Synopsis and Policy Considerations:

In 2018, Seattle Colleges partnered with the City of Seattle and Seattle Public Schools to launch Seattle Promise, a scholarship program focused on providing college access, success, and completion with the overarching mission of building a thriving, college-going culture, and a local workforce ready for our region's careers.

Seattle Promise is jointly managed by the City of Seattle, Seattle Colleges, and Seattle Public Schools. These organization are supported by Seattle's Levy Oversight Committee, established by the city council to review and make recommendations regarding levy-funded programs, including Seattle Promise.

During the July meeting Dr. Cristina Gaeta, Director K12 Division, City of Seattle Department of Education and Early Learning, Dr. Caleb Perkins, Director of College and Career Readiness, Seattle Public Schools, and Dr. Sheila Edwards Lange, President, Seattle Central College will describe and discuss with the Board who Seattle Promise is designed to support, the specific kinds of support students receive in high school and beyond, and other outcomes for the program and challenges in implementation.



## THE WASHINGTON STATE BOARD OF EDUCATION

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

### COVER: CHARTER PUBLIC SCHOOLS

Prepared for the July 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.

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- 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:

- Charter School Commission PowerPoint Presentation
- State Board of Education PowerPoint Presentation
- Roster of Washington state charter public schools

Synopsis and Policy Considerations:

SBE's Director of Policy and Partnerships and the Chair of the Washington State Charter School Commission (CSC) will provide the Board with information related to Washington's charter school environment, SBE's and CSC's key statutory duties and functional roles related to charter public school authorizing and oversight, some facts about authorized, opening, and closing charter schools around the state, and answer Board member questions related to these topics.

SBE has ongoing duties related to charter public schools, including an annual report – done in collaboration with CSC – outlining schools' performance and our analysis of the state legal and fiscal charter school related issues.

WASHINGTON STATE CHARTER SCHOOL COMMISSION

# WASHINGTON STATE CHARTER SCHOOLS

Cindi Williams, Chair



WASHINGTON STATE  
*Charter School Commission*  
STUDENTS • INNOVATION • TRANSPARENCY

## Grand Charter Bargain

Flexibility

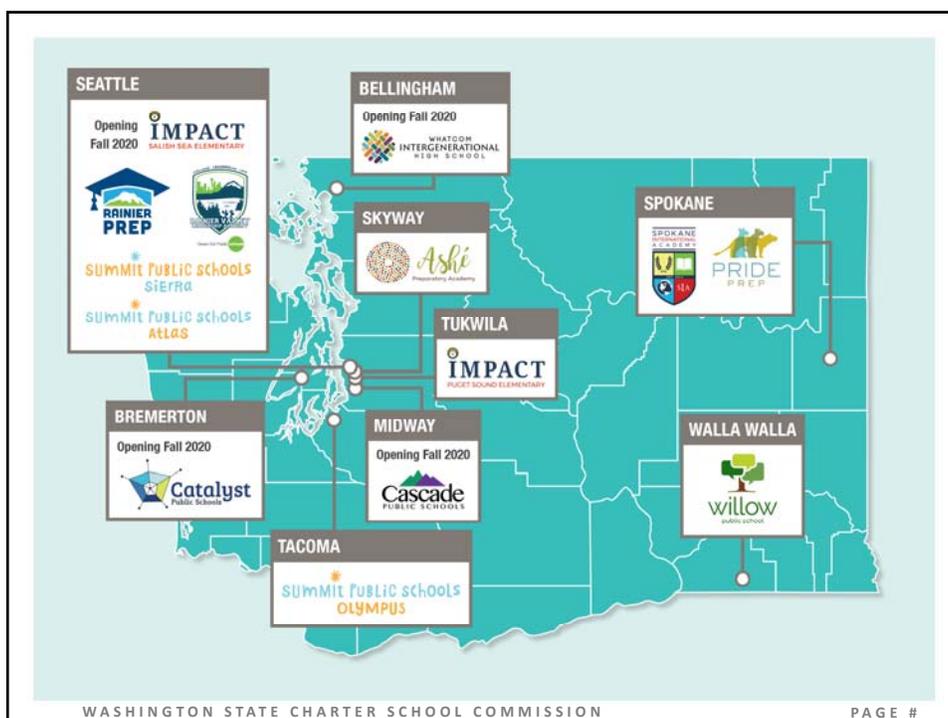
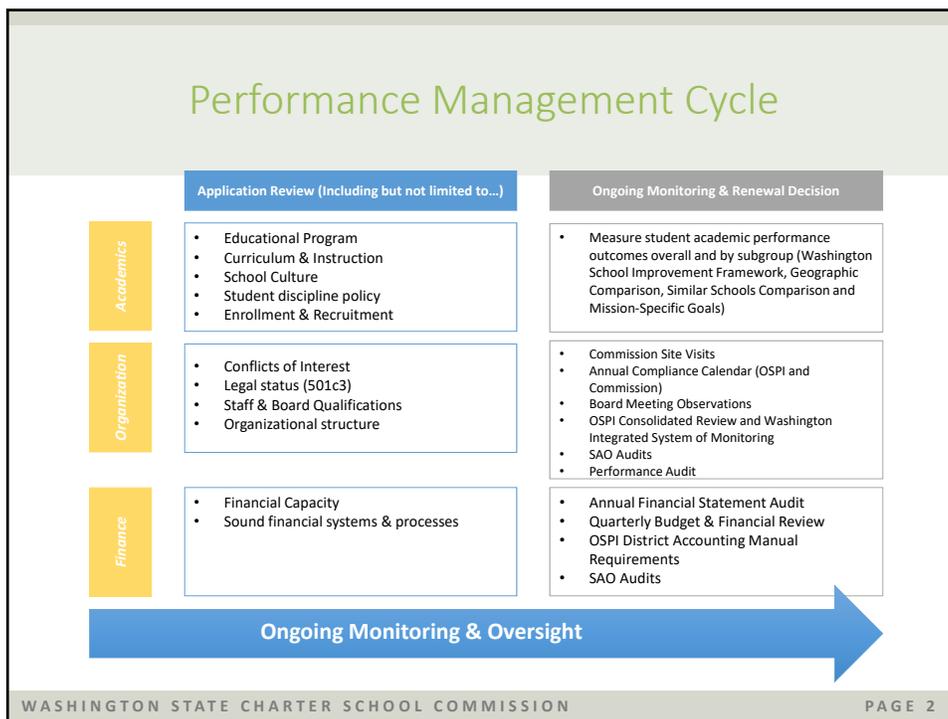
Autonomy

Creativity

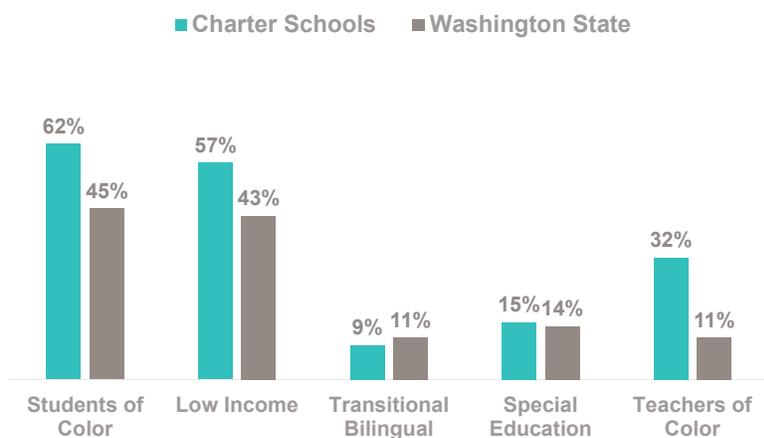
Personalization



Greater Accountability  
and Oversight



## Who We Serve



## Who We Serve

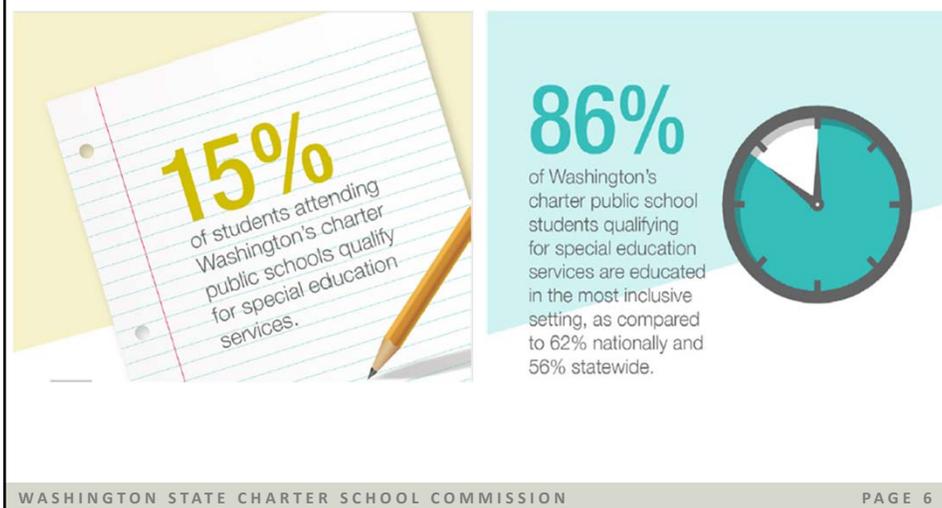
**63%**

of Washington's charter public school students identified as students of color, as compared to 46% statewide.

**33%**

of WA charter public school teachers identify as people of color, **three times** the statewide average.

## Who We Serve



## Preliminary Results

Across Washington's charter public school sector in 2018:

- Fifth graders from low-income households met or exceeded grade level expectations on the SBAC math test at higher rates than peers in their local districts and statewide in the same subgroup.
- Hispanic/Latino sixth graders met or exceeded grade level expectations at higher rates than their Hispanic/Latino peers in local districts and statewide on both the ELA and math SBAC tests
- Black/African American eighth graders met or exceeded grade level expectations at higher rates than their Black/African American peers in local districts on the math SBAC test.
- Students at Washington's charter public high schools outperformed their peers in local districts and across the state by more than 10 percent on the 11th grade statewide science test (WCAS).

