



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

EXHIBIT E: NOVEMBER 2018 MEETING MINUTES

Prepared for the January 2019 Board meeting

November 6-8, 2018

Educational Service District 112, Clark/Pacific Room

2500 N. 65th Avenue

Vancouver, WA

Tuesday, November 6

The community forum was held at the Washington State School for the Blind, located at 2214 E. 13th St., Vancouver, WA, from 5:30 to 7:30 p.m.

Members Attending: Chair Kevin Laverty, Mr. Peter Maier, Mr. Jeff Estes, Ms. Patty Wood, Ms. MJ Bolt, Ms. Holly Koon, Ms. Judy Jennings, Ms. Connie Fletcher, Mr. Ryan Brault, Mr. Joseph Hofman (10)

Members Absent: Dr. Alan Burke, Mr. Harium Martin-Morris, Dr. Paul Pitre, Mr. Ricardo Sanchez, Mr. Chris Reykdal, Ms. Autymn Wilde (6)

Staff Attending: Dr. Randy Spaulding, Ms. Tamara Jensen, Ms. Alissa Muller, Ms. Linda Drake, Mr. Parker Teed, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Terri Eixenberger (8)

The forum included a brief presentation by SBE staff on the Board's draft strategic plan and its focus on student well-being. OSPI staff also gave an overview of the Social and Emotional Learning (SEL) landscape in the state of Washington. Then, attendees participated in small group discussion on these questions:

1. How do you think SEL relates to your work?
2. What, if any, challenges do you experience in your work related to SEL?
3. What resources, tools, or support do you need to support young people in SEL?
4. What recommendations or concerns do you have related to OSPI's efforts to create statewide guidance to support SEL?
5. What recommendation do you have to ensure that OSPI's statewide SEL work is culturally relevant, responsive, and respectful?

Wednesday, November 7

Members Attending: Chair Kevin Laverty, Mr. Chris Reykdal, Ms. Connie Fletcher, Mr. Peter Maier, Mr. Jeff Estes, Ms. Holly Koon, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Ricardo Sanchez, Mr. Ryan Brault, Ms. Patty Wood, Mr. Harium Martin-Morris, Dr. Paul Pitre, Mr. Joseph Hofman (14)

Members Absent: Dr. Alan Burke, Ms. Autymn Wilde (2)

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

CALL TO ORDER

Chair Laverty called the regular bi-monthly meeting of the Washington State Board of Education to order at 8:05 a.m. and reviewed the agenda for the day.

Chair Laverty administered the oath of office for Dr. Paul Pitre. Dr. Pitre was appointed by Governor Inslee to serve on the State Board of Education and holds a Doctorate in Educational Policy and Leadership. Dr. Pitre has served in higher education administration roles for over thirty years and currently serves as Chancellor for Washington State University's (WSU) Everett campus and as associate professor of Educational Leadership and Counseling Psychology. He has a passion for providing and expanding access to four year and post-secondary education and is working toward providing excellent education for students in the state of Washington.

Chair Laverty introduced Dr. John Steach, Superintendent of Evergreen Public Schools. Dr. Steach provided background on the district and extended a warm welcome to Clark County and the ESD.

CONSENT AGENDA

Motion made by Member Wood, to approve the consent agenda as presented.

Motion seconded by Member Brault.

Motion carried.

EXECUTIVE DIRECTOR UPDATE

Dr. Randy Spaulding, Executive Director

Executive Director Spaulding thanked the Washington State School for the Blind for reaching out to the SBE and for hosting the forum held the previous evening.

The Executive Director Update included the following topics:

- Updates
 - Dr. Spaulding reported on the iNACOL Conference that he had attended at the invitation of Representative Santos. The conference focused primarily on competency-based learning and provided opportunities to interact and learn more about the different models that states are implementing around competency-based education.
- Annual Charter School Report
 - Ms. Kaaren Heikes reported on the status of the Charter School Report, which is due December 1, 2018. In addition to student performance, the report is required to include our agency's analysis of the successes, challenges, areas for improvement in implementing WA's charter school law and our agency's recommended changes to state law or policy.
 - The Board asked for preliminary student performance information. Dr. Andrew Parr provided information on how students in charter schools are performing in comparison to public school students. He created a control group and student pairs for analysis. The

results are mixed, as charter schools serve a student population that is a little bit more challenged, so the results have to be framed differently. Overall, charter school students do as well or better than their counterparts at traditional public schools.

