



THE WASHINGTON STATE BOARD OF EDUCATION

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

Education Service District 101
Spokane, WA

July 13-14, 2016

Minutes for the Washington State Board of Education (SBE)'s Bi-Monthly Board Meeting

Wednesday, July 13

- Members Attending: Chair Isabel Muñoz-Colón, Vice Chair Kevin Laverty, Ms. Janis Avery, Ms. Connie Fletcher, Mr. Peter Maier J.D., Ms. Mona Bailey, Mr. Jeff Estes, Mr. Bob Hughes, Mr. Baxter Hershman, Ms. Judy Jennings, Dr. Dan Plung, and Ms. Lindsey Salinas (12)
- Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Stefanie Randolph, Ms. Linda Sullivan-Colglazier and Ms. Denise Ross (9)
- Members Absent: Ms. Holly Koon, Ms. MJ Bolt and Superintendent Randy Dorn (3)
- Guests: Ms. Kaaren Heikes and Ms. Carole Lynch (2)

Call to Order

Chair Muñoz-Colón called the meeting to order at 8:04 a.m. and administered the oath of office to Ms. Lindsey Salinas. Dr. Mike Dunn, superintendent of ESD 101, thanked the Board for meeting with local superintendents on July 12 and for the educational policy work members are doing.

Chair Muñoz-Colón invited members to share experiences they've had recently at conferences and meetings. Member Laverty shared that he attended the Education Commission of the States Conference in June where many conversations were about lowest-performing schools and teacher preparation. Member Jennings attended the AWSP/WASA Summer Conference and sessions focused on implementing ESSA requirements and overcoming obstacles in a student's life. Member Estes thanked staff for providing 24-credit framework and High School and Beyond Plan materials for a STEM institute he attended. Member Fletcher reported she attended a Learning First Alliance meeting and Superintendents' Meeting about the teacher shortage issue. She also serves on the Governmental Affairs Committee for the Board of Directors for the National Association State Boards of Education and they recently discussed proposed rules for ESSA. Chair Muñoz-Colón participated in a retreat recently about building relationships between adults and students in schools. She expressed the importance of this broader priority in bringing people together as a community.

Mr. Rarick requested that the Civil Rights Settlement item be removed from the consent agenda and said that he'd provide further information during the Executive Director Update presentation.

Ms. Drake reported that, due to the SAT changing last spring, members were asked to approve, as part of the consent agenda, a cut score for the SAT as an alternative to the reading and writing High School Proficiency Exam (HSPE) and for the math Smarter Balanced Assessment for the Class of 2016. The Class of 2016 is the last class that can use the HSPE as a graduation requirement.

Motion made by Member Laverty to approve the consent agenda with exclusion of the Office of Civil Rights Settlement.

Motion seconded.

Motion carried.

Executive Session

Chair Muñoz-Colón adjourned the open session at 8:28 a.m. for the purpose of the performance evaluation of the Executive Director. Chair Muñoz-Colón reconvened the Board meeting from Executive Session at 8:49 a.m.

Executive Director Update

Mr. Ben Rarick, Executive Director

Mr. Jack Archer, Director of Basic Education Oversight

Ms. Sullivan-Colglazier, Assistant Attorney General, Office of the Attorney General

Ms. Stefanie Randolph, Communications Manager

Mr. Rarick introduced the agency's newest hire, Ms. Kaaren Heikes. She begins employment on August 8 as the Director of Policy and Partnerships. Ms. Heikes attended to meet members and observe the meeting. She has experience in the legislature, administration and education. She also played a role in starting a charter school in Oregon.

Mr. Rarick provided an overview of the agenda and how each item relates to the Board's strategic plan.

Members reviewed the draft amendments to Chapter 180-19 WAC (Charter Schools) for the purpose of filing a CR-102 document. Mr. Archer summarized the content of the Notice of Intent form that applicants complete in order to disclose their interest in becoming a charter school authorizer.

Mr. Rarick reported that SBE is one of several state agencies that received notices of noncompliance from the U.S. Department of Education's Office of Civil Rights regarding the ability for people with disabilities to access the SBE web site. Staff believed the deliberations between SBE's legal counsel and the Office of Civil Rights would be completed by the date of the current board meeting, but the settlement is still in draft form at this time. Staff will present a motion asking the Board to approve delegating authority to the Executive Director to enter into a settlement agreement at a later date.

