



The Washington State  
**BOARD OF EDUCATION**

**NOVEMBER MEETING MINUTES**

Prepared for the November, 2019 Board Meeting

November 6 & 7, 2019  
Kitsap Conference Center  
100 Washington Ave.  
Bremerton, WA 98312

On Tuesday, November 5, the Board hosted a Community Forum on equity and graduation pathway options. The forum was held at the Kitsap Conference Center, located in Bremerton, WA from 6:00 – 8:00 p.m.

Wednesday, November 6

Members Attending: Chair Mr. Peter Maier, Mr. Chris Reykdal, Mr. Kevin Laverty, Ms. Holly Koon, Mr. Jeff Estes, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Ryan Brault, Mr. Harium Martin-Morris, Ms. Patty Wood, Dr. Paul Pitre, Mr. Bill Kallappa, Dr. Susana Reyes, Ms. Autymn Wilde, Ms. Margarita Amezcua (15)

Staff Attending: Dr. Randy Spaulding, Dr. Andrew Parr, Ms. Linda Drake, Ms. Alissa Muller, Mr. Parker Teed, Ms. Stephanie Davidsmeyer, Ms. Tamara Jensen, Mr. Mark Bergeson, Ms. Linda Sullivan-Colglazier, Ms. Terri Eixenberger (10)

Members Absent: Mr. Ricardo Sanchez

**CALL TO ORDER**

Chair Maier called the regular bi-monthly meeting of the Washington State Board of Education to order at 8:40 a.m. The Suquamish Tribe was acknowledged because the meeting was taking place on their land, where the Suquamish and their ancestors had inhabited the Puget Sound area for thousands of years. The acknowledgment was followed by the Pledge of Allegiance.

Chair Maier discussed the recent election results. Ms. MJ Bolt was re-elected to the State Board for the Eastern Region, Position 1. Ms. Mary Fertakis was elected for the Western Region, Position 3. Ms. Fertakis will be replacing Mr. Kevin Laverty, who had served two terms on the State Board, also serving as Board Chair. Ms. Fertakis was a previous WSSDA Board President and a longtime member of the Tukwila School Board.



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Ms. Jan Brown was elected to the Board as the Private School Representative. Ms. Brown replaces Judy Jennings, who termed out as of this meeting. Chair Maier announced that Ms. Brown would be in attendance at the meeting tomorrow.

### **CONSENT AGENDA**

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

**Motion seconded by Member Estes**

**Motion carried.**

Thus, the following was approved:

*Minutes from the September Board Meeting*

### **EXECUTIVE DIRECTOR UPDATE**

*Dr. Randy Spaulding, Executive Director*

Dr. Spaulding previewed the business items for approval by the Board at tomorrow's meeting as follows:

- Adopt Charters for Standing Committees
- Rules for Chapter 180-51 WAC (Graduation Requirements)
- Basic Education Compliance
- Private School Approval

A PowerPoint was shared which outlined conversations for today's meeting. The Annual Report was discussed, along with Board Committee Assignments, and staff updates.

Mr. Parker Teed provided a brief update on charter schools. Also discussed was closure of the Ashe Preparatory Academy, as well as a letter sent to the US Department of Agriculture, and signed by seventeen State Governors, in opposition of the Department's proposal to essentially eliminate Broad-Based Categorical Eligibility (BBCE) from the Supplemental Nutrition Assistance Program (SNAP). Should this proposed rule take effect as written, hundreds of thousands of beneficiaries in our State would lose access to basic food assistance. *Please refer to the letter, which is included in the additional materials for this meeting, for more complete information.*

Dr. Andrew Parr spoke in regards to the 2019 National Assessment of Educational Progress Report Update. He stated that the data had come out less than a week ago. A hand-out was included in the additional materials for the meeting. On the first page of the report there is a hyperlink:

<https://www.nationsreportcard.gov/media.aspx> where the report in its entirety can be viewed.

Dr. Parr walked through trends and explained the charts and graphs in the report. In general, Washington's performance follows the US average. Dr. Parr suggested emailing Dr. Spaulding or himself if there is a particular interest in a certain segment. Discussion ensued and input was given.

### **Basic Education Compliance Discussion and Action**

*Mr. Parker Teed, SBE Staff*



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Mr. Teed presented *Details on Basic Education Compliance*, which is reported annually from July 31 through late fall. The Board will consider approval of districts as meeting minimum requirements of the program of basic education.