## Washington's Charter Policy Landscape

				
<b>CHARTER LAW</b>	<b>CAP &amp; WINDOW</b>	<b>FACILITIES</b>	<b>LEVY FUNDING</b>	<b>SPECIAL EDUCATION</b>
Washington's charter law is ranked third nationally in terms of overall quality	The current cap and window under the law allow for only 40 schools by the year 2021	Rent/lease costs are 10-15% of operating budgets; schools are challenged to cover these costs and also build capital to buy/build permanent facility solutions	Charter public schools have no access to levy funds, creating a funding gap of approximately \$1-2K/student between charters and district schools	Charter public schools serve more students with disabilities than the state average and often students have more acute needs; however, charters have the same funding formula as district schools

WASHINGTON STATE CHARTER SCHOOL COMMISSION PAGE 8

## Highlights of Innovation



**Ashé**  
Preparatory Academy



**RAINIER  
PREP**



**WHATCOM  
INTERGENERATIONAL  
HIGH SCHOOL**



**SUMMIT  
PUBLIC  
SCHOOLS**

WASHINGTON STATE CHARTER SCHOOL COMMISSION PAGE 9

## Commission Overview

COMMISSIONER	APPOINTED BY
Kristina Mayer (Port Townsend) Steve Sundquist (Seattle) Heather Lechner (Seattle)	Governor
Cindi Williams (Bellevue) Elizabeth Cohen (Issaquah)	Senate Majority Caucus
Dan Grimm (Puyallup)	Senate Minority Caucus
Margit McGuire (Seattle) VACANT	House Majority Caucus
Jessica Garcia	House Minority Caucus
Gayle Pauley	SPI Designee
Kaaren Heikes	SBE Chair Designee

## Commission Overview

STAFF	TITLE
Joshua Halsey	Executive Director
Paula Kitzke	Director of School Quality and Accountability
Krystal Starwich	Director of New School Applications
Daniel Nyachuba	School Evaluation Analyst
Amanda Martinez	Executive Assistant
Katilin Payne	Office Assistant

# Equity Policy



## EDUCATIONAL EQUITY POLICY

The Washington State Charter School Commission (Commission) is committed to fostering innovation and ensuring excellence so that every student has access to and thrives in a high-quality public school.

As the state's only non-district and statewide charter school authority, the Commission's mission is to authorize high-quality charter public schools, especially schools designed to expand opportunities for students who have been underserved, and to ensure the highest standards of accountability and oversight for these schools.

The Commission is committed to closing opportunity gaps between the state's most and least privileged groups of students within the educational system. It has a moral obligation and legal obligation to cultivate charter schools where socio-economic status and protected group status such as race, gender, language, sexual orientation, national origin, and disability cease to be a predictor of academic and life outcomes. Educational equity benefits all students and our entire community.

The Commission will align its practices, policies and procedures and support the charter schools it authorizes and oversees to achieve and maintain educational equity.

With the implementation of this policy, the Commission will:

- Only approve charter schools designed to mitigate systemic barriers to improve access to students while demonstrating a financial and organizational model that maintains the school's financial viability and compliance with all legal requirements;
- Renew charter schools whose outcomes demonstrate increased student academic outcomes for all students while reducing the academic opportunity gap while demonstrating financial viability and legal compliance;
- Raise the achievement of all students in charter public schools while eliminating the predictability of student academic outcomes based on identities such as race, gender, language, sexual orientation, national origin, disability, socio-economic status and other protected group status;
- Identify and eliminate systemic barriers to improve access for students;
- Use equity in all decision-making;
- Advocate for equitable funding for all charter public schools at the state and philanthropic levels; and
- Annually review and adopt its Educational Equity Policy.

The Commission will utilize equity in all decision-making to ensure its work and the schools it authorizes will accomplish the above goals by implementing the following strategies:

- Recruit, hire, develop, and retain racially, linguistically, and culturally responsive, high-quality personnel that over time will more accurately reflect the student population

# QUESTIONS?



WASHINGTON STATE  
*Charter School Commission*  
STUDENTS • INNOVATION • TRANSPARENCY

THANK YOU!



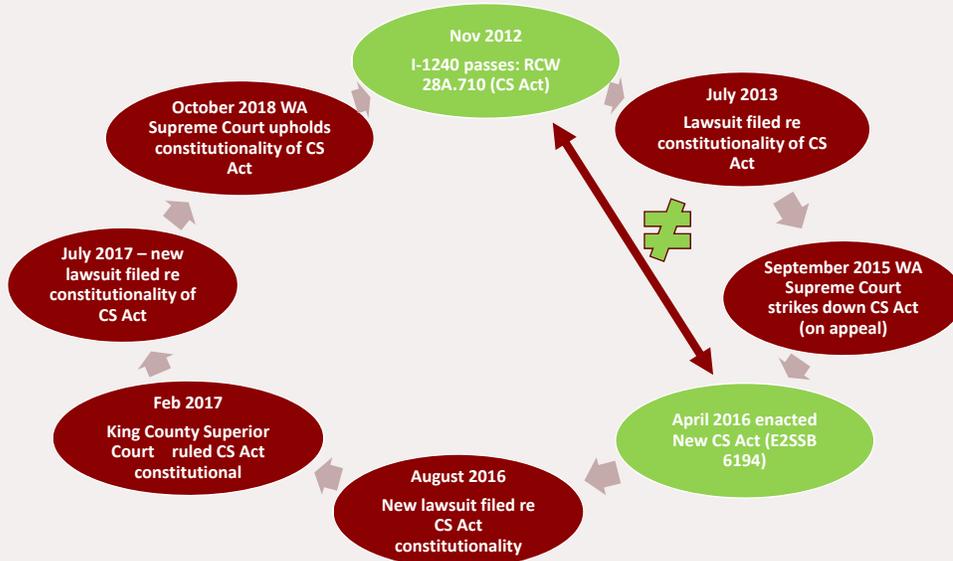
WASHINGTON STATE  
*Charter School Commission*  
STUDENTS • INNOVATION • TRANSPARENCY



# Charter Public Schools

Kaaren Heikes, Director of Policy & Partnerships, SBE  
 July 10, 2019

## Brief History of WA's Charter School Law



## What is a WA Charter Public School?

- See “WA Charter School Facts” handout



## WA Authorizers to-date

### Authorizers

1. Charter School Commission (Statute empowers to authorize)
2. Spokane Public Schools (SBE authorizes)



## Roster: WA Charter Schools\*

**18 total authorized to-date**

Four have closed

Nine will be operating in 2019-20

14 will be operating in 2020-21

\*See handout/roster



## WA Charter School Commission (RCW 28A.710.070)

- Independent state agency (April 2013 – current, closed 12/15-4/16)
- Mission is to authorize high quality charter public schools throughout the state, especially schools that are designed to expand opportunities for at-risk students, and to ensure the highest standards of accountability and oversight for these schools.
- Required to administer the charter schools it authorizes in the same manner as a school district board of directors administers other schools, through its management, supervision, and enforcement of the charter contracts and pursuant to applicable law.



## WA Charter School Commission (con't) RCW 28A.710.070



The commission shall consist of:

- Nine appointed members (three by Governor, three each by Senate and House; appointing authorities must ensure geographic diversity);
- The SPI or SPI's designee; and
- The chair of the SBE or the chair's designee.

Appointed members must collectively possess strong experience and expertise in public and nonprofit governance; management and finance; public school leadership, assessment, curriculum, and instruction; and public education law.

All appointed members shall have demonstrated an understanding of and commitment to charter schooling as a strategy for strengthening public education.

## Charter School Commission Overview (con't)



The CS Commission meets monthly (full-day).

Commission Committees – Executive, Performance, Financial, and Authorization – also meet monthly.

Rigorous authorization process and criteria

Performance management cycle and performance frameworks:  
academic, financial, organizational

Strategic planning, advocacy, equity policy development

Commission has two funding sources:

- 1) Oversight fee charged to all charter public schools it authorizes
- 2) Appropriations from WA Opportunity Pathways Account

## SBE role vis-à-vis CSC Role



### Authorizing role:

- CSC authorizes charter public schools (state-wide)
- SBE authorizes districts to authorize charter public schools (within their boundaries)

### Reporting role:

- Collaboratively develop annual report

### Regulatory role

## SBE Statutory\* Duties re: Charter Schools



1. “Authorize the authorizers” (except CSC): Screen, approve, contract with, and oversee the performance and effectiveness of school districts that authorize charter schools within their boundaries.
2. Include all charter schools in its public school system oversight, including accountability measures, to the same extent as other public schools.
3. CS Commission member: SBE chair, or designee.
4. Establish a statewide authorizer oversight fee.

\*RCW 28A.710

## SBE Statutory CS Duties (con't)



5. "Keep official count:" Certify charter school applications approved by CSC or a district authorizer between approval and contract ratification (to ensure "room" within the 40 maximum allowed by law).
6. Process petitions for charter contract transfers (review and determine whether to grant).
7. Issue an annual charter school report, in collaboration with the CS Commission.

## Annual Report on Charter Schools



**RCW 28A.710.250 directs the State Board of Education, in collaboration with the Charter School Commission, to issue an annual report to the Governor, the Legislature, and the public, by December 1st.\* The annual report must include:**

- I. The performance of the state's charter schools during the preceding school year, including a comparison of the performance of charter school students with the performance of academically, ethnically, and economically comparable groups of students in other public schools;
- II. SBE's assessment of the successes, challenges, and areas for improvement in meeting the purposes of the Washington Charter Public Schools Act (RCW 28A.710), including the board's assessment of the sufficiency of funding for charter schools, the efficacy of the formula for authorizer funding; and
- III. Any suggested changes in state law or policy necessary to strengthen the state's charter schools.



## Annual Charter School Report (con't)

SBE's annual report must be based on the reports submitted by each authorizer as well as any additional relevant data compiled by the state board of education.

Each authorizer must submit an annual report to SBE, according to a timeline, content, and format specified by SBE that includes:

- (a) The authorizer's strategic vision for chartering and progress toward achieving that vision;
- (b) The academic and financial performance of all operating charter schools under its jurisdiction, including the progress of the charter schools based on the authorizer's performance framework;
- (c) The status of the authorizer's charter school portfolio, identifying all charter schools in each of the following categories: (i) Approved but not yet open; (ii) operating; (iii) renewed; (iv) transferred; (v) revoked; (vi) not renewed; (vii) voluntarily closed; or (viii) never opened;
- (d) The authorizer's operating costs and expenses detailed in annual audited financial statements that conform with generally accepted accounting principles; and
- (e) The services purchased from the authorizer by the charter schools under its jurisdiction under RCW 28A.710.110, including an itemized accounting of the actual costs of these services.



## Fifth Year Report

**RCW 28A.710.250(3)** – Together with the issuance of the annual report following the fifth year after there have been charter schools operating for a full school year, **the state board of education, in collaboration with the commission, shall submit a recommendation regarding whether or not the legislature should authorize the establishment of additional charter public schools (December 2021).**

**RCW 28A.710.150** –

(1) A maximum of 40 charter public schools may be established under this chapter over the five-year period commencing with April 3, 2016.

## Questions?

- Discussion?