Ms. Sullivan-Colglazier summarized the lawsuit to board members. Staff and legal counsel responded in agreement to bring the web site up to compliance, and the process of having a settlement drafted has begun. The settlement would not be a monetary one, but an agreement to bring the web site into compliance. Once the settlement is finalized, staff will have two years to implement the changes. Ms. Randolph spoke of the changes, services and trainings that will be needed in order to meet compliance.

Chair Muñoz-Colón said this is a good opportunity for us to make sure all our agency services are accommodating to Americans with Disabilities Act (ADA) needs.

School Accountability and Required Action District Updates

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

Mr. Michael Merrin, Assistant Superintendent, OSPI

Ms. Kim Ewing, Principal, Wellpinit Elementary

Dr. Gil Mendoza, Deputy Superintendent, OSPI

Ms. Drake summarized the Board's duties and oversight for Required Action District (RAD) schools and the requirements districts must meet in order to be released from RAD status. Ms. Drake reported there are five current Required Action Districts. There are four districts that are in the second cohort of Required Action and have just completed the second year of implementing their Required Action Plans. A fifth district, Soap Lake, is from the first cohort of Required Action. Soap Lake District remained in Required Action because one of their schools is on the Priority School list. A condition of release from RAD status is that no school in the district may be a Priority School.

Mr. Merrin presented student demographic data, recommendations and next steps for the following schools:

- Tulalip Quil Ceda Elementary, Marysville School District
- Stewart Middle School, Tacoma Public Schools
- Washington Middle School, Yakima Public Schools
- Soap Lake Middle/High School, Soap Lake School District

Ms. Ewing presented student demographics, goal progress and next steps for Wellpinit Elementary. She shared that the Wellpinit community applied and was designated by the Obama administration as a Promise Zone area. This program pairs federal government partners with local leaders to streamline resources across agencies and deliver comprehensive support. The focus includes education, infrastructure, economic development, reduction in unemployment, and reduction in crime rates.

Mr. Merrin and Dr. Mendoza presented on how Required Action Districts will be affected by ESSA implementations and how Required Action relates to tasks outlined for the School and District Improvement Workgroup.

ESSA Accountability System Update

Dr. Andrew Parr, Research and Data Manager

Dr. Gil Mendoza, Deputy Superintendent, OSPI

Dr. Parr reported the Accountability System Workgroup (ASW) will start making recommendations to the ESSA State Plan working group in the fall and the Office of the Superintendent of Public Instruction (OSPI) might submit the Consolidated State Plan toward the start of 2017. If the plan is submitted by the end of 2016, approval by the United States Department of Education could be expected in spring of 2017. Depending on the actual approval date, the SBE may be asked to adopt the school and district improvement plans at the March 2017 meeting. Members reviewed a summary of the ASW's work.

Members viewed the design of the current Index. Dr. Parr reminded members that long-term goals can't be set until the English Language Learner measures are determined, which will be recommended by the ESSA English Language Learner Workgroup. The indicator weights won't be changed until the new measures of school quality and school success are determined. A plan to identify schools also won't be developed until the long-term goals are determined, goals are established, and more information about how the Index will be changed is known.

Members reviewed how the ASW is connecting the various roles to the overall goal of meaningful differentiation, which include the indicators measured, weights applied and creating an Index rating with a summative score. Dr. Parr reported that the performance on the measures in combination with goal attainment determinations could be used to identify schools for awards, school improvement planning and candidates for targeted support.

Dr. Parr reported the U.S. Department of Education recently published proposed accountability rules for comment. Members reviewed questions the U.S. Department of Education is seeking comment on and the concerns of national stakeholders about the proposed rulemaking.

Dr. Mendoza summarized OSPI's statewide outreach forums about ESSA. He explained the reasons why OPSI has asked the Achievement and Accountability Workgroup (AAW) be suspended until after the ASW work is completed. Dr. Mendoza reported the feedback he's received from the other ESSA workgroups and the timeline for receiving an approved plan from the U.S. Department of Education.