A PowerPoint was shown reflecting preliminary data based on 274 districts. The compliance process is still ongoing. The PowerPoint discussed implementation of graduation pathways, high school and beyond planning, mastery/competency-based crediting, and implementation of 24-credit graduation requirements.

Charts were included in the PPT which reflected the following data:

- How many high school districts offer each graduation pathway?
- What grade level does the district start the High School and Beyond Plan in?
- How do districts deliver the High School and Beyond Plan?
- Is the High School and Beyond Plan available electronically?
- How many districts allow mastery/competency-based crediting; and in each subject area?
- What is the trend over time in districts allowing mastery/competency-based crediting?

Discussion ensued and input was given. Chair Maier thanked Mr. Teed for work well done.

### **Update on High School Diploma Requirements and Pathways**

- Research Plan and Interim Report  
*Linda Drake and Alissa Muller, SBE Staff*
- HB 1599 Survey Research (Strobel Consulting Introduction and Work Plan)  
*Mark Bergeson, SBE Staff and Strobel Consulting*
- Communications Plan  
*Stephanie Davidsmeyer, SBE Staff*

#### Research Plan and Interim Report

Ms. Linda Drake and Ms. Alissa Muller opened the discussion on the pathways analysis research plan and interim report that the Legislature tasked the State Board with conducting via E2SHB 1599, which established multiple graduation pathway options. Discussion ensued and input was given.

#### HB 1599 Survey Research (Strobel Consulting Introduction and Work Plan)

Mr. Mark Bergeson introduced Alisha Strobel, President of Strobel Consulting. Through an RFP process, Strobel Consulting was selected for the survey research. Ms. Strobel shared an overview of the process and added that she and her team are excited to work on this project. Detailed slides were presented and are included in the Board meeting packet materials. Strobel Consulting has experience working on state and federal projects as well as private projects for publishers.

Ms. Strobel's PowerPoint presentation on the Graduation Pathways Survey Project included the following topics:

- Overarching Research Questions
- Intended Project Outcomes



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- The Work Plan
- Review & Planning
- Instrument Development
- Recruitment Stakeholder Groups
- Recruitment Strategies
- Data Collection
- Analysis
- Reporting
- Dissemination
- Key Deliverables and Timelines
- Board Engagement Opportunities

Discussion ensued and input was given. Ms. Strobel indicated that Strobel Consulting would attempt to track students to measure success after choosing a pathway; i.e. will they follow through and stick with a specific pathway, and what are the chances that they will change their minds?

### Communications Plan Update

Ms. Stephanie Davidsmeyer introduced herself and stated that she had now been with the SBE staff in the role of Communications Manager for three months. She prepared a communications plan and stated that she would like to bring more trackable information. She drew attention to the fact that the SBE has 10,000 hits on its website, with the most popular being graduation requirements. Ms. Davidsmeyer watches people from the legislature post their links, and stated that people are hungry for education information in WA State. Her plan is to make the SBE website more engaging.

Ms. Davidsmeyer referred to a handout entitled “*Which Pathway is for Me*” CTE Sequence -Sara’s story (included in Board packet). The biggest communications group in WA in Education is called *Ready WA* and she plans to fully engage with them. Member Bolt stated that she appreciated Ms. Davidsmeyer’s work, graphics and attention to detail. Discussion ensued and input was given.

### **Chapter 180-51 Final Rules: Discussion of Feedback**

*Randy Spaulding, Executive Director*

*Linda Drake, Alissa Muller, Parker Teed, SBE Staff*

Ms. Drake provided an overview of the draft rule outreach and rulemaking process. Ms. Muller followed by looking at areas of interpretation on the law to create the rules, and Mr. Teed summarized the comments. Executive Director Spaulding spoke on recommendations from the rules committee.

HB 1599 caused the Board to look at graduation requirements. The Board began the rulemaking process to address changes to the graduation requirements outlined in the bill. In addition, the proposed rules address changes based on three other pieces of legislation from 2018 that made changes to the civics requirement and high school and beyond plan requirements. Finally, the proposed rules include a reorganization of the chapter and overall review of rules to clarify language and update references.