**A charter public school in Washington State is a public school that, per RCW 28A.710:**

1. Is operated separately from the common school system, as a public alternative to traditional common schools (“public schools that are not common schools”);
2. Is a Washington nonprofit public benefit corporation that is nonsectarian and nonreligious with tax exempt status under section 501(c)(3) of the federal internal revenue code;
3. Has an approved charter school application that includes at least the 32 elements required by RCW 28A.710.130, approved by an “authorizer,” which is either the Washington Charter School Commission or a school district approved by the State Board of Education;
4. Is governed by a charter school board according to the terms of a renewable, five-year charter contract executed with an approved authorizer; all charter school board members and Commission members must file annual personal financial affairs statements with the Public Disclosure Commission;
5. Is subject to the supervision of the OSPI and SBE, including accountability measures, to the same extent as other public schools;
6. Is open to all children free of charge and by choice, regardless of a student’s location of residence, with admission based only on age group, grade level, and school enrollment capacity;
7. Must provide a program of basic education that meets the goals in RCW 28A.150.210, including instruction in the essential academic learning requirements, and participate in the statewide student assessment system;
8. May offer any program or course of study that any other public school may offer, including one or more of grades kindergarten through twelve;
9. Is subject to the performance improvement goals adopted by the State Board of Education;
10. Is required to employ certificated instructional staff except in specific exceptional cases;
11. Functions as a local education agency under applicable federal laws and regulations and is responsible for meeting the requirements of local education agencies and public schools under those federal laws and regulations, e.g., FERPA, IDEA, ESEA;
12. Must comply with local, state, and federal health, safety, parents' rights, civil rights, and nondiscrimination laws applicable to school districts;
13. Must comply with all state statutes and rules made applicable to the charter school in the school's charter contract. For the purpose of allowing flexibility to innovate in areas such as scheduling, personnel, funding, and educational programs to improve student outcomes and academic achievement, charter schools are not subject to, and are exempt from, state statutes and rules applicable to school districts and school district boards of directors (except as provided otherwise by the Charter School Act or a charter contract);
14. Is required to adhere to generally accepted accounting principles and be subject to financial examinations and audits as determined by the state auditor, including annual audits for legal and fiscal compliance; comply with the open public meetings act and public records requirements, and provide an annual performance report.
15. Funded by a mix of federal and state funds (from the state’s Opportunity Pathways Account, which contains lottery funds); do not receive local levy funds.

**Roster: Washington State Charter Public Schools (7/1/19)**

<b>Charter School</b>	<b>Authorizer</b>	<b>Location</b>	<b>SY opened/closed</b>	<b>Grades served</b>	<b>Focus</b>
Cascade: Midway	CSC	Midway	2020	9-12	
Catalyst: Bremerton	CSC	Bremerton	2020	K-8	
First Place Scholars	CSC	Seattle	2014/2015	K-5	
Green Dot Excel	CSC	Kent	2016/2019	7-9	College prep and STEM
Green Dot Destiny MS	CSC	Tacoma	2016/2019	6-8	HS prep and college-ready pathways
Impact/Puget Sound Elementary	CSC	Tukwila	2018	K-5	College Prep
Impact/Salish	CSC	Seattle	2020	K-5	College Prep
Lumen High School	Spokane SD	Spokane	2020	9-12	High academic standards, specialized EL center, and wrap-around supports for teen parents
PRIDE Prep	Spokane SD	Spokane	2016	6-12	College prep, leadership development
Rainer Valley Leadership Academy	CSC	SE Seattle	2017	6-12	College-going culture, personalized learning, family partnership
Rainer Prep	CSC	Seattle	2016	5-8	College prep
SOAR Academy	CSC	Tacoma	2015/2019	K-5	HS Prep, college prep, leadership development
Spokane International Academy	Spokane SD	Spokane	2016	K-8	Rigorous, authentic learning and global competence
Summit Atlas	CSC	W Seattle	2017	6-12	College readiness, small school environment
Summit Olympus	CSC	Tacoma	2016	9-12	College readiness, small school environment
Summit Sierra	CSC	Seattle	2016	9-12	College readiness, small school environment
Whatcom Intergenerational High School	CSC	Bellingham	2020	9-12	
Willow Public School	CSC	Walla Walla	2018	6-8	College and career readiness, project-based learning

**CLOSED**



## THE WASHINGTON STATE BOARD OF EDUCATION

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

### SOUTH KING COUNTY ROAD MAP PROJECT

Prepared for the July 2019 Board Meeting

Information item.

As related to:

- |  |  |
|--|--|
| <input type="checkbox"/> <b>Goal One:</b> All students feel safe at school, and have the supports necessary to thrive.   | <input checked="" type="checkbox"/> <b>Goal Four:</b> Students successfully transition into, through, and out of the P-12 system.  |
| <input type="checkbox"/> <b>Goal Two:</b> 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.  | <input checked="" type="checkbox"/> <b>Goal Five:</b> Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.                  |
| <input type="checkbox"/> <b>Goal Three:</b> 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. | <input type="checkbox"/> <b>Goal Six:</b> 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. |
|  | <input type="checkbox"/> <b>Other</b>  |

Materials included in packet:

- Presentation by Community Center for Educational Results (CCER) staff

Synopsis and Policy Considerations:

The South King County [Road Map Project](#) is a collective initiative involving seven public school districts: Auburn, Federal Way, Highline, Kent, Renton, (South) Seattle, and Tukwila. Other partners include educational institutions from preschool to postsecondary, state and local government, community-based organizations, youth and families, employers and funders, and education advocates.

The initiative's goal is to have seventy percent of South Seattle and South King County students earn a college degree or career credential by 2030.

The Community Center for Educational Results (CCER) is the Road Map Projects "backbone" organization, a non-profit that staffs the initiative, providing data, research, communication, logistics and other supports for the initiative.

At the Board meeting, members will hear from two CCER staff on the work of CCER, including data about student transitions and student survey results.



## THE WASHINGTON STATE BOARD OF EDUCATION

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

### COVER: STUDENT PRESENTATION

Prepared for the July 2019 Board Meeting

Information 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.

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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:

- Presentation to be included with additional materials.

Synopsis and Policy Considerations:

Student Board member Autymn Wilde will be presenting on attendance and chronic absenteeism.



## THE WASHINGTON STATE BOARD OF EDUCATION

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

### COVER: EXECUTIVE SESSION FOR THE PURPOSE OF EVALUATION OF THE PERFORMANCE OF THE EXECUTIVE DIRECTOR

Prepared for the July 2019 Board Meeting

Information item.

As related to:

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

- None

Synopsis and Policy Considerations:

Per the bylaws, the Board has a responsibility to review the executive director on an annual basis. The Board must go into Executive Session, pursuant to the Open Public Meetings Act, RCW 42.30.110(1)(g) – to review the performance of the executive director.



# 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: COMMITTEE AND MEMBER UPDATES

Prepared for the July 2019 Board Meeting

Information item.

As related to:

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

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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:

- WSSDA, AWSP, WASA Equity Conference information ([online only](#))
- New Member Institute Agenda (also see related materials [online](#)).
- Governor's STEM Education Innovation Alliance May 29 Meeting Agenda
- Staffing Enrichment Workgroup - Preparing Resource Materials

Synopsis and Policy Considerations:

Board members will update the full Board on recent committee discussions, workgroup meetings, and other conversations with stakeholders. Updates will include:

- Executive Committee Retreat
- Equity Committee – Summit Planning
- WSSDA, AWSP, WASA Equity Conference – From The Boardroom to the Classroom
- NASBE New Member Institute
- Governor's STEM Education Innovation Alliance
- OSPI Staffing Enrichment Workgroup

# NASBE

National Association of  
State Boards of Education

**National Association of State Boards of Education  
New Member Institute  
Embassy Suites Old Town Alexandria – Mason Room  
June 14–15, 2019**

## AGENDA

### Friday, June 14

6:00 – 8:30 a.m.	<b>Breakfast available in the first floor Atrium</b>
8:00 – 8:45 a.m.	<b>Registration</b> Pre-function area, second floor
8:45 – 9:00 a.m.	<b>Welcome and Introductions</b> Dr. Rachel Wise, Board Chair Robert Hull, President and CEO
9:00 – 9:45 a.m.	<b>Getting to Know You and State Boards of Education</b> <ul style="list-style-type: none"><li>• Table Talk</li><li>• Connecting the Dots</li></ul>
9:45 – 10:00 a.m.	<b>Getting to Know NASBE: Our Mission, Our Work</b>
10:00 – 10:15 a.m.	<b>Break</b>
10:15 – 10:45 a.m.	<b>The Role of a State Board Member</b>
10:45 – 11:40 a.m.	<b>State Boards of Education Levers of Authority: Focus on Policy</b>
11:40 – 11:55 a.m.	<b>Terms of the Trade</b>
11:55 – 12:00 p.m.	<b>Preparation for the US Department of Education Presentation</b>
12:00 – 12:45 p.m.	<b>Lunch and Networking with LEEP Participants</b>
12:45 – 1:00 p.m.	<b>NASBE Resources: The Short Course</b>
1:00 – 1:45 p.m.	<b>Update from the US Department of Education</b>

Aimee Viana, Principal Deputy Assistant Secretary in the Office of Elementary and Secondary Education, US Department of Education

1:45 – 2:45 p.m. **The Federal Role in Education and a National Issues Overview**  
Reg Leichty, Founding Partner, Foresight Law + Policy

2:45 – 3:00 p.m. **Break**

3:00 – 4:00 p.m. **Make Your Friends Before You Need Them:  
Working with Your Governor and State Legislature**  
Robert Hull, President and CEO  
Joan Wodiska, National Conference of State Legislatures  
Stephen Parker, National Governors Association (invited)

4:00 – 5:00 p.m. **Evidence-Based Decision Making: The Power of Data**

5:00 – 5:15 p.m. **NASBE Board of Directors Election Discussion**

5:15 – 6:30 p.m. **Dialogues Over Drinks and Light Fare**

6:30 p.m. **Board of Directors Dinner Meeting**

## **Saturday, June 15**

7:00 – 8:30 a.m. **Breakfast available in the first floor Atrium**

8:30 – 9:00 a.m. **Introduction of NASBE Board of Directors  
Election of New Member Representative to the Board of Directors**  
Robert Hull, President and CEO  
Dr. Rachel Wise, Board Chair

### **Working with Your Affiliate Partners**

Todd Allen, President of NCOSEA  
John-Paul Hayworth, President of NCSBEE

9:00 – 10:15 a.m. **Boardsmanship: Parliamentary Procedure**  
Darlene T. Allen, Registered Parliamentarian

10:15 – 10:30 a.m. **Break**

10:30 – 11:50 a.m. **Boardsmanship: Communication Best Practices**

Renée Rybak Lang, Communications Director  
Adam Shapiro, Adam Shapiro Public Relations

11:50 – 12:00 p.m.

**Closing Remarks**  
**Class Picture and Certificates**



# STEM Education Innovation Alliance

## MEETING AGENDA

**DATE** May 29, 2019  
**TIME** 10:00 AM to 2:00 PM  
**LOCATION** AGC Biologics - Seattle  
2222 220<sup>th</sup> Street SE | Building 4  
Bothell, Washington 98021

Meeting graciously hosted by AGC Biologics

**TOPIC** | Life Sciences - Industry Sector Growth in Washington State

9:55 AM **Welcome & Introductions**  
**Gene Sharratt**, STEM Alliance Co-Chair

10:00 AM **Life Science Washington**  
"Washington State's Rapidly Growing Life Science Industry: Meeting the Demand for Talent"  
**Leslie Alexandre**, *President & Chief Executive Officer*

Life Science Washington is an independent, non-profit trade association whose mission is to stimulate life science innovation, job creation and ecosystem vibrancy across Washington State through engagement, collaboration, promotion, and advocacy. It serves more than 500 members and brings together research institutions, investors and innovators to grow the state's life science economy. One of Life Science Washington's highest strategic priorities is meeting the talent acquisition and workforce development needs of Washington State life science companies so they can continue to grow and thrive locally.