Members discussed the specific duties of the ASW workgroup that will require the Board's approval or recommendations and the timelines for them. Members discussed responding to the proposed rules to the U.S. Department of Education with comments and having an outline or roadmap of the major roles the SBE should play in the state plan.

Option One Basic Education Act Waiver Requests

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer reported the SBE received three requests for Option One waiver requests of the basic education requirement of a minimum 180-day school year.

Auburn School District's request is a renewal of an existing waiver of three days for one year granted in July 2015. The request is for the 2016-2017 school year only. The district has had a series of one-year waivers of the 180-day requirement. The purpose of the request is to revise and implement school improvement plans based on their district Strategic Improvement Plan.

Richland School District's request is a new request for seven days for two years for parent-teacher conferences in first grade only. The district was granted a waiver of five days for parent-teacher conferences under the expedited procedure in WAC 180-18-050(3) which does not require action by the Board. The number of waiver days that can be requested under that rule provision is five; therefore, the district has submitted an application requiring board approval. The district intends to use two days at the beginning of the school year to provide similar services as WaKIDS to first-graders and their families.

Tacoma Public School's request is a new request for ten days for two years and is for a new high school opening in the fall of 2016. The request would enable the school to operate on an alternative schedule in which it had fewer but longer school days, facilitating project-based learning and partnerships with the business and community, and embedded professional development activities for staff.

Board members were asked to take action on the applications during business items on Thursday.

Public Comment

Mr. Mick Miller, Member of Social Emotional Learning Benchmark Workgroup and Social Emotional Learning Washington

Mr. Miller wanted the Board to have an update on the progress of the workgroup and how they're in the process of gathering feedback on their draft benchmarks. The Legislature tasked this workgroup with development of benchmarks for social and emotional learning. Mr. Miller presented the Board with the [draft benchmarks](#) and noted the various standards. He thanked the Board for their work on how social and emotional learning impacts teachers and students.

Mr. Brian Jeffries, Washington Roundtable and Partnership for Learning

Mr. Jeffries commended the work OSPI, SBE and local educators are doing for Required Action Districts (RADs). He acknowledged the limited resources the state has for identifying more districts that would qualify as RADs. A study was just completed on low-performing schools. Mr. Jeffries intends to release the results of that study in the coming months. He shared that the Washington Roundtable and Partnership for Learning would like to join the Board in addressing that issue via the legislature and other avenues to broaden the effect. What is being learned in RAD schools needs to be learned and implemented by all schools in the state because we have low performing students in all our schools.

Ms. Wendy Rader-Konofalski, Washington Education Association

Ms. Rader-Konofalski indicated she brought a group of local educators to speak about teacher shortage. She hopes the Board will invite educators to speak at its May meetings so teachers have an opportunity to express their voices on issues.

Ms. Teri Ochs, Teacher, Spokane Public Schools

Ms. Ochs loves her career and she's experienced a higher than average refugee student population and students of trauma. She'd like to see smaller class sizes in order to give more one-on-one attention to students, but this requires more teachers in the building. Ms. Ochs feels too many hours are spent assessing students. She asked the Board to continue working on reducing the classroom size for teachers.

Ms. Jamie Oleson, Teacher, Rodger High School

Ms. Oleson works in a high-poverty school. Many of her students are in trauma and stressed out. She tries to make students cared for inside and outside of the classroom, but has lost significant classroom time because of testing. She feels overwhelmed with helping students in trauma while in the midst of so much state testing requirements. Ms. Oleson would like to see smaller class sizes, a choice between Core 24 and state assessments, and more opportunities to have the teacher voice heard.

Mr. Brad Read, Teacher, Shadle Park High School

Mr. Read stated that over half of his students are on free or reduced lunch. He shared a story about a struggling student that sent him a note thanking him for helping him understand the way he thought and that no other teacher had done that. Kids aren't looking forward to learning and see it as something they have to get through and he suspects this is why graduates aren't going into the teaching profession. Mr. Read doesn't feel more mandates are needed, but instead a system where quality people are drawn to the profession. He asked the Board to provide opportunities for teachers and students to have regular conversations with the Board.

