



# State Board of Education Board Meeting

September 10-11-12, 2019

Oxford Suites

Yakima, WA

The State Board's role in the K-12 system is to lead the development of state policy, provide effective system oversight of public schools, and advocate for student success.

# Welcome/Call to Order



# THE WASHINGTON STATE BOARD OF EDUCATION

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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

**8:00-9:30 a.m.**

### **Book Study and Breakfast**

*Patty Wood, Board Member (SBE)*

- ***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)*

**9:30-10:00**

### **Welcome/Call to Order**

*Randy Spaulding, Executive Director (SBE)*

- Elections – Final Call for Nominations
- Business Item Preview

**10:00-11:30**

### **Annual Report**

*Randy Spaulding, Executive Director (SBE)*

**11:30-1:00 p.m.**

### **Break**

**1:00-4:00**

### **Yakama Nation Tribal School Visit**

*601 Linden Street*

*Toppenish, WA 98948*

- *Student Performance*
- *Higher Education*
- *Tribal Scholarships and Vocational Rehabilitation*
- *Library Tour*

**6:00-8:00 p.m.**

### **Public Forum: Graduation Pathway Options**

Wednesday, September 11

**8:00-8:30 a.m.**

### **Debrief**

*Community Forum  
Yakama Nation Visit*

- 8:30-9:00**                    **Book Study Share-Outs or Highlights**  
*Gallery Walk*
- 9:00-10:30**                   **Self-evaluation and Board Norms**  
*Ric Pilgrim, Assistant Superintendent (ESD 105)*  
*Randy Spaulding, Executive Director (SBE)*
- 10:30-11:00**                **Bylaws**  
*Kevin Laverty, Chair (SBE)*  
*Randy Spaulding, Executive Director (SBE)*
- 11:00-11:15**                **Break**
- 11:15-12:00 p.m.**        **Annual Meeting Calendar and Board Professional Development Plan**  
*Randy Spaulding, Executive Director (SBE)*
- 12:00-1:00**                 **Lunch**
- 1:00-2:30**                  **Committee and Liaison Discussion**
- 2:30-2:45**                  **Break**
- 2:45-3:15**                  **Student Presentations**  
*Margarita Amezcua, Student Board Member*
- 3:15-5:00 p.m.**         **Graduation Requirement Rules (Chapter 180-51 WAC)**  
*Linda Drake, Director of Career- and College-Ready Initiatives (SBE)*  
*Alissa Muller, Policy Manager for Career and College Readiness (SBE)*  
*Parker Teed, Basic Education Manager, Rules Coordinator (SBE)*
- 6:00 p.m.**                    **Board Dinner**  
*Yakima Valley Museum*  
*2105 Tieton Drive*  
*Yakima, WA 98902*

Thursday, September 12

- 8:15-9:00 a.m.**            **Call to Order**
- Land Acknowledgement
  - Pledge of Allegiance
  - Election of Officers for the Executive Committee
  - Welcome

**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 July 10-11 Board meeting*

- 9:00-9:45**                    **School Recognition Model**

*Andrew Parr, Research Director (SBE)*  
*Randy Spaulding, Executive Director (SBE)*

- 9:45-10:45**                    **Graduation Requirement Rules (WAC 180-51)**  
*Linda Drake, Director of Career- and College-Ready Initiatives (SBE)*  
*Alissa Muller, Policy Manager for Career and College Readiness (SBE)*  
*Parker Teed, Basic Education Manager, Rules Coordinator (SBE)*
- 10:45-11:00**                    **Break**
- 11:00-11:30**                    **Waiver Rules (Chapter 180-18 WAC)**  
*Parker Teed, Basic Education Manager, Rules Coordinator (SBE)*
- 11:30-12:00 p.m.**                **Public Comment**
- 12:00-1:00**                    **Lunch**
- 1:00-1:30**                    **2020 Legislative Platform**  
*Patty Wood, Board Member (SBE)*  
*Randy Spaulding, Executive Director (SBE)*
- 1:30-2:15**                    **Business Item Discussion**  
*Randy Spaulding, Executive Director (SBE)*  
*Parker Teed, Basic Education Manager (SBE)*
- 2:15-2:30**                    **Break**
- 2:30-3:00**                    **Business Items**  
*Randy Spaulding, Executive Director (SBE)*  
*Parker Teed, Basic Education Manager (SBE)*
- Review
  - Actions
    - Approval of Proposed Rules for Chapter 180-51 WAC (Graduation Requirements)
    - Approval of Proposed Rules for Chapter 180-18 WAC (Waivers)
    - Approval of Core Agency Budget
    - Approval of Private Schools for the 2019-20 School Year
    - Approval of Waiver from Credit-Based Graduation Requirements for Highline School District for the 2019-20, 2020-21, 2021-22, and 2022-23 School Years
    - Approval of Temporary Waivers from WAC 180-51-068 for Clover Park Technical College, Everett Community College, South Puget Sound Community College, and Walla Walla Community College for the Classes of 2019 and 2020
    - Adoption of Bylaws



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### Election of Officers for the Executive Committee

The SBE will conduct an Executive Committee election at the September 2019 meeting for the following five positions:

- Chair, two-year term  
*Current Officer: Kevin Laverty*
- Vice Chair, two year-term  
*Current Officer: Peter Maier*
- Members at-large, one-year term, three positions open  
*Current Officer: MJ Bolt*  
*Current Officer: Jeff Estes*  
*Current Officer: Patty Wood*

**Note:** a third member at-large is required because the current chair's term on the Board will end on January 13, 2020 and he has chosen not to serve as the immediate past chair because he will be unavailable after that date.

The eligibility status for current executive committee members for re-election to the committee is as follows:

- Kevin Laverty (current Chair): Mr. Laverty is leaving the Board in January of 2020 (term limited)
- Peter Maier (current Vice Chair): Eligible for all positions.
- Jeff Estes (member at-large): Eligible for all positions.
- MJ Bolt (member at-large): Eligible for Chair or Vice Chair.
- Patty Wood (member at-large): Eligible for Chair or Vice Chair.

### Action

Prior to the September meeting, members were invited to submit nominations to Member Jennings. The following members have been nominated for Chair, Vice Chair, and three member at-large positions:

#### Chair

MJ Bolt  
Patty Wood  
Peter Maier

#### Vice Chair

MJ Bolt  
Ricardo Sanchez

#### Member at-large

Bill Kallappa  
Harium Martin-Morris  
Jeff Estes  
Ricardo Sanchez

Ballots will be cast, and votes will be counted, in the following order: Chair, Vice-Chair, and three Members at Large. The person elected to the position of Chair will be removed from the ballot for Vice Chair and Members at Large if previously nominated. The successful Vice Chair will be removed from the Member at Large ballot if previously nominated. Elections will be based on majority vote of the ballots and must constitute a majority of a voting quorum.

If a tie happens in any category, members will re-vote for that position until a nominee is elected on a majority vote.

A call for additional nominations will be offered on the morning of September 10 and elections will take place on September 12. Ballots will be provided at the time the election is conducted.

Election ballots are required to be signed per the Public Meeting Act RCW 42.30.060(2).



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## JULY MEETING MINUTES

Prepared for the September 2019 Board meeting

July 10 & 11, 2019  
Cedarbrook Lodge, Brightwood Board Room  
18525 36th Ave S  
Seattle, WA 98188

### Wednesday, July 10

- Members Attending: Chair Mr. Kevin Laverty, Vice-Chair Mr. Peter Maier, Mr. Jeff Estes, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Ricardo Sanchez, Mr. Ryan Brault, Ms. Patty Wood, Dr. Paul Pitre, Mr. Bill Kallappa, Ms. Autymn Wilde, Ms. Margarita Amezcua (12)
- Staff Attending: Dr. Randy Spaulding, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Linda Drake, Ms. Alissa Muller, Mr. Parker Teed, Ms. Tamara Jensen, Ms. Linda Sullivan-Colglazier, Mr. Mark Bergeson, Ms. Theresa Leo (10)
- Members Absent: Mr. Chris Reykdal, Dr. Susana Reyes, Holly Koon (3)
- Attending via ZOOM: Mr. Harium Martin-Morris (1)

### CALL TO ORDER

Chair Laverty called the regular bi-monthly meeting of the Washington State Board of Education to order at 8:40 a.m. and acknowledged that we are on the traditional lands of the Muckleshoot People past and present and honor with gratitude the land itself and the Muckleshoot Tribe.

Board members and staff were welcomed by Sharon Navas, Executive Director, Equity in Education Coalition. Ms. Navas provided background information about the Coalition.

Chair Laverty administered the Oath of Office for Margarita Amezcua, the new western Washington student representative. Ms. Amezcua provided information on her background and stated she was honored to serve on the State Board of Education.

### CONSENT AGENDA

#### **May Community Forum Minutes**

**Motion made by Member Jennings** to approve the May Community Forum minutes as presented.

**Motion seconded by Member Pitre.**

**Motion carried.**

#### **May Meeting Minutes**

**Motion made by Member Jennings** to approve the May Meeting minutes as presented.



**Motion seconded by Member Pitre.**

**Motion carried.**

### **BOARD OFFICER ELECTION PROCESS AND NOMINATIONS**

Board Members were reminded that Executive Committee members would be selected during the September meeting. Member Jennings and staff member Ms. Jensen would receive member nominations (including self-nominations). There are five positions open for the election as follows:

- Chair (two-year term)
- Vice Chair (two-year term)
- Three members at Large (one-year term)

**Note:** a third member at large is required because the current chair's term on the Board will end on January 13, 2020 and he has chosen not to serve as the immediate past chair because he will be unavailable after that date.

The eligibility status for current executive committee members for re-election to the committee is as follows:

- Kevin Laverty (current Chair): Mr. Laverty is leaving the Board in January of 2020 (term limited).
- Peter Maier (current Vice Chair): Eligible for all positions.
- Jeff Estes (Member at Large): Eligible for all positions.
- MJ Bolt (Member at Large): Eligible for Chair and Vice Chair positions.
- Patty Wood (Member at large): Eligible for Chair or Vice Chair.

Dr. Spaulding reminded members about the Board-Evaluation Committee, and the need for one non-executive member. Contact will be mainly emails and teleconference calls.

### **EXECUTIVE DIRECTOR UPDATE**

*Dr. Randy Spaulding, Executive Director*

Dr. Spaulding shared a PowerPoint. The Board heard from staff regarding business items and other topical updates, including discussion of the September Annual meeting, initial discussion of proposed changes to the Bylaws, and anticipated timeline for rule amendments. Business items include:

- Approval of Temporary Waivers from WAC 180-51-068 for Bates Technical College District, Bellingham Technical College, Cascadia College, Clark College, Clover Park Technical College, Edmonds Community College, Mount Vernon School District, and Tacoma Community College
- Approval of Waiver from Credit-Based Graduation Requirements for Moses Lake High School in Moses Lake School District and Two Rivers School in Snoqualmie Valley School District
- Approval of Private Schools for the 2019-2020 school year

### **IMPLEMENTATION OF E2SHB 1599**

*Linda Drake, Director of Career-and College-Ready Initiatives*

*Kaaren Heikes, Director of Policy and Partnerships*

*Alissa Muller, Policy Manager of Career and College Readiness*

Ms. Heikes, Ms. Drake, and Ms. Muller presented to the Board regarding SBE's comprehensive work to implement new legislation, E2SHB 1599.

Ms. Heikes briefed the Board on the vision to restructure WAC 180-51 to include a section on each of the three main graduation requirements – credits, High School and Beyond Plan (HSBP), and graduation pathway options. Staff plan to provide introductory language to precede and frame these three sections.

WAC 180-51 needs to be amended to address legislation passed in 2017, 2018, and 2019, which impacts civics requirements, HSBP (starting in middle school, must include FAFSA info, etc.), and graduation pathways options.

Staff envision an “intent/intro” section preceding these three sections.

The 2019 Legislature directed SBE to adopt rules to implement the graduation pathway options specified in E2SHB 1599, Section 201. All SBE staff team members have contributed to the current draft language, as have Linda Sullivan-Colglazier, SBE council, and Board Member Peter Maier.

## **PUBLIC COMMENT**

The Board received public comment on Draft Rule Language regarding Graduation Pathway Options from the following people:

**MARIE SULLIVAN, WSPTA**

Ms. Sullivan thanked Ms. Heikes and Ms. Muller for doing extensive outreach while developing the draft rules. These are difficult decisions for the Board to make especially about military and CTE pathways that do not require a direct reference back to math and English language arts. WSPTA had been very involved in drafting the rules and feels it is a great step in the right direction, while also stating some things will still need to be changed by the Legislature. The PTA met a few weeks ago to discuss what was important to them; word of the day was to be flexible and open. Ms. Sullivan indicated that they received parent feedback requesting to keep it as open as possible, they particularly support the CTE and ASVAB pathway language as written. Ms. Sullivan supported the idea from SBE about including examples in the language for better clarification.

**SIMONE BOE, WEA**

Ms. Boe is very involved in this bill representing thousands of members across the state invested in making sure all kids have opportunities for a great education and thanked Ms. Heikes, Ms. Drake, and Ms. Muller for all their work on these draft rules. Ms. Boe commented on 1599 as de-linking SBAC as a high stakes graduation requirement, the new pathways provide additional options for students. She expressed concern about non-college pathways and the need to use an equity lens for these students. Another concern are students who do not qualify for WA-AIM and did not meet the pathways—what will happen to these students? In closing, her general suggestion is to keep the rules broad and flexible, use an equity lens, and be mindful SBE plays a critical role in supporting schools counselors to explain new pathway options to students.

**ROZ THOMPSON, AWSP**

Ms. Thompson thanked Ms. Heikes, Ms. Muller, and Ms. Drake for all the hard work pertaining to the rules and discussed her concerns about how this will influence school master schedules and affect staff coverage. She continued to encourage working with people in field alongside OSPI to ensure proper communication and information is available. Good quality planning and communications are key to making this successful and not just a check box plan. Ms. Thompson and Ms. Heikes are working together to answer multiple questions from principals about CTE and Special Education. The goal would be to answer these and encourage SBE as a Board to stay flexible and to honor options local districts already have.

**CHANCE GOWER, HIGHLINE SCHOOL DISTRICT, CTE ADMINISTRATOR**

Mr. Gower commented on the two things at play pertaining to pathways: Exploratory and Preparatory pathways. In dual credit articulation, students can earn up to 18 credits. To answer Ms. Bolt’s question from earlier, “Is this equitable across the state?” In his view, it is equitable across the state because the majority of CTE programs in place are based in regional areas meeting the demand of that area. When speaking about preparatory pathways, do not forget skills centers spend half a day learning a career path. The goal is not to desegregate that from them meeting another pathway, but for them to stay on-track with their current pathway. Intention of the bill from the CTE administrator side is looking at six separate pathways: 2-year, 4-year, internships, apprenticeships, military, and employment. How do we make these very meaningful pathways for students? CTE is one of these rural pathways students can do.

MEAGAN RHOADES, WHITE RIVER SCHOOL DISTRICT

Ms. Rhoads is the District Assessment Coordinator and meets monthly with administrators after OSPI webinars to discuss 1599 impacts and the role it plays in their schools. Ms. Rhoads discussed the class of 2021 and what will be the CTE pathway sequence definition, requested expedited appeal extend one more year, what are the options for special education students' grade level assessments and will they continue. The delinking message and Smarter Balance is confusing, the public would like clarification and management of student information to help track, maybe a state online system.

DANA RILEY BLACK, EVERETT PUBLIC SCHOOLS

Ms. Black discussed issues with 1599 pathways to college and careers, and the miscommunication it is causing within her district. She requested the Board look closer at this year's seniors, honoring their decisions and complete its rulemaking by September 1 to avoid districts making their own decisions. Regarding Bridge to College courses, please recognize non-dual credit courses. Regarding CTE pathways—core plus or preparatory courses are the courses that are in the series towards certification. Other courses like music can reach equivalencies, are these pathways to be accessed only at skills centers? CTE pathways need to be accessible in school districts. Some students do not want college courses on their transcripts right away due to financial aid requirements.

STUART JENNER, PARENT/TEACHER HIGHLINE SCHOOL DISTRICT

Mr. Jenner discussed that cut scores are low within the district and expressed concern about Core 24. Some math teachers are spending summer reducing what standards are covered, and are only covering the essentials of common core. As a future research project Mr. Jenner requested the Board work with parents for feedback—both those with students in the system and ones that have exited.

MEG VANWYK, PARENT

Ms. Clifford discussed her concerns about kids with disabilities and timely communication with districts so they can build infrastructures they need. Also, extending CIA deadlines while our recommendations/report due December 10, 2022 is being approved. High School and Beyond Plan (HSBP) needs to synchronize with the student's IEP, some districts are using IEP's in place of HSBP. Equitable access to pathways – what supports and monitoring will be put into place? Better communications and infrastructure needed for successful access to the core for all students with disabilities; be mindful of CTE district standards and accessibility. Equitable access to pathways and supports with monitoring need to be in place.

STEVE SMITH, EXECUTIVE DIRECTOR, BLACK EDUCATION STRATEGY ROUNDTABLE

Mr. Smith discussed his concern about the following topics:

1. Tracking pieces of the bill cause civic injustice, this will always be an issue when students are being pushed in specific directions.
2. HSBP is putting a lot of weight on protocol to help students to move forward, staffing and implementation are problems, is it making a meaningful difference for students and are we tracking this after they leave high school?
3. Military – career tracks within the military require different scores, how does this tie into a career they are interested in.
4. Conversation around CTE that does not involve English or math component, having English and writing skills are incredibly important.

## **WORKING LUNCH**

Board members engaged with representatives from Seattle Public Schools (Dr. Caleb Perkins), Seattle Department of Education and Early Learning (Dr. Cristina Gaeta), and Seattle Central College (Dr. Sheila Edwards Lange) around the Seattle Promise scholarship program and the specific kinds of support students receive in high school and beyond.