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Drafting proposed rules began with a series of Board member and staff discussions and included feedback from experts and stakeholders. The resulting draft rules were shared widely to solicit input from the field prior to the Board's approval of proposed rules in September, 2019. Since filing proposed rules, the Board has continued to receive feedback and conducted a public hearing in Olympia with remote sites in Spokane, Yakima, and Vancouver on October 24, 2019. The Board has received hundreds of comments through formal letters, emails, and public comment at the October 24 hearing. In addition, Board members and staff have spoken with a number of stakeholder groups about the changes in the law and the proposed rules. Some of the key issues that have been raised through this process are as follows:

- Middle School Credit
- Exemption from required coursework
- International Baccalaureate Pathway
- Dual Credit Pathway
- ASVAB Pathway
- CTE Pathway

Mr. Teed discussed the tabulated spreadsheets of comments gleaned from the Public Comment sessions on October 24. Discussion ensued and input was given.

Executive Director Spaulding stated that the Ad-hoc Committee had met several times to develop amendments to the proposed rules. Considerable time was spent reviewing the Committee's six recommended amendments to the proposed rules. The Board sought amendments from Members who were not on that committee. The reasons for amendments need to be clearly related to either feedback on proposed rules, or other reasons for amendment (i.e.; clarify language, align to statute, align to current policy/practice, etc.) SBE action is planned for adoption of final rules on Chapter 180-1 at this meeting.

Considerable discussion ensued and input was given. Following are some questions/concerns that Board members shared:

- There is a need to know where students fall after they walk across the stage. The State Board needs to be informed about the real success of the students. The finish line is not graduation. What are these pathways ensuring that kids can do when they leave high school?
- We need to find some way to engage kids, early and long. We've lost kids. All students need to be engaged in things they are interested in - across the board.
- The executive part of the brain is not formed until age 25. Statistics show that people change careers on an average of seven or eight times during their working years. Why are we trying to tell kids that they have to know what their pathway is in high school? What needs to be considered, at the end of the day is 24 credits; i.e. a lot of things that we have put into place have limited the exploration of what our kids need to do. If they find their passion it is likely that they will continue down that path. What would it look like if we empowered and trusted our students? There is a real concern about unintended consequences.



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- The value of exploration to me is more important than the value of rigor. Rigor has no value if students cannot rise to it and fail the test. They end up with low self-esteem and drop out. 24 credits and rigor for them have the opposite effect; hence, the gap widens.
- We need to trust the students and the students need to learn to trust the adults. Let's listen to the student representatives on the Board. Their voices matter!

### **PUBLIC COMMENT**

SIMONE BOE – GOVERNMENT RELATIONS/ADVOCACY, WASHINGTON EDUCATION ASSOCIATION

Ms. Boe thanked the Board for keeping stakeholders and educators informed in regards to their work on multiple pathways to high school graduation. The WEA believes flexibility, and in particular local school district flexibility, is the best way. The WEA supports the rule written by the CTE pathway in regards to local flexibility and they confirm the original rules. WEA supports keeping the proposed CTE language. They are committed to work with every school district, from an educator's perspective. Ms. Boe indicated that there was a need for more adults to advocate for students, and to help them navigate the new pathways. She stated the WEA is happy to offer help between parents and students. Also consideration needs to be given to how the obligation of the 24 credit requirement will impact the pathways. There is a concern about unintended consequences down the way.

TYLER HUNT – HIGH SCHOOL COUNSELOR, CENTRAL KITSAP SCHOOL DISTRICT

Mr. Hunt thanked the Board for the conversations at the Community Forum held the previous evening. He feels strongly about recognizing different pathways for graduation. He stated that he tends to agree with SBE student representative, Ms. Autymn Wilde, on her perspectives from a student's point of view. Once a student has recognized that they're not going down a certain path; i.e. 4-yr. college directly after high school, it is then that we should start exploring other options. The counseling department needs value from educators. Many students, particularly in the resource room will not meet the standards, but they are still required to take the test, sometimes two or maybe three times. This is demoralizing to students. We need to be accountable for doing the right things.

CANDY WALTERS– REGIONAL DIRECTOR, WASHINGTON STATE PTA

Ms. Walters began by thanking the State Board. The WSPTA continues to support the high school and beyond plan. This approach may lead to more students taking CTE classes. The WSPTA asks that we continue to support scores set by the military and not the arbitrary scores set by the state. Ms. Walters referred to a student who had taken the math test several times and did not pass. It didn't make sense to hold him back for one test when he had passed all his other math tests. He met all six of the military requirements. The draft rules are too late for him, but students greatly need these graduation options.