- How are the different demographics of charter school students being compared? The analysis, per Dr. Parr, is a two-pronged approach, comparing the home districts as well as the whole state outcomes, they are compared to like schools. In the first part of the analysis many of them performed as well as or better than the districts and state, and in similar or like students, charter schools performed similar or better than the state. They're similar in the large group, but in smaller groups, a few differences are starting to be seen. There are mixed results on a school-by-school basis.
- SBE staff relayed that OSPI provided the 2017-18 student data required for use to analyze for this report several weeks prior to this discussion, which is why there is not a comprehensive draft available for review at this board meeting.
- The Board members expressed the desire to be fully briefed on the report, understand it, and approve it in full prior to submission. Thus a special board meeting was scheduled for December 4, from 1:30 – 3:30 p.m.
- Review of Business Items
 - Dr. Spaulding walked through the business items on the agenda.
 - Parker Teed explained the rules in regards to the first set of motions related to HB 2824 - relating to the duties of the OSPI and the SBE. (*Reference Pgs. 52-67 of the Board packet*)
 - Mr. Teed also explained a petition that was received from a Bremerton School Board member concerning a waiver of physical education.
- Temporary Waiver of Career- and College-Ready Graduation Requirements
 - Mr. Teed discussed temporary waiver requests from the Omak and Wishram School Districts.
- Professional Educators Standards Board (PESB) and SBE Annual Joint Report
 - Dr. Spaulding explained the joint report that is due every other year on October 15th, drawing on the work of the respective Boards around strategic planning, was delayed to allow for the respective boards to complete their planning and adopt legislative priorities. The report will be shared as soon as it becomes ready.
- Update on Draft Strategic Plan Overview
 - Dr. Spaulding walked through the priorities of the draft strategic plan as follows:
 - Student well-being
 - Learning environments
 - System design
 - Student transitions and diploma
 - Funding and accountability
 - Next steps and the timeline were outlined.
 - Goals were outlined and the Mission, Vision, and Values statements were reviewed.
 - Discussion ensued and input was given. Chair Laverty reminded Board members that the Strategic Plan is in the finalization stage. Executive Director Spaulding noted Board Members' comments, and revisions will be taken into consideration.

Chair Laverty acknowledged Executive Director Spaulding and other SBE staff and said this is clearly the best strategic planning work he has seen since he has been on the Board.

COMMITTEES AND OTHER UPDATES

Reports were given on the following:

- NASBE Annual Meeting
 - NASBE SEL Initiative
 - NASBE ECE Workforce Initiative
- Educational Equity Committee
- School Awards and Recognition Workgroup
- Legislative Committee
 - Member Wood outlined and reviewed the five potential 2019 SBE Legislative Priorities as follows:
 - Flexibility in Graduation Requirements
 - Educational Equity
 - School Safety
 - Early Learning
 - Special Education Funding

Considerable discussion ensued and Board members provided input, particularly regarding the inclusion of SBE's position on the relationship between state tests and high school graduation. This will be brought back for further, more in-depth discussion, at tomorrow's meeting.

LEGISLATOR PANEL: 2019 LEGISLATIVE SESSION

Representative Paul Harris, Ranking Member, House Education Committee

Representative Monica Stonier, Vice-Chair, House Education Committee

Chair Laverty welcomed the state legislators and thanked them for participating on the panel.

Perspectives on the upcoming legislative session, especially priorities for K-12 and anticipated major K-12 policy and budget issues were discussed. Both Rep. Harris and Rep. Stonier serve on the health care and wellness committee in the House. They stressed the importance of making sure kids have better access to health care, adding that kids need to have more access to counselors. In regards to safety and security for students, the greatest impact will be to make sure there are programs available to connect students to one another. They felt that more needs to be done to make sure that all kids have access to the same curriculum.

Representatives Harris and Stonier have been working on graduation requirements together and will take feedback from the SBE. They both look forward to cooperating and collaborating with the State Board. Discussion ensued. The Representatives answered questions and Members weighed in with their thoughts.