In 2018, Seattle Colleges partnered with the City of Seattle and Seattle Public Schools to launch Seattle Promise, a scholarship program focused on providing college access, success, and completion with the

overarching mission of building a thriving, college-going culture, and a local workforce ready for our region's careers. Seattle Promise is jointly managed by the City of Seattle, Seattle Colleges, and Seattle Public Schools. These organizations are supported by Seattle's Levy Oversight Committee, established by the city council to review and make recommendations regarding levy-funded programs, including Seattle Promise.

## **CHARTER PUBLIC SCHOOLS**

*Ms. Kaaren Heikes, Director of Policy and Partnerships*  
*Cindi Williams, Chair, Charter School Commission*

Ms. Heikes and Ms. Williams shared information about the state's charter school environment, including facts about authorized, opening, and closing charter schools around the state as well as SBE's and CSC's key statutory duties relating to charter public schools.

## **SOUTH KING COUNTY ROAD MAP**

*Alejandra Perez, College and Career Success Manager*  
*Avery (Kristen Avery), College and Career Success Director*

Ms. Avery and Ms. Perez shared a PowerPoint and provided information on the following:

The South King County Road Map Project is a collective initiative involving seven public school districts that include Auburn, Federal Way, Highline, Kent, Renton, (South) Seattle, and Tukwila. Other partners include educational institutions from preschool to postsecondary, state and local government, community-based organizations, youth and families, employers and funders, and education advocates. The initiative's goal is to have seventy percent of South Seattle and South King County students earn a college degree or career credential by 2030. The Community Center for Educational Results (CCER) is the Road Map Project's "backbone" organization, a non-profit that staffs the initiative, providing data, research, communication, logistics and other supports for the initiative. At the Board meeting, members will hear from two CCER staff on the work of CCER, including data about student transitions and student survey results. They also highlighted the perspectives of more than 7,000 local High School students through survey and listening session data.

## **STUDENT VOICE – CHRONIC ABSENTEEISM**

*Student Board Member Autymn Wilde*

Autymn Wilde has been working on a project to better understand supports for students who experience attendance challenges. She provided narrative examples of student experiences that are not generally supported by the education system. She is suggesting much more could be done to support students going through emotional and physical challenges.

## **Thursday, July 11**

Members Attending:	Chair Mr. Kevin Laverty, Vice-Chair Mr. Peter Maier, Mr. Jeff Estes, Ms. Judy Jennings, Ms. MJ Bolt, Mr. Ricardo Sanchez, Mr. Ryan Brault, Ms. Patty Wood, Dr. Paul Pitre, Mr. Bill Kallappa, Ms. Autymn Wilde, Ms. Margarita Amezcua, and Dr. Michaela Miller for Chris Reykdal (12)
Staff Attending:	Dr. Randy Spaulding, Dr. Andrew Parr, Ms. Kaaren Heikes, Ms. Linda Drake, Ms. Alissa Muller, Mr. Parker Teed, Ms. Tamara Jensen, and Ms. Linda Sullivan-Colglazier (8)
Members Absent:	Mr. Chris Reykdal, Dr. Susana Reyes, and Holly Koon (3)
Via ZOOM:	Mr. Harium Martin-Morris (1)

Chair Laverty opened the meeting at 8:15 a.m. then went into Executive Session to review the performance of a state employee, pursuant to the Open Public Meetings Act, RCW 42.30.110(1) (g). Per the bylaws, the Board has the responsibility to review the executive director on an annual basis.

Regular bi-monthly Board Meeting reconvened at 9:20 a.m.

Chair Laverty reported that Dr. Spaulding, Executive Director declined to request a raise, other than COLA, at this time.

Chair Laverty explained that Dr. Michaela Miller would be attending future State Board of Education bi-monthly meetings for Superintendent Chris Reykdal. The superintendent has expressed a desire to sit on the Washington Student Achievement Council board and is requesting a change to the law that will designate a person as an appointment of the Office of Superintendent of Public Instruction.

## **COMMITTEE REPORTS**

Board members will update the full Board on recent committee discussions, workgroup meetings, and other conversations with stakeholders. Updates included:

**WSSDA Equity Conference**, May 22, Dr. Duncan-Andrade was a keynote speaker and explained his method of teaching that has been widely studied and acclaimed for producing uncommon levels of student social and academic success. He lectures worldwide and has authored numerous journal articles and books on effective practices in schools.

Attendees: Kaaren Heikes, Alissa Muller, Dr. Randy Spaulding, Dr. Susana Reyes, MJ Bolt, Ryan Brault, Jeff Estes, Ricardo Sanchez, and Patty Wood.

**WSSDA Regional Meetings**, Member Maier reminded the Board about the need for clarification on the direction OSPI, EOGOAC and SBE are going regarding the state school recognition system after the joint organization meeting. Fall regional meeting schedule will be provided to members when available from WSSDA.

## **BOOK STUDY**

Member Wood requested members to continue with same three books for the September Meeting.

- ***The Boy that was Raised as a Dog***
- ***The New Jim Crow***
- ***I Won't Learn from You***

**New Member Institute**, Members Pitre and Reyes attended. Member Pitre debriefed about the conference held June 14-15 in Virginia. Discussion centered on the role of the State Board in terms of oversight, policy makers, and re-enforcement of the role we play. It was a good opportunity to dialogue with people from all over the country. Report card on teacher education is a C-, needing a closer look at how the data informs us and the opportunities to use the data.

**Governor's STEM Education Innovation Alliance, May 29**, Member Estes debriefed on the meeting, discussing High School CTE internships, biopharmaceutical growth, and need for more technicians in this highly competitive industry.

**Staffing Enrichment Workgroup** – Dr. Spaulding attended this workgroup on behalf of Member Koon.

**Executive Committee Retreat** – Seattle, June 12. Meeting planning for the September Board Retreat in Yakima.

**Equity Committee** – Members Wood and Sanchez reported out on summit planning and the need for more to time to be diligent with language. Suggestion made to the Board to move the summit from November to a tentative date in March 2020. Member Kallappa suggested we produce and post videos of our work so far.

**Legislative Committee** – Member Bolt suggested modifying current process to determine committee members. Board members to notify Chair Laverty and Dr. Spaulding if they wish to be on this committee.

**Senator Wellman** – Chair Laverty acknowledged Senator Wellman and invited her to speak to the Board.

Senator Lisa Wellman represents the 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 in the Senate, she serves as the chair of the Early Learning & K-12 Education Committee.

Senator Wellman discussed the following topics:

- Legislature increases funding for special education
- Governor signs Wellman-sponsored bill to expand broadband service
- Students in rural areas need access to registered apprenticeships and internships
- Early Learning – importance of first five years
- Continued support for families
- Graduation Pathway Options
- Wellman Listening Tours – Educational Service Districts – talking to Principals, Teachers, and Counselors

## **STATE RECOGNIZED SCHOOLS PHASE II**

*Dr. Andrew Parr, Research Director*

*Dr. Michaela Miller, Deputy Superintendent, OSPI*

The Washington School Recognition Ceremony was held at two locations on June 6, 2019.

1. NEWESD101/ Talbott Center/ Spokane
2. Evergreen State College/Purce Lecture Hall

Ms. Muller generated a SurveyGizmo poll after the ceremony to attendees, top concerns as follows:

- Less high schools recognized in comparison to other schools
- Must have a rating of 6 in WSIF to be eligible for reporting
- Higher student group numbers makes it harder for schools to qualify

Dr. Parr debriefed the Board on the work of the school recognition work group, including feedback from this year's phase I work, as well as the plans to refine the recognition framework over the next few years.

SBE, OSPI, and EOGOAC staff worked closely together in consultation with the recognition workgroup to design a pilot recognition system as the first phase in the development of a new recognition framework for Washington that incorporates state level information to identify schools that are exemplars in terms of growth and achievement. The new approach to recognition is designed to identify schools throughout the continuum of support. The revised framework recognizes schools that have made gains in targeted areas and are on a path toward overall improvement in achievement and growth. Phase I of the Framework describes a single system of recognition that incorporates three routes to recognition, and multiple measures within each route derived primarily from the Washington School Improvement Framework (WSIF) data.

The SBE, OSPI, and EGOAC have a preliminary plan to refine the recognition framework over the next two years to create an even more equitable recognition system that highlights success across our K-12 system and takes into account state level accountability data as well as local qualitative and quantitative information. The organizations are following a draft timeline outlining some of the tasks necessary 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:

- To include other measures (including local measures) in the recognition framework,
- To include measures that are more qualitative in character,
- To provide the opportunity for stakeholder input and review, and
- To develop a platform to collect and share ‘best practices.’

Discussion ensued on related topics that align with the recognition framework.

Dr. Miller commented that recognition is a counter balance to accountability. Federal law suggests we have some sort of recognition. We have more freedom with schools’ progress using WSIF. Meaningful work must have a balance. In terms of next steps, state level measures have certain limitations. There is a need to elevate evidence-based practices. Local discussions affect students. In Phase II and III, the focus will be on how to share and elevate local schools working with school improvement offices. Phase II will also look back on quantitative data from Phase I.

#### **WAIVERS FROM CREDIT-BASED GRADUATION REQUIREMENTS**

*Parker Teed, Basic Education Manager*

Mr. Teed discussed with the Board applications for a waiver of credit-based graduation requirements by Moses Lake School District for Moses Lake High School and Snoqualmie Valley School District for Two Rivers School. They provided information and documentation required by WAC 180-18-055 and the districts demonstrate in their applications that the proposed non-credit based graduation requirements will meet minimum college admission standards.

#### **DISCUSSION OF BUSINESS ITEMS**

Dr. Spaulding, Ms. Heikes, Ms. Drake, and Ms. Muller continued discussion about rules related to graduation pathways. Members expressed concern about the following items involved with pathways:

- Armed Services Vocational Aptitude Battery Tests (ASVAB), separate scoring from the military—not a pathway that SBE would set scores for
- Tracking students becoming a recruiting tool
- Phrasing of “leads to enlistment” language
- Work load burden for counselors and administrators

Discussion ensued and input was given to remove Approval of Proposed Rules for Graduation Pathway Options Section of chapter 180-51 WAC (High School Graduation Requirements) from the Business Items.

#### **PUBLIC COMMENT**

TIM GARCHOW- EXECUTIVE DIRECTOR, WASHINGTON STATE SCHOOL DIRECTORS’ ASSOCIATION

Mr. Garchow reported they have formed an equity sub-committee to develop a tool kit and equity lens. Tools would include a change in the matrix dashboard that allows board and staff easier movement towards goals. Development of this equity plan: this is a multiyear approach, gathering stakeholders, and legal teams to go through with the new equity lens by modifying policies used the last couple of years when needed. This will be a coordinated effort through WSSDA’s Policy, Legal and Legislative branches scheduled to roll out and finalize August 2019.

SENATOR LISA WELLMAN, 41<sup>ST</sup> DISTRICT, DEMOCRAT

Ms. Wellman discussed the last legislative session, interest in equity work, and high school graduation requirements. She acknowledged SBE staff and members' work on graduation pathways and wants to reinforce Career Connect Washington's goal of connecting 100,000 young people with employer internships, registered apprenticeships, career exploration programs, and other learning opportunities.

#### **WORKING LUNCH - MAUD DAUDON PRESENTATION**

Chair Laverty introduced Maud Daudon from Career Connect Washington who explained Career Launch programs. The goal of these programs is to close state attainment gaps, 70% of jobs require post high school degree, and the Career Launch Program can help to close these gaps.

Skills Centers that have more employer based connection can become part of Career Launch focusing on job experience content that is academic in nature. Employers supervise competency and skills on the front end that would help define the curriculum.

Programs are expanding significantly in the coming year to include technology and agriculture. Some of the challenges include student's access to Community Colleges, as well as smartphones and tablets to access needed websites. Community-based solution is a key to get rural broadband and the ability to get this data on cellphones for students.

Thanks to the support of the Legislature and Governor Jay Inslee, Career Connect Washington is moving full-speed ahead on developing a comprehensive, statewide system for career-connected learning that will provide opportunities for students across Washington.

Passage of the Workforce Education Investment Act was the big first step to the goal of ensuring every student in our state has access to a range of career-connected learning opportunities. We have been particularly concerned with ensuring that the Career Connect Washington goals are consistent with the requirements for the high school diploma and helping to promote career awareness, preparation, and exploration.

Members Maier, Bolt, and Jennings expressed concern about the capacity needed to reach out to multiple employers to establish a regional network and the need for students to own their own interest and journey. There is a need for better connection with counselors, students, and parents.

#### **BUSINESS ITEMS**

**MOTION MADE BY MEMBER BOLT** to approve temporary waiver from WAC 180-51-068 for Bates Technical College, Bellingham Technical College, Cascadia College, Clark College, Clover Park Technical College, Edmonds Community College, Lake Washington Institute of Technology, Renton Technical College, and Tacoma 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 Pitre.**

**Motion carried.**

**MOTION MADE BY MEMBER MAIER** to approve temporary waiver from WAC 180-51-068 for Mount Vernon School District for the Classes of 2019 and 2020, for the reasons requested in its application to the Board.

**Motion seconded by Member Jennings.**

**Motion carried.**

**BUSINESS ITEM # 2 REMOVED FROM VOTING TO APPROVE PROPOSED RULES** for Graduation Pathway Options section of Chapter 180-51 Washington Administrative Code, as shown in Exhibit A.

**No Vote**



**MOTION MADE BY MEMBER SANCHEZ** to approve waiver from credit-based graduation requirements in Chapter 180-51 WAC for Moses Lake High School in Moses Lake School District for the 2019-2020, 2020-2021, 2021-2022, and 2022-2023 school years, for the reasons requested in its application to the Board.

**Question by Member Maier: Does motion include Moses Lake, Member Martin-Morris confirmed.**

**Motion seconded by Member Bolt.**

**Motion carried.**

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

**Motion seconded by Member Kallappa.**

**Motion carried.**

**MOTION MADE BY MEMBER JENNINGS** to grant provisional approval status to Washington Academy of Muslim Education for up to one year to allow the school to correct the application deviations identified by the State Board of Education; the school must report their plan and progress to the State Board of Education no later than September 1, 2019.

**Motion seconded by Member Kallappa.**

**Motion carried.**

**MOTION MADE BY MEMBER JENNINGS** to grant provisional approval status to Veritas Classical Christian School for up to one year to allow the school to correct the application deviations identified by the State Board of Education; the school must report their plan and progress to the State Board of Education no later than September 1, 2019.

**Motion seconded by Member Pitre.**

**Motion carried.**

There being no further business, Chair Laverty adjourned the meeting at 2:45 p.m.

Minutes prepared by: Ms. Tamara Jensen

*Complete meeting packets are available online at [www.sbe.wa.gov](http://www.sbe.wa.gov). For questions about agendas or meeting materials, you may email or call 360.725.6027.*



## THE WASHINGTON STATE BOARD OF EDUCATION

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

### COVER: BOOK STUDY

Prepared for the September 2019 Board Meeting

Information and Action item.

As related to:

**Goal One:** All students feel safe at school, and have the supports necessary to thrive.

**Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.

**Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

**Goal Four:** Students successfully transition into, through, and out of the P-12 system.

**Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.

**Goal Six:** 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.

**Other**

Synopsis:

The annual planning meeting will start off with a pre-meeting breakfast discussion of four books recommended by the equity committee and selected by the Board. Members will meet in small groups 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 are asked to consider key take-aways 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. Each group will share the results of their conversations with a "gallery walk" poster session on Wednesday morning. The books Board members are discussing include:

- *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
- *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*, Michelle Alexander
- *I Won't Learn from You: And Other Thoughts on Creative Maladjustment*, Herbert R. Kohl
- *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

# Annual Report



# THE WASHINGTON STATE BOARD OF EDUCATION

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

## COVER: 2019 ANNUAL REPORT

Prepared for the September 2019 Board Meeting

Information and Action item.

As related to:

**Goal One:** All students feel safe at school, and have the supports necessary to thrive.

**Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.

**Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

**Goal Four:** Students successfully transition into, through, and out of the P-12 system.

**Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.

**Goal Six:** 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.

**Other**

Materials included in packet:

- Annual Report
- Annual Report PowerPoint (Additional Materials)
- 2019-2020 Proposed Agency Budget (Action Item)

Synopsis:

The Annual Report 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.



# 2019 ANNUAL REPORT

DRAFT



### **Vision**

The Washington State Board of Education envisions an education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.

### **Mission**

The mission of the State Board of Education is to provide transparent leadership in K-12 education policy-making; effective oversight of schools serving Washington K-12 students; and, assertive advocacy for student personal growth and success. These three areas of responsibility will support a system that personalizes learning for each student and values diverse cultures, abilities, and learning styles.

### **Equity Statement of Intent**

The Washington State Board of Education uses equity as a guiding principle in carrying out its statutory charges, strategic planning, and policymaking. The Board believes that the state's school system exists to empower all students and assure they are ready to become productive, caring, and civically engaged community members.

# Contents

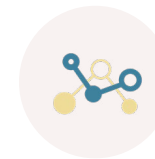
## Cover Letter



Student Well-being



Learning Environments



System Design



Student Transitions & Diploma



Funding & Accountability

## Agency Resources





The 2019 – 2023 Strategic Plan establishes five priority areas for the Board and our education system. The intent of the strategic plan is to focus the work of the Board and the agency staff on key priorities within the Board’s scope of responsibility, which includes advocacy and strategic oversight of public education. The actions and priorities outlined in the plan were established following an extensive public engagement process and are grounded in a set of values adopted by the Board. The priorities are intended to achieve the Board’s vision of an education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, post-secondary education, and lifelong learning.

The Board recognizes that the persistent challenges we face as a state and a nation in our education system cannot be addressed without partnership and collaboration with other agencies and organizations who share the responsibility to develop equitable policies and programs, and deliver on the promise of an education system that is designed to meet the individual needs of the student we serve. There is a great deal of synergy among educational partners in Washington and the plan calls out a number of actions and initiatives that are being developed and lead by other organizations.

This annual report identifies some of the good work that has already occurred since the Board adopted the plan in November of 2018. This is not intended to be a comprehensive catalog of all the great work occurring throughout our system. Rather, this report is an opportunity to highlight a few bright spots as well as signal areas that need further attention and share some of the ongoing or emerging work that will occur over the next year.