BRIAN JEFFRIES– POLICY DIRECTOR, WASHINGTON ROUNDTABLE

Will these pathways actually lead kids to take advantage of career opportunities? The statute is clear on CTE course sequence focused on criteria for preparatory courses and should be done in a sequence. Make sure they are in the same program area. Set ASVAB cut to the score of the branch the student selects, rather than lowest among branches. This would be inadvertently low and could drive students into the armed forces. He believes in the language from statute that the dual credit pathway is about earning both college and high school credit in both English language arts, and math. Taking the authority out of the hands of OSPI is in conflict with ESHB 1599.



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**VIRGINIA BARRY— POLICY AND GOVERNMENT AFFAIRS MANAGER, STAND FOR CHILDREN**

Ms. Barry thanked members of the Board. The Washington Roundtable has been very involved in advocating for changes for CTE and multiple pathways. Regarding the CTE pathway, they support using OSPI's suggested language. Strengthen dual credit and ASVAB language so students are equipped for the postsecondary option of their choice. Do not allow for mixing and matching. We're concerned that the infrastructure is not there to make it equitable. Setting the bar at the minimum cut score is not rigorous enough. Finally we urge the Board to adhere to statute language in 1599.

**ALMAI MALIT— DIRECTOR OF INSTRUCTIONAL LEADERSHIP, PUYALLUP SCHOOL DISTRICT**

Ms. Malit is the Director of Instructional Leadership in the Puyallup School District; however, she came to speak to the Board on a personal note – on personal advocacy. She believes context matters in all things. She is a first generation Filipino immigrant. Her mother was not aware of the United States public school system; therefore, Ms. Malit was tracked in less rigorous classes. Luckily, she had the privilege of having a mother who figured out how to advocate a foreign country's education system – she was a teacher. Some immigrant students do not have that support. She attended a high school where she had to navigate the system for 2 years. She stated that she knows that people form opinions about people of color and immigrants in regards to what they can and cannot do. This is what immigrant students face. She stated, "We are non-traditional, the curriculum was dumbed down for us". She is now in a doctoral program. She is asking the Board to consider the context when they say they are going after a certain rigor, and for whom. Its fine to have the rigor if it's created for each of our students, but Ms. Malit feels that it's not.

**TIM KNUE— EXECUTIVE DIRECTOR, ASSOCIATION FOR CAREER & TECHNICAL EDUCATION**

Mr. Knue began by saying a proposed rule seems to be the light at the end of the tunnel, but there could be some unintended consequences. Here is the slippery slope. Not all advisory committees are the same, there is not equality between skill centers/not equitable. It really identifies why flexibility is required. Meeting needs of disadvantaged students would be achieved by making sure they are prepared in a CTE program. Proposed rules would lead to derailing the opportunity to prepare students with CTE. Small school districts have a number of identified CTE programs. Don't limit the value of the CTE pathway by not requiring the sequence within a program.

**GENE HART— CITIZEN**

Mr. Hart believes that the paramount duty of the State of Washington is to provide ample funding for education for ALL students – per the constitution. He believes that the message of the State Board should be "ample careers for all kids" period. Let's get to work!

**PETER KEITHLY, RETIRED FACILITIES DIRECTOR, SOUTH KITSAP SCHOOL DISTRICT**

Mr. Keithly said almost a year ago he provided public comment at a State Board of Education meeting in regards to the School Facilities Citizen's Advisory Panel. This panel did not appear to be functioning and he noted that they had not responded to specific OSPI programs that were presented to them over a year ago. He reached out to the SBE then and still has not received an answer.

He is very disappointed in the level of oversight the School Facilities Citizen's Advisory Panel (CAP) has actually provided in regards to OSPI facilities related programs and policies, and the apparent lack of interest expressed by the SBE. Contrary to the current CAP policy of following OSPI direction in regards to the issues they consider, he believes the CAP should be independent of direction from the OSPI in order to function effectively in their legally mandated role to provide oversight on OSPI facilities related



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policies and programs. As a long-time SBE standing committee, the CAP should have a recognized chairman and be reporting to the SBE on a regular basis. At the very least, the CAP should be encouraging input from qualified and informed citizens. He assured the Board that if he was appointed to a CAP position, he would encourage and seriously consider all input received in matters regarding OSPI facilities related programs and policies. Mr. Keithly closed by saying that he would like to be considered for appointment to this position. He added that he does have copies of the papers that were sent to the Citizens Oversight Panel over a year ago, to which he received no response.