10:30 AM **Industry Representatives**  
**Juno Therapeutics, Inc., a Celgene Company**  
"Cancer Research and the Manufacture of Drugs to Treat Cancer"  
**Tina Albertson**, *Vice President, Clinical Development*

Juno Therapeutics, a Celgene Company, was created by a coalition of researchers from Fred Hutchinson Cancer Research Center, Seattle Children's Research Institute, and Memorial Sloan Kettering Cancer Center. Its quest is to radically change the course of medicine by aligning its investments in scientific research, manufacturing – and most of all, people – to change the way cancer and other serious diseases are treated. Celgene and Juno seek to deliver truly innovative and life-changing drugs for patients.

Juno Therapeutics is well known for developing Chimeric Antigen Receptor (CAR) T-cell immunotherapy. A patient's T cells are modified by adding a CAR gene and infused back into the patient's body. The CAR-imbued T cells work to recognize and attack the patient's cancer.

## **PATH**

“PATH’s efforts to recruit talented professionals in support of its mission of addressing global inequity in health”

**Matt McLean**, *Director of Global Talent Acquisition*

PATH is a global team of innovators working to accelerate health equity so all people and communities can thrive. It advises and partners with public institutions, businesses, grassroots groups, and investors to solve the world’s most pressing health challenges. PATH hires global leaders and talented innovators to develop strategies that improve the lives of millions of people around the world.

11:15 AM

## **University Partnerships**

University of Washington (UW) Bothell received \$79.6 million from the legislature to design and construct a new STEM building jointly with Cascadia College to support the ever growing biomed technology and manufacturing companies in this region and \$1.5 million to increase STEM graduates in support of the growing employment demand.

**Kelly Snyder**, *Assistant Vice Chancellor for Government & Community Relations*

University of Washington Bothell

UW Bothell is a four-year university, offering undergraduate and graduate programs in northeast King County, as one of the three campuses of the public University of Washington system. For nearly 30 years, with over 20,000 alumni, with nearly 6,000 current students and 55 undergraduate and graduate degree programs, UW Bothell has a reputation for access to excellence and a leading-edge educational experience. 85% of students stay in the region after graduation and work for local and regional companies. One quarter of all UW Bothell students are pursuing STEM majors. The primary focus is in computer science, engineering, biology, physics, chemistry and mathematics. UW Bothell partners with local and regional businesses to shape and frame the academic offerings, sponsor capstone projects and internships and hire graduates. The outreach to the companies within the companies in Bothell Innovation Partnership Zone and Life Science Washington has been invaluable in shaping the curriculum to best prepare students for existing and emerging jobs.

11:30 AM

## **AGC Biologics**

Business overview, workforce gaps, educational needs

**Patricio Massera**, *Chief Executive Officer*

AGC Biologics is a leading global contract development and manufacturing organization, dedicated to the development and manufacture of safe and effective biopharmaceuticals. It has successfully manufactured more than 200 biological projects, from pre-clinical studies through commercial approvals. It offers multiple FDA-required Current Good Manufacturing Practices (cGMP) lines at a variety of scales for mammalian cell culture and microbial fermentation, with headquarters in Seattle and locations in California, Denmark, Germany and Japan.

11:45 AM

## **Project BioPath**

**Mark Madison**, *Director of Career and College Readiness for the Career and Technical Education Program*, Edmonds School District

**Interns (2)**, AGC Biologics

Six Edmonds School District students are working as lab interns for AGC Biologics in the first and only program in the State of Washington that offers paid internships to students in the field of bio-manufacturing. The program is partnered with Career Connect Washington, a new state initiative that helps launch students into entry level careers in high demand fields in our region. The goal of the program is to develop new talent in an industry that is facing a regional shortage of qualified technicians and engineers in the field of bio-manufacturing.

[Excerpted from *Lynnwood Times*, April 19, 2019]

12:00 PM

**Lunch**

12:30 PM

**Technology Needs of the Life Sciences Industry**

“How the technology landscape is changing in life sciences, and the type of skills that will be necessary to be relevant in the industry in the coming years.”

**Paul Slater, Co-Founder, Clinical Research Innovation Hub, Microsoft**

Paul combines expertise in Life Sciences and Technology to drive digital transformation in the life sciences industry. Over two decades of strategic and tactical execution across multiple industries and companies of all sizes has given Paul a unique insight into how to accelerate innovation inside large enterprises.

1:00 PM

**Legislative Perspectives**

**Representative Vandana Slatter, 48<sup>th</sup> Legislative District (D, Bellevue)**

Washington State House of Representatives

Represents the Redmond-Bellevue legislative district and is one of the state’s leading life sciences champions. Representative Slatter is a pharmacist by training and very knowledgeable about technology within healthcare.

1:30 PM

**STEM Alliance Roundtable**

2:00 PM

**Adjourn**

**TOUR**

Optional tour of AGC Biologics’ Process Development Labs after meeting adjourns.

**Michael Larson, Tour Guide Lead**

**QUESTIONS?**

**Ellen Matheny** (*STEM Alliance Manager*) welcomes you to contact her at:

Office (360) 753-7824 | Cell (360) 515-6810 | Email [ellenm@wsac.wa.gov](mailto:ellenm@wsac.wa.gov)

## **Preparing Resource Materials Staffing Enrichment Workgroup**

Do you have a resource about staffing and/or ratios that would help our workgroup? If you know of something you'd like to share, please use this template as a guideline.

- Reach out to your appointing agency or organization to determine if there's a resource that would be helpful to share.
- Work with your appointing agency to synthesize the resource into a one-page, comprehensible document. There may be many individuals bringing resources, and we will need these to be easily understood and digested quickly. Please identify the most critical elements of the information, and develop the one pager around those key ideas.

What are the Key Ideas or Essential information important for our workgroup to know and understand?
For this staffing type, are the national ratios different than the ratios in the prototypical model?
What are key knowledge or skills of the individuals in this staffing type that are critical for our group to consider?

Please submit this form back to Jami Peterson and Rachael Wagoner by July 22, 2019 via email at [jami.peterson@k12.wa.us](mailto:jami.peterson@k12.wa.us) and [rachael.wagoner@k12.wa.us](mailto:rachael.wagoner@k12.wa.us).



## 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*

### UPDATE ON THE SCHOOL RECOGNITION WORKGROUP

Prepared for the July 2019 Board Meeting

Information 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:

- Memo with figures and tables
- School recognition PowerPoint

Synopsis and Policy Considerations:

The memo describes the latest work of the school recognition workgroup on the redesign of the system of school recognition. The State Board of Education (SBE), Office of the Superintendent of Public Instruction (OSPI), and the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) staff have been collaborating on school recognition per RCW 28A.657.110(3).

The SBE, OSPI, and EOGOAC have a preliminary plan to refine the recognition framework over the next two years to create an even more equitable recognition system that highlights success across our K-12 system and takes into account state level accountability data as well as local qualitative and quantitative information. An overview of the approach is provided in this memo along with information on the schools recognized in Phase I of this work.



# THE WASHINGTON STATE BOARD OF EDUCATION

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

## UPDATE ON THE SCHOOL RECOGNITION WORKGROUP

Prepared for the July 2019 Board meeting

### Summary

The State Board of Education (SBE), Office of the Superintendent of Public Instruction (OSPI) and the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) staff have been collaborating on school recognition per RCW 28A.657.110(3).

The three organizations are in the midst of a three-year collaborative effort to revamp Washington's school recognition framework to be more equitable and highlight the successes across our K-12 educational system. On June 6, the SBE, OSPI, and EOGOAC staff honored 216 schools at a recognition ceremony, which was attended by 300 to 400 educators in Olympia and Spokane.

This memo covers two principal aspects on the topic of school recognition:

1. The overall approach to the phased school recognition revisions and next steps, and
2. Results of the Phase I methodology used to recognize schools.

### Approach to School Recognition

In May 2018, the SBE, OSPI, and EOGOAC agreed to suspend school recognition for one year in order for a workgroup to be formed for the purpose of redesigning the school recognition system. The rationale to redesign the system was driven in part by the changes brought about by the shift to the Every Student Succeeds Act (ESSA) accountability system and by the desire of the organizations to make the school recognition system more equitable.

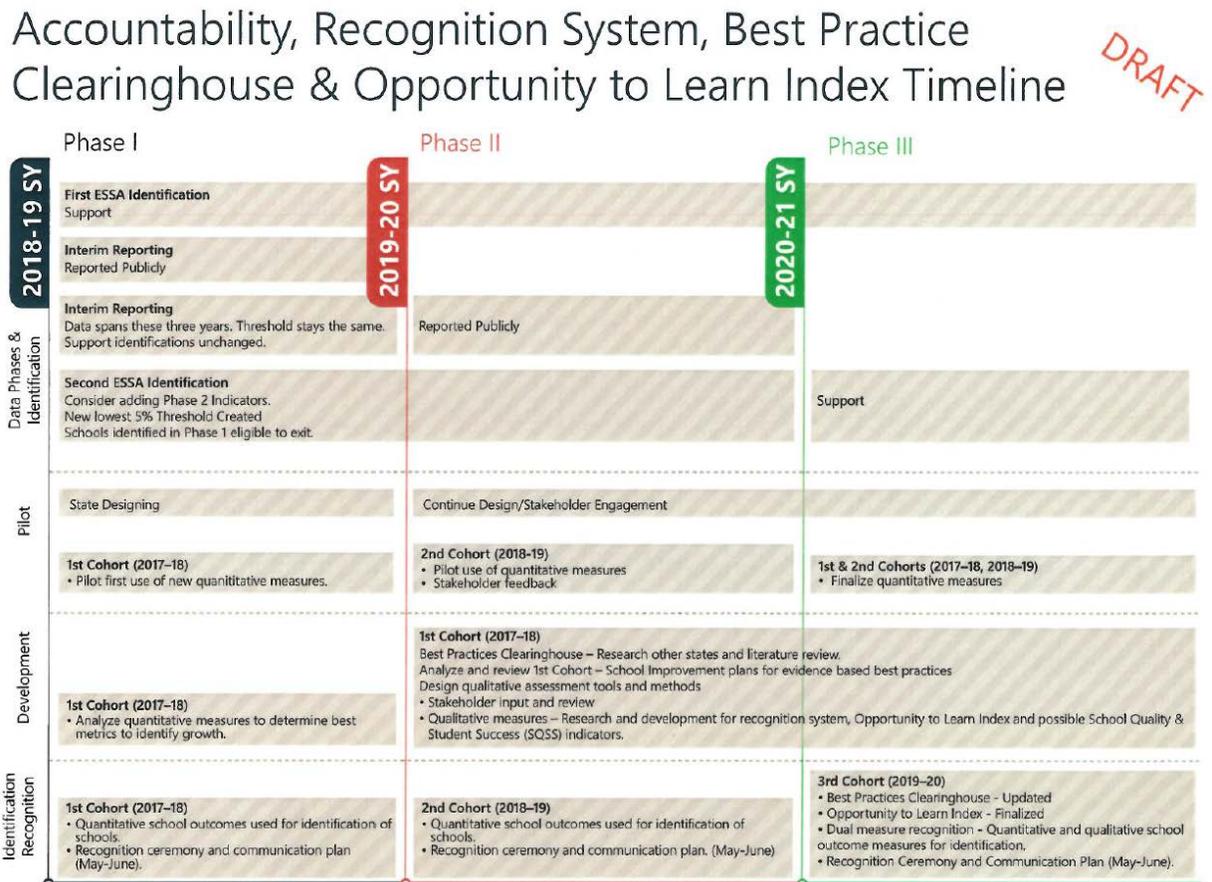
SBE, OSPI, and EOGOAC staff worked closely together in consultation with the recognition workgroup to design a pilot recognition system as the first phase in the development of a new recognition framework for Washington that incorporates state level and local information to identify schools that are exemplars in terms of growth and achievement. The new approach to recognition is designed to identify schools throughout the continuum of support. The revised framework recognizes schools that have made gains in targeted areas and are on a path toward overall improvements in achievement and growth. Phase I of the Framework describes a single system of recognition that incorporates three routes to recognition, and multiple measures within each route derived primarily from the Washington School Improvement Framework (WSIF).

