



The Washington State
BOARD OF EDUCATION

Board Meeting Agenda: July 8-9, 2020

Online Meeting

Wednesday, July 8

Zoom link: <https://zoom.us/j/93104322270>

Meeting ID: 931 0432 2270

One tap mobile

+12532158782,,93104322270# US (Tacoma)

8:00-8:30 a.m.

Call to Order

- Land Acknowledgement
- Pledge of Allegiance
- Agenda Overview
- Oath of Office for McKenna Roberts
- Local Welcome by Matt Albright, Providence Healthcare & the Spokane Valley CTE Consortium Chairperson

Consent Agenda

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

- Approval of Minutes from the May 13-14, 2020 Board Meeting
- Approval of Minutes from the June 17, 2020 Special Board Meeting

8:30-9:15

Executive Director Update (*Information and Action*)

- Updates
- Review of Business Items
- Private School Approvals
- Proposed rules regarding emergency waiver authority and private schools
- Agency Budget Update

9:15-9:45

Committee and Other Updates (*Information*)

- Student Voice Committee
Margarita Amezcua, Student Board Member
- Equity Committee
Patty Wood, Board Member
- Reopening Washington Schools 2020-21 Workgroup
Peter Maier, Chair, and Holly Koon, Board Member

9:45-10:00

Break

- 10:00-10:30** **Charter Schools Update (*Information*)**
Harium Martin-Morris, Board Member
Joshua Halsey, Executive Director Charter Schools Commission
- 10:30 – 11:15** **Required Action District Plans (*Information and Action*)**
Tennille Jeffries-Simmons, Assistant Superintendent, System and School Improvement (OSPI)
Katherine Mahoney, Assistant Director of Policy, System and School Improvement (OSPI)
Liza Hartlyn, Assistant Director for Continuous Improvement, System and School Improvement (OSPI)
- 11:15-11:30** **Public Comment**
- 11:30-12:30 p.m.** **COVID Policy Response – June 17 work session follow up (*Information*)**
J. Lee Schultz, Director of Advocacy and Engagement
- 12:30-1:30** **Lunch**
 Small Group Discussion
- 1:30-3:30** **Evaluation of the Executive Director (*Executive Session*)**
 Board will go into executive session for the purpose of evaluation of a public employee
- 3:30** **Adjourn**

Thursday, July 9

Zoom link: <https://zoom.us/j/95279683947>
 Meeting ID: 952 7968 3947
 One tap mobile
 +12532158782,,95279683947# US (Tacoma)

- 8:00 – 8:15 a.m.** **Call to Order**
Peter Maier, Board Chair
- 8:15-9:00** **Basic Education Oversight and Policy Options for 2020-21**
(Information and Action)
Parker Teed, SBE Basic Education Manager
- 9:00-10:00** **High School Diploma Requirements (*Information and Action*)**
Linda Drake, SBE Director of Career- and College-Ready Initiatives
Alissa Muller, SBE Policy Manager for Career and College Readiness
- 10:00-10:10** **Break**
- 10:10-12:00** **Legislative Priorities (*Information*)**
J. Lee Schultz, SBE Director of Advocacy and Engagement
Orlando Cano, Consultant
- Legislative Panel (10:15 – 11:00)
 - Request Legislation Concepts

12:00-12:15 **Public Comment**

12:15-1:00 p.m. **Lunch** (*Board Discussion*)

1:00-2:00 **Discussion of Business Items**

2:00-3:00 **Business Items** (*Action*)

- Approval of Private Schools
- Approval of District Required Action Plans
- Proposed emergency rules regarding emergency waiver authority and private schools
- Proposed permanent rules regarding emergency waiver authority and private schools
- Proposed emergency rules regarding instructional hours and days
- Proposed permanent rules regarding hours and days
- Proposed permanent rules regarding high school graduation requirements

3:00 **Adjourn**



The Washington State
BOARD OF EDUCATION

I, McKenna Roberts,

do solemnly swear that I will support the Constitution of the United States and the Constitution and Laws of Washington State. I will perform the duties of my office as a member of the Washington State Board of Education to the best of my ability.

McKenna Roberts
Student Representative, Eastern Washington

Peter Maier
Board Chair



The Washington State
BOARD OF EDUCATION

MAY MEETING MINUTES

PREPARED FOR THE MAY, 2020 BOARD MEETING

May 13 & 14, 2020
OSPI Building
600 Washington Street
Olympia, WA
Virtual Meeting

Wednesday, May 13, 2020

Members Attending: Chair Mr. Peter Maier, Mr. Chris Reykdal, Dr. Paul Pitre, Mr. Ryan Brault, Dr. Susana Reyes, Ms. Jan Brown, Ms. MJ Bolt, Mr. Harium Martin-Morris, Ms. Patty Wood, Mr. Bill Kallappa, Mr. Kevin Wang, Ms. Autymn Wilde, Ms. Margarita Amezcua, Ms. McKenna Roberts. Ms. Holly Koon and Ms. Mary Fertakis joined the meeting at 1:40 p.m. (16)

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

Executive Director Spaulding prefaced the call to order by reviewing a few housekeeping items in regards to holding the meeting remotely. This was an online, virtual meeting.

CALL TO ORDER

Chair Maier called the regular bi-monthly meeting of the Washington State Board of Education to order at 12:30 p.m.

The meeting was originally scheduled to take place in Pasco, WA. However, due to the Covid-19 pandemic, the meeting was held entirely online. Chair Maier commended SBE staff for doing an excellent job in setting up the meeting.

As is the Board's practice, the meeting began by an acknowledgement that the SBE works with Native American communities on the traditional lands of 29 federally recognized tribes, and numerous other Native American tribes that have not received federal recognition. The SBE acknowledges that peoples native to this land have not been well served by our educational system. Especially in these difficult times, it is important to honor all students and to promote

unity. Chair Maier asked that members and staff join in the commitment to recognizing the important history of Native peoples in the State of Washington and in honoring Washington's tribes.

At this point in the meeting, a roll call of SBE members was taken by Executive Director Spaulding.

Chair Maier welcomed new student board member, Ms. McKenna Roberts, from Okanagan. Ms. Roberts then introduced herself and provided information on her background. Also welcomed was newly appointed Board member, Kevin Wang. Mr. Wang also provided information on his background. Board members Roberts and Wang were then administered the oath of office. For more detailed information, please see their bios on the SBE website.

Consent Agenda

Motion made by Member Maier to adopt the consent agenda as presented.

Motion carried.

Thus, the following were approved:

- *Minutes from the March 11-12, 2020 Board Meeting*
- *Minutes from the March 26, 2020 Special Board Meeting*
- *Minutes from the April 8, 2020 Special Board Meeting*
- *Minutes from the April 21, 2020 Special Board Meeting*

EXECUTIVE DIRECTOR UPDATE

Dr. Randy Spaulding, Executive Director

Executive Director Spaulding shared a PPT covering the business items that would be adopted later on in the meeting. Also discussed were the following updates:

- Member Updates
 - The selection process for the new student Board member was reviewed.
- School Recognition
 - Stephanie Davidsmeyer reviewed the branding slide.
- Basic Education Oversight
 - Executive Director Spaulding reviewed the timeline for basic education reporting.
 - Parker Teed reviewed basic education compliance reporting.
- Required Action Districts
 - The chart on Required Action District Roles was reviewed.
- Board Reports and Meeting Planning
 - Executive Director Spaulding reviewed the SBE reporting requirements.
 - Upcoming meetings were reviewed and moving the July meeting to an online platform was discussed. Moving the January meeting to a one-day format, so that the second day could be used for more time with legislators, was also discussed.
 - Chair Maier discussed an upcoming special Board work session scheduled for June 17, 2020. A special 2-hour meeting for the purpose of the Executive

Director review was also discussed. This will be held in conjunction with the July meeting.

- **Rulemaking Update**
Executive Director Spaulding discussed rulemaking in response to Covid-19.

Board Committee and Member Updates

Mr. Harium Martin-Morris, as the SBE designated member of the Charter School Commission, provided an update. The Commission is in the process of reviewing and approving the six applications that made it through the first process of submitting applications. The new charter schools had their first virtual presentation and it went very well. Mr. Martin-Morris added that they are in the process of working on their legislative agenda. The manner in which the bill was originally written included a time limit to approve new schools, and they are expected to propose extending that timeframe. They are working on next steps.

Member Patty Wood, as the Co-chair of the Legislative Committee, reported. She also reported as Chair of the Equity Committee. The equity summit that was scheduled back in April had to be postponed due to Covid-19. She added that the Committee will be meeting in a couple of weeks, but there is such an awareness of the equity impacts on students in the Covid-19 era, that it will likely have an impact on their focus. Ms. Wood added that in regards to Covid-19 closures, equity is at the top of the list.

Member MJ Bolt reported on participating weekly in ESD meetings across the state. She just started in the North Central ESD. Ms. Bolt stated that participating in the meetings is a good way to hear what is really happening on the ground level. They are very informative online, virtual meetings for people to attend. Chair Maier added that each ESD has an SBE member assigned to it, and that these are valuable connections. He also asked members to be involved in the weekly update calls that WSSDA is holding.

Member Jan Brown reported on private schools and extended appreciation to the SBE staff for how they have been servicing them.

COVID -19 - Update and Response

- **Updates on Covid Response**
 - *Randy Spaulding, Executive Director*
 - *Maddy Thompson, Senior Policy Advisor, Education & College Access, Governor's Office*
 - *Chris Reykdal, Superintendent of Public Instruction*
- **Update on Emergency Rules and Approved District Waiver Applications**
 - *Parker Teed, Basic Education Compliance Manager*
- **Additional Challenges for Board Consideration**
 - *J. Lee Schultz, Director of Advocacy and Engagement*
- **Board Facilitated Discussion on Longer Term Policy Response to COVID-19**

- *Randy Spaulding Executive Director*

Superintendent of Public Instruction, Mr. Chris Reykdal, as well as Ms. Maddy Thompson, Senior Policy Advisor, Education and College Access, Governor's Office, provided updates. SBE staff provided updates on the emergency waiver rules and approved district waiver applications. Also summarized were other challenges related to COVID-19 for Board consideration.

Questions on the Board's longer term policy response to Covid-19 were discussed as follows:

- What are the outstanding issues for current seniors and for the current school year?
- What are the expected impacts on the next school year and subsequent graduating classes if we return to normal or if social distancing continues?
- What issues can the SBE address through guidance, through rulemaking under current authority, and which issues should the SBE raise up for legislative consideration next session, via its legislative platform, agency request legislation, etc.

Considerable discussion ensued, with Board members weighing in with their thoughts on corona virus related challenges. The consensus of the discussion was that equity is one of the biggest issues. Accessibility and connectivity must be also be addressed in order to avoid gaps in learning and opportunity.

High School Diploma and Pathway Requirements

Alissa Muller, Career and College Readiness Manager

Linda Drake, Director of Career and College Ready Initiatives

Alisha Strobel, Strobel Consulting

Ms. Alissa Muller began by providing background on the pathway options survey. She then turned the presentation over to Ms. Alisha Strobel, together with Mr. Ryan Auster, from Strobel Consulting. They provided a high level overview of the key findings derived from the survey. They expect that the findings from this report will help to inform what is done in the following years. It was noted that the stakeholder survey was an attitudinal survey that would capture the perceptions of various stakeholders; and as with any perception, each respondent's individual response would be biased towards their unique experiences.

The following were detailed in a PPT presentation.

- Methodology
- Data Collection Methods
- Overall Sample Characteristics
- Respondent Demographics
- Survey Respondent Associations

Discussion ensued and input was given on the following questions:

- What changes, if any, should be made to the existing eight pathways?
- What are the perceived barriers to offering all of the graduation pathways at both the school and district level?

- Do all students have equitable access to all of the graduation pathways and, if not, what are potential strategies for reducing barriers to equitable access?

Executive Director Spaulding stated that SBE staff would be meeting with Ms. Strobel and her team to debrief comments from this meeting, and to move forward with next steps. A revised version is expected to be shared at the July Board meeting.

Board member, Mr. Jeff Estes, publically thanked Ms. Strobel and her team for their continued excellent work on this project.

PUBLIC COMMENT

MS. CINDY McMULLEN, FORMER SBE BOARD MEMBER, CENTRAL VALLEY SCHOOL DISTRICT BOARD MEMBER Ms. McMullen thanked the Board for allowing her to comment and commended them for holding the meeting virtually in such an efficient manner.

Ms. McMullen acknowledged that the SBE is very good at working together with stakeholders, in particular with districts, superintendents and faculty. One thing brought that to mind regarding internet access. Currently WSSDA, through their Legislative Committee, is working on a position for ubiquitous high speed internet access, and they would be thrilled to work with the SBE on that. People have realized very quickly through this quarantine, just how important internet access is. There is a digital desert in King County, as well as throughout the state and country WSSDA is working hard on that and would welcome a partnership with the SBE. As the Board discusses policies on whatever the new normal will be, she encouraged them to take a lot of time to work with districts, boards and practitioners, adding that it would also inform the Board positions so there are no unintended consequences.

Ms. McMullen also discussed graduation pathways, with CTE pathways in particular, and thanked the Board for implementing them. She asked that the Board please remember that they are new, and like any new idea, especially in a school, it takes time to get institutionalized and up and running in a meaningful way. She is excited and the idea of one or two additional pathways would also be exciting. She asked that this be taken slowly in order to help have the time to implement the pathways correctly.

Ms. McMullen closed her public comment by extending appreciation to the Board for all the work they are doing, adding that she knows personally how challenging, but also meaningful, it is.

MS. MEGAN WILEY, CONCERNED HIGH SCHOOL SENIOR

Ms. Wiley submitted her public comment to SBE staff electronically. Please refer to the meeting materials posted on the SBE website to view her comments.

Student Voice

Autymn Wilde, Student Board Member

Ms. Autymn Wilde, senior student board member from Eastern Washington, presented for her final time as part of the SBE. Ms. Wilde covered the journey of her life, with emphasis on the following topics:

- Student Update
- Reflections on Personal K-12 Education Experiences
- Chronic Absenteeism Next Steps

Following Ms. Wilde’s presentation, Board members recognized and celebrated her. Member Bill Kallappa, on behalf of the Board, presented Ms. Wilde with a blanket ceremony, which is one of the highest awards a person can get from tribal people. It is a symbol of comfort and sanctuary. Member Kallappa then explained the origin of the blanket that was awarded to Autymn. The blanket reflected a mother bear, caring for her cub.

Board members then each commented personally and thanked Autymn for serving on the Board for the past two years. The consensus was that Ms. Wilde is a very impressive person and will be truly missed, although all were in agreement that her future would be very bright!

There being no further business, the meeting recessed at 5:00 p.m.

Thursday, May 14

Members Attending: Chair Mr. Peter Maier, Dr. Paul Pitre, Mr. Ryan Brault, Ms. Holly Koon, Dr. Susana Reyes, Ms. Mary Fertakis, Ms. Jan Brown, Ms. MJ Bolt, Mr. Harium Martin-Morris, Ms. Patty Wood, Mr. Bill Kallappa, Mr. Kevin Wang, Ms. Autymn Wilde, Ms. Margarita Amezcua, Ms. McKenna Roberts (15)

Members Absent: Mr. Chris Reykdal (1)

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

Chair Maier called the meeting to order at 8:30 a.m. and reviewed the agenda for the day.

Board Evaluation

Peter Maier, Board Chair

- *Board self-evaluation*
- *Annual review process for the Executive Director*

Chair Maier began with two items in regards to board evaluations. For the first time ever, members completed a board self-evaluation process, where board norms were adopted. Results, both numerical and written, were discussed at the annual board retreat in September, 2019. It was felt that this was very important and the consensus was that it should be continued for this year. Chair Maier proposed that the evaluation be done online in July, for discussion at

the September, 2020 board retreat. Discussion ensued and input was given on changes that were made to the board self-evaluation.

The second item for discussion was the annual evaluation of the SBE Executive Director. Chair Maier explained that the process would begin with questionnaires distributed by OSPI's Human Resources Department, to SBE staff and board members. There would be a board discussion in Executive Session in July. A year to year comparison will be done. OSPI will use their survey Gizmo to compile questionnaire answers and comments. It will also be necessary for OSPI to be the online host for the meeting. A decision needed to be made on when the special meeting would take place, either July 6 or July 7. Discussion ensued and input was given. The consensus among members was to try to hold the meeting after the public board meeting on either July 8 or July 9, in order to not add an additional day to the meeting schedule; otherwise July 7 would be the next best choice.

Private School Approvals

Linda Drake, Director of Career and College Ready Initiatives

Parker Teed, Basic Education Manager

Ms. Linda Drake began by stating that private schools are approved for one year, every year. Each year, superintendents of private school districts or principals of private schools file a statement with the SBE certifying that the minimum requirements of law are being met. The SBE manages the approval process for private schools. Private schools are required to meet either the 180 day requirement or the equivalent in instructional hours, and a school-wide annual average of 1,000 instructional hours for grades one through twelve, and at least 450 hours for Kindergarten. The Board will consider approval of private schools as listed in the meeting materials later on in this meeting.

Private schools representative and Board member Jan Brown, thanked Linda Drake and Parker Teed for their time and dedication in supporting private schools.

Waivers of Credit-Based Graduation Requirements and Implementation of SSB 6521 Innovative Learning Pilot Program

Parker Teed, Basic Education Manager

Rhett Nelson, Alternative Learning Experience Director, OSPI

- *Waiver requests from Swiftwater Learning Center in Cle Elum-Roslyn School District and Innovation Learning Lab, Northshore School District*
- *Collaboration with OSPI on implementation of SSB 6521 Innovative Learning Pilot Program*

Mr. Parker Teed began the conversation by providing background on WAC 180-18-055, "Alternative high school graduation requirements." The rule authorizes the granting of a waiver by the Board that would enable students to earn a diploma by a demonstration of competencies in core subjects, meeting state standards, in place of earning the credits required by Chapter 180-51 WAC (High school graduation requirements.) Swiftwater Learning Center in the Cle

Elum-Roslyn School District and Innovation Learning Lab, in the Northshore School District, were requesting waivers from credit based graduation requirements, to be voted on by the Board later in this meeting.

Mr. Rhett Nelson, Alternative Learning Experience Director, OSPI, led members in a discussion on the implementation of SSB 6521, Innovative Learning Pilot Program. The consensus of the discussion was that there is a lack of funding for alternative and innovative schools, but the funding levels are not fair to these schools, and that is why they're not growing.

Legislative Wrap-up and Interim Planning

J. Lee Schultz, Director of Outreach and Engagement

Ms. J. Lee Schultz led the Board through changes to legislative outcomes since the March board meeting, focusing on final bill status and budget. She provided a legislative wrap up and interim planning. A PPT was shown which tracked bills and the status through signing by the Governor. Only one bill had changed, and that was the learning assistance program, 2SHB 1182 because the House and Senate did not concur.