### **ANNETTE ANDERSON – BLACK EDUCATION STRATEGY ROUNDTABLE**

Ms. Anderson thanked the Board for their work. The Black Education Strategy Roundtable (BESR) works to support efforts to improve outcomes for black students. She wanted to add to the comments from the WA Round Table and Stand for Children. BESR wants to increase access to dual credit opportunities by requiring students meeting standard on state assessments be enrolled in the next most rigorous course, including AP, IB, Cambridge, College in the High School, and Running Start. They want to maintain a rigorous, 24-credit high school diploma that prepares students for their next step after high school; and to improve implementation of high quality high school and beyond plans by directing targeted resources toward improving career and college counseling services in middle school. Ms. Anderson feels that the K-12 system has failed black students in this state.

### **Lunch Break – Celebration and Recognition for Departing Members**

Chair Maier recognized member Judy Jennings, and her husband and two sons were introduced. Member Jennings introduced Ms. Suzie Hanson, Executive Director, from the Private Schools Association. Ms. Hanson provided accolades and stated that member Jennings had dedicated her life to education, adding that “Judy is one of Washington’s best”.

Also recognized for his exemplary dedication to education and to the State Board, including serving as Board Chair, was Mr. Kevin Laverty. This would be Ms. Jennings’ and Mr. Laverty’s last meeting as sitting Board members. Member Bill Kallappa led a traditional native blanket ceremony in which Members Jennings and Laverty were each wrapped with beautiful Pendleton wool native blankets in a traditional showing of gratitude and respect.

After lunch, the next segment of the agenda, **Mastery-based Learning Work Group Update**, was moved to the next day’s agenda, in order to provide more time for additional discussion on High School diploma requirements and pathways. Discussion ensued and input was given.

### **Legislative Platform**

*Randy Spaulding, Executive Director*

Executive Director Spaulding provided a brief overview of the Draft 2020 Legislative Platform, adding that the platform recognizes and builds upon the successes in 2019 as follows:

- Educational Equity
- School Safety
- Special Education
- Early Learning





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- Modest Budget Requests

Priorities of partner agencies and stakeholders were also discussed, and are publicly available for review.

### **Annual Charter Public School Report**

*Dr. Andrew Parr, SBE Staff*

*Harium Martin-Morris, Board Member*

Dr. Parr shared a PowerPoint presentation and explained the charts reflected in the Board packet. The PowerPoint included information on 2018-19 charter schools as follows:

- Demographics of the Charter Schools
- Performance of the Charter Schools on the Winter 2019 WSIF
- Performance of the Charter Schools – ELA
- Performance of the Charter Schools – Math
- Performance of the Charter Schools – Science
- Charter Schools Performance Trends
- Charter School Report – Draft Work Plan

The SBE is required to report annually on charter schools in Washington. Staff have requested a late submission of the report this year to allow more time for analysis of data and to give authorizers additional time to report to the Board.

### **Student Presentation**

*Autymn Wilde, Board Member*

Ms. Autymn Wilde, senior student board member from Eastern Washington presented on the importance of art therapy, use of art for coping with trauma/hardship, and the overall importance of the arts to education. Ms. Wilde also presented a PowerPoint on meaningful pathways, from a student's perspective.

Ms. Wilde surveyed students on what they felt would be meaningful pathways. Following are the results of her survey:

- Leadership
- Yearbook/journalism
- Theatre
- Instrumental Music
- Choral Music
- Sports
- Art

Ms. Wilde said student surveying will continue to be part of her presentations. Discussion ensued with the consensus being that there are not enough opportunities to take leadership classes in high school, and it's so important and basic.



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Ms. Wilde stated that she had been contacted by Yale, Harvard and Stanford in regards to scholarships for high achieving students of low income background. However, she stated that she has decided to go to a State school next year and will be applying to Gonzaga and Whitworth.

There being no further business, the meeting recessed at 5:07 p.m.