The SBE, OSPI, and EOGOAC have a preliminary plan to refine the recognition framework over the next two years to create an even more equitable recognition system that highlights success across our K-12 system and takes into account state level accountability data as well as local qualitative and quantitative information. The organizations are following a draft timeline (Figure 1) outlining some of the tasks

necessary to complete the Phase II and Phase III revisions by the end of the 2020-21 school year. Central to the proposed or planned recognition framework revisions are the following:

1. To include other measures (including local measures) in the recognition framework,
2. To include measures that are more qualitative in character,
3. To provide the opportunity for stakeholder input and review, and
4. To develop a platform to collect and share 'best practices.'

Figure 1: shows the draft timeline for the phased school recognition revisions.



### Phase II – Next Steps

On July 30, the SBE, OSPI, and EGOAC school recognition workgroup is expected to meet for the purpose of examining the possible use of other measures in the recognition system, and those measures are the following:

- School climate and student engagement,
- Disproportionate student discipline, and
- Equitable student access to educators.

Participants are expected to learn about each of the measures and will have the opportunity to discuss the appropriateness of each measure for the school recognition system and discuss the best manner in which to use the measures in school recognition.

## Phase I Results of the Adopted School Recognition Methodology

Phase I of the recognition system utilizes a multiple pathway approach that is summarized below and on Figure 2:

- Closing Gaps: recognizes schools previously identified for ESSA support tiers 1-3 with low performing student groups that showed substantial improvement.
- Growth: recognizes schools making the largest annual gains on the WSIF measures and meeting a gap reduction requirement - the WSIF gap between the highest and lowest performing student group must be narrowing.
- Achievement: recognizes the highest achieving schools on ELA and math proficiency, high school graduation rate, and the SQSS measures, and meeting the winter 2019 WSIF performance requirement – all student groups must be performing at 6.0 or higher on the 2019 WSIF, well above the state average.

Figure 2: shows an overview of the school identification approach.

## Phase 1 Combined Quantitative Model (May 2019)

Schools Can Demonstrate Being Exemplary in Many Ways



The adopted approach resulted in the recognition of 216 schools that are listed on the [SBE website](#).

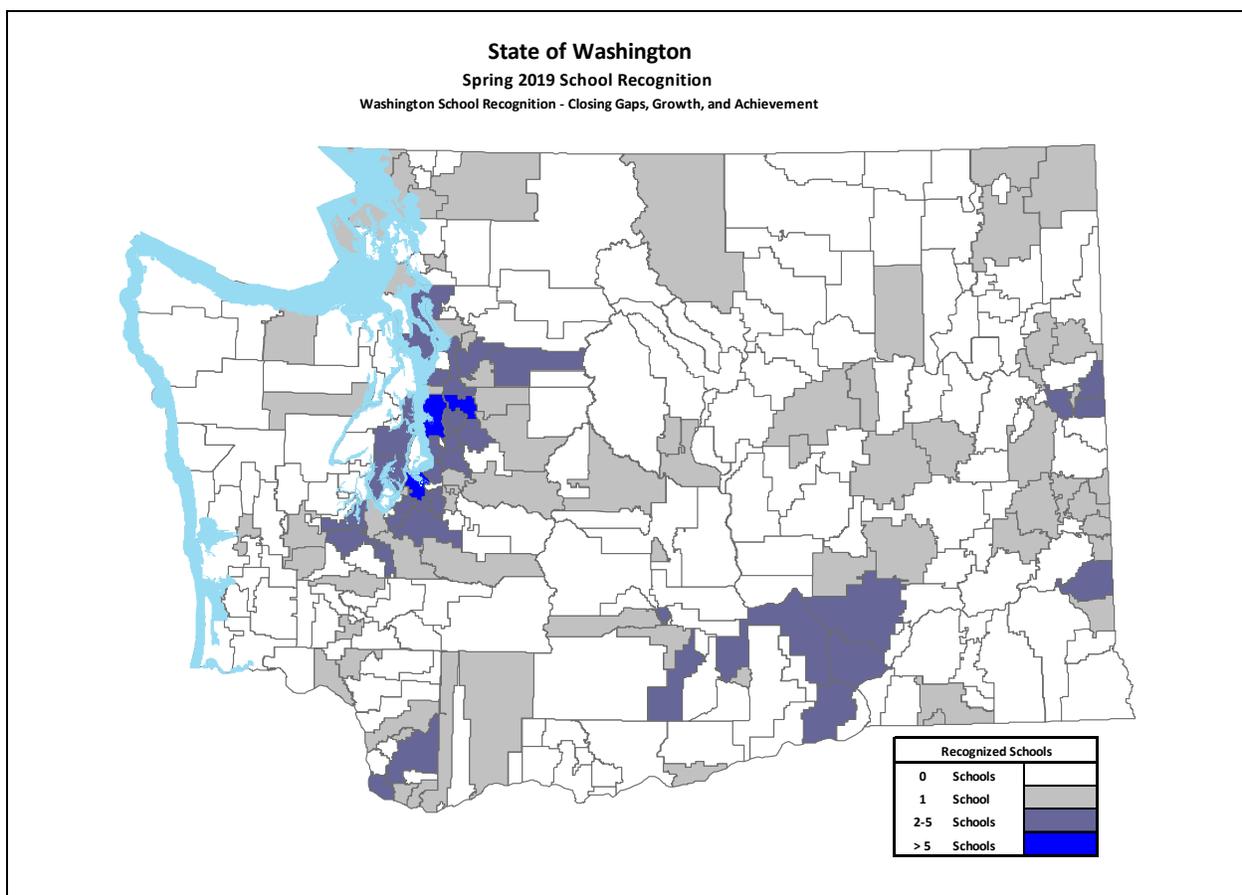
- The average enrollment of the Phase I recognized schools is 429 students.
- The average free and reduced price lunch (FRL) rate of the Phase I recognized schools is 40.1 percent, just a little lower than the average for all schools.
- Elementary schools = 137, middle schools = 34, high schools = 22, combined schools = 6, and combined high schools = 17.
- Approximately 54 percent of the Phase I recognized schools (117/216) were identified for Tier 1-3 supports in the winter 2018 WSIF (Table 1).
- The distribution by ESD and across the state is fairly representative (Figure 3).
- The demography of the Phase I recognized schools is similar in many respects to the demography of schools not recognized.

School recognition under Phase I is substantially different from the previously used system. In particular, the Closing Gaps route to school recognition intentionally differs from past practice by acknowledging the successes of schools bolstering the learning of identified student groups, and is the single greatest contributor to broadening the eligibility pool.

Table 1: Support tiers of the Phase I recognized schools by recognition route.

	Closing Gaps	Closing Gaps and Growth	Growth	Growth and Achievement	Achievement	Total
Tier 3: Comprehensive	24	2	4			<b>28</b>
Tier 2: Targeted 3+ Groups or Low EL Progress	13		2			<b>15</b>
Tier 1: Targeted 1-2 Groups	71	7	3			<b>74</b>
Foundational			30	1	68	<b>99</b>
<b>Total</b>	<b>99</b>	<b>9</b>	<b>39</b>	<b>1</b>	<b>68</b>	<b>216</b>

Figure 3: shows the distribution of the Phase I recognized schools across the state by school district.



The SBE received a number of comments about the Phase I recognition revisions and the recognition ceremony, and representative comments are shown in Appendix A. There were several concerns about whether the Phase I methodology was identifying high schools at a disproportionately low rate. Of the

216 schools recognized in June 2019, 39 of the schools (18.1 percent of the total) were high schools or combined high schools. This percentage would indicate that high schools are underrepresented, as high schools make up approximately 24.8 percent of all schools in the state (Table 2).

The Phase I methodology required that recognized schools meet the ESSA participation requirements on statewide assessments in the spring 2018. Had this requirement not been in place, 57 high schools (24.2 percent of the total) would have been recognized, which is reflective of the statewide totals. Nearly one in three (31.5 percent) high schools did not meet the ESSA assessment participation requirements and this is one reason why high schools are underrepresented in the Phase I school recognition.

Table 2: shows the number (and percentage) of schools by school level that were recognized or would have been recognized when the ESSA assessment participation requirements are applied or not applied.

	Recognized Schools when the ESSA Participation Requirement is <b>Applied</b>	Recognized Schools when the ESSA Participation Requirement is <b>Not Applied</b>	Percentage of Schools by School Level in Washington*
Elementary Schools	137 (63.4%)	139 (58.9%)	53.1 %
Middle Schools	34 (15.7%)	34 (14.4%)	18.1 %
Combined Schools	6 (2.8%)	6 (2.5%)	4.0 %
High Schools	22 (10.2%)	33 (14.0%)	17.3 %
Combined High Schools	17 (7.9%)	24 (10.2%)	7.5 %
<b>Total</b>	<b>216</b>	<b>236</b>	<b>1960</b>

\*Note: total number of schools with a winter 2019 WSIF rating for All Students group.

Some commenters speculated that schools with a large number of reportable student groups might be recognized at a disproportionately low rate through the Achievement route, as the Phase I methodology required all reportable student groups to post a 6.00 or higher on the winter 2019 WSIF. Researchers theorized that it would be more difficult to attain the above average 6.00 rating on many groups as compared to achieving the rating for a few groups. It was further speculated that schools with greater numbers of reportable student groups would be more than likely be larger middle and high schools and that this might contribute to the disproportionately low rate of high school recognition through the achievement route.