Finally, the report includes a brief discussion on how SBE is deploying its resources over the next fiscal year to make progress on our strategic plan and agency responsibilities.

Sincerely,

Randy Spaulding  
Executive Director  
Washington State Board of Education

# Student Well-being

Goal: All students feel safe at school and have the supports necessary to thrive.



## INDICATORS

- The average percentage of students experiencing at least one exclusionary disciplinary event decreased from the 2017 SY to the 2018 SY.
- The exclusionary discipline rate declined for 62 of 223 (28 percent) school districts.

However,

- From 2008 to 2018, the percentage of 10th grade students considering attempting suicide increased from 17 to 23 percent in Washington.
- After declining over an eight-year period, the percentage of 6th grade students who do not feel safe at school increased from 10 to 15 percent.

## KEY INITIATIVES

Progress was made in a number of areas including passage of comprehensive school safety legislation (2SHB 1216) which addresses: regional safety centers, threat assessment, codifies the School Safety Center and School Safety and Student Wellbeing Advisory Committee, and includes a range of accountability and oversight mechanisms among other things. Other legislation in 2019 addressed training requirements for school resource officers, emergency notification for public and private schools, natural disaster and resiliency, harassment, intimidation, and bullying, and social emotional learning.

## WORK AHEAD

- SBE supports the collection and use of school climate and culture data primarily for school improvement and, in collaboration with OSPI and EOGOAC will be exploring other uses in school recognition and accountability.
- The agency will participate in the Social Emotional Learning Work group established in SB 5082.
- The Board is working with partner agencies through the Learning First Alliance to develop shared resources to address the need for mental health awareness for students, educators, and families. This work is drawn from a student led effort and resolution passed by the Board in March of 2019.



# Learning Environments

*Goal: All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.*



## INDICATORS

- For the class of 2018, the graduation rate for all student groups improved from the previous year.
- 8 of 11 student groups are now on pace to meet statewide goals for their graduation rate.
- 329 of 468 high schools (70 percent) improved on the four-year graduation rate.
- However, only 213 of 2016 schools (11 percent) improved on the regular attendance rate.

## PROGRESS

The Board, in partnership with other organizations and agencies, developed and distributed materials to support implementation of the Washington State Science Learning Standards as well as materials to clarify and promote the flexibility built into the state requirements for a high school diploma. The Governor's Career Connect Washington initiative made great progress in developing a plan that will enable all students in our K-12 system to engage in authentic learning and career exploration opportunities. OSPI is working towards adoption of learning standards for ethnic studies by September of 2020 that address the knowledge students need for success in a global society, with appreciation of the contributions of diverse cultures. In addition to these standards, OSPI will also make available materials and resources for use in grades 7-12 and, with assistance from an advisory committee, develop a framework for teaching ethnic studies in grades 7-12. The legislature also provided greater supports for foster youth through SSB 5324, which requires schools to identify a point of contact for homeless students at each school building to better serve unaccompanied youth.

## WORK AHEAD

- SBE is in the process of writing rules in response to a number of changes to the high school graduation requirements. Following that process, the Board will work with partners to ensure clear and consistent communication about the revised requirements.
- A key part of the revised graduation requirements is a series of pathway options aligned to a student's High School and Beyond Plan. The Board is actively working with partners to implement these pathway options. In addition, the Board is charged with evaluating the graduation pathway options and then making recommendations for improvements to address unintended consequences and concerns about equitable student access to all of the pathway options.
- The Board is continuing to collaborate with partners on encouraging STEM education and sustainable implementation of the Washington State Science Learning Standards.
- SBE is participating on the Governor's Career Connect Washington Government and Education Work group to assist with the further development and implementation of the Career Connect Washington framework.



# System Design

*Goal: School and district structures and systems adapt to meet the evolving needs of the student population and community as a whole. Students are prepared to adapt as needed to fully participate in the world beyond the classroom.*



## INDICATORS

- Students in Washington have inequitable access to the most highly qualified and experienced educators.

## PROGRESS

There is a great deal of work underway both at the state and the local level to rethink how we better meet the needs of our students, how we can deliver personalized learning opportunities to help students achieve their goals, and what educators can do to provide a more relevant educational experience. The Board is providing staff support of the Mastery-Based Learning work group authorized in 2ESHB 1599 that will provide recommendations to support an alternative to the credit-based graduation requirements. E2SHB 1139 incentivizes the recruitment and retention of highly effective educators, especially in high-need subject, grade-level, and geographic areas, by expanding the current and future educator workforce supply through evidence-based strategies with a comprehensive set of strategies focused on recruitment, financial incentives and supports, retention strategies, and professional development. In addition, SHB 1621 removes a testing barrier for students entering teacher education programs to expand the pool of students who can engage in teacher education programs.

## WORK AHEAD

- The Board has already made some changes to the Basic Education survey to capture more information about Mastery-Based Learning practices, availability of graduation pathways, delivery of the High School and Beyond Plan, and other priorities. We will continue to refine the survey to be sure it aligns with changes in the state requirements.
- Transition of responsibilities for private school approval are complete and now staff are looking at ways to improve and streamline the application process





# 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.*



## INDICATORS

- In the three most recent years, the percentage of children who met standard on all six domains of the WaKIDS has remained relatively steady at approximately 46 percent.
- 261 of 405 schools (64 percent) showed an improvement on the rate of 9th graders on-track.
- 273 of 485 schools (56 percent) improved on the dual credit participation rate.
- The number of high school graduates successfully transitioning to post-secondary educational opportunities increased for six of seven reported race/ethnicity student groups. The overall increase was 1983 additional students moving on to further education. Of those:
  - 45 percent identified as Latinx, and
  - 69 percent participated in the Free or Reduced Price Lunch program.

## PROGRESS

A key priority for the Board this year was a set of changes to the diploma requirements to improve flexibility and support successful student transitions. Legislation passed in 2019 (2ESHB 1599) addressed the following issues:

- Elimination of the explicit link of the state assessment to graduation, replacing it with a set of pathway options for graduation.
- Extending the expedited appeal through the Class of 2020, providing a path to a diploma for students who have met all graduation requirements except an assessment requirement.
- Automatically granting high school credit for high school courses taken in middle school (a student's family may choose to opt out of the credit).
- Changing language from "unusual circumstances" to "student circumstances" to clarify the use of the 2-credit (non-core) waiver for students whose personal circumstances warrant it, so more students can stay on-track to earning a diploma.
- Creation of a Mastery-Based Learning Work Group to recommend a framework for a mastery-based diploma pathway, and additional options to earn credit outside of a traditional "seat-time" model.
- Enhancements to the High School and Beyond Plan.

In addition, the legislature provided additional support for early learning including \$20M to expand the Early Childhood and Assistance Program (ECEAP) and \$23M for the Early Achievers program. The Workforce Education Investment Act (E2SHB 2158) creates a dedicated revenue source for higher education. The revenue, totaling \$373.8M for the 2019-21 biennium, may be used on higher education operations, compensation, programs, and student aid. The bill also made significant changes to eligibility requirements for state student aid, making state financial aid more predictable and raising the income eligibility threshold.

## WORK AHEAD

The State Board received funding to support the work of the Mastery-Based Learning Work group. Over the next year and a half, Board staff will be engaging with a diverse work group to craft a set of recommendations that likely will result in a policy framework to support an alternative to the credit-based graduation requirements, instead recognizing an individual student's mastery of the state learning standards through authentic learning opportunities. The Board is seeking funding to allow local districts to develop and share models for a credit-bearing course that support a student's development of High School and Beyond Plan and that integrates the Financial Education standards along with other life skills curricula to allow students to earn credit as they develop and refine their High School and Beyond Plan.



# 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.*



## INDICATORS

- 962 of 1924 schools (50 percent) improved on the WSIF from the winter 2018 to the winter 2019.
- Two-thirds of Comprehensive support schools improved on ELA and math growth (Student Growth Percentiles, or SGPs).
- 50 to 60 percent of Tier 2 Targeted (3+ groups) support schools improved on ELA and math growth (SGPs).
- Approximately 45 percent of Tier 1 Targeted (1-2 groups) support schools improved on ELA and math growth (SGPs).
- A large percentage of schools declined on the EL Progress, Regular Attendance and Dual Credit WSIF measures.

## PROGRESS

- The Board and OSPI worked together to revise rules for Required Action Districts to better align with current state and federal law, the state accountability system, and OSPI's delivery model for school support.
- The Board has also been working closely with the EGOAC and OSPI to develop a new school recognition system. The new system is being developed and phased in over three years: last spring was the first phase and the state recognized 216 schools for closing gaps, student growth, and achievement.
- The legislature raised the limits for local levy authority, so that local districts would have greater flexibility to provide for enhancements to basic education with local dollars.
- The legislature provided \$77M in additional funding to support students receiving special education services and an additional \$48.7M in Special Education safety net funding. The legislature also provided \$84M for increased professional development for classroom teachers, supporting inclusionary practices for students with an IEP.

## WORK AHEAD

- The Board is continuing to collaborate with EGOAC and OSPI on the development of the school recognition system. The second phase will include revisions to the methodology as well as outreach to local districts and ESDs to help identify local practices and initiatives that are contributing to school success.
- The Board will also be engaging with OSPI and partners to get feedback on the accountability framework and consider whether changes might be necessary. In particular, there is a need for further discussion on the inclusion or piloting of measures on school climate, access to effective educators, and disproportionate discipline.
- The Board is participating on OSPI's Staff Enrichment Work group which is exploring changes to the prototypical school model, with a goal of reducing the opportunity gap, assisting struggling students, and enhancing the education outcomes for all students.
- Staff are collaborating with the Educational Research and Data Center (ERDC) and the Washington

- Student Achievement Council (WSAC) to identify opportunities to align metrics used to track the state's progress in achieving the goals of our education system beyond K-12.
- The Board recognizes the additional investments in special education fall short of what is needed locally and will continue to advocate for increases in special education funding.



January Equity Summit



# Reports

## 2019

- Charter school report

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- Assessment Report (with OSPI)

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- Mastery-based Learning Work Group Interim Report

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- Graduation Pathway Options Report

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- Annual Report/SP Progress Report

## 2020

- Charter School report

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- Assessment Report (with OSPI)

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- Mastery-based Learning Work Group Interim Report

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- Graduation Pathway Options Interim Report

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- Annual Report/SP Progress Report

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- PESB/SBE Joint Report

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- System Health Report



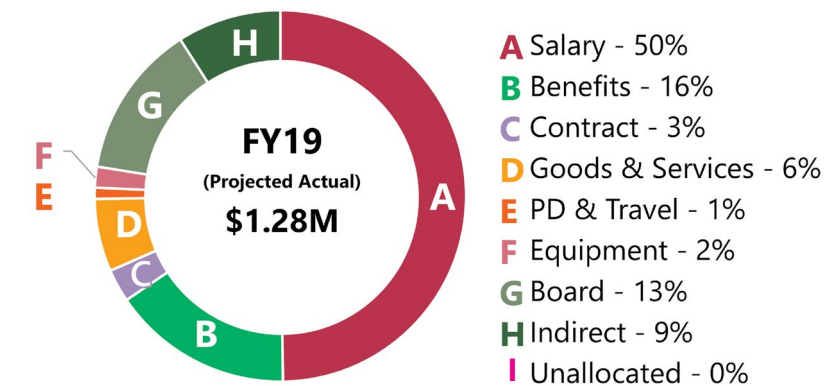
Student Board Members Autymn and Joe.

# Agency Resources

## BUDGET

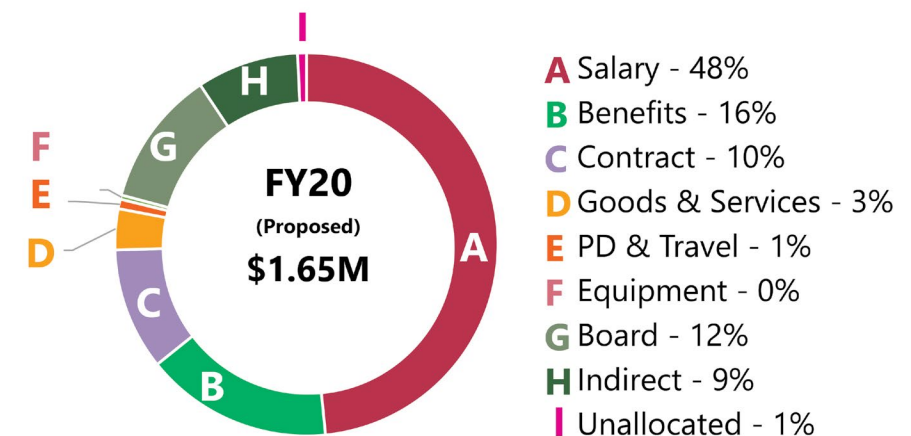
### Fiscal Year 2019 Budget

The Board adopted a budget of \$1.33M for fiscal year 2019 that included a mix of the state general fund, education legacy trust fund, and private fund sources. In addition, the Board received \$50,000 in the supplemental budget (ADA accessibility request) for FY19, however, due to timing of the budget, the agency was only able to expend \$20,000 by June 30, 2019. Staff are working on a request to carry over the remaining \$30,000 for FY 2020. The agency also experienced some additional savings in FY19, including a shift in the timing of NASBE dues, timing of staff compensation changes, and timing of a new hire. As a result, the agency is projected to close the year 4% below the planned budget.



### Fiscal Year 2020

Proposed expenditure levels for 2019-20 total \$1.65M. With the passage of ESHB1109, the agency budget has been restructured as reflected in section 502. The biennial appropriation includes \$1,514,000 in FY20. In addition, \$133,000 was included in the OFM IT Cost Pool to support ADA website compliance. Proposed expenditures also include \$7,610 funding through NASBE. Staff costs represent roughly 66% of the agency budget, down slightly from FY19 due to an increase in anticipated contract costs to address ADA remediation, captioning, and survey costs associated with 2ESHB1599. Overall the proposed budget includes 8.4 FTE permanent staff positions and 0.6 FTE part-time or temporary staff. This includes an increase of 1.4 FTE effective July 1 to reflect work for the agency outlined in 2ESHB1599 and to better reflect the personnel needs of the organization within budget constraints.



# STAFFING

Staff resources have expanded due to funding associated with HB 1599. The agency has created two new positions. A Policy Manager of Career and College Readiness has been added to provide support for the implementation of HB 1599 – with particular focus on the Mastery-Based Learning work group and the analysis of the diploma pathways. The second position is a part-time Operations Manager to provide support for the Board budgeting and contracting processes.

## **Randy Spaulding, Executive Director**

Randy joined SBE in 2018. Previously he had served as the Director of Academic Affairs and Policy at the Washington Student Achievement Council (WSAC) and Higher Education Coordinating Board (HECB). His research and policy work have been focused on issues of equity and human capital development



## **Mark Bergeson, Manager Operations**

Mark joined SBE in 2019. He served as an Associate Director of Academic Affairs and Policy at the Washington Student Achievement Council (WSAC) and Higher Education Coordinating Board (HECB). His work focused on equity, grant administration, and degree program approval. Prior to that, he provided accounting services for nonprofit organizations serving people with disabilities.



## **Linda Drake, Director Career and College Readiness**

Linda Drake joined SBE in 2012. For over 10 years she worked at Pierce County Careers Connection as a project manager and as director. She led projects and initiatives supporting college-readiness and the successful transition of high school students to post-secondary education and careers.



## **Alissa Muller, Manager Career and College Readiness**

Alissa joined SBE in 2017 as communications manager. Prior, she worked in communications positions in several Texas nonprofits, as an event planner, and as a campaign manager. Alissa holds her B.S. degree in Public Relations from the University of Texas and her Master of Public Administration degree from the Evans School (UW).



## **Andrew Parr, Director Research**

Andrew joined SBE in 2013. He moved to Olympia from Nevada where he taught math and science and later worked in the Department of Education's Assessment and Accountability division. He has a Ph.D. in Educational Leadership and plays a key role in projects and research about education reporting, accountability, and equity.



## **Stephanie Davidsmeyer, Manager Communications**

Stephanie Liden Davidsmeyer is a Communications professional with seven years experience in nonprofit, corporate, and government outreach and media relations. She comes most recently from the Washington State Liquor and Cannabis Board, but worked for the Department of Early Learning, and for two years, OSPI.



## **Parker Teed, Manager Basic Education**

Parker joined SBE in 2013. Parker has worked as operations and data coordinator, special assistant and communications consultant for SBE, a registration specialist at South Puget Sound Community College, an advertising manager at the SPSCC newspaper, and an initiative checker for the Office of Secretary of State.



## **Tamara Jensen, Executive Assistant**

Tamara joined SBE in 2012. Tamara has worked as a Secretary Senior for SBE, Administrative Assistant for Olympia Vision Clinic and Dialysis Technician for Northwest Kidney Centers. She attended Washington State University and earned an Associates of Arts Degree from South Puget Sound Community College.







# THE WASHINGTON STATE BOARD OF EDUCATION

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

## FISCAL YEAR 2020 BUDGET SUMMARY

### Fiscal Year 2020 Proposed Budget Narrative

Proposed expenditure levels for 2019-20 total \$1,654,610. With the passage of ESHB1109, the agency budget has been restructured as reflected in section 502. The biennial appropriation includes \$1,514,000 in FY20 and \$1,532,000 in FY21. In addition, \$133,000 was included in the OFM IT Cost Pool to support ADA website compliance. Also, NASBE extended \$7,610 in grant funding through July of 2019. The projected expenditures include the following assumptions:

#### **STAFFING AND COMPENSATION**

Staff costs represent roughly 66% of the agency budget, down slightly from FY19 due to an increase in anticipated contract costs. That said, staffing levels are increased by 1.4 FTE effective July 1 to reflect work for the agency outlined in 2ESHB1599 and to better reflect the personnel needs of the organization within budget constraints. The proposed budget funds 8.4 FTE permanent staff. Estimates also assume cost of living increases consistent with the state's biennial budget (3% per year) and other compensation adjustments to reflect merit increases and updated job descriptions for staff. In addition to the permanent staff, the proposed budget assumes roughly \$30,000 to support 0.6 FTE part-time or temporary staff. Part-time staff provide additional clerical support for Board meetings to assist with logistics and recording meeting minutes as well as additional project and clerical support in the office.