### Thursday, November 7

Members Attending: Chair Mr. Peter Maier, Mr. Chris Reykdal, Mr. Kevin Laverty, Ms. Holly Koon, Mr. Jeff Estes, Ms. Judy Jennings, Ms. MJ Bolt, Ms. Patty Wood, Mr. Harium Martin-Morris, Dr. Paul Pitre, Dr. Susana Reyes, Mr. Bill Kallappa, Ms. Autymn Wilde, Ms. Margarita Amezcua (14)

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

Members Absent: Mr. Ricardo Sanchez, Mr. Ryan Brault

Chair Maier called the meeting to order at 8:45 a.m.

Chair Maier welcomed TVW and thanked them for coming. TVW broadcasted today's meeting. Also welcomed was new State Board member, Jan Brown.

#### **Committees/Board Member Updates**

*Randy Spaulding, Executive Director*

Executive Director Spaulding explained that the State Board has three standing committees; Legislative, Equity, and Student Voice. Committee chairs reviewed their respective draft charters for Board consideration. In addition, the Norms ad-hoc committee shared draft changes to the Board norms for possible adoption in January. Discussion ensued and input was given.

#### **Board Member Updates**

Executive Director Spaulding reported on the NASBE Annual Conference that was held October 16-19 in Omaha, Nebraska. The NASBE is the largest gathering of state board of education members in the nation. He added that one big take away was the great opportunity for networking and collaboration across the states. It was very well attended, with twenty-seven states in attendance. A presentation was made on the Washington State Board's strategic planning. Chair Maier added that state boards vary widely across the country and many districts have little, or no board participation. Washington's participation is significantly higher than most state boards.



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Another national conference that was attended by Members Bolt, Estes and Pitre was the iNACOL – Aurora Institute Symposium, which was held October 28-31 in Palm Springs, CA. The annual symposium is the leading event for K-12 personalized, competency-based education. Discussion ensued and input was given.

Member Wood reported that she had attended the WSSDA Legislative Assembly, which was held September 27-28 in Spokane, WA. She also stated that several Board members would be attending the WSSDA Annual Conference in Bellevue, WA, November 21-24.

### **Mastery-based Learning Work Group Update**

*Alissa Muller, Linda Drake, SBE Staff*

Alissa Muller reported on the September meeting of the Mastery-based Learning (MBL) Work Group. Member Pitre also attended the meeting. The mastery-based learning work group has an interim report due to the Legislature on December 1, 2019. The report outlines the state of mastery-based learning in Washington State as well as provides insight into national and international examples, activities of the work group this year, preliminary findings, and areas for further exploration during 2020. A final report will be provided to the Legislature, detailing all findings and recommendations of the work group by December 1, 2020.

### **Assessment Report**

*Linda Drake, SBE Staff*

Ms. Drake provided a brief update on the Washington Comprehensive Assessment System, and progress on the Assessment Report. With the passage of recent legislation, E2SHB 1599, which replaced the assessment graduation requirement with graduation pathway requirements, passing an assessment is no longer explicitly a requirement for graduation. Students may graduate using a non-assessment pathway. However, meeting the graduation score on the state high school assessment is one of the pathways, and is likely to be the option that many students will use for graduation. As the system transitions to pathways for graduation, it may be a communication challenge for the Board and for the system, to emphasize to students and families that high school assessments are useful and meaningful. High school assessments remain an important indicator to schools, students, and families of readiness for college and for post-high school careers.

### **School Recognition and Accountability**

*Dr. Andrew Parr, SBE Staff*

*Dr. Michaela Miller, OSPI*

Dr. Parr discussed Phase II of the school recognition revisions that were gleaned from the July 30 and October 1 EOGOAC-SBE-OSPI joint meetings, and showed a PowerPoint. (*Please refer to the Board meeting packet for details*). Also provided was an update on progress in providing additional support to districts with the greatest need, which is anticipated to lead to recommendations for designation of Required Action Districts in the spring. There will be another joint meeting on December 4, and Dr. Parr will report on the results of that meeting at the January Board meeting. He added that the goal is to have this locked down in January, with a date for the actual ceremony being set in late March, or early April, 2020. Discussion ensued and input was given.