When all schools with a WSIF rating are considered and on average, middle schools have approximately seven reportable groups, elementary schools six reportable groups, and high schools five reportable groups (Table 3). The fact that, on average, elementary schools had more reportable student groups on the WSIF than high schools was unexpected. It is evident that elementary and middle schools meet the Phase I recognition requirements even when larger numbers of reportable student groups are present, while high schools with more reportable groups are less likely to meet the recognition requirements.

Table 3: shows the average number of reportable student groups for schools with a winter 2019 WSIF rating by school level.

	Average Number of Reportable Groups in the winter 2019 WSIF	Average Number of Reportable Groups for Schools through the Achievement Route
Elementary Schools	5.9	5.1
Middle Schools	7.1	4.6
Combined Schools	4.5	2.0
High Schools	5.0	2.6
Combined High Schools	2.4	2.2
<b>Total</b>	<b>5.6</b>	<b>4.2</b>

An analysis of the measures leading to recognition through the Achievement route by school level and by measure is presented in Table 4.

- Nearly all of the elementary and middle schools were the highest performing in three measures (ELA proficiency, math proficiency, and regular attendance) even though the requirement was to be the highest performing in at least two measures.
- Six of the high schools were the highest performing in at least three measures (most commonly ELA proficiency, graduation rate, and one or more of the WSIF SQSS measures).
- No recognized high schools were the highest performing in regular attendance and only one high school was highest performing in math.

Table 4: shows the manner in which schools by school level earned recognition through the Achievement route.

	ELA Prof.	Math Prof.	Grad.	Attend.	9 <sup>th</sup> Gr. On Track	Dual Credit Partic.	<b>Total</b>
Elementary Schools	40	42		38			<b>42</b>
Middle Schools	5	5		4			<b>5</b>
Combined Schools	2	2		1			<b>2</b>
High Schools	11	1	9		5	4	<b>11</b>
Combined High Schools	4	2	7	5	8	1	<b>9</b>
<b>Total</b>	<b>62</b>	<b>52</b>	<b>16</b>	<b>48</b>	<b>13</b>	<b>5</b>	<b>69</b>

Taken together, Tables 3-4 provide evidence of performance differences based on school level. The meaningfulness of school recognition would be enhanced if Phase II were to be revised in a manner to consider school level as a distinguishing factor. In other words, compare a high school's performance to other high schools, an elementary school's performance to other elementary schools, and so on.

## APPENDIX A: Feedback on the Recognition Methodology and Ceremony

### **RECOGNITION METHODOLOGY**

“Thank you so much. I have been doing education reform and turning schools around for years. So much of the growth we see has not been recognized in the past as it takes a while to start meeting performance benchmarks. The shift in how schools are recognized is a refreshing surprise. Thank you for honoring the work of our staff and students.” (School District Principal)

“This is the best news ever! While we are thankful for the achievement honor, our students’ growth is of paramount importance to us at \_\_\_\_\_. Thank you for this special recognition!” (School Principal)

“I am wondering if you can tell me more specifically what \_\_\_\_\_ school is being recognized for. We have so many areas that we are trying to impact and don't always feel that we are being successful. This is a nice surprise. I want to be sure to give correct information when staff and parents ask.” (School Principal)

“I notice that none of our high schools, which have among the highest graduation rates in the state, are not recognized. Why is that?” (School District Superintendent)

“I am just trying to gain a better understanding of the new methodology. Thank you for the feedback. We really strive to be a "data informed" system and I know we are making progress with our \_\_\_\_\_ students, and we will take this feedback to heart and make adjustments. Again, I really appreciate you taking the time to help me understand this process. I take this stuff seriously and really try to learn and dissect the information that is being presented so that I can best serve my students.” (School Principal)

### **RECOGNITION CEREMONY**

“I like that there were two events--one on each side of the state.”

“Thank you for having us stand rather than file across the stage. It was so nice to be able to see all those receiving the recognition but not have to wait for people to line up and cross the stage. So much better use of our time!”

“Make it a full day for work sessions and then awards. Nowhere do we get the opportunity to meet with so many talented administrators. We need to share what's working.”

“We were delighted to be part of this important recognition. Our district, site team and students were all excited about the honor.”

“Local makes it easier to get to. We enjoyed the convenience. Getting to participate while not missing much time at school was appreciated.”

“I think local press coverage and recognition is important. Staff work hard and should be able to attend a recognition. 1:00 in the afternoon in the middle of the week is tricky especially those that had to travel 2-3 hours.”

“Standing in place felt a bit impersonal. When school names were announced, we could not see the people who stood. It was nice to get through quickly, but I felt that his format did not provide individual recognition for schools being recognized. I think future events should be personalized and formalized (as in the past). Perhaps organizing schools in advance could help speed up the process.”

“It felt awkward when schools were called up. Maybe on the big screen have the school and who is representing the school as a possibility. Maybe a reception afterwards.”



## School Recognition Workgroup Update

Washington State Board of Education  
July 11, 2019

### Routes to School Recognition



#### Phase 1 Combined Quantitative Model (May 2019)

Schools Can Demonstrate Being Exemplary in Many Ways

Route 1	Route 2	Route 3
<b>Closing Gaps</b> <i>Greatest progress among schools receiving support</i>	<b>Growth</b> <i>Progress or improvement from one year to the next on multiple measures</i>	<b>Achievement</b> <i>High performer in multiple measures</i>

## 2016 Schools Earned Recognition



	Closing Gaps	Closing Gaps and Growth	Growth	Growth and Achievement	Achievement	Total
<b>Tier 3: Comprehensive</b>	24	2	4			28
<b>Tier 2: Targeted 3+ Groups or Low EL Progress</b>	13		2			15
<b>Tier 1: Targeted 1-2 Groups</b>	71	7	3			74
<b>Foundational</b>			30	1	68	99
<b>Total</b>	99	9	39	1	68	216

3

## Recognized Schools – Performance Along a Continuum

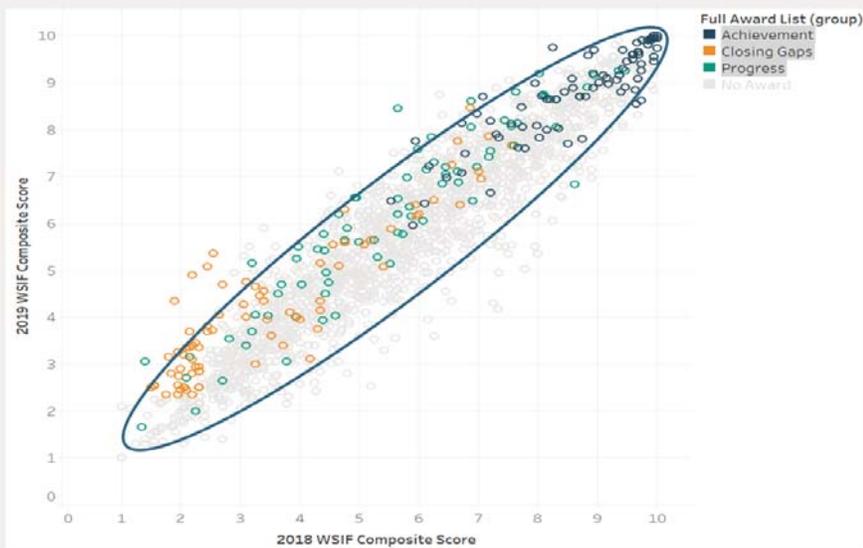


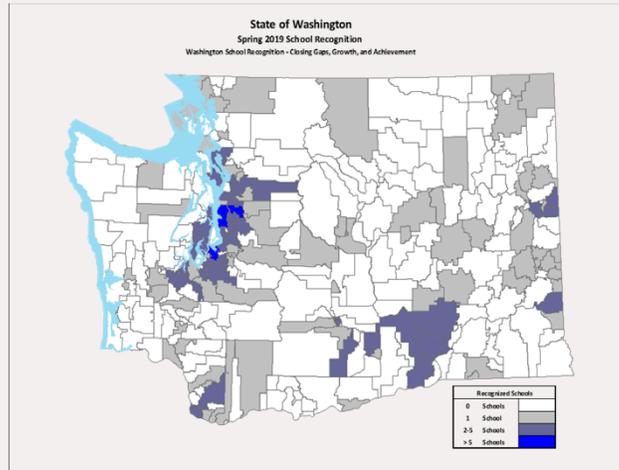
Image provided to the SBE by the OSPI.

4



## Spring 2019 Recognized Schools

- 216 schools were recognized
- Average FRL rate is 40.1 percent, just a little lower than the average for all schools
- Approximately 54 percent of the recognized schools (117/216) were identified for Tier 1-3 supports in the winter 2018 WSIF.
- The demography of the recognized schools is similar in many respects to the demography of schools not identified.



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## Nob Hill Elementary School, Yakima SD

Nob Hill Elementary School was identified for recognition through the Closing Gaps route.

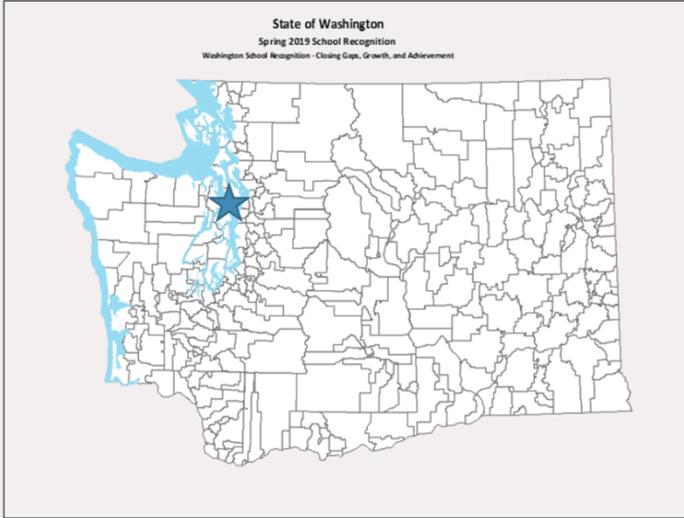
- Identified for Targeted Tier 2 Support in winter 2018 WSIF.
- The Targeted Support identification was based on the Hispanic, English Learner, and students with a disability student groups.
- **All three student groups increased by at least 1.00 decile points.**
- The school has not been recognized in previous years.



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## South Whidbey Academy, South Whidbey SD



South Whidbey Academy was identified for recognition through the Closing Gaps route.

- Identified for Comprehensive Low Grad Rate in winter 2018 WSIF.
- Three year rolled up graduation rate (2015, 2016, & 2017) was approximately 52 percent.
- The All Students group 2018 four-year graduation rate **increased 39 percentage points** to 89 percent.