At this time, Member Koon shared a touching email that she had received from one of the counselors at her school. The email described what is happening with some of the students, socially and emotionally, in dysfunctional homes, which provided a snapshot of real issues that are facing students and families today.

Rep. Stonier stated that when Medicaid and affordable housing are increased, this should have an impact on how well students do, adding that teachers' roles have changed considerably over the past ten years. There have never been more demands on schools and teachers, and the funding has never been worse. Rep. Harris added that schools are the societal home for students. Many students need mental health services. He will fight for underserved students and will do everything he can to make sure they get a fair shake in life.

Superintendent Reykdal thanked the Representatives for attending the meeting and said he will be right there with them in seeing to it that kids get what they need to succeed.

Chair Laverty thanked the Representatives on behalf of the Board. Representative Stonier added that we all want the same things for kids, and that the mental health of teachers is also an important thing to consider. She also extended a special thank you to SBE student representative Joe Hofman for all the work he does on behalf of students in Washington.

PUBLIC COMMENT

PAULETTE SELMAN – VANCOUVER PUBLIC SCHOOLS

Ms. Selman is a school psychologist in Vancouver, or an Education Staff Associate (ESA), according to OSPI. She is part of a group of physical therapists and school counselors trained to support mental health in schools. She stressed the need for more ESAs in schools. Most school psychologists have 950 children that they are responsible for. She gave an example of a family with four students that she worked closely with. For those kids, she was very important. They gained trust by feeling safe and secure in their school. Kids come in to schools needing so much more than just academics. Schools must be staffed with school psychologists, nurses, and physical therapists. They need to be there early and often.

KARA HECKER – VANCOUVER PUBLIC SCHOOLS

Ms. Hecker is a counselor at the Hudson's Bay High School in Vancouver. She provided background on the school; and shared a couple of stories in regards to state testing. Her nephew in third grade is really worried about state testing. A 12th grader she knows said ever since he was a sophomore, he has been worried about testing. His mother died and he is now living with his twenty-year old sister who can barely support him. There are 200 students at school that are in intervention to help with the high stakes testing. We are focused on doing social/emotional and mental services. Many students agree that after 3rd or 4th grade, things get much harder. They are scared that they won't have relationships with school teachers and counselors and they are scared to graduate for fear of what is out there for them in the future. Kids will not remember what their test scores are, but they will remember a teacher that made a difference. If a student cannot manage stress, things like test scores won't matter.

JEFF PETTY, BIG PICTURE LEARNING

Mr. Petty raised an issue relating to the credit waiver and OSPI's enrollment funding. He raised concern that rules and policies around enrollment funding overlook the existence of the waiver. He stated that he has sent an email to Superintendent Reykdal and SBE staff describing the challenge that enrollment reporting creates. He noted that the concern about enrollment reporting has caused a hesitancy in districts who may be interested in applying for this unique program.

MOLLY MURPHY, VANCOUVER PUBLIC SCHOOLS

Ms. Murphy is a high school nurse in the Vancouver Public Schools. Before she was a school nurse, she was working with a state psychiatric hospital. She has two bachelor's degrees and she is one of two nurses that are in buildings full time. School nurses attend to diabetic students, where more than band-aids, pills, etc. are needed. They attend to students with MS, cerebral palsy, and seizures. For nearly 2000 students, there are 150 staff. She has built relationships with students and they feel comfortable with her. They unload, they unleash, they are in crisis, and they are looking for help. She has students with substance abuse issues. A disservice is being done by not having a full time nurse in all buildings, for the social emotional well-being of our students. She is asking that nurses be utilized for the degrees that they've earned instead of having them in their cars driving back and forth to schools. The end result is that there are not enough nurses and mental health professionals in our schools. Ms. Murphy thanked the Board for their time and consideration.

NATASHA MEDINA, VANCOUVER PUBLIC SCHOOLS

Ms. Medina is one of three counselors at McLaughlin Middle School in Vancouver. McLaughlin is the largest middle school in the district. The population is 40% Latino, and is the most diverse. She came to address the need for smaller school sizes: increasing counselors and decreasing students with high trauma. It takes a lot longer for them to connect and trust adults. Her caseload is 330, and it's very difficult to meet all the needs. Sixty-one of those have shown physical aggression, so it is unmanageable for teachers to establish relationships. One of her students came to school after taking a bottle of Tylenol, and nobody said anything. Her friends did not trust the school enough to go to the counselors. There is a good kid that comes to school regularly, although she has fallen through the cracks. It would help if there were lower caseloads. Anything that the SBE can do to support lower caseloads would have a huge impact on schools and students and would be greatly appreciated.