#### **2ESHB 1599 IMPLEMENTATION**

House Bill 1599 directs the State Board to survey stakeholders about pathway options and report to the Legislature by August 1, 2020. That work will continue through the next fiscal year and part of the next biennium. SBE is also required to survey, and report to the Legislature by December of 2022, school districts that were unable to provide all of the pathways provided under section 201 of the bill, and identify barriers to implementation.

The Board is also tasked with supporting the Mastery-Based Education Workgroup established in the bill. The workgroup will have quarterly meetings through December 2020. Reports are due to the legislature December 1, 2019 and December 1, 2020.

The primary fiscal impacts of the bill include 1.0 FTE to support the Mastery-Based Education workgroup and 0.25 FTE + \$25,000 for a contractor to support research and recommendations around the new diploma pathways defined in the bill. These staff are reflected above in the discussion of Staffing and Compensation.

### ***USE OF PRIVATE AND EXTERNAL FUNDS***

The NASBE Early Childhood Education Workforce initiative stipend was extended through July 2019. The grant provides support to partner with Department of Children, Youth, and Families (DCYF) and other key stakeholders and to inform development of an instructional leadership framework for early learning programs/school leaders that is recognized across systems.

A total of \$133,000 is included for document remediation and captioning to bring our webpage up to ADA compliance and provide live and archival captioning for our meeting broadcasts through Periscope, or an equivalent online resource. Funding was provided for this work in an IT Cost Pool appropriated to the Office of Financial Management. The Agency is required to apply for these funds. As a contingency, up to \$40,000 from carryover grant funds would be used to begin work on document remediation to bring the agency website up to ADA compliance and/or remove non-compliant documents from the website. Funding through private resources enables us to continue the ongoing work begun in FY19 while we process our application for the IT Pool funds.

### ***OTHER CHANGES***

In general, estimated expenditures are based on current year expenditures except as noted above. The most notable shift not already noted is a proposed reduction in the Board member professional development and travel budgets. The costs in those areas have grown significantly to a point where they impact our ability to provide adequate staff support for the agency and the Board. The proposed change would require more intentional planning to ensure alignment with Board priorities. Under the proposed approach each Board member would begin with an initial annual allocation of \$3,000 for professional learning and engagement, including related travel. In mid-February, unspent funds would be reallocated based on Board members' professional learning and engagement expenditures to date and plans for the remainder of the fiscal year.

# 2019-20 Draft Budget

9/3/19

Total Budget 2019-20				
Total	2018-19 Budget	2018-19 (Projected)	2019-20 (Proposed)	Comments
Salary	682,378	651,601	821,038	1.25 New FTE funding
Benefits	214,328	202,417	263,544	1.25 New FTE funding
Contract	62,500	36,965	170,610	
Goods and Services	74,000	101,627	102,292	
PD and Travel	122,000	143,958	116,129	
Equipment	11,200	23,191	6,000	
Indirect	135,049	115,458	162,625	
Unallocated	24,545	-	12,372	
<b>Total</b>	<b>\$1,326,000</b>	<b>\$1,275,217</b>	<b>\$1,654,610</b>	
Core SBE Budget				
Core Office Functions	2018-19 Budget	2018-19 (Projected)	2019-20 (Proposed)	Comments
Salary	569,820	564,718	711,914	
Benefits	184,052	178,460	229,902	
Contract	5,000	20,224	98,000	Includes \$93k website ADA (IT Pool – OFM)
Goods and Services	15,000	55,038	48,169	
Travel	7,000	2,108	9,129	
Equipment	8,700	23,191	3,000	
Indirect	116,361	104,999	125,264	
Unallocated	20,967		12,372	
<b>Subtotal</b>	<b>\$926,900</b>	<b>\$948,738</b>	<b>\$1,237,750</b>	
Board	2018-19 Budget	2018-19 (Projected)	2019-20 (Proposed)	Comments
Stipend	25,200	16,846	20,000	
Benefits	2,400	1,501	2,000	
Contract	1,500	351	-	
Goods and Services	46,000	20,765	45,000	Includes \$30K for NASBE dues
Member PD & Travel	50,000	75,878	48,000	
Board Meeting Travel	55,000	55,699	55,000	
Indirect		-	20,250	
<b>Subtotal</b>	<b>\$180,100</b>	<b>\$171,040</b>	<b>\$190,250</b>	

## 2019-20 Draft Budget (page 2 of 2)

9/3/2019

HB 1599 Proviso				
New Proviso (1599)	2018-19 Budget	2018-19 (Projected)	2019-20 (Proposed)	Comments
Salary			89,124	
Benefits			31,642	
Contract			25,000	Diploma pathway research
Goods and Services			9,123	
Travel			4,000	
Equipment			3,000	
Indirect			17,111	
Unallocated				
<b>Subtotal</b>			<b>\$179,000</b>	
Proviso (6696)				
Discontinued Proviso (6696)	2018-19 Budget	2018-19 (Projected)	2019-20 (Proposed)	Comments
Salary	87,358	70,037		Legislature rolled all Proviso (6696) funds into core budget effective FY20
Benefits	27,876	22,456		
Contract	15,000	10,000		
Goods and Services	13,000	25,824		
Travel	10,000	10,273		
Equipment	2,500	-	-	
Indirect	18,688	10,459		
Unallocated	3,578	-		
<b>Subtotal</b>	<b>\$178,000</b>	<b>\$149,049</b>		
Private Funds				
Included in roll-up on contracts line.				
Grants	2018-19 Budget	2018-19 (Projected)	2019-20 (Proposed)	Comments
NASBE Grants	14,000	6,390	7,610	
Other Private Funds	27,000	-	40,000	Supplemental support for ADA work
<b>Total</b>	<b>\$41,000</b>	<b>\$6,390</b>	<b>\$47,610</b>	



# Yakama Nation Tribal School Visit



# 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*

## COVER: YAKAMA NATION TRIBAL SCHOOL VISIT

Prepared for the September 2019 Board Meeting

Information and Action item.

As related to:

- Goal One:** All students feel safe at school, and have the supports necessary to thrive.
- Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.
- Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

- Goal Four:** Students successfully transition into, through, and out of the P-12 system.
- Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.
- Goal Six:** 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.
- Other**

Materials included in packet:

- Yakama Tribe History and Culture

Synopsis:

Members will learn about the Yakima Nation Tribal School with particular focus on the history of the school, grades 8-12, higher education programs, tribal scholarships, and a tour of the library.

# Yakama Nation History

*(Courtesy of The Yakama Nation Main Agency Offices – Toppenish, WA)*

Upon central Washington's plateau and along the Columbia River reside tribal people called the Yakamas. The Cascade mountains shelter this central portion from marine showers. The rolling foothills and Yakima River are the eastern border.

Due west in majestic glory is Pahto, 12,307 feet high. It is one of five Cascade volcanoes that dot the landscape from California to Washington.

Located in southwestern Washington State is the 1,130,000 acres reservation that is home to the Yakima or Yakama Indian Nation (AID, 39). That reservation was granted to the Yakama in a treaty signed in 1855 by Gov. Isaac Stevens of the Washington Territory and representatives of the Cayuse, Umatilla, Wallawalla, Nez Perce and Yakama tribes.

The Yakama Nation, which is about 6,300 strong (AID, 39) has a flag (sample flag provided by Elmer's Flag and Banner, Portland, OR) that shows the borders of the reservation in white against a sky blue background. Within the map is a depiction of Mount Adams, an impressive mountain that lies partly within the reservation. This mountain is sacred to the Yakama. Soaring above the mountain is an eagle depicted in full color. Not only is the eagle sacred, but it shares a lifestyle with many Yakama who earn their living fishing for salmon in the waters of the Columbia River and its tributaries.

Read more history on [the Yakama Nation history website](#).



# Self-evaluations and Board Norms



# THE WASHINGTON STATE BOARD OF EDUCATION

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

## COVER: BOARD SELF-EVALUATION AND NORMS

Prepared for the September 2019 Board Meeting

Information item.

As related to:

- |  |  |
|--|--|
| <input type="checkbox"/> <b>Goal One:</b> All students feel safe at school, and have the supports necessary to thrive.   | <input type="checkbox"/> <b>Goal Four:</b> Students successfully transition into, through, and out of the P-12 system.   |
| <input type="checkbox"/> <b>Goal Two:</b> All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.  | <input type="checkbox"/> <b>Goal Five:</b> Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.                             |
| <input type="checkbox"/> <b>Goal Three:</b> School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom. | <input type="checkbox"/> <b>Goal Six:</b> 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. |
|  | <input checked="" type="checkbox"/> <b>Other</b>   |

Materials included in packet:

- Summary of Evaluation Scores
- Evaluation Comments (additional materials)
- Current Board Norms

Synopsis:

The Board members and staff responded to a survey to assess the degree to which the Board is meeting the standards established within the Board norms and evaluate their performance of their duties, in alignment with the strategic plan. The survey results provide a starting point for a conversation about where the Board should focus as we identify areas for improvement. The survey will also serve as a foundation for a conversation about revisions to the Board norms and bylaws.

## 2019 SBE Self-evaluation Scale Results

- The questions were taken from Board Norms and from Executive Director evaluation form, with some additional questions added.
- 1-5 scale (1-Not Evident, 2- Needs Improvement, 3-Meets Expectations, 4- Exceeds Expectations, 5 Distinguished Performance, or Not Observed, for any item where you feel like you have an insufficient basis to respond)

### **Respondents:**

- 13 Board Members
- 6 Staff Members

\*Percentages are approximate\*

Question	0 – Not Observed	1 – Not Evident	2 – Needs Improvement	3 – Meets Expectations	4 – Exceeds Expectations	5 – Distinguished Performance
Board meetings focus on SBE goals as articulated in the Strategic Plan, while recognizing that other matters may also be part of a meeting agenda.				58%	21%	21%
At Board meetings, Board members maintain the dignity and integrity appropriate to an effective public body.				42%	37%	21%
All Board members play a meaningful role at Board meetings and in the Board’s overall operations.	5%		5%	54%	26%	10%
Board members consistently attend and prepare for Board meetings, and read the materials in advance of the meeting.	10%			68%	16%	5%
Board members endeavor to understand the views of other members and to engage in civil discussion, while embracing a healthy debate on policy issues.	5%			26%	42%	26%
Board meetings start on time and end on time.				47%	21%	32%

Board members hold their questions (except for brief clarifying questions) until the end of each presentation, or until the presenter offers a designated “pause” for questions.			10%	63%	21%	5%
During Board discussions, each Board member speaks with purpose.				79%	5%	15%
The Board Chair governs the meetings to ensure that the discussions and deliberations are leading to a focused outcome.	5%		11%	28%	28%	28%
The Board’s consideration of and voting on business items is deliberate and has clear outcomes.				57%	21%	21%
Board members maintain the confidentiality of executive sessions.	15%			42%	5%	36%
Written materials are provided in advance of meetings to Board members and include the necessary to inform Board discussion and decisions.			16%	63%	10%	10%
In the spirit of the “no	10%		10%	58%	10%	10%



surprises” Board Norm, Board members seek clarification or additional information as needed prior to a Board meeting. Concerns regarding agenda items are directed to the Board Chair or Executive Director in advance.						
The Executive Committee operates effectively, and has appropriate levels of communications and shared information with non-Executive Committee members regarding Executive Committee actions and meetings.	26%			47%	16%	10%
Board committees, both formal and ad hoc, operate effectively and engage appropriately with the full Board.	5%		16%	58%	21%	5%
Each Board member is dedicated to the work of the Board.	5%		5%	32%	32%	26%
Each Board member gives other members an opportunity for advance	17%			61%	11%	11%

review of proposals to the Board and adheres to the “no surprises” Board Norm.						
Each Board member supports Board decisions and policies when providing information to the public, and allows the Chair or a Board designee to be the spokesperson for the Board to the media.	10%			58%	21%	10%
In all communications with outside stakeholders and with the public, Board members maintain the dignity and integrity appropriate to an effective public body.	6%			42%	26%	26%
The Board communicates reliably, accurately, and transparently with outside stakeholders.	6%			37%	47%	10%
The Board actively seeks input and feedback from outside stakeholders when developing Board policies, and Board members participate in opportunities to		11%		26%	42%	21%

engage with outside stakeholders.						
In all communications with the Executive Director and with SBE staff, Board members maintain the dignity and integrity appropriate to an effective public body.				58%	11%	31%
The Board allows the Executive Director to lead and manage the SBE staff and does not interfere with or undermine that relationship.	5%			48%	26%	21%
Board members communicate concerns and communications regarding Board operations, staff, and stakeholder relationships to the Executive Director or Board Chair.	28%			50%	11%	11%
he Board has a respectful working relationship with the Executive Director and communicates reliably and clearly with the Executive Director.				58%	21%	21%
The Board has respectful working relationships				63%	21%	16%

with members of the SBE staff.						
Individual Board members do not manage or direct staff to perform tasks without approval of the Executive Director or the support of the Board.	26%			53%	11%	10%
Board members consistently respond on a timely basis to staff requests for information and evaluations.	27%		42%	21%	5%	5%
The Board periodically adopts, and annually updates, a multi-year Strategic Plan that is based on the Board's Mission, Vision and Values.	5%			37%	37%	21%
The Board maintains its focus on items in the Strategic Plan.	5%		11%	53%	26%	5%
The Board adopts annual legislative priorities and advocates for legislation that is consistent with and that supports the Strategic Plan.	10%		10%	53%	16%	11%
The Board, as a collective, is appropriately active in legislative testimony and communications with individual	12%		18%	35%	12%	23%

legislative members.						
The Board continually strives to improve and update its understanding of issues and research regarding K-12 education policy.	5%		10%	37%	32%	16%
Board members individually, and the Board as a whole, have appropriate opportunities for professional training and development so as to foster and grow an effective governance team.	5%		53%	21%	10%	11%
The Board has effective processes for new members to become fully engaged in the Board deliberations and activities.			37%	47%	10%	6%
The Board keeps a focus on equitable outcomes for all students through adherence to the Equity Statement and Equity Lens.			21%	58%	10%	11%
Board duties and responsibilities required by statute or by-laws are executed according to defined calendar and deadlines.	5%		10%	58%	16%	11%

The Board continually strives to improve and update its understanding of issues and research regarding K-12 education policy.			16%	37%	37%	10%
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# THE WASHINGTON STATE BOARD OF EDUCATION

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

## **Board Norms for the Washington State Board of Education**

Adopted by the Board, November 2015

- Board meetings will focus on State Board of Education goals as articulated in the Strategic Plan, while recognizing that other matters may also be part of a meeting agenda.
- At board meetings, and in all communications with the public and staff, Board members will maintain the dignity and integrity appropriate to an effective public body.
- Every board member should play a meaningful role in the Board’s overall operations. Each member expects of others a dedication to the work of the Board and will endeavor to understand the views of other members and to engage in civil discussion. The Board embraces healthy debate on policy issues.
- The purpose of Board meetings, is to discuss policies that help all students to succeed and to graduate college- and/or career-ready. Agendas, presentations, and discussions for each board meeting should reflect this overarching purpose.
- Board meetings should include the following procedures:
  - Board meetings should start on time and end on time.
  - Meeting materials should be made available one week in advance (see Bylaw Article V section 2) and should consistently be of high quality.
  - Board members are expected to consistently attend and prepare for Board meetings and to read the materials in advance of the meeting (see Bylaw Article III, section 2).
  - Each staff presentation should start with clarity of the purpose of the presentation and the decision to be made or issue to be considered.
  - Board members should hold their questions (except for brief clarifying questions) until the end of each presentation, or until the presenter offers a designated “pause” for questions.
  - Each Board member expects of others a commitment to speak with purpose during each discussion. The Board Chair – or his/her designee – will provide leadership to ensure that the discussions and deliberations are leading to a focused outcome.
  - Board meetings should be a forum for Board discussion. Staff and guest presentations should be structured to facilitate this discussion, not supplant it.
- When considering policy proposals, each board member expects of others an opportunity for advance review. The Board agrees to a “no surprises” mode of operation – all significant proposals should be sent in advance of the meeting (preferably before Board packets are sent) to the Chair and Executive Director for their consideration in constructing the agenda and advance materials for the meeting.

- Board members may submit proposed agenda items to the Chair or Executive Director (see Bylaw Article V, section 2) for consideration by the Executive Committee. The Executive Committee will respond to member proposals, as appropriate.
- Although the Board is composed of appointed and elected members, Board members strive for commonality and unity of purpose through their deliberations.
- Board members will maintain the confidentiality of executive sessions.
- Members of the SBE should support board decisions and policies when providing information to the public. This does not preclude board members from expressing their personal views. The executive director or a board designee will be the spokesperson for the board to the media (same as Bylaw Article III, section 3).
- Each year, the Board may choose 1-3 issues to explore and learn more about over the next year with a goal of identifying one or possibly two new initiatives to include in the next iteration of the Strategic Plan. The exploration is not necessarily a commitment to future Board action, but rather lays the groundwork to identify and build the SBE's capacity on possible initiatives where the SBE could have a significant impact.  
 Process for selection of these 1-3 issues:
  - During a set time period, Board members send the Executive Director suggestions of issues for the Board to consider.
  - Executive Director gathers suggestions, and where appropriate groups or combines related issues.
  - Executive Director analyzes how the suggestions fit into the present Strategic Plan and SBE staff capacity to work on each issue.
  - Executive Committee reviews suggestions and reports back to Board at a subsequent meeting about suggestions and possible recommendations for 1-3 issues.
  - At a subsequent meeting the Board votes on 1-3 issues to work on in coming year.
- For these selected 1-3 issues , the SBE staff will provide Board members with 1) background materials to read (or links to resources); 2) identification of key outside experts and possible partners for an SBE initiative; 3) identification of key questions and issues (including suitability of the area for SBE involvement); 4) description (tentatively, for initiation of discussion) of possible approaches and solutions, including how other states are addressing the issue; and 5) any other information requested by the Board or Executive Committee, or considered appropriate by the Executive Director.
- At a future Board meeting, probably as part of the annual Strategic Plan review, the Board may vote to include one or more of these issues in the SBE Strategic Plan work plan.