Ms. Schultz explained that after session adjourned, the Governor had twenty days to sign bills. Right up to the very end of that time they were waiting to see what happened. We knew that the Governor was going to have to make some line item vetoes. He did veto 147 expenditure items, which mostly consisted of funding for new or expanded programs and services. The single biggest cut was going to be for high school counselors, which would have supported 370 school counselors. There were also some cuts in the early learning sphere as well.

Moving on to the interim, the SBE will be focused on the following:

- Relationship building
- Guiding principles
- Platform development
- Future Board meetings

To follow up on the current budget situation, the impact of the coronavirus has had a significant impact on the budget. Official reductions will not come out until June 17. As more is learned from the data, the OFM will identify, preparing for a potential 15% reduction for school year 2021. The second piece is, the SBE should be anticipating changes to the budget request process. The Legislative Committee convened on April 24, 2020 to collect input on what is working well, and what could be working better. Ms. Schultz has been having discussions with partner agencies, and in light of the financial picture, many partners are looking at developing a legislative platform; however, there is a focus on not asking for many new things at this point due to the strains of the corona virus. Superintendent of Public Instruction Chris Reykdal mentioned, given the state constitutional funding for basic education, the largest amount of that is for LEA. There is a lot of focus on not asking for new things at this point.

Board members then weighed in on topics to consider for the next legislative session. Executive Director Spaulding added that as the SBE looks at legislative items, that changes in regards to graduation are also presented to legislators. Discussion ensued and input was given.

PUBLIC COMMENT

There was no public comment at this meeting.

Seeing that there was no public comment, the conversation reflected back to the covid-19 response at this time. Discussion ensued and input was given.

BUSINESS ITEMS

MOTION MADE BY MEMBER KALLAPPA to approve waiver from credit-based graduation requirements for Swiftwater Learning Center in Cle Elum-Roslyn School District for the 2019-2023 school years.

Motion seconded by Member Fertakis.

Motion carried unanimously.

MOTION MADE BY MEMBER BRAULT to approve waiver from credit-based graduation requirements for Innovation Lab High School in Northshore School District for the 2019-2023 school years.

Motion seconded by Member Wood.

Motion carried unanimously.

MOTION MADE BY MEMBER BROWN to approve private schools for the 2020-2021 school year, as shown in Exhibit A.

Motion seconded by Member Estes.

Motion carried unanimously.

MOTION MADE BY MEMBER BROWN to approve private schools for the 2020-2021 school year, as shown in, and for the reasons listed in Exhibit B.

Motion seconded by Member Brault.

Motion carried unanimously.

MOTION MADE BY MEMBER BRAULT to approve the schedule for future board meetings, as shown in Exhibit C.

Motion seconded by Member Wood.

Motion carried unanimously.

Good of the Order

Member MJ Bolt thanked Autymn Wilde again for her service on the Board. Ms. Wilde then bid farewell to all members, adding that serving on the Board had been her most rewarding experience in life thus far.

Member Holly Koon acknowledged Chair Maier for doing a great job in facilitating the meeting via Zoom.

There being no further business, the meeting adjourned at 12:38 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 or call 360.725.6027.



The Washington State
BOARD OF EDUCATION

JUNE 17, 2020
BOARD MEETING AND WORK SESSION
MEETING MINUTES

PREPARED FOR THE JUNE 2020 BOARD MEETING AND WORK SESSION

OSPI Building
600 Washington Street
Olympia, WA
Virtual Meeting

Wednesday, June 17, 2020

Members Attending: Chair Mr. Peter Maier, Dr. Paul Pitre, Mr. Ryan Brault, Dr. Susana Reyes, Ms. Holly Koon, Ms. Mary Fertakis, Ms. Jan Brown, Ms. MJ Bolt, Mr. Harium Martin-Morris, Ms. Patty Wood, Mr. Bill Kallappa, Mr. Kevin Wang, Dr. Michaela Miller, Ms. Margarita Amezcua (14)

Members Absent: Mr. Chris Reykdal, Ms. Autymn Wilde

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

Executive Director Spaulding prefaced the call to order by reviewing housekeeping items in regards to holding the meeting and work session remotely, via Zoom.

The purpose of the Work Session was for the Board to discuss the long-term impacts of COVID-19 school building closures, and potential policy changes to Washington State's education system that would facilitate serving students in an equitable and effective way despite challenges.

The intent of the Work Session was to build on the Board discussion that occurred during the May Board meeting and to help the Board prepare for the July meeting, at which policy recommendations will be discussed and likely adopted.

WELCOME AND CALL TO ORDER

Executive Director Spaulding took a roll call of members in attendance. Chair Maier then called the meeting to order.

Chair Maier began by acknowledging that these are traumatic and difficult times. Across the country and state there is widespread pain and anger – often deeply felt on a personal level. The tragic and outrageous killings in Minneapolis and Atlanta and elsewhere illustrate the racism that permeates this nation. The Black Lives Matter outpourings and the widespread public demonstrations in recent weeks are as extraordinary as they are important.

Due to the urgency of this situation, on June 4, 2020, the State Board issued a statement recognizing that recent killings of Black people are grim reminders of violence against Black lives and persistent racial injustice in America. The Board’s Equity Statement also speaks to these issues, and to our commitment to working on solutions.

Meanwhile, the Covid-19 virus and the resulting school closures and business shutdowns are causing illness and loss of life, as well as disruption and economic hardship to many Washingtonians.

A moment of silence was taken at this time in respect to victims of racial injustice and disproportionality, and in respect of all who are suffering as a consequence of the Covid-19 pandemic.

Work Session Overview

Executive Director Spaulding provided an overview of the work session’s agenda.

Mr. Orlando Cano, Cano Consulting, LLC, expressed his thoughts stating that this was a good time for self-reflection, and to be good listeners. Good ideas and initiatives go a long way in building trust in communities. In listening to community groups and leaders, the hope is that some good will come from these troubled times. Almost all legislative conversations see bold change as a good thing. Mr. Cano felt that the state needs to rethink how budgeting is done as it is facing close to nine billion dollars down in revenues over the next two years. He finished by stating that there are rejuvenated efforts and lawmakers are listening.

Member Comments (Covid-19 Policy Response)

Chair Maier explained that every Board member would be allowed up to three minutes to highlight key issues or ideas that they would like to add to the conversation. Members then commented individually, followed by an open board discussion. Members were encouraged to consider the following guiding questions:

In light of the challenges discussed at the May meeting, and the included resources, what policy direction do you think the Board should take? What solutions seem most promising to pursue?

Each Board member provided their personal input at this time and discussion ensued.

Common threads were:

- What can be done as a policy body that will reverse the adverse impact of the years of dealing with equity, particularly in the Covid environment?
- There is a need to start where the SBE has policy authority. Graduation requirements is one area, as well as pathways, credits, and basic education. The Board should also be willing to advocate for other policies.

- There should be a focus on equity in connectivity and also the social and emotional needs of students and educators.
- Advocate for online learning and multi-disciplinary work. Encourage mastery based or problem based learning.
- Try to be bold with change and be comfortable with it.

Challenges and Policy Options - Small Group Discussion

J. Lee Schultz, Director of Advocacy and Engagement

Ms. Schultz provided a brief overview of the issues to be discussed and introduced logistics for the session. This was followed by a series of three small group conversations. Meeting attendees were invited to observe the small group discussions. Members were assigned and then rotated between the following “rooms”:

- High School Graduation Requirements: Pathway Requirements
 - *Staff Facilitator: Linda Drake, Director of Career-and College-Ready Initiatives*
- High School Graduation Requirements: Credit Requirements
 - *Staff Facilitator: Alissa Muller, Policy Manager for Career and College Readiness*
- Basic Education Oversight
 - *Staff Facilitator: Parker Teed, Basic Education Manager*

Report Out and Board Discussion

Staff took notes in the three “rooms”, and reported out on the consensus of their discussions.

Executive Director Spaulding noted that what came through from all members was a need for flexibility around credits and pathways for next year’s seniors. He reiterated that that was the preferred approach discussed in the OSPI school reopening workgroup as well. In addition, there appeared to be consensus about the need for instructional time to be more flexible than the current model.

Robust conversation ensued and input was given. The consensus was that there was concern from all members around equity and connectivity. Members expressed a desire for a legislative platform that would continue to focus attention on that. Another outcome was for the Board and staff to work with state educational partners on trauma, as well as having staff work on rules for flexibility and authority for waivers. Executive Director Spaulding noted that there had been a lot of material received to work with, and added that staff would be bringing it all together for further discussion at the July Board meeting.

BUSINESS ITEMS

Mr. Parker Teed, Basic Education Manager, reviewed the initiation of rulemaking on Chapters 180-16 and 180-18 WAC resulting in the following motion:

MOTION MADE BY MEMBER BOLT to initiate rulemaking on Chapters 180-16 and 180-18 WAC.

Motion seconded by Member Kallappa.

Motion carried unanimously (*via a roll call vote*)

Executive Director Spaulding concluded the work session by stating that staff would unpack everything that was discussed today and provide some feedback for legislators and then will begin developing the proposals for what might be taken forward as SBE's legislative platform. He added that due to the short timeline between this work session and the July meeting, it would be slightly later than usual in getting materials out to members before the next meeting.

Chair Maier requested that all members complete an evaluation for this meeting.

There being no further business, the meeting adjourned at 5:02 p.m. on June 17, 2020.

Minutes prepared by Ms. Terri Eixenberger

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The Washington State Board of Education

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

Executive Director Update

PREPARED FOR THE JULY 2020 BOARD MEETING

Information and Action Item

Materials included in packet:

- Executive Director Update PowerPoint (*additional materials*)
- Private Schools Recommended for Approval
- Draft Emergency Rules
- Draft Permanent Rules

Synopsis:

The executive director's update for July will include an agency budget update and other agency updates, planning for the September annual meeting, review private schools recommended for approval, and a discussion of emergency and permanent rulemaking regarding emergency waiver authority and private schools.

Business Items:

- Approval of Private Schools
- Approval of District Required Action Plans
- Proposed emergency rules regarding emergency waiver authority and private schools
- Proposed permanent rules regarding emergency waiver authority and private schools
- Proposed emergency rules regarding instructional hours and days
- Proposed permanent rules regarding hours and days
- Proposed permanent rules regarding high school graduation requirements



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Committee and Member Updates

PREPARED FOR THE JULY 2020 BOARD MEETING

Information item

Materials included in packet:

- Board Committee and Liaison Assignments
- [Reopening Washington Schools 2020-21 Workgroup Report](#) (*online*)

Synopsis:

The report is an opportunity for members to provide updates to the full Board on committee discussions, meetings with stakeholder groups, conferences, or professional development activities. Updates for July include:

- Student Voice Committee
Margarita Amezcua, Student Board Member
- Equity Committee
Patty Wood, Board Member
- Reopening Washington Schools 2020-21 Workgroup
Peter Maier, Chair, and Holly Koon, Board Member

Committees

Committee	Purpose	Membership
<p><u>Permanent Committee per Bylaws:</u> Executive Committee</p>	<p>Bylaws Article IV, Section 2. Executive committee.</p> <p>(1) (a) The executive committee shall consist of the chair, the vice chair, two members at-large, and the immediate past chair, if available, or third member at-large as elected.</p> <p>(b) The executive committee shall be responsible for providing guidance to the executive director on issues delegated to it by the Board to be performed in the intervals between Board meetings, including preparation of the agendas for Board meetings.</p> <p>(c) The executive committee shall be responsible for oversight of the budget.</p> <p>(2) When there is a vacancy of an officer position, the vacant position shall be filled pursuant to the election process in Article IV, Section 3.</p> <p>(3) The Board chair shall serve as the chair of the executive committee.</p> <p>(4) The executive committee shall meet at least monthly.</p> <p>(5) The executive committee shall ensure that the Board annually conducts a Board review and self-evaluation.</p> <p>(6) Agendas for each meeting of the executive committee shall be provided to all Board members prior to each executive committee meeting.</p> <p>(7) Minutes for each meeting of the executive committee shall be provided to all Board members promptly after each executive committee meeting.</p>	<p>Membership</p> <p>Chair: Peter Maier Vice Chair: MJ Bolt Member At-Large: Harium Martin-Morris Member At-Large: Bill S. Kallappa II Member At-Large: Jeff Estes</p> <p>Staff: Randy Spaulding, Tami Jensen</p>

<p><u>Current Standing Committee:</u> Legislative (established Sept 2017)</p>	<p>The State Board of Education Legislative Committee will serve in advisory capacity to both the Executive Committee and full board. The purpose of Legislative Committee is to provide guidance on legislative positions, develop the Board’s annual legislative platform and year-round advocacy plan, and advise the Executive Committee and Director of Policy and Partnership during the legislative session.</p> <p>Committee Charter</p>	<p>Membership Patty Wood (co-chair) Holly Koon (co-chair) MJ Bolt Bill S. Kallappa II Mary Fertakis Jan Brown</p> <p>Staff: J. Lee Schultz Randy Spaulding</p>
<p><u>Current Standing Committee:</u> Equity (established Nov 2017)</p>	<p>The State Board of Equity Committee will serve in advisory capacity to the full board. The purpose of Equity Committee is to:</p> <ul style="list-style-type: none"> • Provide guidance on developing and advocating for state-level equity polices that eliminate disparate educational outcomes among student groups, without regard to race, ethnicity, gender, age, income, language, or special needs. • Recommend and assist in planning and implementing equity-oriented events such as public forums or summits when approved by the Board. • Review practice, deliberations, and policymaking of the Board for adherence to its approved Equity Statement, Equity Lens, and policies. <p>Committee Charter</p>	<p>Membership Patty Wood (co-chair) Bill S. Kallappa II (co-chair) Ryan Brault Dr. Paul Pitre Dr. Susana Reyes Mary Fertakis</p> <p>Staff: Alissa Muller, Randy Spaulding,</p>

<p><u>Current Standing Committee:</u> Student Voice</p>	<p>The purpose of the Student Voice Committee of the State Board of Education is to ensure student Board members have a meaningful, productive, and impactful experience as representatives of their peers.</p> <p>Committee Charter</p>	<p>Membership: Student Voice Margarita Amezcua (co-chair) McKenna Roberts (co-chair) MJ Bolt Ryan Brault Bill S. Kallappa II Patty Wood</p> <p>Staff: Parker Teed, Randy Spaulding</p>
<p><u>Current Ad-Hoc Committee:</u> School Awards and Recognition Workgroup (Expires June 2020)</p>	<p>Advise staff re: development of new school recognition model.</p>	<p>Membership: MJ Bolt Patty Wood Dr. Susana Reyes Bill S. Kallappa II Harium Martin-Morris</p> <p>Staff: Andrew Parr, Randy Spaulding</p>

Board Member Liaison Assignments

Organization	Primary Liaison
Association of Washington School Principals(AWSP)	Susana Reyes (Liaison)
Association of Washington Student Leaders (AWSL)	Autymn Wilde (Student Steering Committee Member) Margarita Amezcua (Student Steering Committee Member)
Black Education Strategy Roundtable	Harium Martin-Morris (Paul Pitre and Peter Maier to attend as available)
Career Connect Washington, Government and Education Work Group	Randy Spaulding (SBE appointed rep); MJ Bolt (SBE appointed rep)
Education Opportunity Gap Oversight and Accountability	Bill Kallappa (GOIA appointed member)
ESD 101 (Spokane)	MJ Bolt (Liaison)
ESD 105 (Yakima)	Susana Reyes (Liaison), Jeff Estes (Back-up)
ESD 112 (Vancouver)	Patty Wood (Liaison)
ESD 113 (Olympia)	Bill Kallappa (Liaison), Randy Spaulding (Back-up)
ESD 114 (Bremerton)	Peter Maier (Liaison)
ESD 121 – Puget Sound ESD (Renton)	Peter Maier (Liaison)
ESD 123 (Tri Cities)	Ryan Brault (Liaison), Jeff Estes (Back-up)
ESD 171 - NCESD (Wenatchee)	MJ Bolt (Liaison)
ESD 189 - NWESD (Anacortes)	Holly Koon (Liaison)
GATE Partnership Advisory Committee	Linda Drake (Invited SBE Member)
Governor’s STEM Education Innovation Alliance	Jeff Estes (Governor appointed SBE rep); Randy Spaulding (Governor appointed SBE rep).
Learning First Alliance	Randy Spaulding (Member) / Jeff Estes (Member)
Military Interstate Children’s Compact Commission (MIC3).	Peter Maier (Member); Randy Spaulding
NASBE Committees (Elected)	MJ Bolt (Nominations Committee; Conference Planning Committee)

Organization	Primary Liaison
NASBE Governmental Affairs Committee (GAC)	Patty Wood (SBE Appointed)
NASBE Public Education Positions Committee (PEP)	Mary Fertakis (SBE Appointed)
OSPI: K-12 Data Governance	Andrew Parr (Invited SBE Rep)
OSPI: Launch Years Initiative	Jeff Estes (SBE Representative); Linda Drake (alternate)
OSPI: Reopening Washington Schools 2020-21 Workgroup	Peter Maier; Holly Koon; Randy Spaulding
OSPI: School Facilities Citizens Advisory Panel (CAP)	Harium Martin Morris (SBE appointed rep); Carolyn Tolas (SBE-appointed); Vacant (SBE-appointed); Michael DeBell (SBE-appointed); Susan Weed (SBE-appointed); Michael Wiser (WSSDA-recommended); Kathleen Anderson (WSSDA-recommended).
OSPI: School Safety and Student Well-Being Advisory Committee	Parker Teed (Invited SBE Rep)
OSPI: Social Emotional Learning Workgroup	Mary Fertakis (SBE appointed rep)
OSPI: Staffing Enrichment Workgroup	Holly Koon (SBE appointed rep); Randy Spaulding (alternate)
OSPI: Task Force on Institutional Education Programs	TBD (SBE Appointed Member)
Private School Advisory Council	Jan Brown (Member – by position)
Professional Educator Standards Board (PESB)	Jan Brown (Liaison)
SBE: Mastery Based Education Workgroup	Paul Pitre (SBE appointed member)
State Teacher of the Year Selection Committee	n/a
Washington Association of School Administrators (WASA)	Susana Reyes (Liaison)
Washington Association of Student Council (WASC)	Autymn Wilde, Margarita Amezcua (Members – by position)
WSAC: Work Group on Dual Credit	Holly Koon (if SBE is invited)
Washington Charter School Commission*	Harium Martin-Morris (SBE Chair Designee)
Washington Education Association (WEA)	Holly Koon (Liaison)

Organization	Primary Liaison
<u>Washington Federation of Independent Schools (WFIS)</u>	Jan Brown (Member – by position)
<u>Washington State School Directors' Association (WSSDA)</u>	Peter Maier, MJ Bolt, Patty Wood, Ryan Brault, Mary Fertakis
WSSDA Government-to-Government Committee (Tribal Governments)	Patty Wood (SBE Representative)
<u>Washington Student Achievement Council (WSAC)</u>	Patty Wood (Liaison)
<u>Workforce Training and Education Coordinating Board (WTB)</u>	MJ Bolt (Liaison)



Strategic Plan Priority | Funding & Accountability

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

Charter Schools

PREPARED FOR THE JULY 2020 BOARD MEETING

Information item

Materials included in packet:

- WSCSC Presentation (*Additional Materials*)

Synopsis:

At the July meeting Joshua Halsey, Executive Director of the Charter Schools Commission, will provide an update on charter schools with a particular emphasis on challenges and opportunities looking towards fall and discuss the commission's current thinking regarding legislative priorities for next year.