JESSICA VAVRUS- WASHINGTON STATE SCHOOL DIRECTORS' ASSOCIATION (WSSDA)

Ms. Vavrus stated that she was making public comment in her role as the Deputy Executive Director for WSSDA, and stated that the Association would like to applaud the SBE's efforts on their strategic plan. WSSDA has been happy to engage as much as possible with the SBE over the last year. She wanted to share that the strategic plan resonates with WSSDA and they support many of the things in it, especially around educational equity. Ms. Vavrus shared a snapshot of the WSSDA Board's equity journey. Last year the WSSDA Board adopted a new Vision/Mission/Core Values, Principals and Beliefs, with the intention of building on efforts moving forward with staff. They also feel there is a need to be more intentional about attending to educational equity. A committee of the Board has spent the last year working on that. Ms. Vavrus extended an invitation for SBE Members and the EOGOAC to reach out to Executive Director Tim Garchow or her in their collective efforts in this area.

STUART JENNER, HIGHLINE PUBLIC SCHOOLS

Mr. Jenner addressed the Board about the Strategic Plan and the Core 24. The biggest challenge is learning how to learn. He discussed a book entitled "*Learning How to Learn – How to Succeed in School without Spending All Your Time Studying: A Guide for Kids and Teens*" by Barbara Oakley. She has also written some books on learning to do math. She is an instructor of massive open online courses on learning how to learn. In the book, she talks about sleep and a holistic approach on how to take a test. The Highline School District is struggling with state education requirements. It is difficult to understand school district budgets, and pathways for students to get their 24 credits in. How much time does that really take? Highline has moved to a system with only five classes at a time. Mr. Jenner thanked the Board for their time.

LUNCH AND GOVERNOR'S OFFICE UPDATE

Ms. Maddy Thompson, Senior Policy Advisor for Education, provided an update from the Governor's office on Career Connect Washington and potential Gubernatorial K-12 policy and budget priorities for the upcoming legislative session.

Ms. Thompson stated that priorities for the Governor's office are access to healthcare and career connected learning (CCL). Each type on the CCL continuum is essential to launching students into their careers and ongoing education. Washington is at the bottom when it comes to mental health. There is a need for more mental health counselors and adults, and softening schools, in relation to social emotional learning. A PowerPoint was shown on Career Connected Learning. For more information, please visit the website for CareerConnect.org. There are many job opportunities that students in Washington State are not qualified for currently. Discussion ensued and input was given.

Chair Laverty thanked Ms. Thompson for sharing this work with the Board.

K-12 PARTNER PANEL: 2019 LEGISLATIVE SESSION

Ms. Kaaren Heikes, Director of Policy and Partnerships

Mr. Dave Mastin, Executive Director, Government Relations, Office of Superintendent of Public Instruction (OSPI)

Mr. Justin Montermini, Government Relations, Professional Educator Standards Board (PESB)

Mr. Dan Steele, Assistant Executive Director, Government Relations, Washington Association of School Administrators (WASA)

Ms. Marie Sullivan, Lobbyist, Washington State Parent Teacher Association (WSPTA)

Ms. Roz Thompson, Director of Government Relations and Advocacy, Association of Washington School Principals (AWSP)

Ms. Jessica Vavrus, Deputy Executive Director, Government Relations, Washington State School Directors' Association (WSSDA)

Ms. Lucinda Young, Chief Lobbyist, Washington Education Association (WEA)

Chair Lavery invited the panel of K-12 partners to the table. He explained that Kaaren Heikes would facilitate the conversation amongst the Government Relations professionals, who collectively have considerable legislative knowledge and expertise. Chair Lavery then asked each panelist to introduce themselves and their organizations.

Ms. Heikes facilitated the conversation between the government relations colleagues and panelists. Government Relations Directors dialogued with the Board about their top legislative priorities, the commonalities amongst them, and other considerations for the 2019 Legislature.