# Bylaws



## 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*

### COVER: PROPOSED CHANGES TO THE BOARD BYLAWS

Prepared for the September 2019 Board Meeting

Information item.

As related to:

- Goal One:** All students feel safe at school, and have the supports necessary to thrive.
- Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.
- Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

- Goal Four:** Students successfully transition into, through, and out of the P-12 system.
- Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.
- Goal Six:** 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.
- Other**

Materials included in packet:

- Current Bylaws
- Proposed Bylaws (committee recommended changes)
- Tracked Changes version of proposed bylaws

Synopsis:

The chair established an ad-hoc committee to review the current Board bylaws and draft proposed changes. The committee included Chair Lavery, Member Jennings, and Member Estes. Staff support was provided by Randy Spaulding, Executive Director and Linda Sullivan-Colglazier, Board Council. Key changes in the proposed bylaws include:

- Adds language on Board priorities including strategic plan and legislative positions.
- Clarifies language on external communication including ED as spokesperson for the Board and Board member communication with external groups. Note: committee discussed additional clarification on communication in Norms.
- Revised to add timeframe (terms) and give chair discretion to replace external liaisons.
- Revised to be more consistent with statutory language; Revised language in V.2.1 to align with current practice; Added requirement re: ADA accessibility (V.2.5).
- Adds language to allow for student “advisory vote” recorded by the secretary (V.3.5).

- Adds language to clarify the process for public attendance and participation during Board meetings.
- Creates process and structure for the creation of ad-hoc and standing committees.

# Bylaws

## of the

# Washington State

# Board of Education

Adopted January 15, 2009

Amended January 8, 2015

### **Bylaws Index**

#### **ARTICLE I Name**

#### **ARTICLE II Purpose**

#### **ARTICLE III Membership and Responsibilities**

Section 1. Board composition

Section 2. Meeting attendance and preparation,

Section 3. External communication

Section 4. Board responsibilities

#### **ARTICLE IV Officers**

Section 1. Designation

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Section 3. Officer elections

Section 4. Duties

#### **ARTICLE V Executive Committee**

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#### **ARTICLE VI Meetings**

Section 1. Regular meetings

Section 2. Agenda preparation

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#### **ARTICLE VIII Executive Director**

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Section 4. Compensation of the executive director

Section 5: Termination and discipline of the executive director

#### **ARTICLE IX Amending Bylaws**

Section 1. Amending bylaws

Section 2. Suspending bylaws

**ARTICLE I**  
**Name**

The name of this agency shall be the Washington State Board of Education.

**ARTICLE II**  
**Purpose**

The purpose of the Washington State Board of Education is to provide advocacy and strategic oversight of public education; implement a standards-based accountability system to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promote achievement of the Basic Education Act goals of RCW 28A.150.210.

**ARTICLE III**  
**Membership and Responsibilities**

**Section 1. Board composition.** The membership of the Washington State Board of Education is established by the Legislature and specified in the Revised Code of Washington (RCW 28A.305.011).

**Section 2. Meeting attendance and preparation.** Members are expected to consistently attend and prepare for board and committee meetings, of which they are members, in order to be effective and active participants. Members are further expected to stay current in their knowledge and understanding of the board's projects and policymaking.

**Section 3. External communication.** Members of the Board should support board decisions and policies when providing information to the public. This does not preclude board members from expressing their personal views. The executive director or a board designee will be the spokesperson for the board with the media.

**Section 4. Board responsibilities.** The board may meet in order to review any concerns presented to the chair or executive committee about a board member's inability to perform as a member or for neglect of duty.

**Section 5. Member designation as external group liaison.** (1) The board chair may designate an individual member as a liaison to an external group.

## ARTICLE IV Officers

**Section 1. Designation.** There shall be five officers of the board: the chair, the vice chair, the immediate past chair, when available, and at least two members at-large.

**Section 2. Term of officers.** (1) The chair shall serve a term of two years and may serve for no more than two consecutive two-year terms.

(2) The vice chair shall serve a term of two years and may serve no more than two consecutive two-year terms.

(3) The members at-large shall serve a term of one-year and may serve no more than two consecutive one-year terms.

(4) (a) The immediate past chair shall serve a term of one-year.

(b) Once the immediate past chair has served her/his one year term, the fifth officer position shall be elected as a member at-large.

**Section 3. Officer elections.** (1) Elections shall be conducted by ballot and in accordance with RCW 42.30.060

(2) **Two-year positions.** (a) The chair and vice chair shall be elected biennially by the board at the planning meeting of the board.

(b) Each officer under subsection (1)(a) shall take office at the end of the meeting and shall serve for a term of two years or until a successor has been duly elected. No more than two consecutive two-year terms may be served by a Board member as chair, or vice chair.

(3) **One-year position.** (a) The member at-large officer positions shall be elected annually by the Board at the planning meeting of the board.

(b) The members of the board elected as members at-large shall take office at the end of the meeting and shall serve for a term of one year or until a successor has been duly elected. No more than two consecutive one-year terms may be served by a board member as a member at-large.

(c) The immediate past chair position shall be considered a member at-large position for the purpose of duties and term limits.

(4) **Vacancies.** (a) Upon a vacancy in any officer position, the position shall be filled by election not later than the date of the second ensuing regularly scheduled board meeting. The member elected to fill the vacant officer position shall begin service on the executive committee at the end of the meeting at which she or he was elected and complete the term of office associated with the position.

(b) Time served filling the remainder of a term of office due to vacancy does not count towards the established term limits.

(5) **Ties.** (a) After three tied votes for an officer position, the election shall be postponed until the next regularly scheduled meeting, at which time one final vote will be taken.

(b) If the final vote results in a tie, all candidate names shall be placed in a receptacle and the election for the officer position shall be decided by a blind draw of a candidate name from the receptacle by the chair.

**Section 4. Duties.** (1) **Chair.** The chair shall preside at the meetings of the board, serve as chair of the executive committee, make committee and liaison appointments, be the official voice for the board in matters pertaining to or concerning the board, its programs and/or responsibilities, and otherwise be responsible for the conduct of the business of the board.

(2) **Vice Chair.** The vice chair shall preside at board meetings in the absence of the chair, sit on the executive committee, and assist the chair as may be requested by the chair. When the chair is not available, the vice chair shall be the official voice for the board in all matters pertaining to or concerning the board, its programs and/or responsibilities.

(3) **Immediate Past Chair.** The immediate past chair shall carry out duties as requested by the chair and sit on the executive committee. If the immediate past chair is not available to serve, a member of the board will be elected in her/his place and shall serve as a member at-large.

(4) **Members At-Large.** The members at-large shall carry out duties as requested by the chair and sit on the executive committee.

(5) Members serving as officers of the board may continue to participate in board debates and vote on business items.

## **ARTICLE V EXECUTIVE COMMITTEE**

**Section 1. Executive committee.** (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.

(b) The executive committee shall be responsible for the management of affairs that are delegated to it as a result of Board direction, consensus or motion, including transacting necessary business in the intervals between board meetings, inclusive of preparing agendas for board meetings.

(c) The executive committee shall be responsible for oversight of the budget.

(2) When there is a vacancy of an officer position, the vacant position shall be filled pursuant to the election process in the Board Procedures Manual.

(3) The board chair shall serve as the chair of the executive committee.

(4) The executive committee shall meet at least monthly.

(5) The executive committee shall assure that the board annually conducts a board review and evaluation.

(6) Agendas for each meeting of the executive committee shall be provided to all board members prior to each executive committee meeting.

(7) Minutes for each meeting of the executive committee shall be provided to all board members promptly after each executive committee meeting.

## **ARTICLE VI Meetings**

**Section 1. Regular meetings.** (1) The board shall hold regularly scheduled meetings, including an annual planning meeting, and other special meetings as needed at a time and place within the state as the board shall determine.

(2) The board shall hold a minimum of four meetings yearly, including the annual planning meeting.

(3) A board meeting may be conducted by conference telephone call or by use of video/telecommunication conferencing. Such meetings shall be conducted in a manner that all members participating can hear each other at the same time and that complies with the Open Public Meetings Act.



**Section 2. Agenda preparation.** (1) The agenda shall be prepared by the executive committee in consultation with the executive director.

(2) Members of the board may submit proposed agenda items to the board chair or the executive director.

(3) In consultation with the executive committee, the board chair, or executive director at the direction of the chair, will give final approval of all items and changes that will appear on the agenda at a board meeting prior to being sent to board members.

(4) The full agenda, with supporting materials, shall be provided to the members of the board at least one week in advance of the board meeting, in order that members may have ample opportunity for study of agenda items listed for action.

(5) The board chair may modify the agenda and items as needed following finalization and provision to board members.

(6) (a) If a member proposes a new agenda item (as described in subsection 2) and it is not included on the final agenda, any member may bring the agenda item for consideration to the board.

(b) If the board passes a motion in support of including the agenda item, the item shall be included on the agenda at a future meeting.

**Section 3. Board action.** (1) All matters within the powers and duties of the board as defined by law shall be acted upon by the board in a properly called regular or special meeting.

(2) A quorum of eight (8) voting members must be present in person, or by telephone or video telecommunications, to conduct the business of the board.

(3)(a) Subject to the presence of a quorum, the minimum number of favorable votes necessary to take official board action is a majority of the voting members present. There shall be no proxy voting.

(b) In order to vote at a meeting conducted by telephone or video telecommunications conference call, members must be present for the discussion of the issue upon which action will be taken by vote.

(4) The manner in which votes will be conducted to take official board action shall be determined by the board chair. A roll call vote shall be conducted upon the request of an individual member or the chair.

(5) All regular and special meetings of the board shall be held in compliance with the Open Public Meetings Act (Chapter 42.30 RCW).

**Section 4. Consent agenda.** (1) Routine matters and waiver requests meeting established guidelines may be presented to the board on a consent agenda.

(2) Items shall be removed from the consent agenda upon the request of an individual board member.

(3) Items removed from the consent agenda shall be added to the regular agenda for further consideration.

**Section 5. Parliamentary Authority.** The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern the State Board of Education in all cases to which they are applicable and in which they are not inconsistent with these bylaws, state law and any special rules of order the State Board of Education may adopt.

## **ARTICLE VII Committees**

**Section 1. Designation.** (1) Responsibilities of the board may be referred to committee for deeper discussion, reflection and making recommendations to the whole board.

(2) The board chair shall appoint at least two board members to each committee to conduct the business of the board.

(3) The board chair or executive director shall inform the board of the formation of any committee and of the appointment of members to that committee.

(4) Board members of committees of the board shall determine which board member shall chair the committee.

## **ARTICLE VIII Executive Director**

**Section 1. Appointment.** The board may appoint an executive director.

**Section 2. Duties.** (1) The executive director shall perform such duties as may be determined by the board and shall serve as secretary and non-voting member of the board. The executive director shall house records of the board's proceedings in the board's office and the records shall be available upon request. The executive director is responsible for the performance and operations of the office and for staff support of board member duties.

(2) The board shall establish or modify a job description for the executive director, as needed.

**Section 3. Annual evaluation.** (1) The board shall establish or modify the evaluation procedure of the executive director, as needed,

(2) The annual evaluation of the executive director shall be undertaken by the board no earlier than one year after the job description or evaluation tool is established or modified. Subsequent to the evaluation, the chair, or chair's designee, will communicate the results to the executive director. If available, the vice chair shall participate in the communication.

**Section 4. Compensation of the executive director.** The rate of compensation and terms of employment of the executive director shall be subject to the prior approval of the board at the planning meeting.

**Section 5: Termination and discipline of the executive director.** (1) Decisions regarding the termination and discipline of the executive director shall be subject to the approval of the board.

(2) Decisions regarding the termination and discipline of the executive director may be made at a regular or special meeting if action is required prior to the next scheduled annual planning meeting.

**ARTICLE IX**  
**Amending Bylaws**

**Section 1. Amending bylaws.**

(1) These bylaws may be amended only by a two-thirds affirmative vote of the voting board members present at the meeting.

(2) All members shall be given notification of proposed amendments to the bylaws at the meeting preceding the meeting at which the bylaws are to be amended.

(3) The board shall review the bylaws every two years.

**Section 2. Suspending bylaws.** These bylaws may be suspended at any meeting only by a two-thirds affirmative vote of the voting board members present at the meeting.

**Bylaws of the  
Washington State  
Board of  
Education**

Draft Proposal for Discussion at the September 2019 Annual Meeting

**ARTICLE I  
Name**

The name of this agency shall be the Washington State Board of Education.

**ARTICLE II  
Purpose**

The purpose of the Washington State Board of Education is to provide advocacy and strategic oversight of public education; implement a standards-based accountability system to improve student academic achievement; provide leadership in the creation of a system that personalizes education for each student and respects diverse cultures, abilities, and learning styles; and promote achievement of the Basic Education Act goals of RCW 28A.150.210.

**ARTICLE III  
Membership and Responsibilities**

**Section 1. Board composition.** The membership of the Washington State Board of Education is established by the Legislature and specified in the Revised Code of Washington (RCW 28A.305.011).

**Section 2. Meeting attendance and preparation.** Members are expected to consistently attend and prepare for Board and committee meetings, of which they are members, in order to be effective and active participants. Members are further expected to stay current in their knowledge and understanding of the Board's projects and policymaking.

**Section 3. Board Priorities and Positions.** (1) Strategic Plan. The Board shall periodically adopt and annually review a strategic plan that establishes priorities and initiatives to guide the work of the Board. Once adopted by the Board the plan supersedes prior plans. (2) Legislative Positions. The Board shall annually adopt a legislative platform that establishes positions on issues the Board will engage in during a given legislative session.

**Section 4. External communication.** (1) Members of the Board will support Board positions, decisions, and policies when providing information to the public, stakeholder groups, or the legislature. (2) The executive director or his/her designee will be the spokesperson for the Board with the media. (3) This section does not preclude individual Board members from expressing their personal views. When expressing personal views, members should specify that they are speaking as an individual and not on behalf of the Board.

**Section 5. Board responsibilities.** The Board may meet in order to review any concerns presented to the chair or executive committee about a Board member's performance or conduct.

**Section 6. Member designation as external group liaison.** (1) The Board chair may designate an individual member as a liaison to an external group or to serve as the Board's representative on another board or group. Appointments will typically be

for a term of two years or at the pleasure of the chair unless otherwise stated by the external group. There is no limit on the number of terms a member may serve for liaison appointments; however, a member's appointment expires when his or her service on the Board ends. In instances where the Board appoints non-members to external boards, workgroups, or other bodies, the term of the appointment will be 2 years unless stated otherwise.

## ARTICLE IV Officers

**Section 1. Designation.** There shall be five officers of the Board: the chair, the vice chair, the immediate past chair, when available, and at least two members at-large.

**Section 2. Term of officers.** (1) The chair shall serve a term of two years and may serve for no more than two consecutive two-year terms.

(2) The vice chair shall serve a term of two years and may serve no more than two consecutive two-year terms.

(3) The members at-large shall serve a term of one-year and may serve no more than two consecutive one-year terms.

(4) (a) The immediate past chair shall serve a term of one-year. (b) Once the immediate past chair has served her/his one year term or if the immediate past chair is not available, the fifth officer position shall be elected as a member at-large.

**Section 3. Officer elections.** (1) Elections shall be conducted by ballot and in accordance with RCW 42.30.060

(2) **Two-year positions.** (a) The chair and vice chair shall be elected biennially by the Board at the annual planning meeting of the Board.

(b) Each officer under subsection (1)(a) shall take office at the end of the meeting and shall serve for a term of two years or until a successor has been duly elected. No more than two consecutive two-year terms may be served by a Board member as chair, or vice chair.

(3) **One-year position.** (a) The member at-large officer positions shall be elected annually by the Board at the annual planning meeting of the Board.

(b) The members of the Board elected as members at-large shall take office at the end of the meeting and shall serve for a term of one year or until a successor has been duly elected. No more than two consecutive one-year terms may be served by a Board member as a member at-large.

(c) The immediate past chair position shall be considered a member at-large position for the purpose of duties and term limits.

(4) **Vacancies.** (a) Upon a vacancy in any officer position, the position shall be filled by election not later than the date of the second ensuing regularly scheduled Board meeting. The member elected to fill the vacant officer position shall begin service on the executive committee at the end of the meeting at which she or he was elected and complete the term of office associated with the position.

(b) Time served filling the remainder of a term of office due to vacancy does not count towards the established term limits.

(5) **Ties.** (a) After three tied votes for an officer position, the election shall be postponed until the next regularly scheduled meeting, at which time one final vote will be taken.

(b) If the final vote results in a tie, all candidate names shall be placed in a receptacle and the election for the officer position shall be decided by a blind draw of a candidate name from the receptacle by the chair.

**Section 4. Duties.** (1) **Chair.** The chair shall preside at the meetings of the Board, serve as chair of the executive committee, make committee and liaison appointments, be the

official voice for the Board in matters pertaining to or concerning the Board, its programs and/or responsibilities, and otherwise be responsible for the conduct of the business of the Board.

(2) **Vice Chair.** The vice chair shall preside at Board meetings in the absence of the chair, sit on the executive committee, and assist the chair as may be requested by the chair. When the chair is not available, the vice chair shall be the official voice for the Board in all matters pertaining to or concerning the Board, its programs and/or responsibilities.

(3) **Immediate Past Chair.** The immediate past chair shall carry out duties as requested by the chair and sit on the executive committee. If the immediate past chair is not available to serve, a member of the Board will be elected in her/his place and shall serve as a member at-large.

(4) **Members At-Large.** The members at-large shall carry out duties as requested by the chair and sit on the executive committee.

(5) Members serving as officers of the Board may participate in Board debates and vote on business items.

## ARTICLE V Meetings

**Section 1. Regular meetings.** (1) The Board shall hold regularly scheduled meetings, including an annual planning meeting, and other special meetings as needed at a time and place within the state as the Board shall determine.