Strategic Plan Priority | Funding & Accountability

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

Required Action Districts

PREPARED FOR THE JULY 2020 BOARD MEETING

Information and action

Materials included in packet:

- Summary of Required Action Plans

Synopsis:

The Board and OSPI have a shared responsibility to provide additional resources and support for persistently low achieving school districts. At the March SBE meeting, the Board designated seven schools in six school districts for required action as recommended by the OSPI. After receiving the results of a performance audit or needs assessment, the schools and school districts developed Required Action Plans with support from the OSPI.

The Board will hear a presentation from the OSPI staff on the Required Action Plans for the schools designated for required action for the 2020-21 school year.

Business Items:

- The Board will consider whether to approve the Required Action Plans for the schools designated for required action in the Mabton, Marysville, Mount Adams, Taholah, Toppenish, and Wellpinit school districts.



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Summary of Required Action Plans (RAP)

PREPARED FOR THE JULY 2020 BOARD MEETING

Statutory Requirements RCW 28A.657.050	Mabton SD Artz-Fox ES	Marysville SD QuilCeda Tulalip ES	Mt. Adams SD Harrah ES	Taholah SD Taholah School	Toppenish SD Kirkwood ES	Toppenish SD Lincoln ES	Wellpinit SD Wellpinit ES
The RAP was developed in collaboration with administrators, teachers, staff, parents, unions, students, and community.	Yes	Yes	Yes	Yes	Yes	Yes	Yes
The school board conducted a public hearing for comment on the RAP.	Yes	Yes	Yes	No	Yes	Yes	Yes
School Improvement Plan <ul style="list-style-type: none"> Implementation of an approved school improvement model connected to audit findings and intended to move the district out of designation. Describes changes to policies, structures, agreements, processes, and practices to attain significant gains for students. Identifies measures to assess student achievement to move out of identification. Describes how district will address findings of audit. 	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Budget* <ul style="list-style-type: none"> Submission of application for school improvement funds* Budget questionnaire submitted. Contains a budget adequate to implement the plan. 	Yes	Yes	Yes	Yes	Yes	Yes	Yes
If the CBA must be renegotiated, renewed, amended, or extended as a result of implementing RAD activities, the LEA has outlined how this will be addressed.	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Submitted to OSPI for review and approval	Yes	Yes	Yes	Yes	Yes	Yes	Yes

*Note: the submission of application for school improvement funds was delayed by the OSPI.

Mabton School District
 Artz-Fox Elementary School
 Summary of Required Action Plan

<p>Three highest leverage focus areas identified from Academic Performance Audit Needs Assessment:</p> <ol style="list-style-type: none"> 1. Continued professional learning communities (PLCs) to provide continuous training and monitoring that promotes student and teacher success. 2. Guaranteed and viable curriculum complete with scope, sequence, and alignment to current materials, ensuring the district will have a document that outlines the scope and sequence of all standards by grand band, and trimester 3. Continued use of research-based strategy multi-tiered systems of support, blending RTI/behavior and MTSS/academic.
<p>Highlights from plan that address the three highest leverage focus areas to move district out of designation:</p> <ol style="list-style-type: none"> 1. PLCs: Implementation of evidence-based practices to support all student learning, EL and Special Education instruction and intervention supports to close the gap within under-represented groups (EL, low SES, Special Education, and Migrant students), including aligned standards, scope and sequence for math and reading, formative assessments to ensure equity for both traditional and dual language instructional tracks; by June 15, 2021 there will be an average increase of 1.5 GE on the Literacy and Mathematics portion of the STAR assessment. 2. Curriculum: As measured quarterly to make needed academic adjustments, through the development and implementation of a guaranteed and viable curriculum by teachers aimed at improvement of research-based instructional practices/strategies within the classroom and school system—August 2020 the district will begin the implementation process of piloting new curricula to meet this goal; through PLCs described in Focus Area 1 above, curricula will be developed and implemented curriculum that is updated to meet the Common Core State Standards and reflect student needs (e.g. underrepresented groups, high EL needs and students with disabilities) including ongoing professional learning in SEL, EL, SpEd, and Spanish Literacy. 3. MTSS: New resources and materials, implement EL support services under sheltered instruction practices model (including dual language through 6th grade, paraprofessional support, and culturally responsive practices), redefine current RMT process to establish community and family resources, continue development of PBIS practices; by June 15, 2021 having an established MTSS B Tier 1 there will be a decrease of 33% ODR/School Day on all discipline referrals; this is based on daily teacher referrals; as evidenced by whole school SWIS data and using the TFI, staff will move from a zero to a two in all categories in the TFI by June 2021; this will be measured quarterly by the MTSS team; with the addition of a highly trained administrative staff trained in MTSS, Restorative Justice and PBIS to support a school wide approach to decreasing school wide referrals as based on review of data and successful implementation.

Marysville School District
 Quil Ceda Tulalip Elementary School
 Summary of Required Action Plan

<p>Three highest leverage focus areas identified from Academic Performance Audit Needs Assessment:</p>
<ol style="list-style-type: none"> 1. Create a three to five-year MTSS Installation plan in time for the first year of this plan to begin with exploration/initial implementation in the 2020-21 school year. <ol style="list-style-type: none"> a. Hire a full time MTSS Coordinator who will work with the PBIS Team, grade level teams, the SWD Team, the EL Team, and the Building Leadership Team to monitor and install the MTSS system according to the plan b. Create a Professional Development plan to align with the three to five-year MTSS Installation plan 2. EL program needs an extensive external evaluation to address data discrepancies in enrollment for TBIP and/or Title III service 3. Build culture of universal achievement for all students, which includes these components: <ol style="list-style-type: none"> a. Increased Parent and Family Engagement b. Increased Career and College Readiness language and programming to increase relevance for families c. Increased student/family voice in school problem-solving as well as important decisions
<p>Highlights from plan that address the three highest leverage focus areas to move district out of designation:</p>
<ol style="list-style-type: none"> 1. MTSS Plan: <ul style="list-style-type: none"> • For the 2020-2021 school year is 80% of students will make 1-year growth as measured by REFLEX MATH data, IAB assessments. • The target for the 2020-2021 school year is an increase of 80% of students will improve their reading by 1-year of growth for their level as measured in June by the Fountas and Pinnell assessment. • The target for 2020-2021 school year is an increase of 10% of students remaining in their classroom as determined by evaluating baseline SWIS and Skyward data collected in October to May 2021 information. (Data will be reviewed 3 times during the year to assess progress) • STAR Math assessment of June 2021. • SEL Interventionist • Professional development for ELA and Math curriculum and strategies • Teacher team time for planning and evaluating student data • Calendar for summative and formative assessments in ELA, Math, and Science • High-yield SEL strategies 2. EL Program: <ul style="list-style-type: none"> • Embedded GLAD teaching strategies into all content instruction for ELA, Math, and Science 3. Culture of Universal Achievement: <ul style="list-style-type: none"> • Student led cultural morning assemblies • High-yield SEL strategies

Mt. Adams School District
 Harrah Elementary School
 Summary of Required Action Plan

<p>Three highest leverage focus areas identified from Academic Performance Audit Needs Assessment:</p> <ol style="list-style-type: none"> 1. Increase teaching capacity for standards driven tier 1 instruction. <ul style="list-style-type: none"> • Tight Professional Learning Community (PLC) process • Culturally responsive strategies addressing all student groups 2. Create a district-wide Professional Development (PD) calendar that aligns to SIP goal and clear measurable outcomes. 3. Defining both English Learner (EL) and Special Ed Program to ensure CPR requirements, best practices, and inclusive state initiatives.
<p>Highlights from plan that address the three highest leverage focus areas to move district out of designation:</p> <ol style="list-style-type: none"> 1. Increase Tier 1 Instruction using PLCs and culturally responsive teaching: <ul style="list-style-type: none"> • By the end of the 2020-2021 school year, Harrah staff will engage in grade level PLCs to align Washington State Learning Standards in ELA and Math, instructional practices and assessment methods that will result in a 20% increase of ALL Native, SWD and ELL students meeting or exceeding their iReady Math and Reading growth goals. • By the end of the 2020-2021 school year, the Harrah ILT will increase their teacher leadership skills and team capacity to support the PLC outcomes to ensure continuous improvement in ELA and Math proficiencies of ALL Native, SWD and ELL students as measured by an increase of 50% on the pre/post leadership survey and growth from the initiation stage to developing stage on the professional learning community rubric and 50% increase in effectiveness of the PLC. 2. District-wide PD calendar: <ul style="list-style-type: none"> • Professional development calendar development in alignment with matrix/rubric to designate alignment with SIP Goals • Embedded professional development for teachers within the weekly calendar 3. Updated EL and SpED program: <ul style="list-style-type: none"> • By the end of the 2020-2021 school year, the Harrah MTSS teams will develop, articulate, and document a system of support of Tier I, II and III practices as measured by a decrease in the number of office discipline referrals from 480 to 240, and increase the number of students in Tier 1 from 20% to 40%. • Evaluate and revise SPED and ELL programs and curriculum to include and align with MTSS-A and MTSS-B

Taholah School District
Taholah School
Summary of Required Action Plan

<p>Three highest leverage focus areas identified from Academic Performance Audit Needs Assessment:</p> <ol style="list-style-type: none"> 1. Create sense of belonging/relationships of all and connect to community: Provide a safe, positive, consistent, predictable and culturally relevant learning environment through implementation of school-wide PBIS as a foundational support for social, emotional, and academic growth including, and based on, increased engagement between the community and tribe and the school and increased student voice. This also requires work on increasing trust between staff in the school. 2. Standards and data, curriculum/understanding connections: Ensure that teachers have a solid understanding of standards and the levels of complexity within these standards in order to use them to create appropriate lessons, using assessment and other forms of data to change their instructional practice over time to meet the needs of each student. 3. Skill development: Build the capacity of teachers in the building to ensure that they have the set of basic skills required to create an instructional system that meets the needs of the students in the room in a rigorous manner and in alignment with best practice.
<p>Highlights from plan that address the three highest leverage focus areas to move district out of designation:</p> <ol style="list-style-type: none"> 1. Sense of belonging and community connection: <ul style="list-style-type: none"> • We will create a more positive school culture for staff and students by improving fidelity of PBIS implementation, increasing overall Scale Score on the Tiered Fidelity Inventory (TFI) from 17% to 80% by June 2021. • SEL Coach • PBIS action plan implementation 2. Standards, data, curriculum connections: <ul style="list-style-type: none"> • Students who begin the year 1 or more years below grade level as measured by our district's fall benchmark test will make more than one year's growth in math and literacy by the end of 2021 school year because of our teachers' growth in the use of data and understanding of developing personalized learning. • District-wide tiered intervention system for Tiers 1, 2, and 3 • Schoolwide focus on vocabulary acquisition 3. Skill development and capacity building: <ul style="list-style-type: none"> • Our ESD math and literacy coaches will teach basic skills in order to create best practices to improve our students' math and literacy skills. We will measure the results through the observations and evaluations performed by these 2 coaches along with the principal's weekly walk throughs. Math and Literacy scores will increase by 10% across grade levels. Also, Teachers will meet monthly with the Principal and the SPED Director to describe the new techniques that they are integrating into their classroom practice as a result of the SPED training that they receive. These shifts in practice will be verified through classroom walkthroughs by the Principal and the SPED Director. • District-wide tiered intervention system for Tiers 1, 2, and 3 • Schoolwide focus on vocabulary acquisition

Toppenish School District
 Kirkwood Elementary School
 Summary of Required Action Plan

<p>Two highest leverage focus areas identified from Academic Performance Audit Needs</p>
<p>Assessment:</p>
<ol style="list-style-type: none"> 1. Building a culture of universal achievement for all students, which includes these components: Increased Parent and Family Engagement, Increased Career and College Readiness language and programming to increase relevance for families, and increased student voice in school problem-solving as well as important decisions. 2. Coordinating and integrating services and programs for English Learners within the MTSS framework for English Learners: developing a district-wide professional development plan and calendar aligned to MTSS goals which integrate EL services, ensuring a full-time EL instructional coach at identified schools (with expertise and credential), developing effective EL model for TBIP and Title III identified students; dual language program/strand for native Spanish speakers and for administration to research best practices surrounding dual-language.
<p>Highlights from plan that address the highest leverage focus areas to move district out of designation:</p>
<ol style="list-style-type: none"> 1. Core Values and universal achievement: By 2021, Kirkwood Elementary School will improve student and family relationships as measured by school and community climate surveys; by 2021, Kirkwood Elementary School will develop core beliefs and values to improve collective efficacy amongst staff and foster a culture of excellence as measured by school and community climate surveys. 2. MTSS and English Learners: (Most ELL-specific implementation will occur at Toppenish’s second RAD-identified building, Lincoln ES, with the district focusing RAD resources for Kirkwood on PLC implementation and support of the following performance achievement goals) By 2021, Kirkwood Elementary will decrease the number of Tier III students for both ELA and Math by 15% through the use of the MTSS framework, strengthening Tier I supports in the core curriculum, development of high functioning PLCs, and the use of progress monitoring rubrics using i-Ready diagnostic assessment, Oral Reading Records, WA Kids data, and classroom-based formative assessments as applicable in each grade level; including teacher PD in ELL best practices and effective teaching for new cohort and ongoing teacher PD for teachers recently endorsed in ELL (currently 10 teachers). 3. MTSS/PBIS: By 2021, Kirkwood Elementary School will improve student-to-student, student-to-teacher, teacher-to-teacher and school-to-family relationships by 80% as measured by school and community climate surveys through the implementation and ongoing support of PBIS, MTSS, Restorative Justice Practices and Family and Community Engagement; development of professional learning communities for each grade level K-3; professional learning communities in 4th and 5th grade will focus on content; establishment of PBIS team with representation from each grade level; this includes, Family and Community Cafes, ongoing PD in continuing high-functioning PCLs, PD in social emotional learning and implementation of school wide Tier I, II, and III best practices, PD in PBIS best practices used to strengthen Tier I supports, installation of 1:1 device ratio to provide opportunities to differentiate core and enrichment curriculum, including both remediation and acceleration, PD in UDL and supporting students with disabilities and EL learners, and PD in effective research based strategies and interventions for Tier II and III students in reading and math

Toppenish School District
Lincoln Elementary School
Summary of Required Action Plan

Two highest leverage focus areas identified from Academic Performance Audit Needs
Assessment:
<ol style="list-style-type: none">1. Building a culture of universal achievement for all students, which includes these components: Increased Parent and Family Engagement, Increased Career and College Readiness language and programming to increase relevance for families, and increased student voice in school problem-solving as well as important decisions.2. Coordinating and integrating services and programs for English Learners within the MTSS framework for English Learners: developing a district-wide professional development plan and calendar aligned to MTSS goals which integrate EL services, ensuring a full-time EL instructional coach at identified schools (with expertise and credential), developing effective EL model for TBIP and Title III identified students; dual language program/strand for native Spanish speakers and for administration to research best practices surrounding dual-language.
Highlights from plan that address the highest leverage focus areas to move district out of designation:
<ol style="list-style-type: none">1. Core Values and universal achievement: Professional development on developing Core Beliefs and values schoolwide, Designing a 4-point rubric to monitor the implementation and effectiveness of core beliefs and values, as well as our mission and vision statements, Professional development in PLC and MTSS implementation (as described in number 2 below).2. MTSS and English Learners: Professional development in Benchmark Advance (Tier I) and effective research-based strategies for reading, professional development in reading interventions (Tier II/III), adjusting of master schedule to allow for additional instructional time, hire 2 paraprofessionals to provide support for Tier II/III, hire an ELL Specialist to provide additional support for ELL students during Tier II/Tier III, ELL endorsement cohort and a new cohort set to during the school year, professional development in Eureka(Tier I) and effective research based strategies.

Wellpinit School District
Wellpinit Elementary School
Summary of Required Action Plan

<p>Three highest leverage focus areas identified from Academic Performance Audit Needs Assessment:</p> <ol style="list-style-type: none"> 1. Evidence of and Accountability for Implementation of Core Instructional Practices: Aligning classroom practices and evidence of student learning, particularly in ELA core instruction. 2. High Expectations for Students: Increasing staff expectation for student achievement toward meeting state standards and improvement. 3. Communication and Collaboration: Improving student learning through internal (teacher-to-teacher and teacher-to student) and external (school-to-community) communication and collaboration.
<p>Highlights from plan that address the three highest leverage focus areas to move district out of designation:</p> <ol style="list-style-type: none"> 1. Evidence of and Accountability for Implementation of Core Instructional Practices: By June 2021, to increase overall achievement in core instruction (meeting overall growth goals for 80% of students and meeting stretch goals for 50% for all students in both ELA and Math) as measured by available assessments (iReady, interim and pre- and post-assessment data); multiple sources of data to be used in support of implementing pre and post writing cycles, ELPS 2 pre and post assessments, IABs, formative assessment using iReady with students, effective tiered supports and focused PD to strengthen Tier 1 instruction (particularly through AVID, GLAD, DoK and GRR). 2. High Expectations for Students: Raise expectations and achievement for students through schoolwide and ongoing monitoring and evaluation of PBIS tiered systems of support, Tier 1 and restorative practices implementation through CWT and SWIS and decreasing referrals as measured by SWIS. 3. Communication and Collaboration: Increasing student achievement, collaboration and communication through AVID strategies mentioned in 1 above and opening opportunities for communicating with and collaborating on culturally relevant experiences including Since Time Immemorial curricular implementation for grades 3–5 and development of a system for engaging all K–5 students in the culture of Since Time Immemorial; for staff, ongoing and focused PD schedule (AVID, GLAD, PEBC).

Summary of funding requested and suggested for Required Action Plans by school.

School and School District Designated for Required Action (RAD)	Funding Requested by RAD	Funding Suggested by OSPI
Mabton School District Artz-Fox Elementary School	\$966,500	\$404,500
Marysville School District Quil Ceda Tulalip Elementary School	\$444,375	\$286,020
Mt. Adams School District Harrah Elementary School	\$547,000	\$512,509
Taholah School District Taholah School	\$119,000	\$119,000
Toppenish School District Kirkwood Elementary School	\$480,000	\$400,000
Toppenish School District Lincoln Elementary School	\$464,050	\$395,050
Wellpinit School District Wellpinit Elementary School	\$380,000	\$380,000

Note: itemized budget expenditures are included in the Required Action Plans.