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Dr. Michaela Miller, OSPI, discussed the Required Action Districts Policy Update – Summer 2019. *(Included in the Board packet)*. Dr. Miller outlined the background of the policy, the changes to administrative rules in the spring of 2019, creation of a transitional process during the 2019-20 school year called “Required Introductory Cohort” (RIC), and the activities and benchmarks for the districts identified as the Required Introductory Cohort. Discussion ensued and input was given.

### **PUBLIC COMMENT**

**JIM KOWALKOWSKI – SUPERINTENDENT, DAVENPORT SCHOOL DISTRICT & DIRECTOR, RURAL EDUCATION CENTER (REC)**

The REC is a statewide cooperative of 75 small and rural school districts across the state. Mr. Kowalkowski is also Superintendent of the Davenport School District. Their Middle/High School was one of only four in the state to receive a National Blue Ribbon School Award from the US Dept. of Education earlier this fall. They were also recently notified by OSPI that they are a national Title 1 School of Distinction award winner. They provide students with rigorous and diverse course offerings.

Mr. Kowalkowski asked to please keep the current language regarding CTE. He knows the Board has been discussing amendments. He watched some meetings yesterday, and saw that the Board was having intense discussions about pathways. Do all students across our state have equal access to pathways? Do school districts have adequate time and resources to provide for these pathways? In regards to 1599, what feedback are you getting from high school principals and counselors? Do you know how challenging it is to recruit and retain CTE instructors? Most of them are asking for maritime, aerospace, construction and manufacturing, and most small districts do not have these. Mr. Kowalkowski liked the comments yesterday from student SBE representative, Margarita Amezcua, in which she stated that 24 credits is the rigor! He feels that everything students have a passion for is gone – no time. He asked the Board to listen to her! The original proposed wording on the CTE pathway provided flexibility that students need... he hopes that the final rules keep some version of that flexibility. Some students struggle with the written tests. Some kids just struggle. They’re not good test takers but they have a passion for learning. He asked that the Board put themselves in the shoes of a student who is in danger of dropping out...CTE courses and/or elective courses such as drama, band, music, etc. are sometimes the hook that keeps them in school and grabs their interest. If we make the pathways too restrictive, we will lose kids. I hope you don’t underserve those kids. Please keep the flexibility and listen to Margarita’s comments.

**ANGIE REED – ON-TIME GRADUATION SPECIALIST, PUYALLUP HIGH SCHOOL**

As an on time graduation specialist at Puyallup High School, Ms. Reed said she has dealt with many changes in graduation and assessments. She also has dealt with many under serviced groups. She feels that there is not a large group speaking on their behalf. She shared a story about a student entering 12<sup>th</sup> grade in which her high school years had been very transient. Her family had moved around a lot. She had never completed a dual credit class and had no plans to take the SAT or ACT. She would not give the military her information either. The CTE pathway is the only option for this student. We all want to increase rigor, but for many students, just going to school is rigor. Ms. Reed asked that flexibility for graduation be given to local districts.

**ROBIN BUXTON, EMERALD RIDGE HIGH SCHOOL, PUYALLUP SCHOOL DISTRICT**



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Ms. Buxton was previously an on time graduation specialist in the North Shore School District. She wanted to add to what her colleagues had to say in regards to changing requirements about taking the smarter balance test. It is an understatement to say that those in the schools are nervous about the change. We know that when students are no longer required to take the test, they will stop taking them. When we tell them that the test is required by state law, they will take the test. Once they know that it isn't required for graduation, they will opt out. Data is very useful. It is really important to know where students are. Parents get freaked out around state tests, and a lot of that relates to their own anxieties around math. Counselors are able to advocate for kids to take higher level math classes based on the results of the test. Ms. Buxton relayed a story about a student; i.e. people form opinions about students based on their appearance. This student was going to be placed in a lower level math class., but she spoke to Ms. Buxton about her desire to go to college. Ms. Buxton was able to advocate for the student to take Algebra II. Ms. Buxton closed by saying she is really happy to see that there are going to be pathway options, but feels that students should take the tests first.