(2) The Board shall hold a minimum of four meetings yearly, including one annual planning meeting.

(3) A Board meeting may be conducted by conference telephone call or by use of video/telecommunication conferencing. Such meetings shall be conducted in a manner that all members participating can hear each other at the same time and that complies with the Open Public Meetings Act.

**Section 2. Agenda preparation.** (1) The agenda shall be prepared by the executive director in consultation with the executive committee.

(2) Members of the Board may submit proposed agenda items to the Board chair or the executive director.

(3) In consultation with the executive committee, the Board chair, or executive director at the direction of the chair, will give final approval of all items and changes that will appear on the agenda at a Board meeting prior to being sent to Board members.

(4) The full agenda, with supporting materials, shall be provided to the members of the Board at least one week in advance of the Board meeting, in order that members may have ample opportunity for study of agenda items listed for action.

(5) Following release to the Board, the agenda and meeting materials shall be made publicly available on the agency website in an accessible format consistent with the requirements of the American's with Disabilities Act.

(6) The Board chair may modify the agenda and items as needed following finalization and provision to Board members.

(7) (a) If a member proposes a new agenda item (as described in subsection 2) and it is not included on the final agenda, any member may bring the proposed agenda item to the Board for consideration.

(b) If the Board passes a motion in support of including the agenda item, the item shall be included on the agenda at a future meeting.

**Section 3. Board action.** (1) All matters within the powers and duties of the Board as defined by law shall be acted upon by the Board in a properly called regular or special

meeting.

(2) A quorum of eight (8) voting members must be present in person, or by telephone or video telecommunications, to conduct the business of the Board.

(3)(a) Subject to the presence of a quorum, the minimum number of favorable votes necessary to take official Board action is a majority of the voting members present. There shall be no proxy voting.

(b) In order to vote at a meeting conducted by telephone or video telecommunications conference call, members must be present for the discussion of the issue upon which action will be taken by vote.

(4) The manner in which votes will be conducted to take official Board action shall be determined by the Board chair. A roll call vote shall be conducted upon the request of an individual member or the chair.

(5) Student Board members may signify their support, opposition, or abstention to a measure through an advisory vote to be recorded by the secretary. However, student votes will not count toward a quorum, nor will the vote be counted toward the minimum number of votes necessary for Board action.

(6) All regular and special meetings of the Board shall be held in compliance with the Open Public Meetings Act (Chapter 42.30 RCW).

**Section 4. Consent agenda.** (1) Routine matters and waiver requests meeting established guidelines may be presented to the Board on a consent agenda.

(2) Items shall be removed from the consent agenda upon the request of an individual Board member.

(3) Items removed from the consent agenda shall be added to the regular agenda for further consideration.

**Section 5. Parliamentary Authority.** The rules contained in the current edition of *Robert's Rules of Order Newly Revised* shall govern the State Board of Education in all cases to which they are applicable and in which they are not inconsistent with these bylaws, state law and any special rules of order the State Board of Education may adopt.

**Section 6: Public Attendance and Participation.** (1) Per the Open Public Meetings Act, Chapter 42.30 RCW, all meetings of the Board are open to the public. During each meeting, the Board will include designated time(s) on the agenda for public comment. The Board has established the public comment period as a limited public forum for comments from members of the public on current agenda items or matters under the authority of the Board, subject to time limitations and other restrictions at the discretion of the Chair. Any member of the public wishing to make a comment must sign in on the register sheets provided at each meeting, listing their name and the subject on which they are offering comment. (2) Any member of the public or a group wishing to make a presentation to the Board may do so upon prior request and approval by the Chair, or without prior request and approval, at the discretion of the Chair with consent of a majority of the members present.

## ARTICLE VI Committees

**Section 1. Designation.** (1) Issues related to Board business may be referred to committee for deeper discussion, additional work, and bringing information or recommendations back to the whole Board.

(2) The executive director shall inform the Board of the formation of any committee and of the appointment of members to that committee.

(3) The executive director shall assign a staff member to provide support for each committee.

**Section 2. Executive committee.** (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.

(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.

(c) The executive committee shall be responsible for oversight of the budget.

(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.

(3) The Board chair shall serve as the chair of the executive committee.

(4) The executive committee shall meet at least monthly.

(5) The executive committee shall ensure that the Board annually conducts a Board review and self-evaluation.

(6) Agendas for each meeting of the executive committee shall be provided to all Board members prior to each executive committee meeting.

(7) Minutes for each meeting of the executive committee shall be provided to all Board members promptly after each executive committee meeting.

**Section 3. Ad-Hoc Committees:** (1) The Board chair, in consultation with the executive director, may establish an ad-hoc committee for a fixed duration not to exceed 12 months to address a specific issue related Board business.

(2) The chair shall appoint at least two Board members to each ad-hoc committee.

(3) The Board Chair shall appoint a Board member to chair each ad-hoc committee.

**Section 4. Standing Committees.** 1) Any committees that will extend beyond 12 months must be established as Standing Committees by Board action and meet the requirements of this section.

(2) The Chair shall appoint one member of the executive committee to serve on any Standing Committee. At least one and up to five additional members may be selected by the chair to serve on the committee. (3) Prior to selecting members the Executive Director shall invite all Board members to express their interest in serving on the committee. The Chair shall select from those who have expressed interest and may also reach out to additional members if specific expertise is required. (4) The committee shall select a chair at the first meeting. The chair shall serve a one-year term.

(d) The purpose of the committee and the number of committee members shall be defined in a written charter held by the executive director.

## ARTICLE VII Executive Director

**Section 1. Appointment.** The Board must hire an executive director.

**Section 2. Duties.** (1) The executive director shall perform such duties as may be determined by the Board and shall serve as secretary to the Board. The executive director shall maintain all the official records of the Board including records of the Board's proceedings. These records shall be available on the Board's website or upon request. The executive director is responsible for the performance and operations of the office and for staff support of Board member duties.

(2) The Board shall establish or modify a job description for the executive director, as needed.

**Section 3. Annual evaluation.** (1) The Board may modify the evaluation procedure of the executive director, as needed.

(2) The annual evaluation of the executive director shall be undertaken by the Board no earlier than one year after the job description or evaluation tool is established or modified. Subsequent to the evaluation, the chair, or chair's designee, will communicate the results to the executive

director. If available, the vice chair shall participate in the communication.

**Section 4. Compensation of the executive director.** The rate of compensation and terms of employment of the executive director shall be subject to the prior approval of the Board.

**Section 5: Termination and discipline of the executive director.** (1) Decisions regarding the termination or discipline of the executive director shall be subject to the approval of the Board. (2) Decisions regarding the termination or discipline of the executive director may be made at a regular or special meeting.

## **ARTICLE VIII** **Amending Bylaws**

### **Section 1. Amending bylaws.**

(1) These bylaws may be amended only by a two-thirds affirmative vote of the voting Board members present at the meeting.

(2) All members shall be given notification of proposed amendments to the bylaws at the meeting preceding the meeting at which the bylaws are to be amended.

(3) The Board shall review the bylaws every two years.

**Section 2. Suspending bylaws.** These bylaws may be suspended at any meeting only by a two-thirds affirmative vote of the voting Board members present at the meeting.

# Annual Meeting Calendar/ Board Professional Dev.



## THE WASHINGTON STATE BOARD OF EDUCATION

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

### COVER: ANNUAL MEETING CALENDAR AND BOARD PROFESSIONAL DEVELOPMENT PLAN

Prepared for the September 2019 Board Annual Meeting

Information item.

As related to:

- Goal One:** All students feel safe at school, and have the supports necessary to thrive.
- Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.
- Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

- Goal Four:** Students successfully transition into, through, and out of the P-12 system.
- Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.
- Goal Six:** 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.
- Other**

Materials included in packet:

- Annual Meeting Calendar
- Board Member Professional Development Opportunities
- WSSDA Fall Regional Meeting Schedule
- SBE Equity Practices
- SBE Equity Summit

Synopsis:

Following discussion of the Board self-evaluation, norms, and bylaws, members will transition into a discussion of the schedule of meetings for the remainder of 2019 and the 2020 calendar years. The intent is to identify key decision points, themes for meetings and forums, and preferred opportunities for site visits. In addition, members will review opportunities for meetings with partners and professional development to support the work of the Board. The goal is to establish a professional development plan that is explicitly linked to the strategic plan and the Board's role and mission.



# 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*

## BOARD ANNUAL MEETING PLANNER

Prepared for the September 2019 Planning Meeting

The table below outlines the key topics the Board anticipates addressing at its remaining 2019 meeting and scheduled meetings for 2020. The intent is not to provide an exhaustive list of all items the Board will consider. Rather, the purpose of this document is to assist with planning so that staff can ensure meetings, presenters, and materials are prepared well in advance to better meet the needs of the Board as they carry out their policy-making responsibilities. In addition, the table identifies potential community forum topics and site visit locations.

Meeting Date	Location	Key Topics
November 6-7, 2019	Bremerton, Kitsap Conference Center	Theme: Equity and Graduation Pathways Community Forum: Equity and Graduation Pathways Member Recognition Dinner Agenda: <ul style="list-style-type: none"> <li>• Celebration and Recognition for Departing Members</li> <li>• Adopt Legislative Platform</li> <li>• Partner Updates</li> <li>• Update on HS Diploma Requirements and Pathways: approve interim report and research plan</li> <li>• Recognition Update</li> <li>• Basic Education Compliance discussion and action</li> <li>• Chapter 180-51 Final Rule Adoption (possible actions on other rules)</li> <li>• Annual Charter Public School Report (w/CSC)</li> <li>• Assessment Report (w/OSPI)</li> <li>• Mastery-Based Education Workgroup update</li> <li>• Final Annual Report (Strategic Plan Progress Report)</li> </ul>
January 15-16, 2020	Tumwater, ESD 113	Theme: Community Forum: Joint with PESB? SBE/PESB Joint Dinner Agenda: <ul style="list-style-type: none"> <li>• Welcome New Members</li> <li>• Governor’s Budget Update</li> <li>• Legislative Kick-Off and Update</li> <li>• Partner Updates</li> <li>• HS Diploma Requirements and Pathways</li> <li>• Update on High School Graduation Data (OSPI / SBE)</li> <li>• Final Phase II Metrics for Recognition</li> <li>• Revisit Equity Statement</li> <li>• Equity Summit Planning</li> </ul>

<b>Meeting Date</b>	<b>Location</b>	<b>Key Topics</b>
March 11-12	Tacoma Area TBD	Theme: School and Student Supports; School Recognition Site Visit: Charter, Recognized, or former RAD school Agenda: <ul style="list-style-type: none"> <li>• HS Diploma Requirements and Pathways</li> <li>• Accountability Update (WSIF Results) (OSPI/SBE)</li> <li>• Recognition (Phase 2)</li> <li>• RAD Recommendations (OSPI)</li> <li>• Legislative Updates</li> <li>• Invite Teacher of the Year</li> <li>• Equity Summit Planning</li> <li>• Possible action on rules</li> </ul>
May 13-14	Pasco Area TBD	Theme: STEM and Work-based Learning Site Visit: STEM High School or Skills Center Student Recognition Dinner Agenda: <ul style="list-style-type: none"> <li>• Autymn Final Student Presentation / Welcome New Student Member</li> <li>• HS Diploma Requirements and Pathways</li> <li>• Legislative Debrief; planning for 2021-23 Biennium</li> <li>• Recognition Debrief and Phase III planning</li> <li>• Governor’s STEM Alliance / CCW Updates</li> <li>• Private School Approvals</li> <li>• Possible action on rules</li> </ul>
July 8-9 <i>note: staff recommend change to July 15-16</i>	Spokane, NEWESD 101	Theme: Forum: Agenda: <ul style="list-style-type: none"> <li>• HS Diploma Requirements and Pathways – Discussion of Interim Pathways Report</li> <li>• Legislative Platform and Agency Budget Requests</li> <li>• Charter Public Schools Presentation</li> <li>• Recognition Phase III Work Plan</li> <li>• Private School Approvals</li> </ul>
September 15-17	Anacortes Area	Annual Planning Meeting Agenda: <ul style="list-style-type: none"> <li>• Annual Planning Meeting</li> <li>• Agenda items for 2021</li> <li>• Approval of Future Meeting Dates</li> <li>• HS Diploma Requirements and Pathways</li> <li>• Recognition Update</li> <li>• Legislative Platform and Agency Budget Requests</li> <li>• Annual Report (Strategic Plan Progress Report)</li> <li>• Agency Budget Approval</li> <li>• Executive Committee Elections</li> </ul>

Meeting Date	Location	Key Topics
November 4-5	Vancouver Area	Theme: Forum: Agenda: <ul style="list-style-type: none"> <li>• Educational System Health Report</li> <li>• Adopt Legislative Platform</li> <li>• Recognition Update</li> <li>• Charter Public Schools Report</li> <li>• PESB/SBE Joint Report</li> <li>• Assessment Report (w/OSPI)</li> <li>• Mastery-Based Education Workgroup Recommendations</li> <li>• Final Annual Report (Strategic Plan Progress Report)</li> </ul>





## THE WASHINGTON STATE BOARD OF EDUCATION

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### BOARD PROFESSIONAL LEARNING AND ENGAGEMENT PLANNER

Prepared for the September 2019 Planning Meeting

Board members are encouraged to engage in a number of professional learning and engagement activities related to their responsibilities on the Board. Generally these include participation with national organizations such as the National Association of State Boards of Education (NASBE), attendance at regional, state, or national conferences, symposia, or summits, and participation on a variety of workgroups, committees, etc. Past practice has been to allow members to attend at least one national meeting or conference and multiple in-state meetings or conferences, subject to budget constraints and approval of the Executive Director. However, in some cases these opportunities are by special invitation and costs are reimbursed by the sponsoring organization or a third party. To simplify the process for FY 20 staff are proposing a different model. Under the proposed approach each Board member would begin with an initial annual allocation for professional learning and engagement, including related travel. In mid-February, unspent funds would be reallocated based on Board members' professional learning and engagement expenditures to date and plans for the remainder of the fiscal year.

Month	Event	Board Members and Staff Attending
September – November	WSSDA Fall Regional Meetings, Statewide: <a href="https://www.wssda.org/Events/RegionalMeetings.aspx">https://www.wssda.org/Events/RegionalMeetings.aspx</a>	Multiple Members – Meeting Details
September 18, 2019	STEM Education Deep Dive*, Seattle, WA: <a href="https://systemsbiology.org/deepdive/">https://systemsbiology.org/deepdive/</a>	Jeff Estes Peter Maier Randy Spaulding Linda Drake
September 27-28	WSSDA Legislative Assembly, Spokane, WA: <a href="https://www.wssda.org/Events/LegislativeAssembly.aspx">https://www.wssda.org/Events/LegislativeAssembly.aspx</a>	MJ Bolt Harium Martin-Morris
October 27-29, 2019	Decolonizing Education Conference: Anti-Racism towards Equity in Public Education, Tacoma, WA: <a href="https://decolonizingeducationconference.wordpress.com">https://decolonizingeducationconference.wordpress.com</a>	Harium Martin-Morris
October 16-19, 2019	NASBE Annual Meeting, Omaha, NE: <a href="http://www.nasbe.org/news-info/nasbes-annual-conference-2019/">http://www.nasbe.org/news-info/nasbes-annual-conference-2019/</a>	Patty Wood Randy Spaulding
October 29-30, 2019	Washington Workforce Conference, Seattle, WA: <a href="http://www.washingtonworkforce.org/">http://www.washingtonworkforce.org/</a>	
October 28-31, 2019	iNACOL Symposium, Palm Springs, CA: <a href="https://www.inacol.org/symposium/">https://www.inacol.org/symposium/</a>	MJ Bolt Jeff Estes Paul Pitre Alissa Muller
November 21-24, 2019	WSSDA Annual Conference, Bellevue, WA: <a href="https://www.wssda.org/Events/AnnualConference.aspx">https://www.wssda.org/Events/AnnualConference.aspx</a>	Randy Spaulding Alissa Muller Linda Drake
November 15, 2019	Washington STEM Summit: <a href="https://washingtonstem.org/stemsummit2019/">https://washingtonstem.org/stemsummit2019/</a>	
December 11-13, 2019	Annual WERA / OSPI Conference, Seatac, WA: <a href="https://www.wera-web.org/">https://www.wera-web.org/</a>	Andrew Parr Randy Spaulding
December 11, 2019	Pave the Way Conference*, Seattle, WA: <a href="https://www.wsac.wa.gov/pavetheway">https://www.wsac.wa.gov/pavetheway</a>	Randy Spaulding+ 2 (or more)
March / April, 2020	NASBE Legislative Conference, Location TBD	
April / May, 2020	State School Recognition Event(s)*, multiple sites TBD	
April 1-4, 2020	White Privilege Conference, Mesa, AZ: <a href="https://www.whiteprivilegeconference.com/">https://www.whiteprivilegeconference.com/</a>	
April 22, 2020	SBE Equity Summit*, Tumwater, WA.	
May, 2020	WSSDA, WASA, AWSP Equity Conference, TBD	
June, 2020	NASBE New Member Institute, TBD	
June, 2020	AWSP / WASA Summer Conference, Spokane	
June / July	Education Commission of the States – National Forum on Education Policy	

\*SBE is event or sponsorship.



## THE WASHINGTON STATE BOARD OF EDUCATION

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### **SBE Ongoing Equity Practices (September 2019)**

- Operationalize SBE's Equity Statement and Equity Lens in all SBE work
- Equity as a foundational element of SBE's Strategic Plan
- Tribal lands recognition at beginning of each meeting
- Equity Book Study Groups (Maybe move to annual or semiannual?)
- Partnership with EOGOAC
- Equity (Committee) briefing and/or discussion at each Board meeting
- Annual review of Equity Lens and Equity Statement
- Annual SBE-sponsored Equity Summit
- Board members and staff participate in WASA/WSSDA/AWSP May Equity Convenings
- SBE Equity Presentation at Annual WSSDA Conference
- Individual Board members and staff participate in Equity Conferences/Trainings



## THE WASHINGTON STATE BOARD OF EDUCATION

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# SAVE THE DATE

## SBE's 2<sup>nd</sup> Annual Educational Equity Summit for State-Level Policymakers and Leaders

**April 22, 2020**

**9:00am – 4:00pm**

**ESD 113 in Tumwater**

This Summit is a unique opportunity for state educational leaders and policymakers to engage with each other to help determine how the process of educational equity can lead to new and effective educational policies and practices that benefit all Washington students.