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COVID-19 Policy Response – Work Session Follow-Up

PREPARED FOR THE JULY 2020 BOARD MEETING

Information item

Materials included in packet:

- COVID-19 Policy Response & Legislative Priorities Memo

Synopsis:

At the June 17, 2020 work session, Board members discussed the long-term impacts of COVID-19 school building closures, related disruptions to learning, and the challenges with reopening schools during the ongoing public health crisis. Board members discussed policy options to support schools in reopening and to facilitate serving students in a more equitable and effective way.

SBE staff will provide a summary of the key takeaways from the June work session along with remaining questions for discussion. SBE staff will also provide an overview of policy proposals for the Board to consider. The Board will have an opportunity to discuss as they are presented in more depth during the meeting.

Memo on COVID-19 Policy Response & Legislative Priorities

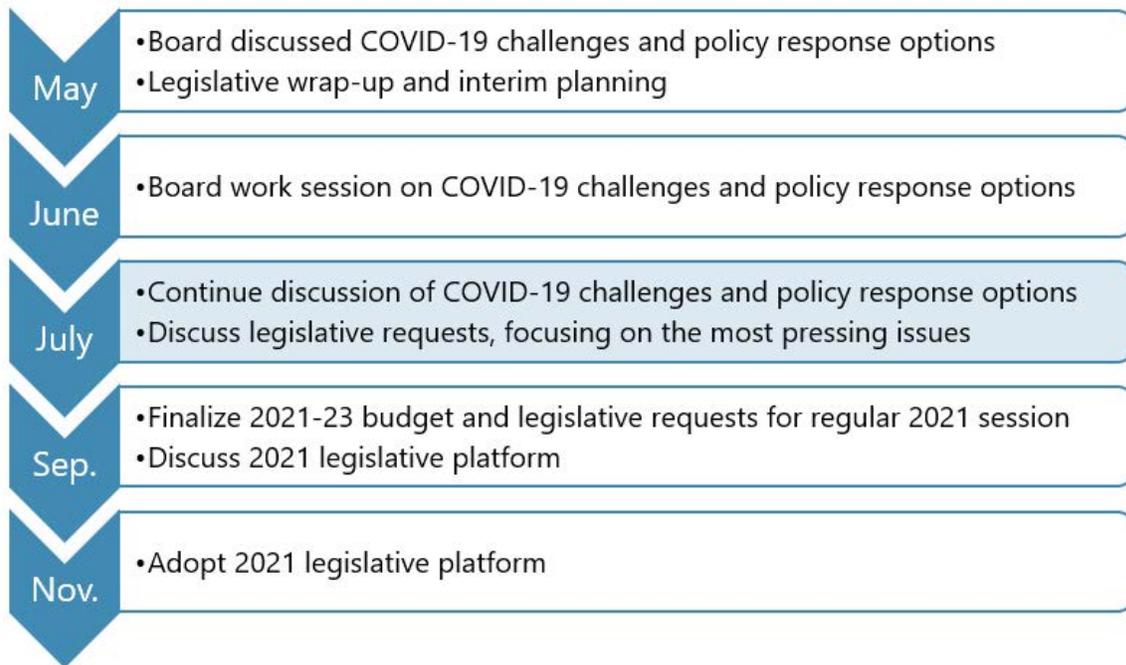
Timeline

Before diving into the legislative priorities, it is helpful to recognize the work leading up to this point and the work to come in the following months. The policy options proposed in this memo build upon discussions that the Board had at the May Board meeting and June work session on COVID-19 challenges and policy response options.

On June 17, 2020, the State Board of Education held a work session to discuss the long-term impacts of COVID-19 school building closures, related disruptions to learning, and the challenges with reopening schools during the ongoing public health crisis. Drawing on lessons from other states and nations, national experts, and the OSPI Reopening Washington Schools 2020-21 Workgroup Report, Board members discussed policy options to support schools in reopening and to facilitate serving students in a more equitable and effective way. The discussion helped identify the top priority policy options for staff to develop into proposals for Board consideration at the July meeting.

The objective of the July discussion is for Board members to provide staff with direction on which proposals to move forward, focusing on the most urgent requests to consider in the event of a special session. Whether there will be a special session and the timing of it remain unknown, but it is speculated that the likely timing would be late summer or early fall. A special session would likely be focused on budgetary matters, but could provide an opportunity to make policy changes that cannot wait for regular session. With this in mind, the July discussion of legislative priorities will focus on pressing matters that schools and students need to know in order to plan for the upcoming school year.

In addition, the Board will preview some of the proposals for regular session, which will be finalized at the September Board meeting. In September, the Board will also discuss the 2021 legislative platform, which the Board will adopt at the November meeting.



Discussion themes serve as foundation for platform

At the May Board meeting and June work session, Board members discussed the impacts of the COVID-19 public health crisis and potential policy changes to our education system that would facilitate serving students in a more equitable and effective way. While the Board has had to focus on some specific policy changes needed in the immediate and near term, Board members are passionate about advocating for broader priorities to transform our education system.

The themes that emerged from the Board’s recent discussions will likely develop into the Board’s 2021 legislative platform, which will include broader advocacy priorities. Additional discussion and refinement of the priorities is needed over the fall, with the legislative platform to be adopted at the November meeting.

The Board’s recent discussions reinforce the Board’s values and priorities as expressed in the [2019 – 2023 Strategic Plan](#). In particular, the Board’s goal of creating an equitable education system that is responsive to the individual needs of students resides at the center of the Board’s reflections on what policy changes are needed in light of the pandemic. The COVID-19 public health crisis has shed light on and has exacerbated long-standing inequities in the education system. The impacts of the coronavirus are compounded by our long history of institutional racism including in our education system. Rather than returning to normal, this dual pandemic presents an opportunity to transform the system into one that serves all students equitably. Several Board members have expressed that the time is ripe for the Board and other state

policymakers to “be bold.” As Member Kallappa put it, “We are at a precipice and the choice right now for me is binary: we are either going to collectively move more toward equity or we are not.”

Exactly which bold changes the Board wants to propose are yet to be determined and will be the subject of ongoing discussions between now and the adoption of the 2021 legislative platform in November. Some examples of priorities for which Board members have expressed support are listed below. These and other proposals could be further developed and considered for potential inclusion on the 2021 legislative platform.

Examples for further development and consideration:

- **Elevate student, family, and community voices in policymaking.** Board members emphasized the importance of consulting with students and families as essential partners in the collective process of policymaking to create an equitable education system. As articulated in the Board’s Strategic Plan, the Board supports promoting programs and policies that enable and encourage meaningful family and community engagement at every level of the education system to ensure schools are responsive to the needs of communities. The Board is actively exploring new and more effective ways of engaging our partners. As we consider how to build this into our practice, we may also consider advocating for building more authentic and meaningful opportunities for community engagement into how state government and the education system do business.
- **Put student and staff well-being at the forefront.** We must recognize and address the fact that students and staff will return to school with trauma created and/or exacerbated by the pandemic. As the Board’s Strategic Plan notes, “Unless students are safe and have ‘felt safety,’ both physically and emotionally, they are at greater risk of not fulfilling their potential within the educational system.”
 - Ensure students and staff return to a safe environment consistent with Department of Health guidelines.
 - Prioritize social-emotional health and safety staff, including school counselors, school nurses, social workers, psychologists, family engagement coordinators, and student and staff safety.
 - Provide school staff with professional development to support mental health, social emotional learning, trauma-informed instruction, Positive Behavior Intervention and Supports (PBIS), and Multi-Tiered System of Supports (MTSS).
 - Revise learning standards to incorporate antiracism.

- **Ensure digital equity to support continuous learning.** The coronavirus crisis has highlighted the need for school districts to be able to shift more nimbly to a more effective version of continuous remote learning. However, school districts will continue to fall short of this objective if digital equity is not guaranteed.
 - Ensure every student has access to broadband internet and an appropriate device for online learning.
 - Provide educator professional development on how to teach effectively using digital platforms.
 - Support students and families in using digital tools and in setting up supportive learning environments at home.
 - Support the development of online instructional modules at the state or regional level that can be shared across districts and implemented quickly when schools need to shift to more intensive remote learning due to a short- or long-term closure or reduced in-person contact time.
- **Build supports and incentives to promote mastery-based learning (MBL).** The state has been on a path towards individualizing student learning and moving toward mastery-based education. The coronavirus situation has highlighted the advantages of MBL as well as perceived barriers and disincentives. State policy already has a definition of a credit that is not linked to seat time, but old models of “seat time” have been hard to overcome. In addition, there are other real and perceived policy barriers such as challenges fitting into existing funding models, which have led to MBL being seen as an alternative rather than the norm. The time is ripe to propel this work forward with a clear policy framework to support implementation of Mastery-Based Learning.
 - The Mastery-based Work Group will be posing recommendations in its December 2020 report to the Legislature, but the work will not be done. The Board may advocate for continuing this work group in addition to the report recommendations.
 - Ensure rules for instructional hours, days, and funding support implementation of mastery-based learning models.

In addition, consistent with its Strategic Plan, the Board will continue to advocate for an equitable funding system prioritized to those most in need. In light of the current financial crisis, we recognize the Legislature will be limited in making sizable ongoing investments towards longer-term needs and will need to focus on immediate needs. Staff recommend the Board

refocus its advocacy related to funding on urging the Legislature to honor its constitutional commitment by **protecting K-12 funding from budget cuts**. If the Legislature determines that K-12 reductions are necessary, the Legislature should keep equity considerations at the forefront and provide school districts with greater flexibility to use limited funding on greatest needs.

Pressing issues

The most pressing issues under the Board's purview that impact planning for next school year include:

- Minimum instructional hours and days requirements
- Graduation pathways requirement
- Credit graduation requirements

We have heard from the field that an early decision on these issues would help tremendously with planning that is underway for the upcoming school year. Because some students will be entering with incompletes and lost instruction, it would be helpful for school districts to understand the full toolkit of options available as they advise students in the fall and determine supports needed for individual students.

The Board can address instructional hours and days through rulemaking under current authority, whereas legislation is required to provide flexibility for the pathways. The credit graduation requirements can be addressed through a combination of rulemaking and legislation.

Rulemaking proposals

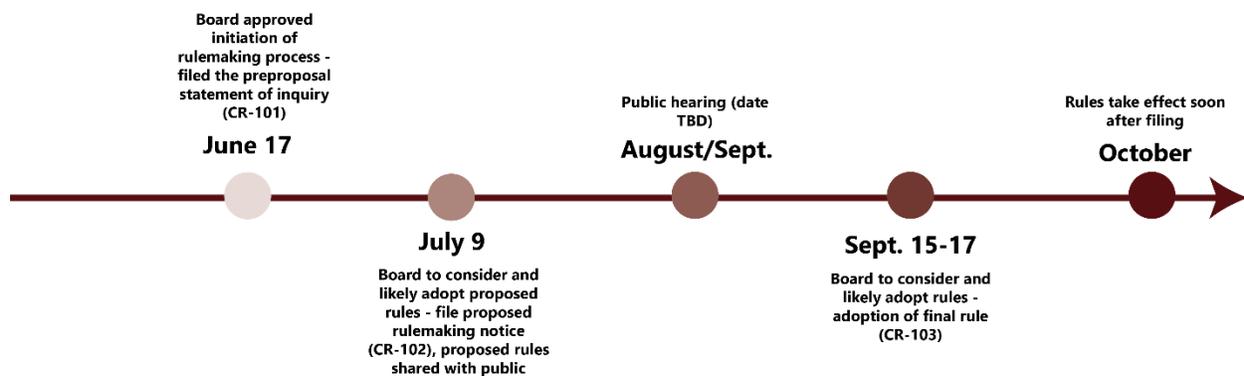
Some issues can be addressed through SBE's existing rulemaking authority. SBE staff will bring forward the following proposals for consideration at the July meeting. See the memos on each topic for additional information.

- **Instructional hours and days:** Counting instructional time that occurs outside of the traditional classroom for the 2020-21 school year (see materials starting on page 49).
- **High school graduation requirements** (see Board Materials starting on page 62):
 - **Mastery-based crediting:** Articulating districts' existing authority in an explicit way to clarify what is allowed and to support districts in offering mastery-based crediting opportunities more widely.

- **Multidisciplinary approaches to meeting subject-area graduation requirements:** Clarifying that a single course may meet more than one subject area graduation requirement.
- **Flexibility for Washington State History requirement:** Extending current ability of principals to waive this requirement in certain circumstances to include students who did not complete a WSH course because of an emergency school closure.
- **Private school online programs:** Allowing private schools to provide online programs to be responsive to COVID-19 public health requirements or community concerns.

The instructional hours and private school rules will be proposed as emergency rules, to take effect immediately following adoption. Staff recommend filing these rules for permanent consideration at the same time, along with the high school graduation requirement rules. The timeline for permanent rulemaking is shown in the figure below.

Figure. Permanent rulemaking timeline



Legislative requests – special session

The Board will consider making legislative requests to address the need for flexibility with the pathway and credit graduation requirements. These are the top priority requests that staff would recommend proposing in the event that there is a special session. In order to be expeditious, the recommended approaches build upon current flexibilities.

Graduation pathways flexibility

Access to graduation pathways has been limited due to school closures and the cancellation of testing. In addition, certain flexibilities that proved essential this year are expiring (EAA with Class of 2020 and CIA with Class of 2021). With the uncertainty surrounding next school year and the potential for ongoing disruptions, it is likely that pathways access will continue to be compromised.

To address this pressing need, staff propose **extending the Expedited Assessment Appeal (EAA) waiver** as the most expeditious approach to pursue if there is a special session. The EAA waiver was used to waive the graduation pathway requirement based on individual circumstances for this year's seniors who had not yet fulfilled the pathways requirement. However, under current law, the Class of 2020 is the last class that may access the EAA. Staff recommend extending the EAA by at least one more year to allow the graduating Class of 2021 to access this option if needed.

Credit graduation requirements flexibility

The impact of school closures, modified schedules, and hybrid learning models will continue to limit some students' ability to complete credit graduation requirements on time. The spring 2020 school closures will cause ongoing student challenges for recovery of credit and content, which may be compounded by the continued need for distance learning options next school year. Statute allows districts to waive up to two flexible credits based on individual student circumstances, but more flexibility will likely be warranted in some cases.

To address this pressing need, the Board will consider requesting legislation to **extend a modified version of the emergency waiver of credit graduation requirements**. Like the emergency waiver program established to address the spring closures, the need for this waiver would be locally determined on an individual student basis, to be used as a last resort only after demonstrating a good faith effort to help the student earn the credit. However, the waiver would have more restrictive parameters on the number and type of credits that can be waived.

Legislative requests – regular session

Strengthen ability to respond in times of emergency

One thing we have learned from the coronavirus crisis is just how ill prepared the education system was to adjust such a large-scale emergency. The State Board of Education was able to

request emergency credit waiver authority to be included as part of the coronavirus response bill that the Legislature passed at the very end of session. But if the emergency declaration had happened just a little later, we would have found ourselves in a situation where we could not have provided the flexibility needed for students graduating this year. This brings to light the need for a more comprehensive, longer term strategy to better respond to the ongoing repercussions of the current crisis as well as future unforeseen emergencies at the state or local level.

The Board will consider requesting ongoing authority to grant necessary waivers of certain graduation requirements to address emergency situations. This would allow the Board to establish through rule an emergency waiver process for granting flexibility of the credits and pathways graduation requirements. Through the rulemaking process, the Board would define the emergency triggers for eligibility, the parameters on flexibility, the application and/or data collection requirements, and the level of waiver/suspension (state, district, school, or individual level).

For example, the State Board could design a process to grant Local Education Agencies authority to administer a waiver to individual students on a case-by-case basis after demonstrating a good faith effort. An application could be required once per local emergency and not at all if the emergency is statewide, although there would still be a notification requirement to meet data needs.

Other pathways options under consideration include:

- Suspend pathways statewide for one or two years. Suspension would create the least administrative burden and could be an effective approach to address a widespread need, freeing up counselors to be able to focus more on addressing students' social emotional needs.
 - In contrast, a pathways waiver, as described above, may be an effective approach in an environment where access to pathways varies by setting. This option would also maintain momentum on pathway implementation and allow students to be recognized when they do complete a pathway.
- Establish a waiver to allow districts to innovate with pathways. This would allow districts to explore alternative options for students to demonstrate career and college readiness in alignment with the student's High School and Beyond Plan.

Create additional graduation pathways

The State Board of Education will consider requesting legislation based on the recommendations from the Second Interim Graduation Pathways Report. In particular, the Board could propose creating additional pathways, including a portfolio or project-based pathway, additional career focused options, and a credit-based pathway. See materials starting on page 62 and the report for additional information.

Forthcoming recommendations

Although not ready for consideration at this time, it is important to keep in mind the following forthcoming recommendations, as they will likely result in corresponding request legislation.

Mastery-based learning workgroup recommendations

The Mastery-Based Learning Work Group, established through E2SHB 1599, was tasked by the Legislature to provide recommendations by December 2020 around the expansion of mastery-based credits and the development of mastery-based pathways to earning a high school diploma.

Charter school report recommendations

Legislation passed last session extended the next report deadline to March 2021, but the Board is planning to draft an earlier report to address certain policy issues raised since the [2019 report](#). That report noted the need for a more comprehensive look at funding challenges faced by charter schools in Washington. In addition, an issue raised more recently is that the authority to approve new charter schools expires in April of 2021, despite the fact that the state will be unlikely to reach the maximum of forty charter public schools at that time. The Board will consider supporting an extension of that timeline. Over the next few months the Board will also be reviewing charter school rules with particular attention to the calculation of the authorizer fee and the process for districts to apply to become authorizers.



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.

Executive Director Evaluation

PREPARED FOR THE JULY 2020 BOARD MEETING

Executive Session

Materials included in packet:

- None

Synopsis:

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



Strategic Plan Priority | Funding & Accountability

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

Basic Education Oversight and Policy Options

PREPARED FOR THE JULY 2020 BOARD MEETING

Information and action

Materials included in packet:

- Draft Rule Changes to Chapter 180-16 – State Support for Public Schools
- Basic Education Compliance Survey Memo (Additional Materials)

Synopsis:

The Draft proposed rules would add a requirement, consistent with direction from OSPI, for districts to include reopening plans with the materials submitted for basic education compliance at least two weeks before school starts. In addition, the rules would explicitly allow local education agencies to count instructional hours towards the minimum district-wide annual average provided those hours of educational activity are planned by and under the supervision of school district. This would allow for instruction delivered through remote learning modalities that include but are not limited to distance learning, hybrid classrooms, rotating schedules, or other methods that allow for delivery of basic education services during the COVID-19 epidemic.

Business Items:

- Proposed emergency rules regarding instructional hours and days
- Proposed permanent rules regarding hours and days

Chapter 180-16 WAC

STATE SUPPORT OF PUBLIC SCHOOLS

Last Update: 12/3/18

WAC

- 180-16-002 Purpose and authority.

- 180-16-162 Strike defined—Presumption of approved program operation—Strikes—Exception—Approval/disapproval of program during strike period—Work stoppages and maintenance of approved programs for less than one hundred eighty days not condoned.

