



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.

SEPTEMBER 10-12, 2019 MEETING AGENDA

Oxford Suites Yakima, Town 1 & 2
1701 E Yakima Avenue, Yakima, WA 98901

TUESDAY, SEPTEMBER 10

- Members Attending: Chair Kevin Laverty, Vice Chair Peter Maier, Harium Martin-Morris, Ricardo Sanchez, Bill Kallappa, Susana Reyes, Ryan Brault, Patty Wood, Judy Jennings, Paul Pitre, MJ Bolt, Holly Koon, Margarita Amezcua, Autymn Wilde, Jeff Estes and Michaela Miller (16)
- Members Absent: Superintendent Chris Reykdal (1)
- Staff Attending: Dr. Randy Spaulding, Dr. Andrew Parr, Alissa Muller, Parker Teed, Tami Jensen, Linda Drake, Linda Sullivan-Colglazier (SBE Counsel) and Stephanie Davidsmeyer (8)

BOOK STUDY AND BREAKFAST

Board members met over *breakfast to discuss readings. Each group will meet to discuss their readings and identify 1-2 themes or issues that drive the Board's work on equity and can guide the work in its policy-making role. Members will be asked to consider key take-away that should be at the center of the Board's equity policy-making and endeavor to identify and name "hard pivots" that are needed to move our system forward, toward equity, for the students and families we serve in our system*

The Boy Who Was Raised as a Dog: And Other Stories from a Child Psychiatrist's Notebook--What Traumatized Children Can Teach Us About Loss, Love, and Healing, Bruce D. Perry & Maia Szalavitz
Discussion Lead: Patty Wood, Board Member (SBE)

The New Jim Crow: Mass Incarceration in the Age of Colorblindness, Michelle Alexander
Discussion Lead: Bill Kallappa II, Board Member (SBE)

I Won't Learn from You: And Other Thoughts on Creative Maladjustment, Herbert R. Kohl
Discussion Lead: Ryan Brault, Board Member (SBE)

No BS (Bad Stats): Black People Need People Who Believe in Black People Enough Not to Believe Every Bad Thing They Hear about Black People, Ivory A. Toldson
Discussion Lead: Patty Wood, Board Member (SBE)

WELCOME/CALL TOO ORDER

Chair Laverty called the Annual Board Meeting of the Washington State Board of Education to order at 9:30 a.m. Board Members were introduced to ice breaker exercise asking each member to report out about their favorite subject in Elementary School. Chair Laverty discussed agenda items for the morning that included the Tribal School Visit and reported out about Yakama Nation History as well as Public Community Forum to be held later that evening to discuss Graduation Pathway Options.

ANNUAL REPORT

Dr. Spaulding discussed the Annual Report that will provide a retrospective look at the strategic plan adopted in November of 2018 and progress made to-date on priorities identified in the plan. The report will also lay out key work ahead as we look into the remainder of 2019 and into 2020. Finally, the Board will discuss the proposed agency budget for Fiscal Year 2020. Dr. Spaulding reviewed motion language and business items, members had a brief discussion.

Chair Laverty requested final call for nominations to the Executive Committee, no new nominations from board members reported.

WEDNESDAY, SEPTEMBER 11, 2019

Chair Laverty called meeting to order and debriefed about the Community Forum and Yakama Nation Tribal School Visit the day before.

BOOK STUDY SHARE-OUTS OR HIGHLIGHTS

Each group shared the results of their conversations with a “gallery walk” poster session, the following are highlights from each group’s discussion.

No BS (Bad Stats): Black People Need People Who Believe in Black People Enough Not to Believe Every Bad Thing They Hear about Black People, Ivory A. Toldson

Member Wood reported the following key takeaways:

- Incentivizing good practices and programs
- Enabling shared vision
- Eliminating barriers and increasing awareness

I won't Learn from You: And Other thoughts on Creative Maladjustment, Herbert R. Kohl

Member Brault reported the following key takeaways:

Themes

- Efforts such as research, development of technology, special programs, and other efforts are mute without the acknowledgement of current structuring of society and the influence/biases it has on the above-mentioned efforts

Policy

- Build education on the acknowledgment of our society’s failings, all histories, and inequalities. This can be achieved through a focus on multicultural learning for both students and teachers that promotes critical thinking about these issues and civic engagement.