Ms. Kristene Gillmer, Teacher, Ridgeview Elementary

Ms. Gillmer has worked hard to be an excellent teacher, but feels it's getting harder to do the job. She feels overworked, underpaid, disrespected and undervalued. Ms. Gillmer thinks this is why teachers are leaving the profession. Students are raging, becoming violent towards teachers and verbally abusive. Many teachers feel isolated instead of supportive. The size of classes are too large. If we want to retain great teachers, we must address this problem now. She asked the Board to include teachers in these discussions.

Discussion on Next Steps in Defining Career Readiness

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

Ms. Beth Thew, Member, Workforce Training and Education Coordinating Board

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

Ms. Drake provided an update on the Competency-based Crediting Handbook and, although members will be asked to take action on approving it, the handbook will continue to be updated as feedback from the field is received. Members were also asked to review the proposal for an Equivalency Course of Study for Personalized Pathways Exploration. This proposal would allow for collaboration with districts that have some experience with developing high quality High School and Beyond Plans to develop an opportunity for students to earn credit while completing their High School and Beyond Plan.

Ms. Drake provided an overview of the discussion of the Workforce Training and Education Coordinating Board (WTECB) at their July special meeting on defining career readiness.

Member Muñoz-Colón shared her recent conversation with the Workforce Training and Education Coordinating Board's Chair about the vision for the two agencies defining career readiness together and the important components that should be included in the definition. Ms. Thew spoke on the importance of both boards having a common definition and understanding and supporting each other in the definition.

Mr. Wolfe would like to provide information on where their efforts are being engaged at the state level and hopes to share it with SBE at the September meeting.

Members discussed the following:

- Inviting a few members from each board to do work between meetings
- Importance of thinking about who would be responsible for implementing policy and inviting them to the conversation of defining career readiness
- The obstacles to competency-based crediting
- Acknowledging the handbook isn't ready for implementation yet, but possibly approving the handbook as a starting place to receive educator feedback
- Quality control in how districts will award competency-based crediting
- Raising standards and providing flexibility because the workplace is changing

Members discussed focus points for Mr. Rarick to take with him when attending the Workforce Training and Education Coordinating Board's next meeting in order to continue the discussion of defining career readiness.

Board members were asked to take action on the Competency-based Crediting Handbook and Equivalency Course of Study Concept Paper during business items on Thursday.

Rule Amendments for CR-102

Mr. Jack Archer, Director of Basic Education Oversight

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

Ms. Drake summarized WAC 180-51-115 stating that no student shall be denied the opportunity to earn a high school diploma solely because of limitations on the student's ability. Districts are directed to adopt policies for meeting the unique limitations of each student. Ms. Drake stated there has been

confusion about how this rule interacts with the assessment system and the proposed amendment is intended to clarify the language that all students are required to participate in the assessment system.

Mr. Archer provided an overview of WAC 180-18-055 on alternative high school graduation requirements, the proposed changes made in the draft amendments, and which schools have been granted the waivers to date. The purposes for proposing draft amendments to the current rules are as follows:

1. The rules are out of date.
2. The rules lack clarity and specificity.
3. There is no due date for applications.
4. There are no criteria for board decisions on whether to approve or deny a waiver request.
5. There is no provision on the form and manner of the annual report to be submitted to the SBE.

Members were concerned about how the amendments would limit opportunities for schools struggling to reach low performing students, but also gave merit to the frameworks embedded in the amendments to help guide waiver applicants. Members discussed delaying approval of the amendments until more input from schools could be received and members had more time to discuss the potential impact.

Members discussed language revisions regarding the amendments.

Members were asked to take action on approving the filing of the CR-102 forms for WAC 180-51-115 and WAC 180-18-055 during business items on Thursday.

Education Data Spotlight: State Level Opportunity to Learn Index

Dr. Andrew Parr, Research and Data Manager

Dr. Parr reminded members of the Opportunity to Learn (OTL) Index first being introduced at the January 2016 board meeting. The proposal in January was to begin the work at the state level and eventually add the district and school levels over time. The district level work has been delayed until complexities can be worked out through the state level data. Dr. Parr is hoping to create a second version of the OTL based on the feedback of members at the meeting and to receive the support of the Board to reference the second version of the state-level OTL in the SB 5491 report due in December.