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## Northport Elementary School, Northport SD



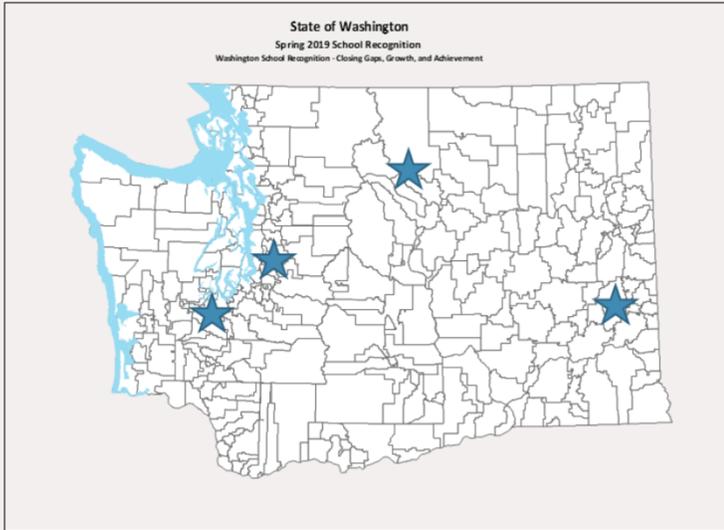
Northport ES was identified for recognition through the Growth route.

- In winter 2018 WSIF, the school was identified for the Foundational Support tier.
- School had reportable values for five separate WSIF measures.
- The school was **a top performer in all five of the WSIF measures** for which the school had a reportable value.

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## Recognition through the Achievement Route



Schools recognized for overall excellence in previous years continue to be recognized under the new system.

- St. John Elementary School was recognized in each of the previous three years.
- Jefferson Middle School was recognized in each of the previous three years.
- Rosa Parks Elementary School was recognized in previous years.
- Liberty Bell High School was recognized in previous years.

## Disproportionately Low Rate of Recognition? High Schools



	Recognized Schools when the ESSA Participation Requirement is Applied	Recognized Schools when the ESSA Participation Requirement is Not Applied	Percentage of Schools by School Level in Washington
<b>Elementary Schools</b>	137 (63.4%)	139 (58.9%)	53.1 %
<b>Middle Schools</b>	34 (15.7%)	34 (14.4%)	18.1 %
<b>Combined Schools</b>	6 (2.8%)	6 (2.5%)	4.0 %
<b>High Schools</b>	22 (10.2%)	33 (14.0%)	17.3 %
<b>Combined High Schools</b>	17 (7.9%)	24 (10.2%)	7.5 %
<b>Total</b>	216	236	1960

Had the ESSA participation requirement not been in place, 57 high schools (24.2 percent of the total) would have been recognized, which is reflective of the statewide totals.



## Recognition - Achievement Route

	Average Number of Reportable Groups in the Winter 2019 WSIF	Average Number of Reportable Groups for Schools through the Achievement Route
Elementary Schools	5.9	5.1
Middle Schools	7.1	4.6
Combined Schools	4.5	2.0
High Schools	5.0	2.6
Combined High Schools	2.4	2.2
<b>Total</b>	<b>5.6</b>	<b>4.2</b>

It is evident that elementary and middle schools meet the Phase I recognition requirements for the Achievement route even when larger numbers of reportable student groups are present, while high schools with more reportable groups are less likely to meet the recognition requirements.

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## Recognition – Achievement Route

We see evidence of performance differences based on school level. The meaningfulness of school recognition would be enhanced if Phase II were to be revised in a manner to consider school level as a distinguishing factor. In other words, compare a high school's performance to other high schools, an elementary school's performance to other elementary schools, and so on.

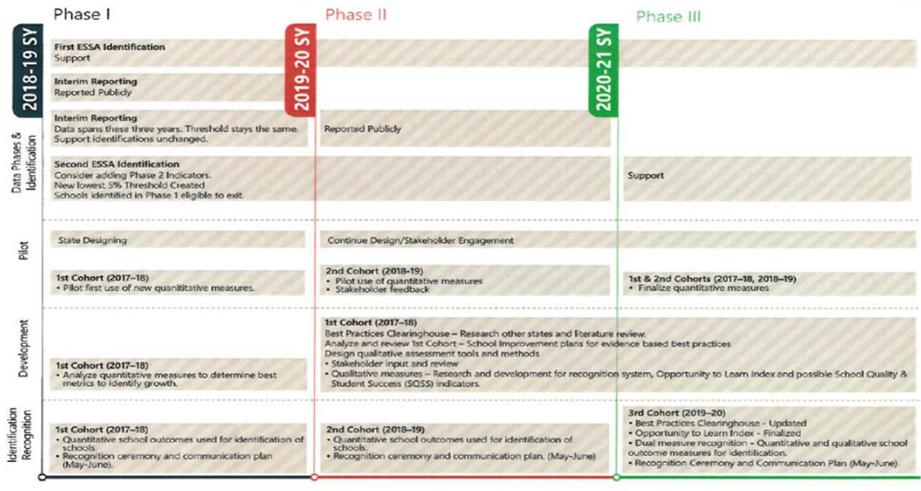
	ELA Prof.	Math Prof.	4-Year Grad.	Reg. Attend.	9 <sup>th</sup> Grade On Track	Dual Credit Part.	Total
Elementary Schools	40	42		38			42
Middle Schools	5	5		4			5
Combined Schools	2	2		1			2
High Schools	11	1	9		5	4	11
Combined High Schools	4	2	7	5	8	1	9
<b>Total</b>	<b>62</b>	<b>52</b>	<b>16</b>	<b>48</b>	<b>13</b>	<b>5</b>	<b>69</b>

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# Recognition Workgroup is Entering Phase II



## Accountability, Recognition System, Best Practice Clearinghouse & Opportunity to Learn Index Timeline DRAFT



## Contact Information

- Website: [www.SBE.wa.gov](http://www.SBE.wa.gov)
- Facebook: [www.facebook.com/washingtonSBE](http://www.facebook.com/washingtonSBE)
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## THE WASHINGTON STATE BOARD OF EDUCATION

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

### COVER: WAIVERS FROM CREDIT-BASED GRADUATION REQUIREMENTS

Prepared for the July 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:

- Memo describing the applications

Synopsis and Policy Considerations:

Do the applications for a waiver of credit-based graduation requirements by Moses Lake School District for Moses Lake High School and Snoqualmie Valley School District for Two Rivers School for Moses Lake High School provide the information and documentation required by WAC 180-18-055?

Do the Moses Lake and Snoqualmie Valley School District applications present learning goals and competencies aligned to state standards, and explanations of how achievement of the goals and competencies will be determined, sufficient to warrant approval of the requests by the Board?

Do the districts demonstrate in their applications that the proposed non-credit based graduation requirements will meet minimum college admission standards?



# THE WASHINGTON STATE BOARD OF EDUCATION

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

## MEMO ON WAIVERS FROM CREDIT-BASED GRADUATION REQUIREMENTS

Prepared for the July 2019 Board Meeting

### Policy Considerations

Do the applications for waiver from credit-based graduation requirements provide the information and documentation required for approval?

### Overview of Waivers

#### Credit-Based Graduation Requirements Waivers

1. Moses Lake School District requests a waiver from credit-based graduation requirements for four years for Moses Lake High School.
2. Snoqualmie Valley School District requests a waiver from credit-based graduation requirements for four years for Two Rivers School.

Do the applications for a waiver of credit-based graduation requirements by Moses Lake School District for Moses Lake High School and Snoqualmie Valley School District for Two Rivers School for Moses Lake High School provide the information and documentation required by WAC 180-18-055?

Do the districts demonstrate in their applications that the proposed non-credit based graduation requirements will meet minimum college admission standards?

#### Background: Credit-Based High School Graduation Requirements Waiver

In April 1999, the SBE adopted WAC 180-18-055, titled "Alternative high school graduation requirements." The rule authorizes the granting of a waiver by the Board that would enable students to earn a diploma by a demonstration of competencies in core subjects meeting state standards, in place of earning the credits required by Chapter 180-51 WAC (High school graduation requirements).

In filing the adopted rule, WSR 99-10-094, the Board stated that the purpose was to provide school districts and high schools a waiver option from credit-based graduation requirements to support performance-based education.

WAC 180-18-055(1) declares:

"The state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition from a time and credit-based education system to a standards and performance-based system with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements."

WAC 180-18-055 provides that a school district, or a high school with permission of the district's board of directors, or an approved private school, may apply to the SBE for a waiver of one or more of the requirements of Chapter 180-51 WAC. The rule is unique among provisions of Chapter 180-18 WAC in authorizing schools, as well as the districts that govern them, to apply for a waiver of basic education requirements, as well as in extending the opportunity to private schools. The SBE may grant the waiver for up to four school years.

The rule lists in detail the information that must be submitted to the SBE with the waiver request. The application must include, for example:

- Specific standards for increased learning that the district or school plans to achieve;
- How the district or school plans to achieve the higher standards, including timelines for implementation;
- How the district or school plans to determine whether the higher standards have been met;
- Evidence that students, families, parents, and citizens were involved in developing the plan; and,
- Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan.

The applicant district or school must also provide documentation that the school is (or will be) successful as demonstrated by such indicators as assessment results, graduation rates, college admission rates, follow-up employment data, and student, parent, and public satisfaction and confidence in the school, as evidenced by survey results.

WAC 180-18-055 allows for a waiver of the specific credits enumerated in WAC 180-51. It is not a waiver of learning standards, including grade level expectations, nor is it a waiver of instructional hours. In addition, students still are entitled to a curriculum that meets the minimum requirements for admission to a public four-year college in Washington should they choose that option in their high school and beyond plan (28A.600.160). Any school or district granted a waiver under this section must report annually to the SBE on the progress and effects of implementing the waiver.

Table 1 shows the state learning standards, required high school credits, and the College Academic Distribution Requirements (CADRs) which are minimum requirements to be eligible for admission to a state public baccalaureate institution, and although many schools have additional requirements, the CADRs are generally consistent with minimum expectations for college level work at most public and private colleges and universities. The table below is for illustrative purposes. Content area learning standards are not waived under this waiver authority but high school credit requirements in Chapter 180-51 WAC are waived. High Schools may need to show credit equivalencies for colleges and universities to recognize the CADR credit or other admission requirements.

Content Area Learning Standards	High School Graduation Requirements	College Academic Distribution Requirements (CADRs)
<a href="#">The Arts</a>	1-2 (depends on HSBP choice)	1
<a href="#">Computer Science</a>	Optional	can meet Math or Sr. Year Quantitative
<a href="#">English Language Arts</a>	4	4
<a href="#">English Language Proficiency</a>	English Language Proficiency	n/a
<a href="#">Mathematics</a>	3	3 - Alg. 2
<a href="#">Science</a>	3 for class of 2019 (districts with a waiver may require only 2 credits for class of 2019 and 2020)	2-3
<a href="#">Social Studies</a>	3 (Including Civics and WA State History)	3
<a href="#">Educational Technology</a>	Must be offered, not required for graduation	n/a
<a href="#">Health and Physical Education</a>	2	n/a
<a href="#">Integrated Environment and Sustainability</a>	May be addressed in Science or other Subject	n/a
<a href="#">World Languages</a>	0-2 (depends on HSBP choice)	2
<a href="#">Financial Education</a>	Must be offered, not required for graduation	n/a
<a href="#">Career and Technical Education</a>	1	n/a

WAC 180-18-055 includes no specific criteria for evaluation of a request for a waiver of credit-based graduation requirements. The rule does stipulate that the SBE may not grant the waiver unless the district or school shows that the proposed non-credit based graduation requirements meet minimum college core admission standards.