ALMAI MALIT, DIRECTOR OF INSTRUCTIONAL LEADERSHIP, PUYALLUP SCHOOL DISTRICT

Ms. Malit felt compelled to bring her own narratives on behalf of students in her district. She expressed gratitude for 1599 adding two more pathways to the options for graduation. Ms. Malit shared an exercise with those in attendance of eleven concepts where she did a quick round of analysis of people that knew all the concepts. She would take a tally of attendees that knew the concepts and rate them in the next few seconds. Her point was to see how many people were aware of the 11 concepts, and there were very few people in the room that were. Ms. Malit's point was to give Members an experience like the daily experiences of students of color, especially black or brown, students in foster care or in drug impacted or addiction situations, where they do not know, or have not yet learned, information they are being expected to know. The rigor for them is already in the 24 credits. She asked that the SBE not find it irrelevant that it is rigorous. She implored the SBE to keep the flexibility of the CTE pathways with more local control in school districts.

SIMONE BOE, WASHINGTON EDUCATION ASSOCIATION

Ms. Boe spoke in regards to pathways. The concern today was that there is now another adult level of input. She felt that the courses students take and local decisions are key. Having OSPI and SBE get involved adds another adult layer and it really works better at the local level and belongs at the local level. The WEA would like to keep the proposed CTE requirements.

JULIE ELLINGTON, DIRECTOR AND MARLENA MA, SPECTRUM ACADEMY

Spectrum Academy is dedicated to providing a strong academic program. Beginning this fall, the school would like to embark on a new option experience. This project would join the school with grade students, including students who are currently doing home schooling. Through this initiative, students are able to work in cross-graded option groupings in areas that interest each and every one. The skills, benefits, and opportunities the students will receive are long lasting and far reaching, skills they will be able to use throughout their lives. There is a boy, who just enrolled in the school, and his mother, who both understand and agree to their philosophy on his education at Spectrum Academy. In order for Spectrum Academy to achieve their education goals and meet students' needs, they are asking that the Board approve the Academy with a Certificate of Private School.

### **Review Business Items**



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*Randy Spaulding, Executive Director*

Executive Director Spaulding reviewed the business items that would be voted on for adoption by the Board at this meeting.

**BUSINESS ITEMS**

MOTION MADE BY MEMBER BOLT to adopt charter for the Student Voice Committee, as shown in Exhibit A.

**Motion seconded by Member Jennings.**

**Motion carried.**

MOTION MADE BY MEMBER WOOD to adopt charter for the Legislative Committee, as shown in Exhibit B.

**Motion seconded by Member Pitre.**

**Motion carried.**

MOTION MADE BY MEMBER KALLAPPA to adopt charter for the Equity Committee, as shown in Exhibit C.

**Motion seconded by Member Koon.**

**Motion carried.**

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

**Motion seconded by Member Kallappa.**

**Motion carried.**

MOTION MADE BY MEMBER BOLT to adopt final rule for Chapter 180-51 Washington Administrative Code, as shown in Exhibit F.

**Motion seconded by Member Jennings.**

**Motion amended.**

MOTION MADE BY MEMBER KOON to amend Exhibit F with amendment shown in Exhibit G regarding middle school credit.

**Motion seconded by Member Jennings.**

**Motion carried.**

MOTION MADE BY MEMBER BOLT to amend Exhibit F with amendment shown in Exhibit H regarding individualized Education Plans.

**Motion seconded by Member Kallappa.**

**Motion carried.**

MOTION MADE BY MEMBER KOON to amend Exhibit F with amendment shown in Exhibit I regarding rulemaking.

**Motion seconded by Member Estes.**

**Motion carried.**

MOTION MADE BY MEMBER KOON to amend Exhibit F with amendment shown in Exhibit J regarding International Baccalaureate.

**Motion seconded by Member Estes.**



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**Motion carried.**

MOTION MADE BY MEMBER MARTIN-MORRIS to amend Exhibit F with amendment shown in Exhibit K regarding ASVAB.

**Motion seconded by Member Estes.**

**Motion carried.**

MOTION MADE BY MEMBER KOON to amend Exhibit F, as amended, with amendment shown in Exhibit L regarding CTE Pathways.

**Motion seconded by Member Estes.**

**Motion amended.**

MOTION MADE BY MEMBER REYKDAL to amend the amendment as shown in Exhibit L with the secondary amendment as shown in Exhibit N.

**Motion seconded by Member Pitre.**

**Motion carried.**

MOTION MADE BY MEMBER WOOD to adopt the 2020 legislative platform, as shown in Exhibit M.

**Motion seconded by Member Pitre.**

**Motion amended.**

There being no further business, Chair Maier adjourned the meeting at 3:50 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.*