Panelists were asked to address the following:

- Insights into the political landscape and realistic expectations for 2019 in terms of K-12 policy and budget, including things to be mindful of in light of the 2017 and 2018 sessions?
- What do you think about SBE's proposed legislative priorities when you look at them through the lens of your organization's legislative platform?
- Thoughts on SBE's graduation requirements bill?
- Areas you see as most ripe for collaboration amongst all of our organizations?

The consensus of the conversation, ending on a collaborative note, was that despite a lot of challenges, there is good opportunity to work together on our respective similar legislative platforms.

DISCUSSION OF POTENTIAL LEGISLATIVE PRIORITIES

Ms. Kaaren Heikes, Director of Policy and Partnerships

The Board deliberated on the agency's 2019 draft Legislative Priorities as follows:

- Potential SBE Legislative Priorities
- SBE Diploma Bill Analysis
- SBE Budget Requests

Ms. Heikes stated that after the robust conversation this morning in regards to positions/priorities, the Legislative Committee made some changes to the draft legislative priorities.

Member Wood went through the draft SBE potential Legislative Priorities. Discussion ensued and thoughts were shared. Changes were made and presented onscreen. The consensus of the Members was that "less is more." The Legislative Committee agreed to revise and bring back to the Board tomorrow for discussion and potential adoption.

UPDATE ON 2018 ASSESSMENT RESULTS

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

Linda Drake provided a brief introduction and an update on the SBE's required legislative report on assessments. Dr. Deb Came then provided an overview on the 2018 assessment results. To be continued are:

- Smarter Balanced grades 3-8 in ELA and mathematics
- WA-AIM (provided for students with significant cognitive disabilities) grades 3-8 in ELA and mathematics

New or different in 2018:

- High school assessment for ELA and mathematics changed to 10th grade
- New science assessment (Washington Comprehensive Assessment of Science) in grades 5, 8, and 11 based on the Next Generation Science Standards

Dr. Came shared a PowerPoint outlining the assessment results in ELA, Math and Science. Discussion ensued and input was given.

To view the assessment results in detail, please refer to the meeting materials, which are posted on the State Board of Education website.

STUDENT PRESENTATION: STUDENT ENGAGEMENT AND STRATEGIC PLAN FEEDBACK

Mr. Joe Hofman, Student Board Member

Ms. Lindsey Luis, Fort Vancouver High School, Vancouver Public Schools

Mr. Kelton Duncan, Hockinson High School, Hockinson School District

Ms. Bridget McCallie, Ridgefield High School, Ridgefield School District

Mr. Matthew Torres, Ridgefield High School, Ridgefield School District

Chair Laverty welcomed the student panel to the table. Mr. Joe Hofman opened the panel discussion and explained what he does in his role as the student representative on the SBE. Each student introduced themselves. As a student Board member, he believes that students should be the drivers of educational policy. Panelists provided feedback on a component of the plan being developed by Board Member Hofman to implement an intentional effort at student engagement and student voice in policymaking.

Following are excerpts of the conversation:

- How are students involved within your district? Each student provided input.
 - As class officers, we attend school board meetings to try to get our voices heard.
- It feels like more communication is necessary from the school board level to the students.
- Do you think student voices are being heard at the district level?
 - Many students are too scared to say something or don't have the right outlet, a lot of students feel like they don't have a say.
 - It would help if teachers were more open and would let students know that they can make a difference. Kids often feel like they can't make a difference.
- Do you feel like being on your school board has been meaningful?
 - Yes.
 - Mr. Hofman's school board has two student representatives.
- What is the best method to get information out to students?
 - The consensus was word of mouth, through teachers, or email.
 - Also, it would be helpful if information was included on daily announcements.
 - Announcements should be made in first period class.

- I had a teacher that taught real life skills, e.g.; how to apply for a scholarship, how to apply for a loan, how to balance a checkbook, etc. It was so helpful and is what students need.
- Superintendent Reykdal asked if all students used Skyward.
 - It is mainly used to check grades. If the teachers explained how to use it, and how to get announcements, students would check. Some students are on it multiple times a day.