SBE envisions the Summit serving as a strategy to advance a more equitable public education system for all of Washington's children through long-term outcomes including:

- Partnering to identify the principal equity policy issues in Washington's public education system.
- Identifying shared legislative priorities to improve equity for students in our schools.
- Collaborating to create a state-level framework for equity policy-making for public education.
- Sharing existing equity-explicit practices and policies within our organizations.
- Laying the groundwork for equity initiatives between public entities.

**Agenda and RSVP details coming soon.**

Please contact Stephanie Davidsmeyer for information or discussion:  
[Stephanie.Davidsmeyer@k12.wa.us](mailto:Stephanie.Davidsmeyer@k12.wa.us) / 360.764.0522

# Committee and Liaison Discussion



## THE WASHINGTON STATE BOARD OF EDUCATION

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### COVER: BOARD COMMITTEE AND LIAISON DISCUSSION

Prepared for the September 2019 Board Annual Meeting

Information item.

As related to:

- Goal One:** All students feel safe at school, and have the supports necessary to thrive.
- Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.
- Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

- Goal Four:** Students successfully transition into, through, and out of the P-12 system.
- Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.
- Goal Six:** 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.
- Other**

Materials included in packet:

- Committee charge and membership
- SBE Partnership Organizations

Synopsis:

Board members will discuss the charge to each of the current standing committees, other than the Executive Committee whose membership and charge is defined in the Bylaws. Members will consider recommending potential changes to the charge of the committee, the process by which Board work is referred to committees, and how committee recommendations are shared back to staff, the Executive Committee and/or the full Board. Members will have an opportunity to engage in small group discussions followed by a full group discussion of the committee. Members will also have the opportunity to discuss how they formally or informally interact with various partner agencies, boards, commissions, or workgroups.



# THE WASHINGTON STATE BOARD OF EDUCATION

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## BOARD COMMITTEES (SEPTEMBER 2019)

Committee	Purpose	Membership
<p><b><u>Permanent Committee per Bylaws:</u></b> Executive Committee</p>	<p>CURRENT BYLAWS* ARTICLE V - Section 1. Executive committee. (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 the management of affairs that are delegated to it as a result of Board direction, consensus or motion, including transacting necessary business in the intervals between Board meetings, inclusive of preparing agendas for Board meetings.</p> <p>(c) The executive committee shall be responsible for oversight of the budget.</p>	<p><b>Membership</b> <i>Kevin Laverty</i> Peter Maier Patty Wood Jeff Estes MJ Bolt</p> <p><b>Lead staff:</b> Randy</p>
<p><b><u>Current Standing Committee:</u></b> Legislative (established Sept 2017)</p>	<ul style="list-style-type: none"> <li>Review all potential legislative priorities (post-September retreat), then recommend legislative priorities to the full Board for November consideration/adoption.</li> <li>Assist in creation of a year-round legislative advocacy plan.</li> <li>Galvanize fellow Board members as needed to maximize collective and individual relationships and expertise.</li> <li>Advise the Executive Director and Director of Policy and Partnerships during legislative sessions, as necessary, to support nimble and strategic advocacy.</li> </ul>	<p><i>Patty Wood</i> Holly Koon MJ Bolt Judy Jennings Bill Kallappa Ricardo Sanchez</p> <p><b>Lead staff:</b> TBD</p>
<p><b><u>Current Standing Committee:</u></b> Equity (established Nov 2017)</p>	<ul style="list-style-type: none"> <li>Refine SBE’s “Equity Statement” and recommend any revisions annually; regularly refine SBE’s “Equity Lens.”</li> <li>Put together recommendations that incorporate “theory of action” equity pieces.</li> <li>Set annual goals for equity work.</li> <li>Clarify specific roles and responsibilities about accountability in the context of education system health.</li> </ul>	<p><i>Patty Wood</i> Ryan Brault Bill Kallappa Harium Martin Morris Paul Pitre Ricardo Sanchez</p> <p><b>Lead staff:</b> TBD</p>
<p><b><u>Ad Hoc Committee on Board Bylaws and Norms</u></b> (Expires 9/30/19)</p>	<ul style="list-style-type: none"> <li>Review current bylaws and norms and identify potential revisions to recommend to the full Board.</li> </ul>	<p>Kevin Laverty Jeff Estes Judy Jennings <i>Staff: Randy Spaulding; Linda Sullivan-Colglazier</i></p>



<b>Committee</b>	<b>Purpose</b>	<b>Membership</b>
<p><b><u>Current Standing Committee:</u></b> Student Voice</p>	<ul style="list-style-type: none"> <li>• Ensure student Board members have a meaningful, productive, and impactful experience as representatives of their peers.</li> <li>• Serve as a sounding board and resource for student Board members to: <ul style="list-style-type: none"> <li>• work in collaboration with other Board members to highlight issues of importance to students in our educational system;</li> <li>• ensure student perspectives are heard on issues and policy proposals being developed or considered by the Board;</li> <li>• maximize potential in leveraging student voice in advocacy as student representatives and as peer leaders;</li> <li>• seek feedback from their peers and utilize student voice on issues of importance to Washington students;</li> <li>• develop relationships and network with local educators, elected officials and student peers as it relates to both policy and advocacy; and</li> <li>• support the onboarding of new student Board members re understanding their Board role and essential concepts, and engaging with adult mentors.</li> </ul> </li> </ul>	<p>Autymn Wilde Margarita Amezcua MJ Bolt Ryan Brault Bill Kallappa Ricardo Sanchez Patty Wood</p> <p><b>Lead Staff:</b> Parker</p>
<p><b><u>Ad Hoc Committee for School Awards and Recognition</u></b> Expired?</p>	<p><b>Purpose</b> Coordinate with OSPI and EOGOAC to develop new model for school awards and recognition that aligns with ESSA and WaSIF.</p>	<p><b>Membership:</b> Harium Peter</p> <p><b>Lead staff:</b> Randy</p>
<p><b><u>Ad Hoc Committee on High School Graduation Rulemaking</u></b> (expires 11/15/19)</p>	<ul style="list-style-type: none"> <li>• Review credit and HSBP sections of WAC 180-51 and propose amended language to the full Board to address legislation passed in recent years, etc., for September adoption and November approval.</li> <li>• Refine draft language for new section in WAC 180-51 on the graduation pathway options from E2SHB 1599 (2019) and propose language to full Board for September adoption and November approval.</li> </ul>	<p>Peter Maier MJ Bolt Holly Koon Harium Martin Morris</p> <p><b>Lead staff:</b> TBD</p>
<p><b><u>Ad Hoc Workgroup on Board Self-Evaluation</u></b> (expires 9/30/19)</p>	<ul style="list-style-type: none"> <li>• Propose and facilitate use of process and tool for the Board to evaluate its efficacy in relation to its purpose, bylaws, norms, and promising practices of effective boards.</li> </ul>	<p>Peter Maier Patty Wood Judy Jennings</p> <p><b>Lead staff:</b> Randy</p>

CURRENT BYLAWS\* ARTICLE VII / Committees – Section 1

- (1) Responsibilities of the board may be referred to committee for deeper discussion, reflection and making recommendations to the whole board.
- (2) The board chair shall appoint at least two board members to each committee to conduct the business of the board.
- (3) The board chair or executive director shall inform the board of the formation of any committee and of the appointment of members to that committee.
- (4) Board members of committees of the board shall determine which board member shall chair the committee.

**\*Bylaws may be amended during the September 2019 Board Meeting**

### Committee Membership, by Member

Member	Executive Committee	Legislative Committee	Equity Committee	Student Voice	Recognition	Bylaws	Self-Evaluation	HS Graduation
Autymn Wilde				✓				
Bill Kallappa		✓	✓	✓				
Chris Reykdal								
Harium Martin-Morris			✓		✓			✓
Holly Koon		✓						✓
Jeff Estes	✓					✓		
Judy Jennings		✓				✓	✓	
Kevin Laverty	✓					✓		
Margarita Amezcua				✓				
MJ Bolt	✓	✓		✓				✓
Patty Wood	✓	✓	✓	✓			✓	
Paul Pitre			✓					
Peter Maier	✓				✓		✓	✓
Ricardo Sanchez		✓	✓	✓				
Ryan Brault			✓	✓				
Susana Reyes								

**Expired Committees:**

**Ad Hoc Task Force/Committee**

**RAD Task Force**

**Peter Maier**

**Holly Koon**

**Alan Burke**

*Lead Staff: Randy Spaulding*

**NASBE Funded Initiative –SEL Committee**

**Harium Martin-Morris**

**Ryan Brault**

**Mona Johnson (OSPI)**

**Alternate: MJ Bolt**

*Lead Staff: TBD*

**NASBE Funded Initiative –Early Learning Workforce**

**Ryan Brault**

**Patty Wood**

**Angela Abrams (DCYF)**

*Lead Staff: TBD*



# THE WASHINGTON STATE BOARD OF EDUCATION

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## SBE PARTNERSHIP ORGANIZATIONS AND WORK GROUPS

Organization / Work Group	Appointee / Liaison
<a href="#">Association of Washington Student Leaders (AWSL)</a>	Autymn Wilde (Student Steering Committee Member), Margarita Amezcua (Student Steering Committee Member)
<a href="#">Association of Washington School Principals (AWSP)</a>	Judy Jennings (Liaison)
<a href="#">Career Connect Washington, Government and Education Work Group</a>	Randy Spaulding (SBE appointed rep); MJ Bolt (SBE appointed rep)
<a href="#">Education Opportunity Gap Oversight and Accountability</a>	Bill Kallappa (GOIA appointed member)
<a href="#">ESD 101 (Spokane)</a>	MJ Bolt (Liaison)
<a href="#">ESD 105 (Yakima)</a>	Jeff Estes (Liaison)
<a href="#">ESD 112 (Vancouver)</a>	Patty Wood (Liaison)
<a href="#">ESD 113 (Olympia)</a>	TBD (Liaison)
<a href="#">ESD 114 (Bremerton)</a>	TBD (Liaison)
<a href="#">ESD 121 (Puget Sound ESD - (Renton)</a>	Peter Maier (Liaison)
<a href="#">ESD 123 (Tri Cities)</a>	Ryan Brault (Liaison)
<a href="#">ESD 171 (NCESD - Wenatchee)</a>	MJ Bolt (Liaison)
<a href="#">ESD 189 (NWESD - Anacortes)</a>	Kevin Laverty (Liaison)
<a href="#">Governor’s STEM Education Innovation Alliance</a>	Jeff Estes (Gov. appointed SBE rep); Randy Spaulding (Gov appointed SBE rep).
<a href="#">Learning First Alliance</a>	Randy Spaulding (Member) / Board Member TBD (Member)
<a href="#">NASBE Board of Directors</a>	(Elected by NASBE Members)
<a href="#">NASBE Governmental Affairs Committee</a>	Patty Wood (Appointed by NASBE Board Chair)
<a href="#">NASBE Conference Planning Committee</a>	MJ Bolt (SBE appointed member)
<a href="#">NASBE Nominations Committee</a>	MJ Bolt (SBE appointed member)
<a href="#">NASBE Public Education Positions Committee</a>	Vacant (Appointed by NASBE Board Chair)
OSPI: Dual Credit Funding Proviso Work Group	Randy Spaulding (Invited SBE Rep)
OSPI: <a href="#">K-12 Data Governance</a>	Andrew Parr (Invited SBE Rep)
OSPI: <a href="#">School Facilities Citizens Advisory Panel (CAP)</a>	Harium Martin Morris (SBE appointed rep); Kathleen Anderson (WSSDA-selected); Carolyn Tolas (SBE-

	appointed); Thomas Bates (SBE-appointed); Michael DeBell (SBE-appointed); Susan Weed (SBE-appointed); Michael Wiser (WSSDA-recommended)
OSPI: Social Emotional Learning Workgroup	Harium Martin Morris (SBE appointed rep)
OSPI: <a href="#">Staffing Enrichment Workgroup</a>	Holly Koon (SBE appointed rep); Randy Spaulding (alternate)
OSPI: School Safety and Student Well-Being Advisory Committee	TBD (Invited SBE Rep)
<a href="#">PESB: Professional Educator Standards Board</a>	Ricardo Sanchez (Liaison)
<a href="#">Private School Advisory Council</a>	Judy Jennings
SBE: <a href="#">Mastery Based Education Workgroup</a>	Paul Pitre (SBE Appointed Rep)
<a href="#">Washington Association of School Administrators (WASA)</a>	Ricardo Sanchez (Liaison)
<a href="#">Washington Charter School Commission</a>	Harium Martin Morris (SBE appointed member)
<a href="#">Washington Education Association (WEA)</a>	Holly Koon (Liaison)
<a href="#">Washington Federation of Independent Schools (WFIS)</a>	Judy Jennings
<a href="#">Washington Student Achievement Council (WSAC)</a>	Patty Wood (Liaison)
<a href="#">Washington State School Directors' Association (WSSDA)</a>	Kevin Lavery (Liaison)
<a href="#">Workforce Training and Education Coordinating Board (WTB)</a>	TBD (Liaison)

# Student Presentations



## THE WASHINGTON STATE BOARD OF EDUCATION

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### COVER: STUDENT PRESENTATION

Prepared for the September 2019 Board Meeting

Information.

As related to:

- Goal One:** All students feel safe at school, and have the supports necessary to thrive.
- Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.
- Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

- Goal Four:** Students successfully transition into, through, and out of the P-12 system.
- Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.
- Goal Six:** 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.
- Other**

Materials included in packet:

- Student Presentation (or in additional materials, depending on receipt of final draft)

Synopsis and Policy Considerations:

Margarita Amezcua, junior student Board member from Western Washington, will present for her first time to the Board. She is will be sharing a student perspective about the importance of a course that integrates High School and Beyond planning, life skills, financial education, and other topics.



# Graduation Requirement Rules



## THE WASHINGTON STATE BOARD OF EDUCATION

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### COVER: GRADUATION REQUIREMENT RULES (CHAPTER 180-51 WAC)

Prepared for the September 2019 Board Meeting

Information and action item.

As related to:

**Goal One:** All students feel safe at school, and have the supports necessary to thrive.

**Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.

**Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

**Goal Four:** Students successfully transition into, through, and out of the P-12 system.

**Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.

**Goal Six:** 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.

**Other**

Materials included in packet:

- Rule-making Timeline
- Summary of Draft Rules PowerPoint
- Explanation of Proposed WAC Change for Social Studies
- Pathways to Graduation Flyer
- Summary of Outreach Process and Feedback on Draft Graduation Requirement Rules (WACs)
- Memo from WSPTA on Rules for the New Graduation Pathway Options Section
- Memo from OSPI on the CTE Pathway Language
- Memo from AWSP on Rules for the New Graduation Pathway Options Section
- Rules Draft for Chapter 180-51 WAC

Synopsis and Policy Considerations:

Staff will provide 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.

This agenda item aligns with the Board's Strategic Plan strategies:

- To support more effective communication with students, parents, and educators about multiple pathways to post-secondary options.
- To examine and highlight options to improve the impact of the High School and Beyond Plan as a means to support student agency and voice.

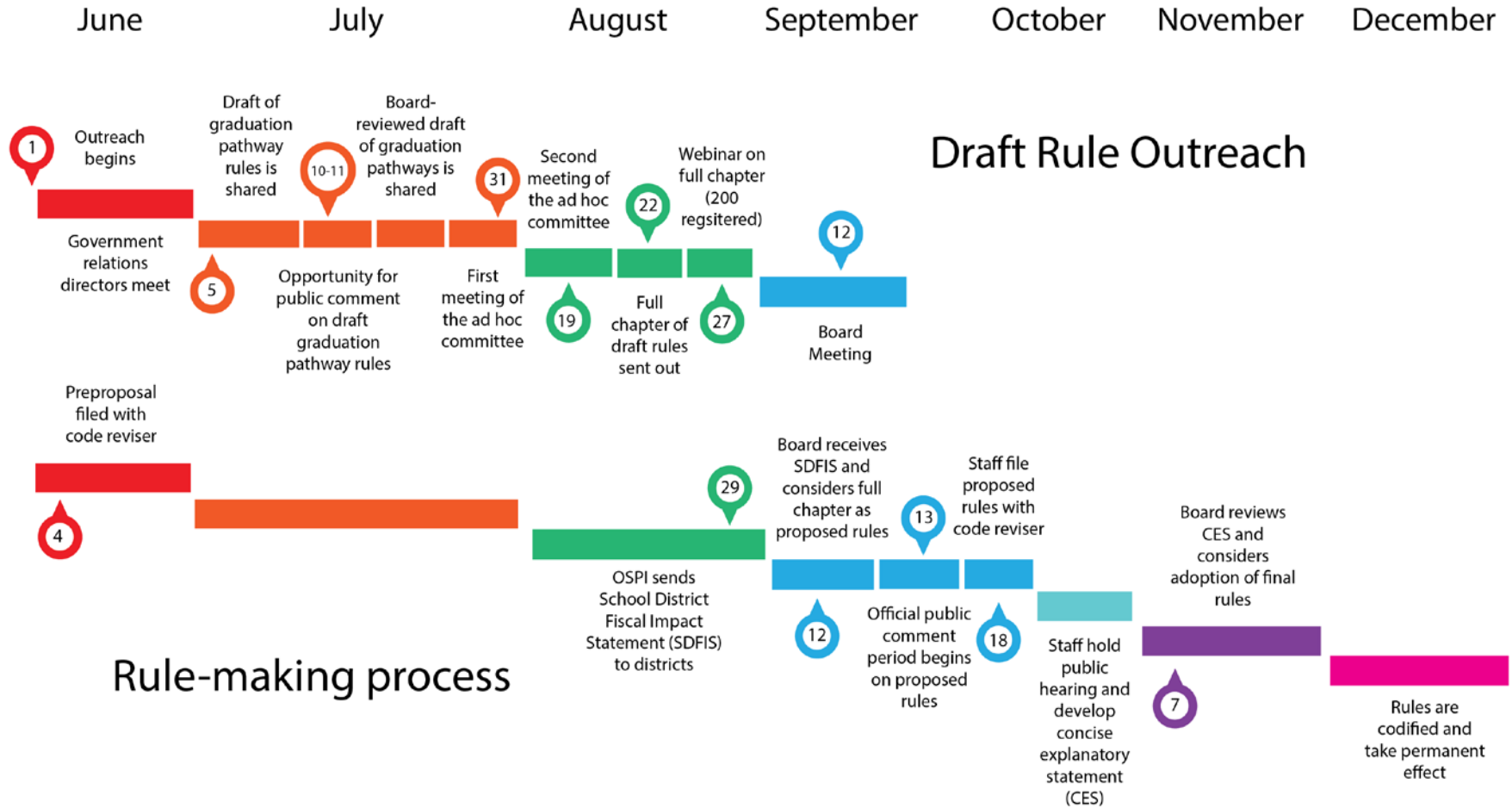
SBE action is planned for approval of proposed rules on Chapter 180-51 WAC at this meeting. Board members will receive the School District Fiscal Impact Statement from OSPI on September 12. Final rule adoption is planned for the November meeting.