- 180-16-163 Strike defined.

- 180-16-164 Work stoppages and maintenance of approved programs for less than 180 days not condoned.

- 180-16-191 Programs subject to basic education allocation entitlement requirements.

- 180-16-195 Annual reporting and review process.

- 180-16-200 Total instructional hour requirement.

180-16-220 Supplemental basic education program approval requirements.

180-16-225 Waiver—Substantial lack of classroom space—Grounds and procedure.

WAC 180-16-195 Annual reporting and review process. (1)

Annual school district reports. A review of each school district's kindergarten through twelfth grade program shall be conducted annually for the purpose of determining compliance or noncompliance with basic education program approval requirements. On or before September 15th of each school year, each school district superintendent shall complete and return the program assurance form distributed by the state board of education. The form shall be designed to elicit data necessary to make a determination of a school district's compliance or noncompliance with basic education program approval requirements. For the 2020-2021 school year, local education agencies shall submit a copy of the reopening schools plan to the State Board of Education and Superintendent of Public Instruction two weeks before school begins and no later than

September 15, 2020. The form shall be submitted electronically

and signed by:

(a) The school board president or chairperson, and

(b) The superintendent of the school district.

(2) **State board staff review.**

(a) State board of education staff shall review each school district's program assurance form, may conduct on-site visits of selected school districts, as needed and subject to funding support, and shall prepare recommendations and reports for presentation to the state board of education: Provided, that, if a school district's initial program assurance form does not establish compliance with the basic education program approval requirements, the district shall be provided the opportunity to explain the deficiency or deficiencies.

(b) School districts may use the personnel and services of the educational service district to assist the district and schools in the district that are out of compliance with basic education program approval requirements.

(3) **Annual certification of compliance or noncompliance—
Withholding of funds for noncompliance.**

(a) At the November meeting of the state board of education, or at such other meeting as the board shall designate, the board shall certify by motion each school district as being in compliance or noncompliance with the basic education program approval requirements.

(b) A certification of compliance shall be effective for the then current school year subject to any subsequent ad hoc review and determination of noncompliance as may be deemed necessary by the state board of education or advisable by the superintendent of public instruction. In addition, a certification of compliance shall be effective tentatively for the succeeding school year until such time as the state board takes its annual action certifying compliance or noncompliance with the program approval requirements.

(c) A certification of noncompliance shall be effective until program compliance is assured by the school district to the satisfaction of state board of education staff, subject to review by the state board.

(d) Upon the certification of noncompliance of a school district, state board of education staff shall notify the

superintendent of public instruction and the school district of a certification of noncompliance immediately after the board meeting at which certification occurred.

(e) A withholding of basic education allocation funding from a school district shall not occur for noncompliance if the school district has remediated the noncompliance situation within sixty school business days from the time the district receives notice of the noncompliance from the state board of education. The state board of education may extend the sixty days timeline only if the district demonstrates by clear and convincing evidence to the satisfaction of the state board of education that sixty days is not reasonable to make the necessary corrections. For the purposes of this section, a school business day shall mean any calendar day, exclusive of Saturdays, Sundays, and any federal and school holidays upon which the office of the superintendent of the school district is open to the public for the conduct of business. A school business day shall be concluded or terminated upon the closure of said office for the calendar day.

(f) At the discretion of the state board of education, after notification by the state board of education to a school district regarding an existing noncompliance, may recommend withholding of funds or may enter into a compliance agreement with the school district that shall include, but not be limited to, the following criteria:

(i) A deadline for school district remediation of the noncompliance(s).

(ii) A listing of all the noncompliance areas and the necessary terms that must be satisfied in each area in order for the school district to gain compliance status. This listing also shall specify additional deadlines for the accomplishment of the stated terms if different from the final deadline as specified in subsection (1) of this section.

(iii) A closing statement specifying that a school district's failure to remediate a noncompliance by the determined deadline may result, at the state board of education's or its designee's discretion, in the recommendation to the superintendent of public instruction of withholding of

the district's basic education allocation funding by the superintendent of public instruction.

(iv) The date and the signatures of the superintendent of the school district, the chair of the district's board of directors, and the chair of the state board of education, or his/her designee, to the agreement. A copy of the completed compliance agreement shall be sent to the chairperson of the school district's board of directors and the school district superintendent.

(g) In the event a school district fails to sign a compliance agreement within five school business days from the date of issuance or does not satisfy all of the terms of the signed compliance agreement within the designated amount of time, the state board of education may recommend to the superintendent of public instruction withholding state funds for the basic education allocation until program compliance is assured.

(h) Any school district may appeal to the state board of education the decision of noncompliance by the state board of education. Such appeal shall be limited to the interpretation

and application of these rules by the state board of education. Such appeal shall not stay the withholding of any state funds pursuant to this section or completion of the compliance agreement.

(4) The provisions of subsection (3) (g) of this section shall not apply if the noncompliance is related to the district's fiscal condition and results in the implementation of a financial plan under RCW 28A.505.140(3).

[Statutory Authority: RCW 28A.150.220 and 28A.150.250. WSR 18-24-090, § 180-16-195, filed 12/3/18, effective 1/3/19. Statutory Authority: RCW 28A.150.220, 28A.150.250, and 28A.150.260. WSR 11-17-044, § 180-16-195, filed 8/11/11, effective 9/11/11. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6). WSR 02-18-056, § 180-16-195, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.150.250, 28A.150.260 and 28A.15.220 [28A.150.220]. WSR 99-10-091, § 180-16-195, filed 5/4/99, effective 6/4/99. Statutory Authority: RCW 28A.58.754(6). WSR 84-11-043 (Order 2-84), § 180-16-195, filed 5/17/84. Statutory Authority: RCW 28A.04.120. WSR 83-13-002 (Order 3-83), § 180-16-195, filed 6/2/83. Statutory Authority: RCW 28A.01.010, 28A.04.120, 28A.41.130, 28A.41.140, 28A.58.754, 28A.58.758, and 1979 ex.s. c 250. WSR 79-10-033 (Order 10-79), § 180-16-195, filed 9/12/79. Statutory Authority: RCW 28A.41.130

and 28A.58.754. WSR 78-06-097 (Order 3-78), § 180-16-195, filed 6/5/78.]

WAC 180-16-200 Total instructional hour requirement. (1)

Kindergarten total instructional hour requirement - Four hundred fifty hours annual minimum, increased to an annual minimum one thousand instructional hours according to an implementation schedule under RCW 28A.150.315.

(2) Grades 1-12 total instructional hour requirement - District-wide annual average of one thousand hours, increased beginning in the 2015-16 school year to:

(a) At least a district-wide average of one thousand eighty instructional hours for students enrolled in grades nine through twelve and a district-wide annual average of one thousand instructional hours in grades one through eight; or

(b) A district-wide annual average of one thousand twenty-seven instructional hours in grades one through twelve.

(3) For nonhigh school districts, a district-wide annual average of one thousand instructional hours in such grades as are offered by the district.

(4) For the 2020-2021 school year, "instructional hours" as defined in RCW 28A.150.205 are not limited to in-person educational services. Local education agencies may count instructional hours towards the minimum district-wide annual average those hours of educational activity planned by and under the supervision of school district staff that are delivered through remote learning modalities that include but are not limited to distance learning, hybrid classrooms, rotating schedules, or other methods that allow for delivery of basic education services during the COVID-19 epidemic. The following are applicable to the 2020-2021 school year:

(a) The allowance to count instructional hours through modalities other than in-person instruction does not preclude local education agencies from applicable funding allocation requirements as required by the Legislature or Office of Superintendent of Public Instruction; and,

(b) The State Board of Education encourages school districts to prioritize in-person instruction for students of Elementary grade levels to support their developmental needs for

in-person instructional activity as allowable under state and local emergency status;

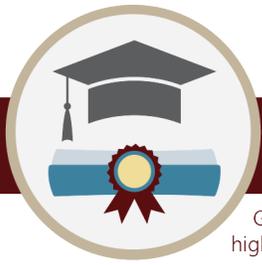
(d) Days in which instructional hours are offered to all students under this allowance shall count as school days for the purpose of meeting the minimum 180-day school year requirement;

(e) Local Education Agencies must implement a system to track student engagement, consistent with OSPI attendance rules, in instructional activities delivered through remote learning modalities; and,

(e) The State Board of Education will revisit this rule no later than its regularly scheduled July 2021 board meeting.

[Statutory Authority: 2014 c 217 and RCW 28A.230.090. WSR 14-19-032, § 180-16-200, filed 9/8/14, effective 10/9/14. Statutory Authority: Chapter 28A.630 RCW. WSR 01-24-092, § 180-16-200, filed 12/4/01, effective 1/4/02. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. WSR 95-20-086, § 180-16-200, filed 10/4/95, effective 11/4/95. Statutory Authority: RCW 28A.410.010. WSR 94-03-104 (Order 5-94), § 180-16-200, filed 1/19/94, effective 2/19/94. Statutory Authority: RCW 28A.150.220, 28A.320.200, 28A.150.260 and 1992 c 141. WSR 92-17-053, § 180-16-200, filed 8/17/92, effective 9/17/92. Statutory Authority: RCW 28A.150.220 and [28A.150.]260. WSR 92-05-047, § 180-16-200, filed 2/13/92, effective 3/15/92. Statutory

Authority: RCW 28A.04.127 and 28A.41.140. WSR 86-21-020 (Order 15-86), § 180-16-200, filed 10/7/86. Statutory Authority: RCW 28A.58.754(6). WSR 84-11-043 (Order 2-84), § 180-16-200, filed 5/17/84. Statutory Authority: RCW 28A.01.010, 28A.04.120, 28A.41.130, 28A.41.140, 28A.58.754, 28A.58.758, and 1979 ex.s. c 250. WSR 79-10-033 (Order 10-79), § 180-16-200, filed 9/12/79. Statutory Authority: RCW 28A.41.130 and 28A.58.754. WSR 78-06-097 (Order 3-78), § 180-16-200, filed 6/5/78.]



Strategic Plan Priority | Student Transitions & Diploma

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

High School Diploma and Pathway Requirements

PREPARED FOR THE JULY 2020 BOARD MEETING

Information and action

Materials included in packet:

- Memo on Draft Graduation Requirement Rules
- Draft Rule: Select sections of Chapter 180-51 (Includes only amended and new sections)
- Pathways Summary Report Cover Letter and Recommendations
- Washington Graduation Pathway Options Stakeholder Feedback Project – Year I Final Report ([Link only](#))

Synopsis:

The State Board of Education (SBE) was directed by the Legislature in [E2SHB 1599](#) (Sec. 202) to survey interested parties regarding what additional graduation pathways should be added to the existing graduation pathways and whether modifications should be made to any of the existing pathways, and report to the Legislature by August 1, 2020. SBE staff will provide an overview of this draft report, which includes Strobel Consulting's Stakeholder Feedback Project, Year I report.

The Board will also engage in a discussion around graduation requirement rule changes, which are intended to provide:

- flexibility to districts to help students move forward in their education through supports for mastery-based education.
- multidisciplinary approaches to earning high school credit.
- greater local latitude for the non-credit graduation requirement of Washington State History.

Business Item:

- Proposed permanent rules regarding high school graduation requirements



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.

HIGH SCHOOL DIPLOMA REQUIREMENTS: DRAFT RULES

PREPARED FOR THE JULY 2020 BOARD MEETING

Purpose of Draft Rules

The purpose of the proposed rule changes is to provide flexibility to districts to help students move forward in their education, and help districts address student challenges due to the COVID-19 emergency school closures. Proposed changes include:

- 1) Clarification on meeting subject area graduation requirements
 - The proposed rules are intended to clarify that a single course that addresses learning standards in more than one subject area may meet more than one subject area graduation requirement.
 - This is already commonly practiced with Career and Technical Education (CTE) course equivalencies, when a CTE course is recognized as meeting a core subject area requirement. The course may meet both a CTE graduation subject area requirement and, for example, a math requirement. The proposed rules would clarify that this practice may be applied to other core subject area requirements—for example, a social studies course with a large writing component might be recognized as also meeting an English credit.
 - This practice would provide flexibility in individual student's schedules to make up courses or take elective courses.
 - This proposed change is intended to encourage exploration of multidisciplinary approaches to teaching and learning that would complement project-based learning and mastery-based learning.

- 2) Flexibility for the Washington State History (WSH) non-credit requirement
 - Most districts' programs teach Washington State History in middle school, so students meet this graduation requirement prior to entering high school.
 - Current graduation requirement rules allow WSH to be waived locally by a principal for individual students if the student completed a state history course in another state, or the student is a junior or senior and did not complete a WSH course because of previous residence outside of the state. The proposed rules would expand the ability of principals to waive the requirement to a student who did not complete a WSH course because of an emergency school closure, or other circumstance due to an emergency, that prevented the student from having the opportunity to fulfill this requirement.
 - This rule change is intended to provide schools and districts with flexibility; students who miss taking WSH in middle school, when it is commonly taught, will have fewer choices and a tighter schedule if they make up WSH in high school. Many students will be able to make up the course, but it may become a barrier to some.

- The proposed rule is not intended to allow districts to waive the requirement for all students or excuse districts from providing the opportunity for students to take WSH. Districts would need to continue to meet statutory requirements regarding teaching and learning of civics, the Washington state constitution, and the Since Time Immemorial curriculum.

3) Clarification on districts’ authority to provide mastery-based crediting opportunities

- The rules articulate districts’ existing authority in an explicit way to clarify what is allowed and to support districts in offering mastery-based crediting opportunities more widely.
- In 2019 through ESSHB 1599, a mastery-based learning work group was established. The proposed rule changes would put the definition from ESSHB 1599 of MBL into rule, and update current WAC occurrences of “competency” to “mastery” to align with law and the state’s MBL work group’s recommended terminology.
- The existing requirement that districts adopt a written policy before awarding mastery-based credit (WAC 180-51-050) would be augmented by this new section (WAC 180-51-051) that requires the policies monitor and address disproportionality in the application of mastery-based crediting.
- Stakeholder feedback, including from the state’s Mastery-based Learning work group, was very clear that these rules need to have equity considerations at the center. In the new rule, ((3)(a)) was written based upon this feedback—and would require districts to periodically review their data regarding which subgroups of students are receiving mastery-based credit. If disproportionality is found, districts should be prepared to take appropriate actions to ensure equitable access to these crediting opportunities.
- The rules would recommend districts provide several broad categories of methods through which students could demonstrate proficiency: state assessments, locally developed assessments, equivalency course of study, and success in a higher level course.
- For additional background information and rationale for the mastery-based crediting rule, please see the [Mastery-based Crediting Policy Proposal](#) from the June 17 Work Session materials.

Summary of Changes in Draft Rules

Change (new language in quotes):	Amended or New Rule	Notes
Adds language: High school diplomas granted by “a charter school established under chapter 28A.710 RCW, tribal compact school operated according to the terms of state-tribal	WAC 180-51-015 Application of chapter to approved private schools and community colleges.	Adds language to ensure that it is understood that 180-51 is applicable to charter and tribal compact schools

Change (new language in quotes):	Amended or New Rule	Notes
education compacts authorized under chapter 28A.715 RCW," approved private schools and by community colleges shall meet the requirements of this chapter.		
Adds language: "(2) Districts must recognize career and technical high school course equivalencies in accordance with RCW 28A.230.097. (3) District may recognize single courses that meet more than one core subject area graduation requirements, allowing students to meet more than one graduation requirement while earning one credit. If the course is unusually accelerated and addresses learning standards deeply in more than one subject area, the district may award more than one credit."	WAC 180-51-025 Local school district application of state requirements	Clarifies that districts must have a policy to accept Career and Technical course equivalencies, and that policies may also allow recognition of other types of courses that meet more than one graduation requirement.
Adds language: "In accordance with WAC 180-51-025, local school boards may recognize courses that address the learning standards of more than one subject area as meeting more than one subject area graduation requirement. The determination of credits should be based on the subject areas, the range, and the depth to which the learning standards are addressed in the course."	WAC 180-51-050 High school credit—Definition	Clarifies in the definition section that districts may recognize courses as meeting more than one subject area requirement. This determination as well as the amount of credit awarded should be made by the local districts based on learning standards covered in the course.
Updates language in ((1)(b)) Satisfactory demonstration	WAC 180-51-050 High school credit—Definition	Current rule reads "competency." The language

Change (new language in quotes):	Amended or New Rule	Notes
by a student of proficiency/"mastery", as defined by written district policy, of the state's learning standards		would be updated to read "mastery" to align with the definition of mastery-based learning from ESSHB 1599 as well as the state's mastery-based learning work group's recommended terminology
Changes previous references of "competency" to "mastery" where appropriate	Entire chapter	Same as above
A new section of rule was developed to support districts in offering mastery-based (MB) crediting opportunities more widely.	WAC 180-51-051 Procedure for granting students mastery-based credit	<ol style="list-style-type: none"> 1. Places the definition of MB learning from ESSHB 1599 into rule 2. Outlines what a district's policy for awarding MB credit should include 3. Recommends that districts who offer MB crediting opportunities make certain categories of demonstration of proficiency available to their students (state assessments, local assessments, equivalency course of study, and success in a higher level course)
Adds language: This section applies to students of the applicable graduation cohorts in high school completion programs at community and technical colleges. "Such programs may recognize courses that meet more than one subject area graduation requirement, in accordance with WAC 180-51-025 and WAC 180-51-050."	<p>WAC 180-51-056 Previous requirements for high school graduation,</p> <p>WAC 180-51-067 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2012, through June 30, 2015,</p> <p>WAC 180-51-068 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015, through June 30, 2017.</p>	<p>Clarifies that districts (and other high school diploma-awarding institutions) may recognize courses that meet more than one subject area graduation requirement.</p> <p>This language is repeated for each of the WACs for different graduation cohorts.</p>

Change (new language in quotes):	Amended or New Rule	Notes
	<p>WAC 180-51-210 State subject and credit requirements for high school graduation.</p>	
<p>Adds a reference to RCW 28A.320.170 Curricula—Tribal history and culture in the context of Washington State History as a graduation requirement.</p>	<p>WAC 180-51-067 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2012, through June 30, 2015.</p> <p>WAC 180-51-068 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015, through June 30, 2017.</p> <p>WAC 180-51-210 State subject and credit requirements for high school graduation.</p>	<p>Adds a reference to RCW 28A.320.170 Curricula—Tribal history and culture because some of this curriculum is usually taught in Washington State History classes.</p> <p>This reference is repeated for each of the WACs for different graduation cohorts.</p>
<p>Adds language: The Washington state history and government requirement may be waived by the principal for “individual” students who: (i) Have successfully completed a state history and government course of study in another state; or (ii) are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state “or because emergency school closure, or other circumstance due to an emergency, prevented the student from having the</p>	<p>WAC 180-51-067 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2012, through June 30, 2015.</p> <p>WAC 180-51-068 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015, through June 30, 2017.</p> <p>WAC 180-51-210 State subject and credit requirements for high school graduation.</p>	<p>Allows a waiver of Washington State History for individual students because of school closures or other circumstances related to an emergency that prevented the student from having the opportunity to meet this requirement.</p> <p>This language is repeated for each of the WACs for different graduation cohorts.</p>

Change (new language in quotes):	Amended or New Rule	Notes
opportunity to fulfill this requirement.”		