Hard Pivot

- Changing the how history is currently to include multiple perspectives.
- Provide professional development training that are anti – racist, aid them recognizing their and others biases, and

Got Trauma – Poster

Member Wilde reported the following key takeaways:

Maslow’s Hierarchy of Needs in Schools

- Basic and Safety Needs = Meet the child where they are at.
- Love and Belonging = Do not prioritize rules over the student.
- Self Esteem and Self Actualization = Recognize where teachers are at and support them so they can support students.

Key Considerations:

- Caring, Competent, and Consistent

- Repetition is a key to stability
- Trauma does not equate to inconsistency

The New Jim Crow: Mass Incarceration in the Age of Colorblindness, Michelle Alexander

Member Kallappa reported the following key takeaways:

Neuroscience, Mental Health and Early Intervention

- Incentive, promote, recognition
- ACES awareness
- Trauma

Incarceration Rate (School to Prison Pipeline)/ Dropout Rate & Discipline Data Comparison

- By County – (Shared with health & other stakeholders)
- Correction
- Ownership of each student by the community

Toolkits – Building Infrastructure (Know it, Own it, and Act on It)

- PD/ SEL/ Trauma Informed
- Research
- Share visions/goals

SELF-EVALUATION AND BOARD NORMS

Facilitated by Ric Pilgrim, Assistant Superintendent, ESD 105 and Dr. Spaulding members participated in small group discussions focused on review of the board self-evaluation.

BYLAWS

Chair Laverty and Dr. Spaulding opened discussion explaining the bylaws and norms ad-hoc committee recommendation to a set of changes to the bylaws – three versions provided in your materials including a tracked changes version. Additional feedback for changes received prior to meeting and discussed with a member of committee at each table. Members Koon, Martin-Morris, Bolt and Vice Chair Maier are the ad-hoc members, small group discussion ensued covering the following topics:

- External Communication
- Ad-Hoc Committees
- Standing Committees

Topics discussed also included recommended changes to the bylaws to allow for an advisory vote by student Board Members that would amplify student voice on statewide policy matters.

ANNUAL MEETING CALENDAR AND BOARD PROFESSIONAL DEVELOPMENT PLAN

Dr. Spaulding discussed the annual calendar and development plan, the following revisions made to existing lists as requested by members and staff:

WSSDA Fall Regional Meetings:

- Member Maier will attend Mercer Island on September 30 and Bremerton on October 26.
- No members or staff will attend Peninsula on October 17, conflicts with NASBE.
- Member Kallappa will attend Rochester on October 29.

WSSDA Annual Conference Attendees:

Members Brault, Maier and Wood

Staff members Drake, Muller, Teed and Spaulding

WERA

Member Reyes

Staff members Parr and Spaulding

NSTA – Seattle

Member Estes

STUDENT PRESENTATION

Student Board Member Margarita Amezcua presented to the board about Post High School Preparation. She discussed current courses regarding post-high school paths, are there effective courses teaching practical life skills and what would that entail/what would students benefit from? Effectivity of High School and Beyond Plan, why isn't it credited? Ms. Amezcua explained as of right now the only requirement set across the *entire* state to prepare students post-high school that is also a graduation requirement is the High School and Beyond Plan. She pulled data from Instagram survey that explained common themes and worries among the student population. The outcomes are intentions are most definitely positive, but outcomes are not visible at this point in time. If students see no purpose behind tasks, the desire to absorb knowledge will not be present. Learning will become expendable if it is the same, monotonous steps just to "jump through hoops". Goal is to prioritize the whole child over rules.

GRADUATION REQUIREMENT RULES (CHAPTER 180-51 WAC)

SBE staff members Drake, Muller, and Teed facilitated discussion around the rules providing a briefing on the rule-making process and timeline for Chapter 180-51 WAC (Graduation Requirements), the feedback received to-date on Chapter 180-51 WAC, as well as an overview of the chapter that has been restructured for clarity, including amended general sections and new sections which include an introductory section for Class of 2020 requirements, credit graduation requirements, High School and Beyond Plan requirements, and the new graduation pathway options.

SBE staff has received written or public comment from approximately 26 organizations and received email or verbal feedback from many (100 to 200) individuals.

SBE has received feedback on myriad technical language and issues; staff have researched and analyzed suggestions and have edited draft WAC language accordingly.

Additional feedback was received on the potential inequities of the pathways and the need for additional pathways that cannot be addressed in rule—staff have documented that feedback to be taken into account in SBE legislative reports on adequacy of the pathways.