Dr. Parr said the OTL is in preliminary version and changes are expected. Members reviewed some of the measure shortcomings and plans to replace some measures in favor of others. An advance copy of the OTL memo was sent to internal and external stakeholders for review and comment. As work continues, Dr. Parr anticipates a formal peer review from an independent third party to be conducted to ensure reliability and validity.

Dr. Parr presented the following:

- Indicators derived from the separate measures and their purpose.
- How the indicators and measures are related.
- Peer state ranking comparison.
- Potential replacement measures for the next OTL version.
- Summary of Washington performance by indicator category.

Members discussed the following:

- Importance of showing the relationships between the indicators.
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- Receiving feedback from external parties on the link between the social and health based indicators to education.
- Utilizing the research available on closing the achievement gap.
- Importance of early learning and the lack of funding available in providing it for all students.
- Making more specific statements about each indicator.

Student Perspective on the Role of Sports in Education

Mr. Baxter Hershman, Student Board Member

Mr. Hershman began his presentation by providing a student update. He has completed his junior year of high school, attended a national student leadership conference, and has begun looking at colleges.

Mr. Hershman presented on the following:

- The non-academic pros and cons of playing sports as a youth.
- The lessons sports teach that schools cannot.
- National and state standards for sports.
- Current state policy and credit requirements for physical education in schools.
- Absence of federal regulations for recess and physical activity.
- The role sports play in school climate and spirit.
- Correlation between sports and academic achievement.
- Possibilities for competency-based crediting.

Meeting adjourned at 5:00 p.m.

Thursday, July 14

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

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Tamara Jensen, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Stefanie Randolph, Ms. Linda Sullivan-Colglazier and Ms. Denise Ross (9)

Members Absent: Ms. Holly Koon and Superintendent Randy Dorn (2)

Guests: Ms. Kaaren Heikes and Ms. Carole Lynch (2)

Call to Order

The meeting was called to order at 8:03 a.m. by Chair Muñoz-Colón. She announced the Executive Session would be moved to 8:30 a.m. in order to provide human resource staff more time to prepare appropriate documents. The agenda item for preparation of the August 15 Special Board Meeting was moved to 8 a.m.

Preparation for the August Special Board Meeting

Mr. Ben Rarick, Executive Director

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

Ms. Drake provided an overview for the purpose of the August Special Board Meeting in which the Board will be asked to approve the math and English Language Arts Collections of Evidence cut scores on the Smarter Balanced Assessment and End-of-Course exit exam. The SBE will also consider approving an SAT cut score as an approved alternative to the Smarter Balanced Assessment exam for the Class of 2017 and beyond. Board members may also elect to review the math Smarter Balanced Assessment cut score as approved last year.

Members asked staff questions about reasonable timing for receiving the data and impact of delaying the approval until student participation increases.

Executive Director Update

Mr. Ben Rarick, Executive Director

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

Ms. Linda Sullivan-Colglazier, Assistant Attorney, The Office of the Attorney General

Mr. Rarick announced that a biennial budget approval isn't necessary since it was approved last year, but board members will review the budget status at the September meeting.

Ben attended an ESSA community forum in Spokane the night prior and said it was well attended. Participants had many questions about special needs, WA-AIM, teacher shortage and assessment testing. Mr. Rarick met with Senator Billig on July 12 about summer learning and said the Senator expressed interest in collaborating on legislation on extended learning and basic education entitlement for drop-out students that wish to retrieve credits in summer school.

Mr. Rarick called attention to the 2016-2017 private school list in the packet. OSPI is recommending approval for all the schools, but has noted reservations for Saddle Mountain School and Alger Learning Center. Members reviewed copies of correspondences OSPI sent to both schools that document concerns. Ms. Drake noted that Alger Learning Center response appeared to satisfied OSPI's concerns. Saddle Mountain responded, but OSPI still had concerns about awarding diplomas to adult students. Ms. Sullivan-Colglazierr stated she concurred with OSPI's interpretation of the law that the Board cannot approve private schools to grant high school diplomas to adults, and that therefore private schools have no legal authority to issue diplomas to adult students. Staff plan to work with OSPI in developing guidance to private schools that approval of private schools does not confer authority to issue diplomas to adult students.