Current recipients of the waiver are:

- Federal Way School District for Career Academy at Truman and Federal Way Open Doors that were approved in May 2017;
- Highline School District for Big Picture High School that was approved for renewal in March 2015;
- Issaquah School District for Gibson Ek High School that was approved in January 2016;
- Lake Chelan School District for Chelan School of Innovation that was approved in May 2016;
- Methow Valley School District for the Independent Learning Center that was approved in May 2016;
- Peninsula School District for Henderson Bay High School that was approved in July 2018;
- Quincy School District for Quincy Innovation Academy that was approved in July 2018;

- Selah School District for Selah Academy that was approved in May 2019;
- Soap Lake School District for RISE Academy that was approved in May 2019; and,
- Tonasket School District for Tonasket Choice High School in May 2019.

All of these schools incorporate aspects of the “Big Picture Learning” model. Big Picture Learning is a Providence, R.I.-based nonprofit, founded in 1995, that supports the creation and operation of public schools that follow its model of personalized, competency-based learning. There are over 70 Big Picture network schools in the U.S. and more around the world.

### Current Requests for Credit-Based High School Graduation Requirements Waiver

The applicants for this waiver have collaborated with Big Picture Learning through its regional network. The schools seek to use the Big Picture Learning competencies to offer educational programming that they state is aligned to the learning standards.

The districts attest that this model meets or exceeds the state learning standards and offers students the opportunity to meet the college academic distribution requirements (CADRs) required for admission to the public four-year colleges in Washington. The schools assert that they are monitoring the attainment of CADRs through a transcript that depicts the Big Picture Learning Competencies. They posit that student learning towards the Big Picture Learning Competencies is monitored and evaluated through assessment, student exhibitions of their project-based learning, internships or other work experiences, and personal inventories of student progress. The schools plan to measure student progress on transcripts by indicating which of the Big Picture Learning Competencies are “in progress,” have “met expectations,” or “have exceeded expectations.” Instead of using grades or credits to track progress, the schools are using “met expectations” on Big Picture Learning competencies to monitor whether the students comprehensively met the school’s requirements. The general idea is that this allows for individualized education that is based on the student’s pace and learning interests rather than on pre-packaged courses. The evidence that each district provided shows that they are considering how the CADRs are satisfied by the students’ learning on the Big Picture Competencies and that they monitor attainment of the competencies on transcripts in a similar way to how a district would monitor credit accrual. For instance, the transcripts crosswalk elements of each Big Picture Learning competency to each of the CADRs. The schools provided the Gibson Ek sample transcript that assures that students who level up to grade 11 have reached math proficiency through Algebra 2 and geometry, English proficiency, and have completed scientific inquiry including lab science.

The crosswalk in each application demonstrates each district’s intentionality to offer CADRs. These waivers, if approved, do not waive the Washington State Learning Standards and each district provides assurance that their educational programming is aligned to the learning standards, including Common Core State Standards and the Next Generation Science Standards.

Notable aspects of the Big Picture Learning model include the following:

- Use of the five Big Picture Learning competencies;
  - Personal Qualities – “the goal is to be the best you can be - to demonstrate respect, responsibility, organization, leadership, and to reflect on your abilities and strive for improvement.”

- Communication – “the goal is to be a great communicator: to understand your audience, to write, to read, to speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language(s).”
  - Communication – “the goal is to think like a mathematician: to appreciate relationships and patterns in numbers, to analyze uncertainty, to comprehend the properties of shapes and graphs, and to study change over time.”
  - Empirical reasoning – “the goal is to think like a scientist or engineer: to use empirical evidence, numerical or qualitative data from your own or others’ observations, and logical processes to make decisions, evaluate hypotheses, and develop informed conclusions. It need not reflect specific scientific content, but may also incorporate ideas from a range of disciplines within the four major branches of science: Mathematics/Logic (including Computer Science), Biological, Physical, and/or Social Sciences.”
  - Social Reasoning – “The goal is to think like a social scientist, historian, or anthropologist and to apply an understanding of social and historical patterns to thinking about current political, social, ethical, economic, and cultural issues.”
- Intentional use of internships and/or work experience;
  - Individualized learning at the student’s pace and based on the student’s interests;
  - Use of a mastery-based learning model that uses “met expectations” rather than traditional grade points and credits and leveling up rather than traditional grade promotion;
  - Advisory, which is often mixed grade levels, with a focus on parent engagement;
  - Focus on student-chosen projects and exhibitions; and
  - Use of an array of assessment tools, including but not limited to state assessments.

Each of the schools notes that it is modeling its school after the following Big Picture Learning Distinguishers that correspond to the SBE staff analysis of notable characteristics that are listed above:

- Internships in the real world;
- One student-at-a-time personalization;
- Authentic assessments;
- School organization;
- Advisory structure;
- Small school culture;
- Leadership;
- Parent/family engagement;
- School college partnership and college preparation; and
- Professional development.

All of the applicants noted their collaboration with Big Picture Learning, including modeling their transcripts and practices after Big Picture exemplars such as The Met School in Providence, R.I.

Each school emphasizes the importance of career readiness in addition to college readiness and places importance on internships and work opportunities for their students.

Each district answered all of the required questions and provided evidence that they have considered how their educational programming aligns with the state learning standards and the CADRs. The

districts have met the minimum requirements for the waiver application process and submitted all required documentation.

#### **MOSES LAKE SCHOOL DISTRICT**

Moses Lake School District requests a waiver from credit-based graduation requirements for Moses Lake High School for the 2019-2020, 2020-2021, 2021-2022, and 2022-2023 school years.

The alternative school in Moses Lake School District closed in 2014. Since then, Moses Lake High School has been challenged by overcrowding and a lack of alternative models other than online, the Skill Center, and Open Doors. The district seeks an option that provides individualized, student-driven learning. Moses Lake High School is unique among the requestors of this waiver in that it plans to offer a “school-within-a-school” program that is based on the Big Picture Learning model. Thus, Moses Lake High School plans to start this program with only 12-15 students out of the 2,278 students that are enrolled. The majority of the students at the high school will remain in traditional classroom settings.

The district states that the school’s proposed competencies, based on Big Picture Learning competencies, are aligned to state learning standards and that the school will offer programming that meets the CADR’s.

The district states that this program, within Moses Lake High School, will use the accountability measures of the district and the waiver is aligned with the vision of the district.

The district describes essential elements of engagement with students, families, and citizens in developing the waiver plan.

The district provides example transcripts from other Big Picture Learning schools and describes how the transcript can demonstrate that students have met CADR’s. The Moses Lake High School transcript will explain the student’s attainment of the CADR’s so that institutions of higher education have an easier time interpreting student transcripts.

The district provided information that describes the Big Picture Learning model. The prior section of this memo summarizes key aspects of that model.

The district successfully submitted all required components of the application and responded to all necessary questions. If approved, the approval letter will note that this waiver only applies to credit graduation requirements and is not a waiver from funding formulas, time requirements, High School and Beyond Plan requirements, or graduation pathway options.

#### **Snoqualmie Valley School District**

Snoqualmie Valley School District requests a waiver from credit-based graduation requirements for Two Rivers School for the 2019-2020, 2020-2021, 2021-2022, and 2022-2023 school years.

The alternative programs in Snoqualmie Valley School District only have about a 50% graduation rate. The district seeks a competency-based education program that uses project-based learning to focus on internships and mentorships. The district seeks to reengage students who have been disengaged or didn’t find their passion in traditional classrooms. Two Rivers School has seen year-after-year increases in graduation rate from the Class of 2014 through the Class of 2017.

The district states that the school's proposed competencies, based on Big Picture Learning competencies, are aligned to state learning standards and that the school will offer programming that meets the CADR's.

The district states that this program will use the accountability measures of the district and the waiver is aligned with the vision of the district.

Although the district states that the community has not been directly involved in the details of redesigning the district's alternative programs, this waiver request is responsive to the district's 2018-19 Strategic Planning Initiative and Portrait of a Graduate Initiative. Both of these were developed with extensive outreach, including a community forum and input from over 100 community members. In 2019, Two Rivers School has held evening events to solicit feedback from prospective families and students. Staff wrote a letter of support for the waiver request and staff view family engagement as critical to success. Thus, the district has provided ample opportunity for student, family, community, and staff involvement.

The district provides example transcripts from other Big Picture Learning schools and describes how the transcript can demonstrate that students have met CADR's. The Two Rivers High School transcript will explain the student's attainment of the CADR's so that institutions of higher education have an easier time interpreting student transcripts.

The district provided information that describes the Big Picture Learning model.

The district successfully submitted all required components of the application and responded to all necessary questions.

### **Action**

The Board will consider whether to approve the requests for waivers of credit-based graduation requirements under WAC 180-18-055 presented in the applications by Moses Lake School District for Moses Lake High School and Snoqualmie Valley School District for Two Rivers School summarized in this memorandum.

If you have questions regarding this memo, please contact [Parker Teed](#).



## THE WASHINGTON STATE BOARD OF EDUCATION

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### COVER: CAREER CONNECT WASHINGTON

Prepared for the July 2019 Board Meeting

Information item.

As related to:

- |   |  |
|---|--|
| <input type="checkbox"/> <b>Goal One:</b> All students feel safe at school, and have the supports necessary to thrive.  | <input checked="" type="checkbox"/> <b>Goal Four:</b> Students successfully transition into, through, and out of the P-12 system.  |
| <input type="checkbox"/> <b>Goal Two:</b> 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.   | <input checked="" type="checkbox"/> <b>Goal Five:</b> Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.                  |
| <input checked="" type="checkbox"/> <b>Goal Three:</b> 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. | <input type="checkbox"/> <b>Goal Six:</b> 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. |
|   | <input type="checkbox"/> <b>Other</b>  |

Materials included in packet:

- Career Connect Washington Presentation

Synopsis and Policy Considerations:

Governor Jay Inslee created Career Connect Washington to bring together business, labor, government, and education leaders with one goal: to improve the ability of young people to connect with high-demand, high-wage careers in Washington. The State Board of Education has been actively involved in this work as a member of the state leadership team. We have been particularly concerned with ensuring that the Career Connect Washington goals are consistent with the requirements for the high school diploma and helping to promote career awareness, preparation, and exploration.

During the July meeting, Maud Daudon will provide an update on Career Connect Washington and engage in a discussion with Board members about how to advance the work.