Timeline for SBE Rules:

September 12, 2019: Board adopted proposed rules

October 24, 2019: Public Hearing on Proposed Rules

- Primary Site: **State Board of Education Office in Olympia, 600 Washington Street SE, Olympia WA.**
- Satellite locations:
 - ESD 101 - 4202 S. Regal St., Spokane, WA
 - ESD 105 - 33 S. 2nd Ave., Yakima, WA
 - ESD 112 - 2500 NE 65th Ave, Vancouver, WA

Meeting adjourned by Chair Laverty at 5:00 p.m.

THURSDAY, SEPTEMBER 12

Chair Laverty called the Annual Board Meeting of the Washington State Board of Education to order at 8:15 a.m.

Chair Laverty explained the process of Election of Officers for the Executive Committee starting with Board Chair, Vice Chair and three Member at Large positions. Ballots provided to members and reminder to sign bottom of ballot per the Public Meeting Act RCW 42.30.060(2).

Ballots counted by staff member Jensen and Board Member Jennings with the following results:

Board Chair: Peter Maier

Vice Chair: MJ Bolt

Members at Large: Bill Kallappa, Harium Martin-Morris and Jeff Estes

SCHOOL RECOGNITION MODEL

Dr. Spaulding and Dr. Parr provided a brief overview of phase 1 of the school recognition, as well as discussions and timeline for phase II. Phase II of the school recognition revisions was set into motion by the July 30, 2019 EGOAC-SBE-OSPI joint meeting. The 18 attendees met for the purpose of learning about and examining the possible use of other measures in the recognition system, and those measures are the following:

- School climate and student engagement,
- Exclusionary discipline rates and disproportionate student discipline, and
- Equitable student access to educators.

Dr. Parr summarized the presentations on the possible additional metrics made to the meeting attendees. He also included a general timeline, activities, and events leading to the finalizing of the Phase II methodology and culminating in the spring school recognition ceremony.

The SBE, OSPI, and EGOAC plan to refine the recognition framework over the next two years to recognize schools across the state and consider state level student outcome data as well as local qualitative and quantitative information. The organizations are following a general work plan in order to complete the Phase II and Phase III revisions by the end of the 2020-21 school year. Central to the proposed or planned recognition framework revisions are the following:

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

GRADUATION REQUIREMENT RULES (WAC 180-51)

SBE staff members Drake, Muller and Teed facilitated additional discussion with members covering the following topics:

- Which pathways are available to students in your school or district? If not all pathways are available what barriers do you perceive and how could they be addressed? Do you see equity challenges in any of the pathways?
- How could the pathways be more equitable to address the needs of a wider range of students?
- Which pathway do you see as creating the most opportunities or challenges for your or other districts? Why?
- At this point, would you suggest modifications to any of the existing pathways? Do you have new pathway suggestions?

WAIVER RULES (Chapter 180-18 WAC)

SBE staff member Teed has conducted extensive outreach with OSPI on the development of proposed revisions to the waiver rules that include the following:

- Streamline the "Option One" waiver application process to simplify analysis. Remove application requirements that have proven not to be helpful in the approval process and present an additional burden on applicants.
- Add a requirement for districts to summarize how equity was considered in their proposed plan.
- Removes content that would require an application process for up to five days, thus reducing administrative burden for districts or the state. The five-day limit is in rule, not in statute.

However, this section retains the requirement that districts state how many partial days will be reduced as a result of waiving full days for parent-teacher conferences because it is potentially useful data.

- Remove requirement that SBE notify the State Board of Community and Technical Colleges, the Washington Student Achievement Council, and the Council of Presidents every time it passes a waiver from credit-based graduation requirements. The schools receiving the waiver are listed on the SBE website and awareness of these waivers within the higher education system is such that these notifications are no longer necessary.
- Allow OSPI greater discretion on determining when districts are competing for the allowable number of slots by considering “other relevant information.”
- Implement recent legislation. HB 1424, which broadened the requirement to at least one statewide equivalency course (in any academic graduation credit area), instead of restricting to science or mathematics.
- Remove specific dates when districts may apply for this waiver so that OSPI can establish a timeline.
- Remove the requirement that all approved applications be posted on OSPI’s website replacing it with a list of approved applications so that OSPI can more easily meet ADA accessibility requirements for their website.