Members discussed the possible legal repercussions if the Board denied approval, the relationship between OSPI and SBE on oversight of private schools, and the possibility of requesting an onsite audit of the schools. Members requested that the Board's counsel research options for board action and defer discussion for later in the day.

Executive Session

Chair Muñoz-Colón adjourned the open session at 8:49 a.m. for the purpose of the performance evaluation of the Executive Director. Chair Muñoz-Colón reconvened the Board meeting from Executive Session at 10:07 a.m.

Board Discussion of Basic Education Act Waiver

Mr. Jack Archer, Director of Basic Education Oversight

Members asked clarifying questions to Mr. Archer about the waiver applications for Auburn School District and Tacoma Public Schools.

For Auburn School District, Member Fletcher asked about the connection between a provision of the district's collective bargaining agreement and the proposed waiver plan.

For Tacoma Public Schools, Member Plung asked about the basis of the goal setting.

Member decided to defer the discussion until the 180-day waiver rules agenda item.

Retreat Planning and Strategic Plan Discussion

Mr. Ben Rarick, Executive Director

Members reviewed the proposed three-day structure for the September retreat. Mr. Rarick reported that the Executive Committee met in June to begin planning for the retreat and discussed allowing for more open and less formal discussions this year. The Committee also decided not to host a community forum for this specific meeting and to invite the Executive Director of the National Association of State Boards of Education as a guest speaker. No facilitator has been invited at this time. The Executive Committee has proposed a retreat theme of 'The Three Buckets' consisting of ESSA Implementation, Student Transitions and System Transitions.

Members discussed the following:

- Continuing to develop the Board's skills in cultural competency
- Re-focusing of the Strategic Plan and the intent of the retreat
- Relationship between the categories of the buckets and the Strategic Plan submissions from members
- Whether a facilitator is needed
- Discussing next year's legislative priorities
- Three hot button issues: assessments, student discipline, and teacher shortage
- Materials for the board packet and the timing members receive it

Public Comment

Seeing no public comment, the Chair moved forward in the agenda.

Rule Amendments for Alternative High School Graduation Requirements

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer presented revised amendments for WAC 180-15-055 based on member feedback provided on Wednesday.

Board Discussion

[Input on the United States Department of Education Proposed Rules on ESSA](#)

The Board directed the Executive Director to submit a letter that included board member input to the United States Department of Education.

Members reviewed the business items and discussed which would need further discussion before taking action.

Board Discussion of Current Rules on 180-day Waivers

Mr. Ben Rarick, Executive Director

Mr. Jack Archer, Director of Basic Education Oversight

Members reviewed the authorizing statute, RCW 28A.305.140, on the Board's authority to grant basic education waivers, and Chapter 180-18 WAC on waivers for restructuring purposes. Mr. Archer presented the following:

- Past member concerns and discussions on basic education waivers
- The need for waivers for the purpose of parent-teacher conferences
- Overview of waiver rules adopted in 2012
- Number of current active waivers

Some members expressed interest in reviewing the rules for improvements at a future meeting, but said that resources and time will be needed to conduct a meaningful review.

Executive Session

Chair Muñoz-Colón adjourned the open session at 1:29 p.m. for the purpose of discussing with legal counsel matters relating to enforcement actions or potential litigation. Chair Muñoz-Colón reconvened the Board meeting from Executive Session at 1:48 p.m. and no final action was taken during Executive Session.

Board Discussion

2016-2017 Private School List

Members discussed an appropriate time allowance for a provisional approval for Saddle Mountain School and Alger Learning Center.

Alternative High School Graduation Requirements Rules – WAC 180-18-055

Members provided further feedback to staff on the rule amendments.

Business Items

Motion made by Member Jennings to approve the private school list for the 2016-2017 school year recommended by the Office of Superintendent of Public Instruction, as shown in Exhibit D with the exception of Alger Learning Center and Saddle Mountain School.

Motion seconded.

Motion carried.