Board Action

At the July 2020 Board meeting, the Board will consider whether to approve proposed rules based on these draft changes to the graduation requirement chapter. If approved by the Board, staff will move forward with a hearing for the proposed rules to take place this summer. Adoption of final rules would take place at the September Board meeting.

Questions concerning this memo or the draft rules may be directed to Linda Drake, linda.drake@k12.wa.us for subject area credit requirements, or Alissa Muller, Alissa.muller@k12.wa.us for mastery-based learning.

WAC 180-51

In this working document, sections listed below have been amended. Other sections in this chapter have been cut to make this working document somewhat more concise.

180-51-015 Application of chapter to approved private schools and community colleges.

180-51-025 Local school district application of state requirements.

180-51-050 High school credit—Definition.

180-51-051 (NEW) Procedure for granting students mastery-based credit

180-51-056 Previous requirements for high school graduation.

180-51-067 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2012, through June 30, 2015.

180-51-068 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015, through June 30, 2017.

180-51-095 Temporary exemption from course and credit requirements.

180-51-210 State subject and credit requirements for high school graduation.

WAC 180-51-015 Application of chapter to charter and tribal compact schools, approved private schools, and community colleges. High school diplomas granted by a charter school established under chapter 28A.710 RCW, tribal compact school operated according to the terms of state-tribal education compacts authorized under chapter 28A.715 RCW, approved private schools under chapter 28A.195 RCW and by community colleges under RCW 28B.50.535 shall meet the requirements of this chapter. References in this chapter to the board of directors of a school district shall apply to the governing board of the charter school, tribal compact school, approved private school or the community college district affected. References within this chapter to school district shall refer to the charter school, tribal compact school, approved private school or community college district. References within this chapter to

high school shall refer to each charter school, tribal compact school, approved private school or ~~each~~ community college.

[Statutory Authority: Chapter 28A.05 RCW. WSR 84-11-049 (Order 7-84), § 180-51-015, filed 5/17/84.]

WAC 180-51-025 Local school district application of state requirements. The content of courses and the determination of which courses satisfy particular subject area requirements and whether a particular course may satisfy more than one subject area requirement shall be determined locally in accordance with written policies adopted by boards of directors of districts provided that:

(1) if-a world language graduation requirement is established, credits earned in American sign language shall count toward the completion of the requirement.

(2) Districts must recognize career and technical high school course equivalencies in accordance with RCW 28A.230.097.

~~(1)-(3)~~ District may recognize single courses that meet more than one core subject area graduation requirements, allowing students to meet more than one

graduation requirement while earning one credit. If the course is unusually accelerated and addresses learning standards deeply in more than one subject area, the district may award more than one credit.

[Statutory Authority: RCW 28A.230.090. WSR 20-01-101, § 180-51-025, filed 12/13/19, effective 1/13/20; WSR 00-19-108, § 180-51-025, filed 9/20/00, effective 10/21/00. Statutory Authority: RCW 28A.230.090 and 28A.230.100. WSR 93-04-115, § 180-51-025, filed 2/3/93, effective 3/6/93. Statutory Authority: RCW 28A.05.060. WSR 89-12-061 (Order 10-89), § 180-51-025, filed 6/6/89. Statutory Authority: Chapter 28A.05 RCW. WSR 84-11-049 (Omororder 7-84), § 180-51-025, filed 5/17/84.]

WAC 180-51-050 High school credit—Definition. As used in this chapter the term "high school credit" shall mean:

(1) Grades nine through twelve or the equivalent of a four-year high school program, or as otherwise provided in RCW 28A.230.090(4):

(a) Successful completion, as defined by written district policy, of courses taught to the state's learning standards. In accordance with WAC 180-51-025, local school boards may recognize courses that address the learning standards of more

than one subject area as meeting more than one subject area graduation requirement. The determination of credits should be based on the subject areas, the range, and the depth to which the learning standards are addressed in the course. If there are no state-adopted learning standards for a subject, the local governing board, or its designee, shall determine learning standards for the successful completion of that subject; or

(b) Satisfactory demonstration by a student of proficiency or ~~mastery~~ competency, as defined by written district policy, of the state's learning standards.

(2) College and university course work. At the college or university level, five quarter or three semester hours shall equal one high school credit: Provided, that for the purpose of this subsection, "college and university course work" means course work that generally is designated 100 level or above by the college or university.

(3) Community/technical college high school completion program - Diploma awarded by community/technical colleges. Five quarter or three semester hours of community/technical college high school completion course work shall equal one high school

credit: Provided, that for purposes of awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve or the equivalent of a four-year high school program. (See also WAC 180-51-053)

(4) Community/technical college high school completion program - Diploma awarded by school district. A minimum of one-half and a maximum of one high school credit may be awarded for every five quarter or three semester hours of community/technical college high school completion course work: Provided, that for purposes of awarding equivalency credit under this subsection, college and university high school completion course work includes course work that is designated below the 100 level by the college and the course work is developmental education at grade levels nine through twelve or the equivalent of a four-year high school program. (See also WAC 180-51-053)

(5) Each high school district board of directors shall adopt a written policy for determining the awarding of

equivalency credit authorized under subsection (4) of this section. The policy shall apply uniformly to all high schools in the district.

(6) Each high school district board of directors shall adopt a written policy regarding the recognition and acceptance of earned credits. The policy shall apply to all high schools in the district. The policy may include reliance on the professional judgment of the building principal or designee in determining whether or not a credit meets the district's standards for recognition and acceptance of a credit. The policy shall include an appeal procedure to the district if it includes reliance on the professional judgment of the building principal or designee.

(7) A student must first obtain a written release from their school district to enroll in a high school completion program under subsection (3) of this section if the student has not reached age eighteen or whose class has not graduated.

[Statutory Authority: RCW 28A.230.090. WSR 20-01-101, § 180-51-050, filed 12/13/19, effective 1/13/20; WSR 12-03-052, § 180-51-050, filed 1/11/12, effective 2/11/12. Statutory Authority: Chapter 28A.230 RCW. WSR 05-19-105, § 180-51-050, filed 9/20/05,

effective 10/21/05. Statutory Authority: Chapter 28A.230 RCW and RCW 28B.50.915. WSR 04-20-093, § 180-51-050, filed 10/5/04, effective 11/5/04. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130(6). WSR 04-04-093, § 180-51-050, filed 2/3/04, effective 3/5/04. Statutory Authority: RCW 28A.230.090. WSR 00-23-032, § 180-51-050, filed 11/8/00, effective 12/9/00; WSR 99-10-093, § 180-51-050, filed 5/4/99, effective 6/4/99. Statutory Authority: RCW 28A.230.090 and 28A.305.130. WSR 97-08-020, § 180-51-050, filed 3/25/97, effective 4/25/97; WSR 96-09-027, § 180-51-050, filed 4/9/96, effective 5/10/96. Statutory Authority: RCW 28A.230.090, 28A.305.130 and 1994 c 222. WSR 95-16-063, § 180-51-050, filed 7/27/95, effective 8/27/95. Statutory Authority: RCW 28A.230.090(1) and 28A.305.130 (8) and (9). WSR 94-13-017, § 180-51-050, filed 6/3/94, effective 7/4/94. Statutory Authority: RCW 28A.230.090. WSR 94-03-100 (Order 1-94), § 180-51-050, filed 1/19/94, effective 9/1/94. Statutory Authority: RCW 28A.05.060. WSR 85-12-041 (Order 12-85), § 180-51-050, filed 6/5/85. Statutory Authority: Chapter 28A.05 RCW. WSR 84-11-049 (Order 7-84), § 180-51-050, filed 5/17/84.]

[New section: WAC 180-51-051 Procedure for granting students](#)

[mastery-based credit](#)

[\(1\) Definitions.](#)

[The definitions in this section apply throughout this chapter.](#)

(a) Per WAC 180-51-015, references to "district" within this section means a school district, a charter school established under chapter 28A.710 RCW, a tribal compact school operated according to the terms of state-tribal education compacts authorized under chapter 28A.715 RCW, and community and technical college colleges per WAC 180-51-015.

(b) Per ESSHB 1599 (Chapter 252, Laws of 2019), "mastery-based learning" means:

(i) Students advance upon demonstrated mastery of content;

(ii) Competencies include explicit, measurable, transferable learning objectives that empower students;

(iii) Assessments are meaningful and a positive learning experience for students;

(iv) Students receive rapid, differentiated support based on their individual learning needs; and

(v) Learning outcomes emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions.

(2) Per WAC 180-51-050, a district may award credit to a student who demonstrates mastery on the state learning

standards. If no state standard is available for a subject the district may award credit based on mastery of locally adopted standards.

(3) A district's written policy for awarding mastery-based credit must include:

(a) A provision that details how the district will ensure cultural responsiveness and equity in awarding of mastery-based credit. Each district shall maintain disaggregated student data and periodically review which subgroups of students are receiving mastery-based credit. If the district finds disproportionality among student groups receiving mastery-based credit, the district should be prepared to take appropriate actions to ensure equitable access to mastery-based credit opportunities.

(b) Which subjects or courses are eligible for mastery-based credit

(c) Other methods allowable for a student to demonstrate proficiency and qualify for mastery credit, beyond what is established in ((4) (b)) for locally developed assessment options.

(4) Student Demonstration of Mastery: Student demonstration of mastery of the state's learning standards is not limited to standardized assessment results. Nothing in this section prohibits LEAs from developing additional methods to allow students to show proficiency and earn mastery-based credit, beyond what is included in this section. Districts who adopt a written policy for awarding mastery-based credit may make the following methods of earning mastery-based credit available to their students:

(a) State Assessments in English Language Arts, math, and science, in accordance with RCW 28A.655.070

(b) Local Assessment Options: districts are encouraged to allow students to choose their assessment method from a variety of district-approved options. Additionally, districts may consider using standards-based grading for any local assessment approach to awarding credit. Local assessment options may include:

(i) Locally created written or oral test

(ii) Written report by the student

(iii) Student-designed portfolio of work

(iv) Student presentation or oral defense of their learning in the course

(v) Hands-on demonstration of knowledge and skills

(vi) A combination of assessment approaches, as defined by the district

(c) Equivalency course of study: Students may receive credit for learning experiences outside of school that align to state learning standards, in accordance with WAC 392-410-300.

(d) Successful Completion of Next Higher-Level Course: districts may award credit for a course when the student successfully completes the next higher-level course in a sequence that includes a natural progression of the state learning standards from the previous course. Districts shall use the state or locally determined learning standards as their guide when making decisions regarding what courses should qualify.

(5) High School and Beyond Plan (HSBP): In accordance with WAC 180-51-220((1)(c)), a student's High School and Beyond Plan should reflect subject area requirements intended to be met, or

that have been met, through mastery-based credit (per WAC 180-51-220).

WAC 180-51-056 Previous requirements for high school graduation. This section describes the statewide minimum credit and subject areas requirements for high school graduation for students who entered the ninth grade or began the equivalent of a four-year high school program prior to July 1, 2012 (the class of 2015 and previous classes). This section applies to students of the applicable graduation cohorts in high school completion programs at community and technical colleges. Such programs may recognize courses that meet more than one subject area graduation requirement, in accordance with WAC 180-51-025 and WAC 180-51-050.

(1) The minimum credit and subject area requirements, except as noted in subsections (2) and (3) of this section, are as follows:

(a) Three **English** credits (reading, writing, and communications) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district.

(b) Two **science** credits (physical, life, and earth) that at minimum align with grade level expectations for ninth and tenth grade, plus content that is determined by the district. At least one credit in laboratory science is required which shall be defined locally.

(c) Two and one-half **social studies** credits that at minimum align with the state's learning standards in civics, economics, geography, history, and social studies skills at grade ten and/or above plus content that is determined by the district. The social studies requirement shall consist of the following mandatory courses or equivalencies:

(i) One credit shall be required in United States history and government which shall include study of the Constitution of the United States.

(ii) Under the provisions of RCW 28A.230.170 and 28A.230.090, one-half credit shall be required in Washington state history and government which shall include study of the Constitution of the state of Washington and shall include information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the

state. If taken in seventh or eighth grade, this course may meet the state history and government graduation requirement.

However, the course may only count as a high school credit if the academic level of the course exceeds the requirements for seventh and eighth grade classes or is equivalent to a course offered at a high school in the district as determined by the school district board of directors (RCW 28A.230.090). The study of the United States and Washington state Constitutions shall not be waived but may be fulfilled through an alternative learning experience approved locally under written district policy. Secondary school students who have completed and passed a state history and government course of study in another state, and students who transferred from another state as eleventh or twelfth grade students who have or will have earned two credits in social studies at graduation, may have the Washington state history and government requirement waived.

(iii) One credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations,

or related courses with emphasis on current problems may be accepted as equivalencies.

(d) One-half credit of **health**.

(e) One and one-half credits of **physical education**.

Students may be excused from the physical education requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate proficiency/~~mastery~~competency in the knowledge portion of the physical education requirement, in accordance with written district policy. Such policies that should be based upon meeting both health and physical education curricula concepts as well as alternative means of engaging in physical activities, as directed in RCW 28A.210.365.

(f) One **arts** credit that at minimum is aligned to learning standards.

(g) One credit in **career and technical education** or occupational education. Courses that meet this requirement include courses that are part of career and technical education programs, as defined in chapter 28A.700 RCW, or occupational education courses as identified by the district. "Occupational education" means credits resulting from a series of learning

experiences designed to assist the student to acquire and demonstrate masterycompetency of skills under student learning goal four (RCW 28A.150.210) and are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as contained in the career and technical education program standards of the office of the superintendent of public instruction. Districts are encouraged to offer career and technical education programs, as defined in RCW 28A.700.010.

(i) An exception of the career and technical education requirement may be made for private schools as provided in WAC 180-90-160.

(ii) A student who earns credit through a career and technical education course determined by the district or by the office of the superintendent of public instruction to be equivalent to a noncareer and technical education course per RCW 28A.700.070, will not be required to pass a course in the noncareer and technical education subject to earn a credit in the noncareer and technical education subject. The single career and technical education course equivalency meets two graduation

requirements, the career and technical education subject area graduation requirement and the noncareer and technical education subject area graduation requirement. The student therefore has an additional elective credit.

(h) Five and one-half credits of **electives**. Districts may replace these credits with local district requirements through written district policy.

(i) Each student shall have a **high school and beyond plan** for their high school experience, that informs course-taking and that is aligned with the student's postsecondary goals.

(2) For students who entered ninth grade prior to July 1, 2009 (graduating classes preceding the class of 2013), additional graduation requirements are as follows:

(a) The total minimum number of credits required for high school graduation is nineteen.

(b) Two mathematics credits that at minimum align with mathematics grade level expectations for ninth and tenth grade, plus content that is determined by the district.

(3) For students who entered ninth grade as of July 1, 2009, through June 30, 2012 (the class of 2013 through the class of 2015), additional graduation requirements are as follows:

(a) The total minimum number of credits required for high school graduation is twenty.

(b) Three mathematics credits that align with the high school mathematics standards as developed and revised by the office of the superintendent of public instruction and satisfy the requirements set forth below:

(i) Unless otherwise provided for in (b) (ii) of this subsection, the three mathematics credits required under this section must include:

(A) Algebra 1 or integrated mathematics I;

(B) Geometry or integrated mathematics II; and

(C) Algebra 2 or integrated mathematics III.

(ii) A student may elect to pursue a third credit of high school-level mathematics, other than algebra 2 or integrated mathematics III, based on a career-oriented program of study identified in the student's high school and beyond plan that is currently being pursued by the student.

[Statutory Authority: RCW 28A.230.090. WSR 20-01-101, § 180-51-056, filed 12/13/19, effective 1/13/20.]

WAC 180-51-067 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2012, through June 30, 2015. The statewide subject areas and credits required for high school graduation, beginning July 1, 2012, for students who enter the ninth grade or begin the equivalent of a four-year high school program, as of July 1, 2012, through June 30, 2015, except as provided in WAC 180-51-068(11), shall total twenty as provided below. The credit and subject area requirements in this section apply to districts with a waiver to delay implementing WAC 180-51-068. For such districts, this section will apply to students who entered ninth grade between July 1, 2012, and June 30, 2016. All 180-51-credits are to be aligned with the state's learning standards for the subject. The content of any course shall be determined by the local school district. Districts may recognize courses that meet more than one subject area graduation requirement, per WAC 180-51-025 and WAC 180-51-050.

- (1) Four **English** credits.

(2) Three **mathematics** credits that satisfy the requirements set forth below:

(a) Unless otherwise provided for in (d) through (g) of this subsection, the three mathematics credits required under this section must include:

- (i) Algebra 1 or integrated mathematics I;
- (ii) Geometry or integrated mathematics II; and
- (iii) Algebra 2 or integrated mathematics III.

(b) A student may elect to pursue a third credit of high school-level mathematics, other than algebra 2 or integrated mathematics III, if all of the following requirements are met:

(i) The student's elective choice is based on a career-oriented program of study identified in the student's high school and beyond plan that is currently being pursued by the student;

(ii) The student's parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection than algebra 2 or integrated mathematics III

because it will better serve the student's education and career goals;

(iii) A meeting is held with the student, the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable), and a high school representative for the purpose of discussing the student's high school and beyond plan and advising the student of the requirements for credit bearing two- and four-year college level mathematics courses; and

(iv) The school has the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) sign a form acknowledging that the meeting with a high school representative has occurred, the information as required was discussed, and the parent(s)/guardian(s) (or designee for the student if a parent or guardian is unavailable) agree that the third credit of mathematics elected is a more appropriate course selection given the student's education and career goals.

(c) Equivalent career and technical education mathematics courses meeting the requirements set forth in RCW 28A.230.097 can be taken for credit instead of any of the mathematics

courses set forth in (a) of this subsection if the career and technical education mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.

(d) A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade that is automatically transcribed on the student's high school transcript in accordance with RCW 28A.230.090 and WAC 180-51-030, or a student who demonstrates mastery/competency in high school math subjects and has received credit for them, may use these credits to meet their math graduation requirements. Upon completion of algebra 1 or integrated math I, geometry or integrated math II, and a third credit of high school level math that aligns with the student's high school and beyond plan, the student should be encouraged to consider additional math courses, which align with the student's education and career goals in their high school and beyond plan.

(e) A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade and opts to receive no high school credit for such

course(s) in accordance with RCW 28A.230.090 and WAC 180-51-030,
or a student who demonstrated mastery/~~competency~~ in these
subjects but did not receive high school credits, may either:

(i) Repeat the course(s) for credit in high school; or

(ii) Earn three credits of high school mathematics in
different math subjects than those completed before high school.
The student must take algebra 1 or integrated mathematics I and
geometry or integrated math II in high school if the student did
not complete these courses at a high school level prior to high
school, but the student does not need to repeat courses if the
student already took the courses at a high school level.