PUBLIC COMMENT

Mr. Pete Keithly, School Facilities Citizen Advisory Panel sent email to SBE staff and members, this is a portion of that email:

“At this point I remain very disappointed in the level of oversight the CAP has actually provided in regards to OSPI facilities related programs and policies, and the apparent lack of interest expressed by the SBE membership at-large. And contrary to the current CAP policy of following OSPI direction in regards to the issues they consider, I believe the CAP needs to be independent of direction from the OSPI in order to function effectively in their legally mandated (RCW 28A.525.025) role to provide oversight on OSPI facilities related policies and programs. As a long-time SBE standing committee, the CAP should have a recognized chairman and be reporting to the SBE on a regular basis. At the very least, the CAP should be encouraging input from qualified and informed citizens like myself. I can assure you, if I am appointed to a CAP position, I will encourage and seriously consider all input I receive in matters regarding OSPI facilities related programs and policies.”

Sally McNair, National & State Education Policy Implementation Coordinator, Washington Education Association, expressed support for the graduation pathways as written, concerns are if CTE pathway goals will or will not be awarded a high school diploma. Most of the pathways are good fits for students who are college bound.

Tim Knue - Washington Association for Career and Technical Education, presented historically we are here to find solution for high stakes test, concerns are exploratory or discovery and without adult help to guide and advise students we are limiting the value of the CTE sequence. Expressed compliments to the board on reaching out for input to the public and stakeholders. Mr. Knue requested taking whose input is most valuable. Requested board to value industry expert perspective making it as rigorous or valuable as we can, it is much easier to add flexibility than to take it away over time.

Scott Friedman - Associate Director, Association of Washington School Principals

Compliments to board for reaching out about public comment and being transparent with rule making on 1599. Concerns about potential impacts on schools, Mr. Friedman has heard from all types of schools and goals of being a principal is to ensure oppose for students, knowing there is flexibility in choice is very important. Mr. Friedman asked questions about the clarity in passing grade for dual credit classes, C+ criteria for advanced placement and IB classes, if ok for these courses why not for running start and other college level courses. Modifying the statute to make high school course work taken in middle school a family decision on transcripts. Relationship to pathways, current assessment system has made graduates more prepared. HSBP critical part of this, student choice is important. Principals want flexibility when kids choose one pathway and switch later on. Principals support sequence of any CTE course in program area, two or more classes that are earned or aligned with post-secondary plan.

Ruvine Jimenez, Community Organizer, League of Education Voters

Supports meaningful HS diploma, graduation requirements to be rigorous. Expressed concern rules as written for dual credit CTE and military pathways not rigorous and would not prepare students. As written on the dual credit pathway, a student only needs to pass a dual credit course and earn the HS credit and not pass at a level that would make them eligible for the college credit to graduate. CTE pathway as defining the sequence as only two classes and allowing them to be unrelated the pathway is really just one additional CTE course honoring under 24 credits. Neither of these pathways as currently written provide an opportunity for students to demonstrate college and career readiness. Also concerned about the equity to access to the different pathways and how students are to be counseled about them. If the pathways are not of comparable rigor we must ask ourselves who are the students we will be advised to take the less rigorous option. Rather than lowering the bar for students because of concerns over district resources to support or provide pathways options, LEV encourages the State Board to be advocates to maintain rigor so students are adequately prepared and work with stakeholders to create a system that ensures students have access to supports and courses they need to be successful.

Ms. Angie Lopez, Yakima Valley Community College

Student of Yakima Valley Community College reported about her High School experience and lack of communication and counseling for students and families.

Steve Smith, Black Education Strategy Roundtable

Presented that his concern are specific to the following items: Armed Services Vocational Aptitude Battery Test and Career and Technical Education course sequence. Number of students who graduate high school and are not prepared for post-secondary achievement. As rule makers and those that implement the rules we must do better. Dual credit pathways, our organization recommends that Board comply with intent of letter in statute require that students be awarded college credit in English language arts and or mathematics in dual credit courses as demonstrated by evidence of college or university transcript in order to achieve this graduation option.

He believes the full demonstration of college readiness through this pathway is the actual awarding of college credit concerning high school credit. Another concern is Armed Services Vocational Aptitude Battery (ASVAB). Concerned with SBE cut score, looking at components of our system about graduation, hasn't service students of color and questions about how we implement cut scores. As we move forward with pathways our schools are not prepared to do things differently. CTE sequence – SBE has removed exploratory –vs- preparatory, he is supportive of that. Appreciation of work SBE is doing on this, urged continued work on CTE component of the pathways.