Motion made by Member Jennings to approve the private school list for the 2016-2017 school year recommended by the Office of Superintendent of Public Instruction, as shown in Exhibit D as amended.

Motion seconded.

Motion carried.

Member Jennings withdrew her original motion and it became void.

Member Maier withdrew his second.

Motion made by Member Laverty to provisionally approve private school Alger Learning Center until Board action at the January 2017 regularly scheduled meeting.

Motion seconded

Motion carried.

Motion made by Member Fletcher to provisionally approve private school Saddle Mountain School until board action at the January 2017 regularly scheduled meeting.

Motion seconded

Motion carried.

Members expressed interest in having OSPI request additional information from Saddle Mountain School and Alger Learning Center and that it be provided to the Board prior to the January meeting.

Motion made by Member Jennings to direct staff to send a letter to OSPI to monitor compliance of Alger Learning Center and Saddle Mountain School and report back to the SBE prior to the January 2017 meeting.

Motion seconded.

Motion carried.

Motion made by Member Fletcher to approve the filing of the CR-102 with the proposed amendment to WAC 180-51-115 regarding graduation credits for students with special education needs, as shown in Exhibit A.

Motion seconded.

Member Bolt abstained.

Motion carried.

Motion made by Member Avery to approve the filing of the CR-102 with the proposed amendments to WAC 180-18-055 regarding alternative high school graduation requirements, as shown in Exhibit B.

Motion seconded.

Member Bolt abstained.

Motion carried.

Member Hughes was concerned about the timing of a September public hearing on the proposed rules because the September meeting location is remote and teachers are just returning from summer break. Mr. Rarick responded that the option to submit written comment is available for the public.

Motion made by Member Avery to approve the filing of the CR-102 with the proposed amendments to Chapter 180-19 WAC regarding the charter schools, as shown in Exhibit C.

Motion seconded.

Motion carried.

Motion made by Member Lavery to approve the Career and College Planning Equivalency Course of Study Concept Paper, as shown in Exhibit E.

Motion seconded.

Member Bolt abstained.

Motion carried.

Motion made by Member Maier to approve the Competency Based Crediting Handbook 1.0: Implementation Guide for School Districts, as shown in Exhibit F.

Motion seconded.

Member Bolt abstained.

Motion carried.

Motion made by Member Jennings to approve Auburn School District's waiver request from the 180-day school year requirement for three school days for the 2016-2017 school year for the reasons requested in its application to the Board.

Motion seconded.

Member Fletcher said the waiver application is not tied to accomplishing educational goals for students, but rather to enable teacher compensation. She expressed her intent to vote against the motion.

Chair Muñoz-Colón requested a roll call.

Motion failed on a roll call. (3 yes/6 no). Members voting yes: Hughes, Lavery, and Maier

Members voting no: Fletcher, Jennings, Avery, Estes, Bailey, and Muñoz-Colón

Abstentions: Member Bolt

Motion made by Member Lavery to approve Tacoma Public Schools' waiver request from the 180-day school year requirement for three school days for the 2016-2017 school year for the reasons requested in its application to the Board.

Motion seconded.

Member Bolt, Member Avery and Member Bailey abstained.

Motion carried. (7 yes/3 abstentions/0 no)

Motion made by Member Maier to approve Richland School District's waiver request from the 180-day school year requirement for three school days for the 2016-2017 school year for the reasons requested in its application to the Board.

Motion seconded.

Member Bolt, Member Avery and Member Bailey abstained.

Motion carried (7 yes/3 abstentions/0 no)

Motion made by Member Lavery to approve a 4.5 percent increase in the Executive Director's salary in addition to the 2016 1.8 percent cost-of-living adjustment (COLA) approved by the legislature.

Motion seconded.

Motion carried.

Motion made by Member Fletcher to approve the delegation of authority to the Executive Director to enter into a settlement agreement with the Office of Civil Rights regarding SBE website accessibility.

Motion seconded.

Motion carried.

Chair Muñoz-Colón noted for the record that the Executive Director has the authority to give agency staff a COLA and board approval is not necessary.

Chair Muñoz-Colón adjourned the meeting at 2:30 p.m.