(3) Two **science** credits, at least one of the two credits
must be in laboratory science.

(4) Three **social studies** credits (two credits prescribed
courses, plus one credit social studies elective) and a
noncredit requirement. The social studies requirement shall
consist of the following mandatory courses or equivalencies:

(a) One credit shall be required in United States history.

(b) Successful completion of Washington state history and
government shall be required, subject to the provisions of RCW

28A.230.170; RCW 28A.230.090, RCW 28A.320.170 and WAC 392-410-120, and shall include information on the cultures, histories, and governments of the American Indian peoples who are the first inhabitants of the state. Successful completion of Washington state history must be noted on each student's transcript. The Washington state history and government requirement may be waived by the principal for individual students who: (i) Have successfully completed a state history and government course of study in another state; or (ii) are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state or because emergency school closure, or other circumstance due to an emergency, prevented the student from having the opportunity to fulfill this requirement.

(c) One-half credit shall be required in contemporary world history, geography, and problems. Courses in economics, sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.

(d) One-half credit shall be required in civics and include at a minimum the content listed in RCW 28A.230.093.

(5) One-half credits of **health**.

(6) One and one-half credits of physical education.

Students may be excused from the physical education requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate ~~competency~~/mastery of the knowledge portion of the physical education requirement, in accordance with written district policy. Such policies should be based upon addressing health and physical education learning standards as well as alternative means of engaging in physical activities, as directed in RCW 28A.210.365.

(7) One **arts** credit. The essential content in this subject area may be satisfied in the visual or performing arts.

(8) One credit in **career and technical education** or **occupational education**.

(a) "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate ~~competency~~mastery of skills under student learning goal four and which skills are required for

success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as contained in the career and technical education program standards of the office of the superintendent of public instruction.

(b) Students who earn a graduation requirement credit through a career and technical education course determined by the district or by the office of the superintendent of public instruction to be equivalent to a noncareer and technical education course will not be required to earn a second credit in the noncareer and technical education course subject. The student earns one credit while meeting two graduation requirements, a career and technical education requirement and the noncareer and technical education subject requirement. The total number of credits required for graduation remains unchanged, and the student will need to earn an additional elective credit.

(9) Four credits of **electives**.

(10) Each student shall have a **high school and beyond plan** for their high school experience, as described in WAC 180-51-220.

(11) Students who complete and pass all required International Baccalaureate Diploma Programme courses are considered to have satisfied state subject and credit requirements for graduation from a public high school, subject to the provisions of RCW 28A.230.090, 28A.230.170, and chapter 28A.230 RCW.

(12) A student with an individualized education program (IEP) must be provided the opportunity to meet graduation requirements that align with the student's high school and beyond plan pursuant to WAC 180-51-115.

[Statutory Authority: RCW 28A.230.090. WSR 20-01-101, § 180-51-067, filed 12/13/19, effective 1/13/20. Statutory Authority: 2014 c 217 and RCW 28A.230.090. WSR 14-19-032, § 180-51-067, filed 9/8/14, effective 10/9/14. Statutory Authority: RCW 28A.230.090, 28A.230.093, 28A.230.050, 28A.230.170, 28A.230.060, and 28A.305.215(8). WSR 12-03-073, § 180-51-067, filed 1/13/12, effective 2/13/12.]

WAC 180-51-068 State subject and credit requirements for high school graduation—Students entering the ninth grade on or

after July 1, 2015, through June 30, 2017. The statewide subject areas and credits required for high school graduation, beginning July 1, 2015, for students who enter the ninth grade or begin the equivalent of a four-year high school program (the class of 2019), shall total twenty-four as required in this section, except as otherwise provided in subsections (12) and (13) of this section. All credits are to be aligned with the state's learning standards developed under RCW 28A.655.070 for the subject. The content of any course shall be determined by the local school district. Districts may recognize courses that meet more than one subject area graduation requirement, in accordance with WAC 180-51-025 and WAC 180-51-050.

(1) Four **English** credits.

(2) Three **mathematics** credits that satisfy the requirements set forth in (a) through (e) of this subsection:

(a) Unless otherwise provided for in (b) of this subsection, the three mathematics credits required under this section must include:

(i) Algebra 1 or integrated mathematics I;

(ii) Geometry or integrated mathematics II; and

(iii) A third credit of high school mathematics, aligning with the student's interests and high school and beyond plan, with agreement of the student's parent or guardian. The high school and beyond plan must be provided to the student's parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district (RCW 28A.230.090). Districts are encouraged to provide plans to parents and guardians in additional languages as needed, to the extent feasible. If the parent or guardian is unavailable or does not indicate a preference for a specific course, the school counselor or principal may provide agreement with the plan.

(b) A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade that is automatically transcribed on the student's high school transcript in accordance with RCW 28A.230.090 and WAC 180-51-030, or a student who demonstrates mastery/competency in high school math subjects and has received credit for them, may use these credits to meet their math graduation requirements. Refer to WAC 180-51-030 for information about

opting out of credits and numerical grades. Upon completion of algebra 1 or integrated math I, geometry or integrated math II, and a third credit of high school level math that aligns with the student's high school and beyond plan, the student should be encouraged to consider additional math courses, which align with the student's education and career goals in their high school and beyond plan.

(c) A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade and opts to receive no high school credit for such course(s) in accordance with RCW 28A.230.090 and WAC 180-51-030, or a student who demonstrated mastery/~~competency~~ in these subjects but did not receive high school credits, may either:

(i) Repeat the course(s) for credit in high school; or

(ii) Earn three credits of high school mathematics in different math subjects than those completed before high school. The student must take algebra 1 or integrated mathematics I and geometry or integrated math II in high school if the student did not complete these courses at a high school level prior to high

school, but the student does not need to repeat courses if the student already took the courses at a high school level.

(3) Three **science** credits, at least two of which must be in laboratory science as provided in subsection (17)(a) of this section. A student may choose the content of the third credit of science, based on the student's interests and high school and beyond plan, with agreement of the student's parent or guardian. The high school and beyond plan must be provided to the student's parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district (RCW 28A.230.090). Districts are encouraged to provide plans to parents and guardians in additional languages as needed, to the extent feasible. If the parent or guardian is unavailable or does not indicate a preference for a specific course, agreement may be provided by the school counselor or principal.

(4) Three **social studies** credits (two credits prescribed courses, plus a one credit social studies elective) and a noncredit requirement. The social studies requirement shall consist of the following mandatory courses or equivalencies:

(a) One credit shall be required in United States history.

(b) Successful completion of Washington state history and government shall be required, subject to the provisions of RCW 28A.230.170, RCW 28A.230.090, RCW 28A.320.170 and WAC 392-410-120, and shall include information on the cultures, histories, and governments of the American Indian peoples who are the first inhabitants of the state. Successful completion of Washington state history must be noted on each student's transcript. The Washington state history and government requirement may be waived by the principal for individual students who:

(i) Have successfully completed a state history and government course of study in another state; or

(ii) Are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state or because emergency school closure, or other circumstance due to an emergency, prevented the student from having the opportunity to fulfill this requirement.

(c) One-half credit shall be required in contemporary world history, geography, and problems. Courses in economics,

sociology, civics, political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.

(d) One-half credit shall be required in civics and include at a minimum the content listed in RCW 28A.230.093.

(5) One-half credit in **health**.

(6) One and one-half in **physical education**. Students may be excused from the physical education requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate ~~competency~~/mastery of the knowledge portion of the fitness requirement, in accordance with written district policy. Such policies should be based upon addressing health and physical education learning standards as well as alternative means of engaging in physical activities, as directed in RCW 28A.210.365.

(7) Two **arts** credits. The essential content in this subject area may be satisfied in the visual or performing arts. One of the two arts credits may be replaced with a personalized pathway requirement as provided in subsection (17)(c) of this section.

(8) One credit in **career and technical education**.

(a) A career and technical education credit means a credit resulting from a course in a career and technical education program or occupational education credit as contained in the career and technical education program standards of the office of the superintendent of public instruction. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate ~~competency~~ mastery of skills under student learning goal four and which skills are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as contained in the career and technical education program standards of the office of the superintendent of public instruction. Districts are encouraged to offer career and technical education programs, as defined in RCW 28A.700.010.

(b) An exception may be made for private schools as provided in WAC 180-90-160.

(c) A student who earns credit through a career and technical education course determined by the district or by the office of the superintendent of public instruction to be

equivalent to a noncareer and technical education core course (RCW 28A.700.070 and subsection (14) of this section), will not be required to pass a course in the noncareer and technical education subject to earn a credit in that subject. The student earns one credit while meeting two graduation requirements, a career and technical education requirement and the noncareer and technical education subject requirement. The total number of credits required for graduation remain unchanged, and the student will need to earn an additional elective credit.

(9) Two credits in **world languages or personalized pathway requirements**. If the student has chosen a four-year degree pathway under subsection (11) of this section, the student shall be advised to earn two credits in world languages.

(10) Four credits of **electives**.

(11) Each student shall have a **high school and beyond plan** to guide his or her high school experience, as described in WAC 180-51-220.

(12) A school district wishing to implement the requirements for high school graduation for students who enter the ninth grade or begin the equivalent of a four-year high

school program on July 1, 2016, or July 1, 2017, rather than July 1, 2015, may apply to the state board of education for a temporary waiver of the requirements of this section. The state board of education shall post an application form on its website for use by districts seeking this waiver.

(a) An application for a waiver must:

(i) Meet the requirements of chapter 217, Laws of 2014 (E2SSB 6552), which include describing why the waiver is being requested, the specific impediments preventing timely implementation of the high school graduation requirements established in subsections (1) through (10) of this section, and the efforts that will be taken to achieve implementation with the graduating class proposed under the waiver.

(ii) Be accompanied by a resolution adopted by the district board of directors requesting the waiver. The resolution must state the entering freshman class or classes for whom the waiver is requested, and be signed by the board chair or president and the district superintendent.

(b) A district implementing a waiver shall continue to be subject to the requirements of WAC 180-51-067 during the school year or years for which the waiver has been granted.

(c) Nothing shall prevent a district granted a waiver from electing to implement subsections (1) through (11) of this section during the term for which the waiver is granted. A district granted a waiver that elects to implement subsections (1) through (11) of this section shall provide notification of such decision to the state board of education.

(d) The state board of education shall post the application for each waiver on its public website.

(13) A school district that grants high school diplomas may waive up to two of the credits required for graduation under this section for individual students for reason of a student's circumstances, as defined by the district. Unless otherwise provided in law, students granted a waiver under this subsection must earn the seventeen required subject credits in subsections (1) through (7) of this section, which may be by satisfactory demonstration of competence under WAC 180-51-050. The waiving of credits for individual students for reason of a student's

circumstances must be in accordance with written policies adopted by resolution of each board of directors of a district that grants diplomas.

(14) Career and technical education courses determined by the district or by the office of the superintendent of public instruction to be equivalent to a noncareer and technical education course in accordance with RCW 28A.700.070 can be taken for credit in place of that course. Equivalencies may be determined for any of the core credit graduation requirements of subsections (1) through (7) of this section.

(15) Students who complete and pass all required International Baccalaureate Diploma Programme courses are considered to have satisfied state subject and credit requirements for graduation from a public high school, subject to the provisions of RCW 28A.230.090, 28A.230.170, and chapter 28A.230 RCW.

(16) A student with an individualized education program must be provided the opportunity to meet graduation requirements that align with the student's high school and beyond plan pursuant to WAC 180-51-115.

(17) Definitions:

(a) "Laboratory science" means any instruction that provides opportunities for students to interact directly with the material world, or with data drawn from the material world, using the tools, data collection techniques, models and theories of science. A laboratory science course meeting the requirement of subsection (3) of this section may include courses conducted in classroom facilities specially designed for laboratory science, or coursework in traditional classrooms, outdoor spaces, or other settings which accommodate elements of laboratory science as identified in this subsection;

(b) "Personalized pathway" means a locally determined body of coursework identified in a student's high school and beyond plan that is deemed necessary to attain the post-secondary career or educational goals chosen by the student;

(c) "Personalized pathway requirements" means up to three course credits chosen by a student under subsections (7) and (9) of this section that are included in a student's personalized pathway and prepare the student to meet specific post-secondary career or educational goals.

[Statutory Authority: RCW 28A.230.090. WSR 20-01-101, § 180-51-068, filed 12/13/19, effective 1/13/20. Statutory Authority: 2014 c 217 and RCW 28A.230.090. WSR 14-19-032, § 180-51-068, filed 9/8/14, effective 10/9/14.]

WAC 180-51-095 Temporary exemption from course and credit requirements. Annual exemptions to the definition of an annualized high school credit may be granted upon the request of an approved private school which offers evidence that delineates content, time, or masterycompetency assessments which are substantially equivalent to the definition stated in WAC 180-51-050. The waiver process shall be administered by the state board of education.

[Statutory Authority: RCW 28A.230.090. WSR 20-01-101, § 180-51-095, filed 12/13/19, effective 1/13/20; WSR 07-07-064, § 180-51-095, filed 3/14/07, effective 4/14/07.]

WAC 180-51-210 State subject and credit requirements for high school graduation. (1) Definitions. The definitions in this section apply throughout this chapter.

(a) "Laboratory science" means any instruction that provides opportunities for students to interact directly with the material world, or with data drawn from the material world, using the tools, data collection techniques, models and theories

of science. A laboratory science course meeting the requirement of subsection (4) of this section may include courses conducted in classroom facilities specially designed for laboratory science, or course work in traditional classrooms, outdoor spaces, or other settings which accommodate elements of laboratory science as identified in this subsection;

(b) "Personalized pathway" means a locally determined body of course work identified in a student's high school and beyond plan that is deemed necessary to attain the postsecondary career or educational goals chosen by the student;

(c) "Personalized pathway requirements" means up to three course credits chosen by a student that are included in a student's personalized pathway, that prepare the student to meet specific postsecondary career or educational goals, and that align with the student's high school and beyond plan. A student's personalized pathway requirements are included in the student's flexible credits, as defined in this subsection.

(d) "Core credit" is a credit earned through course work or through mastery-~~or competency~~-based credit in the subject areas listed in subsection (4) of this section. Students subject to

the graduation requirements in this section must earn seventeen core credits in high school. Core credits do not include electives or personalized pathway requirements and may not be waived under RCW 28A.230.090 (1)(e) or subsection (2) of this section.

(e) "Flexible credit" is a credit that is either an elective credit or a personalized pathway requirement. Flexible credits may be waived under RCW 28A.230.090 and subsection (2) of this section, and are listed in subsection (5) of this section.

(2) A school district that grants high school diplomas may waive up to two of the flexible credits required for graduation under subsection (4) of this section for an individual student, based on the student's circumstances. Districts will grant any such waiver in accordance with written district policy. A student granted a waiver under this subsection must earn the core credits in subsection (4) of this section, but may graduate with as few as twenty-two credits, rather than twenty-four credits.

(3) The statewide subject areas and credits required for high school graduation, for students who enter the ninth grade or begin the equivalent of a four-year high school program on or after July 1, 2017, (the class of 2021 and beyond) shall total twenty-four, except as otherwise provided in this section. The twenty-four subject area credits for graduation include core credits and flexible credits listed in subsections (4) and (5) of this section. All credits are to be aligned with the state's learning standards developed under RCW 28A.655.070 for the subject and may be earned through mastery-~~or competency~~-based credit. The contents of any course shall be determined by the local school district. Districts may recognize courses that meet more than one subject area graduation requirement, per WAC 180-51-025 and WAC 180-51-050. Districts are encouraged to adopt culturally-responsive curricula that is relevant to the district's students, including the incorporation of curricula about the history, culture, and government of the nearest federally recognized Indian tribe or tribes as required by RCW 28A.320.170.

(4) Core credits are credits and subject areas that may not be waived under RCW 28A.230.090 (1) (e) and subsection (2) of this section. The core credits include:

(a) Four **English** credits.

(b) Three **mathematics** credits.

(i) Unless otherwise provided for in (b) (ii) of this subsection, the three mathematics credits required under this section must include:

(A) Algebra 1 or integrated mathematics I;

(B) Geometry or integrated mathematics II; and

(C) A third credit of high school mathematics, aligning with the student's interests and high school and beyond plan, with agreement of the student's parent or guardian. The high school and beyond plan must be provided to the student's parents or guardians in their native language if that language is one of the two most frequently spoken non-English languages of students in the district (RCW 28A.230.090). Districts are encouraged to provide plans to parents and guardians in additional languages as needed, to the extent feasible. If the parent or guardian is unavailable or does not indicate a preference for a specific

course, agreement may be provided by the school counselor or principal.

(ii) A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade that is automatically transcribed on the student's high school transcript in accordance with RCW 28A.230.090 and WAC 180-51-030, or a student who demonstrates mastery/competency in high school math subjects and has received credit for them, may use these credits to meet their math graduation requirements. Refer to WAC 180-51-030 for information about opting out of credits and numerical grades. Upon completion of algebra 1 or integrated math I, geometry or integrated math II, and a third credit of high school level math that aligns with the student's high school and beyond plan, schools are urged to encourage the student to consider additional math courses, which align with the student's education and career goals in their high school and beyond plan.

(iii) A student who prior to ninth grade successfully completes one or more high school level math courses with a passing grade and opts to receive no high school credit for such

course(s) in accordance with RCW 28A.230.090 and WAC 180-51-030,
or a student who demonstrated mastery/~~competency~~ in these
subjects but did not receive high school credits, may either:

(A) Repeat the course(s) for credit in high school; or

(B) Earn three credits of high school mathematics in
different math subjects than those completed before high school.
The student must take algebra 1 or integrated mathematics I and
geometry or integrated math II in high school if the student did
not complete these courses at a high school level prior to high
school, but the student does not need to repeat courses if the
student already passed the courses at a high school level.

(c) Three **science** credits, at least two of which must be in
laboratory science. A student may choose the content of the
third credit of science based on the student's interests and
high school and beyond plan, with agreement of the student's
parent or guardian. The high school and beyond plan must be
provided to the student's parents or guardians in their native
language if that language is one of the two most frequently
spoken non-English languages of students in the district (RCW
28A.230.090). Districts are encouraged to provide plans to

parents and guardians in additional languages as needed, to the extent feasible. If the parent or guardian is unavailable or does not indicate a preference for a specific course, the school counselor or principal may provide agreement with the plan.

(d) Three **social studies** credits (two credits prescribed courses, plus one credit social studies elective) and Washington state history and government, a noncredit requirement typically met in middle school. In accordance with RCW 28A.320.170, when a school district board of directors reviews or adopts its social studies curriculum, it shall incorporate curricula about the history, culture, and government of the nearest federally recognized Indian tribe or tribes, so that students learn about the unique heritage and experience of those tribe or tribes. The social studies requirement shall consist of the following mandatory courses:

(i) One credit shall be required in United States history or its equivalent.