Dave Mastin, Government Relations, OSPI

Explained legislative history of this proposal, CTE pathway is not new, used to be assessment alternative. Old guidelines and policies in place back when it was collection of evidence option. Legislature got rid of this and in its place put locally determined classes, of the locally determined classes the legislature put in a different CTE statute, they said school districts could pick the equivalences for math and English, CTE equivalencies and that will be locally determined class, the school districts were given the authority to decide what CTE classes you put together to be an alternative to the assessment for purposes of graduation. Last year the legislature

repealed the statute that gave local districts the authority to decide what the courses are. If you want more information about why C+ got into the language you may contact him directly at OSPI.

Phyllis Bunker Frank, retired teacher, former Board Member of SBE and Yakima School Board

While a part of SBE she participated in passing High School and Beyond Plan, High School Project and representing the board on all CTE legislation. Her father was a great influence with her beliefs, he worked with non-college bound students. Urged the board to bring together the question around our equity statement, suggest that when we talk about equity, look for school calendar year developed as fair as possible and be considered. We need balance of opportunity learned and address the needs for all students. Current work has no reference to supplementary learning, student's supports, and no mention in work ahead under the goal of all students feel safe at school. Ask the board to consider the whole school year, plan for learning loss. Look at student wellbeing and system design, call upon ourselves to look at expenditure resources and what's available before and after school and summer learning.

LEGISLATIVE PLATFORM

Ms. Wood and Dr. Spaulding reported the Legislative Committee recommends that SBE reflect on 2019 accomplishments, and continue to advocate on issues identified in the 2019 legislative platform during the second year of the current biennium. The proposed platform focuses on continued strengthening of relationships with legislators, and laying the groundwork for the 2021-23 biennium.

Board adoption of the 2020 Legislative Platform is planned for the November meeting.

Dr. Spaulding discussed budget request for pilot program funding that would allow for districts to develop credit barring High School and Beyond Option. Districts would need to document, define and share what they are currently doing.

BUSINESS ITEMS

Motion made by Member Brault to approve to approve proposed rules for Chapter 180-51 Washington Administrative Code, as shown in Exhibit A.

Motion seconded by Member Jennings

Motion carried

Motion made by Member Wood to approve proposed rules for Chapter 180-18 Washington Administrative Code, as shown in Exhibit B.

Motion seconded by Member Brault

Motion carried

Motion made by Member Kallappa to approve core agency budget, as shown in Exhibit C.

Motion seconded by Member Wood

Motion carried

Motion made by Member Jennings to approve the private schools listed in Exhibit D for the 2019-2020 school year.

Motion seconded by Member Brault

Motion carried

Motion made by Member Bolt to approve waiver from credit-based graduation requirements in Chapter 180-51 WAC for Highline Big Picture in Highline District for the 2019-2020, 2020-2021, 2021-2022, and 2022-2023 school years, for the reasons requested in its application to the Board.

Motion seconded by Member Brault

Motion carried

Motion made by Member Kallappa to approve temporary waiver from WAC 180-51-068 for Everett Community College, South Puget Sound Community College, and Walla Walla Community College for the Classes of 2019 and 2020, for the reasons requested in each college's applications to the Board.

Motion seconded by Member Brault

Motion carried

Motion made by Member Bolt to adopt bylaws, as shown in Exhibit E.

Motion seconded by Member Brault

Motion carried

Motion made by Member Maier to approve resolution in support of chronic absenteeism and trauma supports, as shown in Exhibit F.

The following language was approved:

WHEREAS student Board member, Autymn Wilde, presented to the State Board of Education in July 2019 about the lack of supports in Washington schools for students who have experienced trauma or unavoidable circumstances that have led to chronic absenteeism,

WHEREAS the Board believes that individualized supports or accommodations are necessary and should be readily available to students and families who have experienced trauma, chronic absenteeism or both,

WHEREAS the Board is committed to using equity as a guiding principle in its work, to address persistent inequities within our educational system,

THEREFORE, BE IT RESOLVED, THAT the Board encourages all school districts in Washington to provide supports or accommodations for students and families afflicted by trauma or chronic absenteeism.

Motion seconded by Member Brault

Motion carried

Chair Laverty adjourned the meeting at 2:00 p.m.