In closing, SBE Student Board Member Joe Hofman feels there is a major gap between experience and the education system. There are many levels of experience. He is asking for the Board to look at a major system change; asking that students be engaged in policy work in an advisory role. He said, "If we think back to last night's community forum, I was the only student in the room". He feels that there should have been more students in attendance. Since the SBE is the main agency in K-12 education which has open public meetings, he is asking the Board to make decisions that impact students' education, not something that is symbolic. His dream is a multiyear improvement for the SBE to set the new norm for student engagement in everything that it does. He thinks there should be a student panel and students at the community forums every time. If this change can be made, it will really impact change for the better. Young people will help solve problems. Right now, the capacity in which students are being heard is not enough, in his opinion, especially on the SBE. There are thousands of students that are willing to make a change and he is asking for the full support of the Board. In conclusion, he said that all this would fit into the Strategic Plan, under System Design.

Chair Laverty thanked Member Hofman and the student panelists. Tomorrow's first order of business will be about the Strategic Plan, and student representation will be addressed.

- *The State Board of Education will intentionally engage students in policy work through the targeted gathering of student perspectives with students in an advisory role.*

The meeting recessed at 5:30 p.m.

Thursday, November 8, 2018

Members Attending: Chair Kevin Laverty, Mr. Chris Reykdal, Ms. Connie Fletcher, Mr. Peter Maier, Mr. Jeff Estes, Ms. Holly Koon, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Ricardo Sanchez, Mr. Ryan Brault, Ms. Patty Wood, Mr. Harium Martin-Morris, Dr. Paul Pitre, Mr. Joseph Hofman (14)

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

Members Absent: Dr. Alan Burke, Ms. Autymn Wilde (2)

CALL TO ORDER

Chair Laverty called the meeting to order at 8:01 a.m.

INDICATORS OF EDUCATIONAL SYSTEM HEALTH

Dr. Andrew Parr, Research Director

The SBE is charged with establishing goals and reporting on the goal attainment for the statewide indicators of educational system health on December 1st of each even numbered year. Dr. Andrew Parr shared documents that included all the data tables and information about methodology, beginning on

Pg. 114 in the Board materials packet. Everything is in draft form right now. Dr. Parr will email the draft supplemental report to Board members. It includes about sixty pages of data tables and analyses. Parker Teed also has copies. It was noted that the indicators are improving, but not at the rate that would be expected

Dr. Parr covered the status of the indicators and data highlights. The SBE convened a Technical Advisory Committee (TAC) to advance the work on the Statewide Indicators of the Educational System Health Report. The Committee has met twice. Discussion ensued and input was given.

Next Dr. Parr covered the status of the indicators in the All Students Group, indicating that the results in this group were rather mixed. There has been a small improvement over three years, and performance is somewhat similar to peer states.

Next covered was the Kindergarten Readiness Indicator. Dr. Parr talked through some charts that were not included in the board packets, as follows:

- Kindergarten Readiness Indicator
 - Each year the hope is that there should be improvement in performance. Over 5 years, in all student groups, everybody is improving a little bit, but not enough to meet the targets.
- 4th Grade Reading Indicator
 - Again, similar to Kindergarten, the same ethnic groups continue to do better.
- 8th Grade Math Indicator
- Four-year high School Graduation Rate – Change from Class of 2015 to Class of 2017
 - Very slow improvement in all groups

System recommendations were reviewed and discussed in detail as follows:

- Recommendation 1 – Transition into the K-12 system
- Recommendation 2 – Access to quality schools and programs
- Recommendation 3 – Learning environments
- Recommendation 4 – Student well-being and school safety
- Recommendation 5 – Educational equity

Next steps for the Board and staff were discussed and input was given.

BASIC EDUCATION COMPLIANCE REPORT

Mr. Parker Teed, Policy Analyst

Parker Teed walked through the Basic Education Compliance Report and provided an overview of the process, as well as a summary of the findings of whether all 295 school districts were in compliance for the 2018-19 school year.

Mr. Teed then reviewed the list of districts that had been notified of an outstanding issue. Those districts have been provided an opportunity to resolve the issues. A number of districts missed the Science Lab and the High School and Beyond Plan. There are currently seventeen districts considered to be not in compliance. Those districts may be considered again at the January 2019 Board meeting.