(ii) One-half credit shall be required in contemporary world history, geography, and problems, or its equivalent.

Courses in economics, sociology, civics (through the class of

2023), political science, international relations, or related courses with emphasis on contemporary world problems may be accepted as equivalencies.

(iii) One-half credit shall be required in civics, including at a minimum the content listed in RCW 28A.230.094. Starting with the class of 2024, districts must offer this graduation requirement as a stand-alone course, subject to the provisions of RCW 28A.230.094.

(iv) Successful completion of Washington state history and government shall be required, subject to the provisions of RCW 28A.230.170, 28A.230.090, 28A.320.170 and WAC 392-410-120, and shall include information on the cultures, histories, and governments of the American Indian peoples who are the first inhabitants of the state. Successful completion of Washington state history must be noted on each student's transcript. The Washington state history requirement may be waived by the principal for individual students who:

(A) Have successfully completed a state history course of study in another state; or

(B) Are in eleventh or twelfth grade and who have not completed a course of study in Washington's history because of previous residence outside the state or because emergency school closure, or other circumstance due to an emergency, prevented the student from having the opportunity to fulfill this requirement.

(e) One-half credit of **health**.

(f) One and one-half credit of **physical education**. Students may be excused from the physical education requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate ~~competency~~/mastery in the knowledge portion of the physical education requirement, in accordance with written district policy. Such policies should be based upon addressing health and physical education learning standards as well as alternative means of engaging in physical activities, as directed in RCW 28A.210.365.

(g) One credit in **career and technical education**.

(i) Courses that meet this requirement include courses that are part of career and technical education programs, as defined in chapter 28A.700 RCW, or occupational education courses as

identified by the district. "Occupational education" means credits resulting from a series of learning experiences designed to assist the student to acquire and demonstrate [masterycompetency](#) of skills under student learning goal four and are required for success in current and emerging occupations. At a minimum, these competencies shall align with the definition of an exploratory course as contained in the career and technical program standards of the office of the superintendent of public instruction. Districts are encouraged to offer career and technical education programs, as defined in RCW 28A.700.010.

(ii) An exception of the career and technical education requirement may be made for private schools as provided in WAC 180-90-160.

(iii) A student who earns credit through a career and technical education course determined by the district or by the office of the superintendent of public instruction to be equivalent to a noncareer and technical education core course (RCW 28A.700.070 and subsection (7) of this section), will not be required to pass a course in the noncareer and technical education subject to earn a credit in that subject. The student

earns one credit while meeting two graduation requirements, a career and technical education requirement and the noncareer and technical education subject requirement. The total number of credits required for graduation remain unchanged, and the student will need to earn an additional elective credit.

(h) One **arts** credit. The essential content in this subject area may be satisfied in dance, media arts, music, theater, and visual arts.

(5) Flexible credits are credits that may be waived under RCW 28A.230.090 and subsection (2) of this section. Districts may replace these credits with local district requirements through written district policy. Flexible credits include:

(a) One **arts** credit. The essential content in this subject area may be satisfied in dance, media arts, music, theater and visual arts. This credit may be replaced with a personalized pathway requirement as provided in subsection (1)(c) of this section.

(b) Two credits in **world languages**. These credits may be replaced with personalized pathway requirements as provided in subsection (1)(c) of this section. If the student has an

educational goal of attaining a baccalaureate degree, the student shall be advised to earn at least two credits in the same world language. Students who earn a Seal of Biliteracy (RCW 28A.300.575) are considered to have met this requirement.

(c) Four credits of **electives**.

(6) Each student shall have a **high school and beyond plan** to guide his or her high school experience and prepare the student for postsecondary education, training, and career, as described in WAC 180-51-220.

(7) Career and technical education courses determined by the district or by the office of the superintendent of public instruction to be equivalent to a noncareer and technical education course in accordance with RCW 28A.700.070 can be taken for credit in place of that course. Equivalencies may be determined for any of the core credit graduation requirements of subsection (4) of this section.

(8) Students who complete and pass all required International Baccalaureate Diploma Programme courses are considered to have satisfied state subject and credit requirements for graduation from a public high school, subject

to the provisions of RCW 28A.230.090, 28A.230.170, and chapter 28A.230 RCW.

(9) A student with an individualized education program (IEP) must be provided the opportunity to meet graduation requirements that align with the student's high school and beyond plan, pursuant to WAC 180-51-115.

[Statutory Authority: RCW 28A.230.090. WSR 20-01-101, § 180-51-210, filed 12/13/19, effective 1/13/20.]

GRADUATION PATHWAY OPTIONS REPORT

Summer 2020

Prepared by



The Washington State
BOARD OF EDUCATION

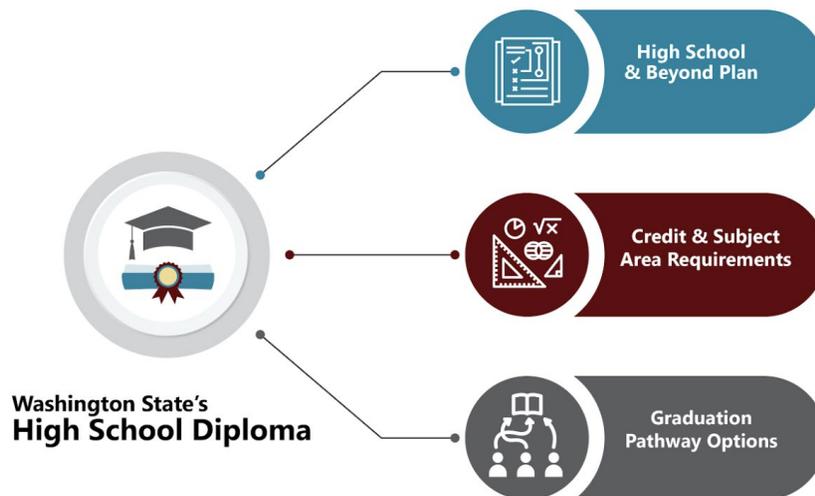
Second Interim Graduation Pathway Option Report—July 2020

Introduction

The Washington Legislature directed the State Board of Education (SBE) to provide an analysis of the equity and adequacy of new graduation pathway options through stakeholder outreach and engagement. This memo and the attached report, [Washington Graduation Pathway Options: Stakeholder Feedback Project, Year I](#), are responsive to the legislative directive to SBE to report to the education committees of the legislature:

Beginning August 1, 2019, the state board of education shall conduct a survey of interested parties regarding what additional graduation pathways should be added to the existing graduation pathways identified in RCW [28A.655.250](#) and whether modifications should be made to any of the existing pathways. Interested parties shall include at a minimum: Representatives from the state board for community and technical colleges and four-year higher education institutions; representatives from the apprenticeship and training council; associations representing business; members of the educational opportunity gap oversight and accountability committee; and associations representing educators, school board members, school administrators, superintendents, and parents. The state board of education shall provide a report to the education committees of the legislature by August 1, 2020, summarizing the information collected in the surveys. ([RCW 28A.655.260.](#))

The State Board of Education (SBE) contracted with Strobel Consulting to collect feedback from stakeholders on graduation pathway options. Graduation pathway options are a high school graduation requirement that were implemented for the Class of 2020 ([RCW 28A.655.250](#)) and are now one of three broad requirements students must complete to earn a Washington state diploma. Students demonstrate their knowledge, skills, and readiness for next steps after high school through graduation pathway options, subject area requirements, and a High School and Beyond Plan.



Current graduation pathway options are:

- **State Assessment:** Meet or exceed the graduation scores in the Smarter Balanced Assessments (SBA) in English language arts (ELA) and mathematics or in WA-AIM (Washington Access to Instruction & Measurement).
- **Dual Credit:** Earn at least one high school credit in ELA and at least one high school credit in math in dual credit courses (Running Start, College in the High School, and/or Career and Technical Education dual credit courses).
- **AP/IB/Cambridge:** For both ELA and math, earn a 3 or higher on certain Advanced Placement (AP) exams or a 4 or higher on certain International Baccalaureate (IB) exams or an E on certain Cambridge International exams, or pass the course with at least a C+.
- **SAT/ACT:** Meet or exceed the graduation scores set by SBE in the math and ELA portions of the SAT or ACT.
- **Transition Course:** Pass a transition course in ELA and math (for example, a Bridge to College course) which allows a student to place directly into a credit-bearing college level course.
- **Combination:** Meet any combination of at least one ELA and one math option of those options listed in 1-5.
- **ASVAB:** Meet standard on the ASVAB (Armed Services Vocational Aptitude Battery) by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services.
- **CTE Sequence:** Complete a sequence of Career and Technical Education (CTE) courses.

(Students who meet the pathway requirement using ASVAB or the CTE Sequence do not need to separately meet an English requirement and a math requirement.)

This report is the second report on graduation pathway options to be submitted to the education committees of the Legislature. The first [graduation pathway option interim report](#) was submitted in January 2020, and summarized initial information about graduation pathway options based on a survey of districts as part of the Basic Education compliance process, as well as feedback from partner organizations and the public from various sources.

In addition to SBE surveys of stakeholders, statute also directs the Office of the Superintendent of Public Instruction (OSPI) to report on which graduation pathways are available to students at each school district, the number of students using each pathway for graduation, and to the extent feasible, disaggregated student data on the use of each pathway. OSPI will report this information annually beginning in January 2021. SBE is directed to submit an additional report that uses OSPI data and survey results to review: 1) the graduation pathway options and make recommendations on changes to graduation pathway options or additional graduation pathway options; 2) barriers to school districts offering all pathways and recommendations for ways to eliminate or reduce these barriers; and 3) equitable access for students to all graduation pathway options, and recommendations for reducing barriers to equitable student access. This

final report is due December 10, 2022. In addition, SBE plans on submitting an interim report in December 2021.

The Impact of the COVID-19 Emergency on Graduation Pathway Options

The Covid-19 emergency has hugely affected K-12 education generally, and it has also disrupted the implementation of graduation pathway options. The tests that are part of six of the eight graduation pathway options were either cancelled or modified for remote delivery. The course-based options were affected the same way all high school courses were affected.

Many seniors in the Class of 2020 (the first graduation class that needed to meet a graduation pathway option) had previously met a graduation pathway option, through taking the Smarter Balanced state assessments as 10th graders, or through another pathway. But some seniors had not met a graduation pathway option. These students could use an Expedited Assessment Appeal (EAA), that essentially waives the graduation pathway requirement. Under current law, the Class of 2020 is the last class that may access the EAA. According to preliminary data from OSPI, 8,520 students in the Class of 2020 used the EAA in place of their pathway requirement: 3,503 English Language Arts waivers, and 7,929 math waivers (some students had waivers for both subjects). By comparison, the Class of 2019 had 678 waivers in English Language Arts and 2,198 waivers in math.

Emergency school closures started while the process of surveying and conducting focus groups for this report was still occurring. Much of the information collected was prior to the closures, but some of it was collected after some school districts had closed, and some was collected after all schools closed. The experience of students and educators concerning graduation pathway options was affected by emergency school closures, as well as the information gathered about their experiences.

The interpretation, discussions, and recommendations of the Board have been colored by the shared experience of this emergency, and its impact on students and the educational system. The Board's attention to equity and on creating a system that can respond to the individual needs of students has been brought sharply into focus.

Interim Graduation Pathway Option Recommendations

Based on information in the attached report, on Board discussion at a Board work session on June 17, 2020, and on member participation in meetings such as OSPI's Reopening Workgroup and its Legislative Policy Subgroup, the Board identified recommendations and policy directions for graduation pathway options.

- **Extension of the Expedited Assessment Appeal (EAA) or suspension of graduation pathway options as a graduation requirement for one to two years**
 - Members feel it is important to provide students affected by school closures the option to complete a pathway, but also felt that completing a graduation pathway option should not become an insurmountable barrier.

- The members want to use the duration of the suspension or extension of the EAA to build on graduation pathway options, strengthening the policy framework to make pathways more meaningful for students' high school experience and more supportive of student choices for after high school.
- **The addition of a portfolio or project-based pathway**
 - A portfolio or project-based pathway would align with mastery-based learning, support strategies such as work-based or project-based learning, and provide an option for students to demonstrate integrated learning over a broader set of learning standards and subject areas than English and math.
- **Recognizing that the graduation requirements include three related components, combining subject area requirements with graduation pathway options, based on a robust high school and beyond plan**
 - This would allow for options such as flexibility in the total number of credits required provided a student completes the core subject area requirements and selected electives to meet a pathway requirement to demonstrate readiness for civic engagement, careers, postsecondary education, and lifelong learning.
 - If such a pathway were added the legislature may also want to consider adding completion of 24 credits, including the core subject area requirements with a minimum GPA as a pathway as well.
- **Career Readiness Pathway Options**
 - Redefine the CTE pathway to include additional career training options (such as P-Tech) and allow students to meet the pathway based on earning an industry recognized certificate (as identified by OSPI or the Workforce Board) regardless of coursework.
 - The Board is interested in further exploration of other robust career pathways that could focus on work-based learning.

Next Steps

The Board will continue to:

- Work with Strobel Consulting on gathering stakeholder feedback for additional student cohorts.
- Use data from OSPI, surveys, and other stakeholder input to inform the Board's work and to develop recommendations that will be reported to the education committees of the Legislature in the next interim report in December 2021.
- Consider and explore policies for graduation pathway options that support students by providing equitable options in a changeable and unpredictable environment. Such considerations may provide a basis for SBE legislative priorities for a special session of the Legislature, if there is one, and in the 2021 session.



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Legislative Priorities

PREPARED FOR THE JULY 2020 BOARD MEETING

Information item

Materials included in packet

- COVID-19 Policy Response & Legislative Priorities Memo
- Legislator panelist bios

Synopsis

This segment will begin with a legislative panel including Senator Wellman (Chair, Senate Early Learning & K-12 Education Committee), Representative Santos (Chair, House Education Committee), and Representative Steele (Ranking Minority Member, House Education Committee). Panelists will share with the Board about education policy proposals in response to the coronavirus situation, followed by an opportunity for Q&A.

Questions for panelists:

- What do you see as some of the most pressing education challenges to address in light of the coronavirus situation?
- What are some of your plans for next session (or special session) to address these challenges?
- How can the Board help address these challenges?
- What feedback do you have on the policy proposals that the Board is considering?

Following the panel, staff will provide an overview of legislative priorities under development, focusing on the most urgent requests to consider in the event of a special session. The Board will consider and discuss legislative request options, and provide staff with direction on which proposals to move forward.

Legislator panelist bios

Senator Lisa Wellman (41st LD)

Chair of Senate Early Learning & K-12 Education Committee

Lisa Wellman represents 41st Legislative District (Mercer Island, Bellevue, Newcastle and parts of Issaquah, Sammamish, and Renton) in the Washington State Senate. She was elected in 2016 after a 25-year career in technology and marketing including executive level positions in Fortune 100 companies.

A passionate advocate for education, Lisa began her career as a public school teacher but changed course in the 1980s becoming a systems analyst and programmer. She was recruited by Apple Computer to head up commercial publishing for the company's U.S. markets. Her success with Apple in the 90's led to her promotion as VP of Worldwide Publishing, Entertainment and New Media Markets.

In the Senate, Lisa serves as the chair of the [Early Learning & K-12 Education Committee](#). She was also chosen by her colleagues to serve on the [Energy, Environment & Technology Committee](#), and the [Labor & Commerce Committee](#).

She serves on the board of Thrive (focused on early childhood education), the Washington State Public Works Board, Partners for Rural Washington and is a mentor for MBA candidates at the Foster Business School at the University of Washington.

She earned a B.A., Summa Cum Laude, from Barat College of DePaul University and in her spare time enjoys photography, travel, reading and bridge. She has two daughters and a grandson and resides on Mercer Island.

Representative Sharon Tomiko Santos (37th LD)

Chair of House Education Committee

A community activist for more than 40 years, Sharon Tomiko Santos was elected to the Washington State House of Representatives in 1998. Rep. Santos chairs the House Education committee and serves on the House Capital Budget committee and Consumer Protection & Business committee.

She also serves appointments to the Washington State Education Opportunity Gap Accountability and Oversight committee, the Every Student Succeeds Act Consolidated Plan Team, and the Financial Education Public Private Partnership.

Her legislative proposals reflect her strong advocacy for providing quality early learning programs for young kids, ensuring a well-trained educator workforce, and closing the opportunity gap. Rep. Santos believes Washington state must strive for providing education excellence and opportunities for all students to learn.

Outside of education, her key policy interests include civil rights, women's rights, economic and environmental justice, affordable housing, and quality public education. She believes in providing level playing fields that allow those who work hard to succeed.

Rep. Santos has served on dozens of boards and foundations including the Boys and Girls Clubs of King County, National Asian Pacific American Women's Forum, and the University of Washington Business and Economic Development Program Board of Ambassadors.

She has received numerous awards for her legislative and community work including the Kip Tokuda Community Leadership Award from the Asian Pacific Islander Community Leadership Foundation and the Leadership and Vision Award from Junior Achievement of Washington.

A graduate of the Evergreen State College and of Northeastern University, Santos has worked in the banking industry, on staff to local public elected officials, and in senior management positions for non-profit organizations.

Representative Mike Steele (12th LD) Ranking Minority Member, House Education Committee

It's an honor to represent the great people of North Central Washington. In addition to my work at the Legislature, I've served as the executive director for the Lake Chelan Chamber of Commerce for more than 12 years. I also oversee the company finances and payroll for my family's 112-year-old orchard business.

My legislative priorities include creating a more friendly business climate in our region and throughout the state. Small businesses have a difficult time absorbing health insurance costs, dealing with burdensome regulations, and paying heavy B&O taxes. That needs to change. We must focus on public policy that allows businesses to thrive and job creators to prosper.

Despite our region's prosperity, buying a home and raising a family has become far too expensive. We must do more to make life affordable. That's why I'm committed to reducing tax burdens and supporting efforts to reduce the rising costs of buying, building, or renting a home.

Additionally, I am a strong supporter of greater educational and scholastic opportunities for all students in our state, along with increased access for those interested in career and technical training.



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Business Items

PREPARED FOR THE JULY 2020 BOARD MEETING

Action item

Materials:

- Chapter 180-16 WAC titled "state support of public schools"
- Chapter 180-18 WAC titled "waivers for restructuring purposes" (*no action recommended*)
- Chapter 180-51 WAC titled "high school graduation requirements"
- Chapter 180-90 WAC titled "private schools" and,
- Chapter 180-111 WAC titled "Emergency waiver of certain requirements in response to novel coronavirus"

Synopsis:

The Board is expected to act on the following issues during the July meeting.

Business Items:

- Approval of Private Schools
- Approval of District Required Action Plans
- Proposed emergency rules regarding emergency waiver authority and private schools
- Proposed permanent rules regarding emergency waiver authority and private schools
- Proposed emergency rules regarding instructional hours and days
- Proposed permanent rules regarding hours and days
- Proposed permanent rules regarding high school graduation requirements