HIGH SCHOOL DIPLOMA REQUIREMENTS

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

Linda Drake provided an update on work related to the High School Diploma requirements and shared a flier outlining a summary proposal for the Washington High School Diploma. This is a body of work, part of which is in SBE's agency request legislation, and part of which is in SBE's agency budget request. Ms. Drake noted that the thing she hears most often is that districts want greater flexibility in the framework; i.e. expanding flexibility in the graduation requirements. The Board is also working on three communication pieces that will be shared with districts, parents, students, and legislators regarding the graduation requirements.

Discussion ensued and input was given.

DRAFT STRATEGIC PLAN DISCUSSION

Dr. Randy Spaulding, Executive Director

Executive Director Spaulding facilitated a discussion on the draft Strategic Plan. Chair Laverty reminded members that the intent was to focus on the plan; however, it was also important to ensure alignment between the Strategic Plan, System Health, and the Legislative Priorities. With that in mind, if changes were to be made in the plan, those changes could potentially also impact the other items.

Executive Director Spaulding reviewed the Draft Strategic Plan PowerPoint and covered each topic in detail. Board members weighed in with their thoughts and suggestions for change. Edited language derived from yesterday's meeting was reviewed. The intent was for Board members to make suggestions and for staff to take back and make the written changes.

Discussion ensued on the Vision/Mission Statement and the Values Statement, and suggestions for changes were made.

Considerable discussion ensued and input was given.

2019 LEGISLATIVE PLATFORM

Member Wood reviewed the minor revisions made to the 2019 Legislative Platform.

Chair Laverty thanked Member Wood and the Legislative Committee for executing the changes.

PUBLIC COMMENT – THERE WAS NO PUBLIC COMMENT AT TODAY'S MEETING.

BUSINESS ITEMS

Motion made by Member Jennings, to remove Eastside Community School and Fusion Academy from provisional status and approve them for private schools for the 2018-2019 school year.

Motion seconded by Member Bolt.

Motion carried.

Motion made by Member Bolt, to approve the *2019-2023 SBE Strategic Plan* and direct staff to finalize the plan, as shown in Exhibit A.

Motion seconded by Member Wood.

Motion carried.

Motion made by Member Sanchez, to approve the *Statewide Indicators of Educational System Health: 2018 Summary Report and Recommendations*, as shown in Exhibit B, and direct staff to finalize and submit to the Legislature by December 1, 2018.

Motion seconded by Member Jennings.

Motion carried.

Motion made by Member Wood, to approve Omak School District's temporary waiver request to delay implementation of WAC 180-51-068 regarding graduation requirements for the Class of 2019 and 2020, for the reasons requested in its application to the Board.

Motion seconded by Member Maier.

Motion carried.

Motion made by Member Wood, to approve Wishram School District's temporary waiver request to delay implementation of WAC 180-51-068 regarding graduation requirements for the Class of 2019 and 2020, for the reasons requested in its application to the Board.

Motion seconded by Member Jennings.

Motion carried.

Motion made by Member Sanchez, to approve the *2018 School District Basic Education Compliance Report* shown in Exhibit C for the 2018-2019 school year.

Motion seconded by Member Fletcher.

Motion carried.

Motion made by Member Jennings, to adopt final rules for Chapter 180-90 WAC, Chapter 180-18 WAC, Section 180-16-195 WAC, and Section 180-16-225 WAC as shown in Exhibit D.

Motion seconded by Member Wood.

Motion carried.

Motion made by Member Bolt, to adopt 2019 SBE Legislative Platform for the 2019 legislative session, as shown in Exhibit E.

Motion seconded by Member Wood.

Motion carried.

Motion made by Member Sanchez, to adopt the final rules for Section 190-18-100 WAC, Section 180-22-100 WAC, Section 180-22-140 WAC, and Section 180-22-150 WAC as shown in Exhibit F.

Motion seconded by Member Fletcher.

Motion carried.

Motion made by Member Wood, to deny the petition to amend section 180-51-068 and direct staff to send the explanation letter, as shown in Exhibit G, to the petitioner.

Motion seconded by Member Jennings.

Motion carried.

Chair Laverty reminded Members of the special meeting via teleconference on December 4, 2018, from 1:30-3:30 p.m., to discuss the Charter School Report.

There being no further business, Chair Laverty adjourned the meeting at 12:55 p.m.

Minutes prepared by: Ms. Terri Eixenberger

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