# THE WASHINGTON STATE BOARD OF EDUCATION

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## VISUAL OF TIMELINE FOR OUTREACH AND RULE-MAKING FOR WAC 180-51





# THE WASHINGTON STATE BOARD OF EDUCATION

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## OVERVIEW OF RULE-MAKING TIMELINE FOR WAC 180-51

Prepared for the September 2019 Board meeting

### High-level description

- Board considers approval of proposed rules on September 12, 2019
- Public hearing anticipated in late October
- Adoption of final rules anticipated on November 7, 2019
- Rules take effect 31 days after filing, mid-December, 2019

### Detailed description

Activity	Due Date
Submit CR-102, including SDFIS	Noon 9/18
Outreach regarding public hearing	10/2
CR-102 published in WSR	10/2
Public Hearing in Brouillet Room with remote access available from ESDs for the public hearing	Late October, on or after October 22
Produce concise explanatory statement (CES)	10/25
Staff meeting to review CES and decide on whether the comments need follow-up. If not, need to explain why.	10/25
Send out CES to board members with packet	10/29
Reading of CES summaries before adoption	11/7
Board adoption of final rule	11/7
File CR-103P	ASAP after 11/7
Final Rule becomes WAC	Standard for Code Reviser is 31 days after filing CR-103P, then rules take effect mid-December

For questions about the timeline or rule-making process, please contact Parker Teed at [parker.teed@k12.wa.us](mailto:parker.teed@k12.wa.us)



# Summary of DRAFT Graduation Requirement Rules

Washington State Board of Education  
August, 2019



## DRAFT Revisions to Chapter 180-51 WAC to Implement:

- E2SHB 1599 (2019)
  - Removes requirement that students earn certain scores on state assessments to graduate
  - Automatic awarding of credit for high school level courses taken prior to high school
  - 2-credit waiver for individual students for “unusual” circumstances—remove “unusual”
  - Updates to the High School and Beyond Plan
  - Graduation Pathway Options
- SSHB 1896 (2018) which makes the Civics graduation requirement a stand-alone course
- ESHB 2224 (2018) and SHB 2686 (2018) that included updates to the High School and Beyond Plan
- Updates to align with statute, with practice, and to streamline the structure of the graduation requirements.



## Reorganization of the Chapter

- Consolidate previous graduation requirements for cohorts of students who are now adults.
- Strike some sections of the chapter that are redundant or outdated.
- Add four new sections of the chapter:
  - Overview of new graduation requirements beginning for the Class of 2020.
  - Credit graduation requirements.
  - High School and Beyond Plan (HSBP).
  - Graduation pathway options.





# Clarifying, Removing Outdated References, Updating Language

For example:

- Replace “essential academic learning requirements” with “learning standards.”
- Replace “vocational” with “career and technical education” (CTE).
- Replace “fitness” with “physical education” (PE).
- Remove references to statute and rules that are no longer in effect.
- Remove references to expired waivers.
- Remove reference to non-CTE courses locally determined to be equivalent to CTE course (because of the requirements of the CTE program, a non-CTE course cannot be equivalent to a CTE course.)
- Clarifying that a student’s graduation requirements are set by when they enter 9<sup>th</sup> grade, regardless of their expected graduation year.



# Clarification of Credit and Subject Area Requirements (Current and New Sections)

- Separately list Health and PE as requirements—this reflects common practice.
- Clarify the math credit graduation requirement for students who earn high school credit in math prior to high school—prescriptive language about the order that high school math courses should be taken is removed.
- Add greater flexibility in social studies requirement:
  - Add “or the equivalent” in listing mandatory course titles.
  - Change 1.0 credit for Contemporary World Problems to .5 credit. (Total credits for social studies will remain 3 credits.)
- In the new credit requirement section for the Class of 2021 and beyond:
  - Add definitions for core credits and flexible credits, and separately list core credits and flexible credits.
  - Add Civics as a stand-alone course for the classes of 2024 and beyond.



# Overview of New Graduation Requirements, HSBP, and High School Courses Taken Before High School

- Overview describes the broad new requirements for the high school diploma:  
1) credit and subject area requirements, 2) the HSBP, 3) graduation pathway options.
- HSBP section:
  - reorganize the statute for clarity.
  - Add information about state and federal financial aid applications.
- Completely amend section on high school credit taken before high school:
  - Automatic awarding of high school credit.
  - Sets a time limit for the end of 10<sup>th</sup> grade for requesting that the credit be removed, or that a non-numeric (pass) is entered on the transcript.



# Graduation Pathway Options

Beginning with the class of 2020, each student must meet the requirements of at least one of the eight following graduation pathway options (in addition to credit, HSBP, and other graduation requirements). The graduation pathway option must align with a student's HSBP. Districts are encouraged, but not required, to offer all eight pathway options.

Students must achieve certain scores or grades to demonstrate college and career readiness in ELA and Math through options 1-6 below or meet the requirements of options 7 or 8.

1. Statewide High School Assessments
2. Dual Credit Courses
3. Transition Courses
4. Advanced Placement, International Baccalaureate, or Cambridge International (via coursework or assessment)
5. SAT or ACT
6. Any combination of at least one English and one math option of 1-5
7. Meet standard on the ASVAB (Armed Services Vocational Aptitude Battery)
8. CTE (Career and Technical Education) Course Sequence



## Contact Information

Website: [www.SBE.wa.gov](http://www.SBE.wa.gov)

Facebook: [www.facebook.com/washingtonSBE](http://www.facebook.com/washingtonSBE)

Twitter: [@wa\\_SBE](https://twitter.com/wa_SBE)

Email: [sbe@k12.wa.us](mailto:sbe@k12.wa.us)

Phone: 360-725-6025

Web updates: [bit.ly/SBEupdates](http://bit.ly/SBEupdates)



# THE WASHINGTON STATE BOARD OF EDUCATION

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## PROPOSED CHANGE TO SOCIAL STUDIES GRADUATION REQUIREMENTS

Prepared for the September 2019 Board meeting

### Background

State Board of Education (SBE) staff have worked with OSPI Learning and Teaching Staff to update and streamline graduation requirement rules. OSPI recommended changing the social studies graduation requirement credit requirement for the mandatory course, Contemporary World Problems. OSPI created a brief explanation, copied below, for the Board’s consideration.

### OSPI Recommendation and Explanation:

#### **EXPLANATION OF PROPOSED WAC CHANGE FOR SOCIAL STUDIES:**

**What is the problem we are trying to fix?** Most high schools are choosing to place the new stand-alone .5 Civics course (RCW [28A.230.094](#)) required for the class of 2024 at the senior level where a year-long Contemporary World Problems (CWP) course commonly exists. Schools then need to place the additional one semester of CWP elsewhere, and often fold it into World History courses. This “square peg in a round hole” solution does not work well in practice because most World History courses do not reach contemporary history and most World History texts are not written to include contemporary world history.

**Proposed change:** The proposed change is a .5 credit *decrease* in Contemporary World Problems and a .5 credit *increase* in social studies electives. Specifically:

	Current Credit	Proposed Credit
<i>US History</i>	1.0	1.0
<i>Civics (class of 2024)</i>	.5	.5
<i>Contemporary World Problems or Equivalent</i>	1.0	.5
<i>Elective(s) (including .5 credit of WA State History if not taken at the secondary level prior to high school)</i>	.5	1.0
<b>Total credits</b>	3.0	3.0

**Benefit to schools/students:** This change will provide schools greater flexibility in providing students opportunities to obtain three Social Studies credits. Schools can still provide a second semester of CWP if they choose, in the manner they see fit.

Jerry Price, OSPI Social Studies Program Supervisor: [jerry.price@k12.wa.us](mailto:jerry.price@k12.wa.us)

# Graduation Pathway Options



The Washington State Legislature authorizes State Board of Education (SBE) to establish state graduation requirements. In 2019, new legislation (Engrossed Second Substitute House Bill 1599) removed the explicit link of the state assessment to graduation, replacing it with a set of pathway options for graduation. **The new law also directs SBE to adopt rules for Section 201 (graduation pathway options).**

## Graduation Pathway Options: Class of 2020 Forward

*Note: these are a summary of SBE draft rule (WAC) graduation pathway options.*

1. Meet or exceed the graduation scores in the Smarter Balanced Assessments (SBA) in English language arts (ELA) and mathematics.
2. 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 Career and Technical Education dual credit courses). Students do not have to pay fees or claim college credit to meet this pathway, but they must be eligible for college credit at the level of 100 or higher, by meeting the program criteria established by the local district and the applicable higher education entity.
3. For both ELA and math, earn a 3 or higher on certain Advanced Placement exams or a 4 or higher on certain International Baccalaureate exams or an E on certain Cambridge International exams, or pass the course with at least a C+.
4. Meet or exceed the graduation scores set by SBE in the math and ELA portions of the SAT or ACT.
5. Pass a transition course in ELA and math (for example, a [Bridge to College](#) course, which is a senior course for students who earned a Level 2 on the SBA) which allows a student to place directly into a credit-bearing college level course. This pathway includes transition courses identified through local agreements between colleges and school districts.
6. Meet any combination of at least one ELA and one math option of those options listed in 1-5.
7. 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.
8. Complete a sequence of Career and Technical Education (CTE) courses: two or more high school credits of CTE courses in a progression tailored to the student's goals and relevant to the postsecondary plans outlined in the student's High School and Beyond Plan. The sequence may be comprised of courses within the same CTE program area or courses within more than one CTE program area.

## Graduation Pathway Options Discussion

The Board is charged with rulemaking for these pathways, as well as reviewing them, gathering stakeholder input, and making recommendations for improvement.

- Which pathways are available to students in your school or district? If not all pathways are available what barriers do 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?



# Graduation Requirement Changes from E2SHB 1599

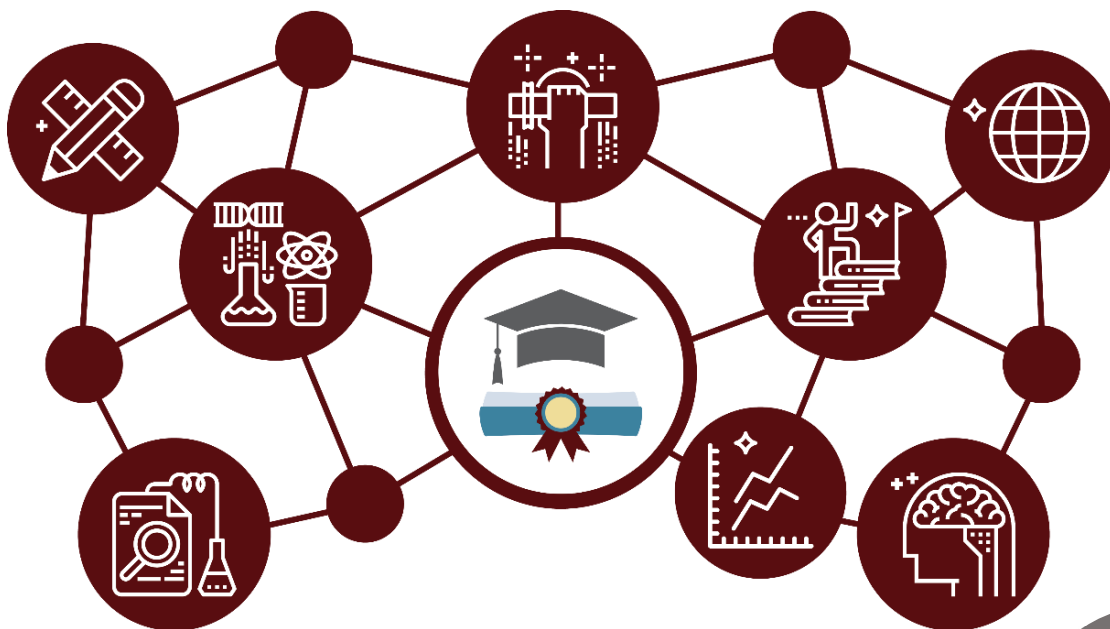
The State Board of Education supports an integrated preschool through post-secondary education, training, and career-readiness system. The Board encourages and supports student voices, and individualized education and career pathways. We actively seek to identify and eliminate biases and barriers to student success. A key priority for the Board this year was a set of changes to the diploma requirements to improve flexibility and support successful student transitions. Legislation passed in 2019 (2ESHB 1599) addressed the following issues:

- Elimination of the explicit link of the state assessment to graduation, replacing it with a set of pathway options for graduation.
- Extending the expedited appeal through the Class of 2020, providing a path to a diploma for students who have met all graduation requirements except an assessment requirement.
- Automatically granting high school credit for high school courses taken in middle school (a student's family may choose to opt out of the credit).
- Changes language from "unusual circumstances" to "student circumstances" to clarify the use of the 2-credit (non-core) waiver for students whose personal circumstances warrant it, so more students can stay on-track to earning a diploma.
- Creating a Mastery-Based Education Work group to recommend a framework for a mastery-based diploma pathway, and additional options to earn credit.

**A High School and Beyond Plan (HSBP) must inform course-taking and be aligned with the student's goals for education or training and career after high school.**

- For students with an IEP (Individualized Education Program), the HSBP must be updated in alignment with their "school to post-school transition plan" and must be updated in a similar manner and with similar school personnel as for all other students.
- Adds requirement to inform students of eligibility for automatic enrollment in advanced classes.
- Adds information on [FAFSA](#) and [WAFSA](#), including the list of what is needed to complete the financial aid applications and opportunities to help families fill out the applications.

See draft rules for the graduation requirements (WAC 180-51) chapter on [our website](#).







## THE WASHINGTON STATE BOARD OF EDUCATION

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

### SUMMARY OF OUTREACH PROCESS AND FEEDBACK ON DRAFT GRADUATION REQUIREMENT RULES (WACS)

Prepared for the September 2019 Board meeting

#### Outreach Related to the Draft Graduation Requirement Rules (**Chapter 180-51 WAC**)

The State Board of Education (SBE) added an “early phase” to the typical rule-making process, for the express purpose of shaping and sharing draft language – that represents the direction SBE is heading – far and wide, and gathering feedback from the field and our key partners so that we can provide implementation guidance for our districts and schools as early in the 2019-20 SY as possible, since the new graduation pathway options will apply to next year’s graduating class.

The outreach efforts listed below reflect major, but not exhaustive, efforts conducted by SBE.

#### **JUNE:**

Staff convened a meeting with advocacy directors from key K-12 partner organizations (the Office of the Superintendent of Public Instruction, the Association of Washington School Principals, the Washington Educators Association, Washington State Parent Teachers Association, the Washington State School Directors’ Association, the Washington Association of School Administrators, Association of Educational Service Districts, etc.) to identify key questions we collectively were hearing from our respective members and others about the new graduation pathway options (Section 201, E2SHB 1599). Staff compiled key questions into a matrix and shared with all meeting participants for verification; these questions heavily influenced initial draft rule language.

Staff initiated and held a meeting with OSPI staff regarding the CTE option rule construction.

Staff met with the executive director of of Washington Association of Career and Technical Educators regarding his recommendations and thoughts for the career and technical education graduation pathway option rule language.

Staff met with a key legislator to discuss the recent changes to and long-term vision for the HSBP

Staff met with the Washington Council for High School College Relations Board and spoke with approximately 20 people, including high school counselors, higher education admissions directors, and representatives of state agencies..

Staff met with key legislators to better understand their post-session perspective on the graduation pathway options and on the key policy decision-points in the WACs.

Staff initiated and held a conference call with Dr. Steven Cook, a WA-based ASVAB Program Manager (at Spokane MEPS) and Dr. Shannon Salyer, an ASVAB National Manager. Staff also researched the three other states that use ASVAB in their graduation requirements.

Staff drafted rule language for the graduation pathway options (Section 201, E2SHB 1599); consulted extensively with other SBE staff, the assistant attorney general, and SBE Member Maier on initial draft language.

***JULY:***

Staff sent draft rule language to all SBE Board and staff members, as well as key legislators and K-12 partner organizations (those specified in the first bullet under June, as well as the Governor's Office, and legislative K-12 policy leads in all caucuses and education committees); many provided feedback via email, phone, or in-person meetings.

SBE spent approximately one-third of its July 10-11 meeting time discussing the draft rule language for the graduation pathway options section of Chapter 180-51 WAC. The Board decided to establish an ad-hoc Committee on Graduation Requirements WACs.

Nine people provided public comment during SBE's July Board Meeting on the draft graduation pathway options rule language.

Staff sent draft rule language (7/16) that reflected the Board's discussion to partner agencies and associations mentioned above, as well as the Educational Opportunity Gap Oversight and Accountability Committee, League of Education Voters, Partnership for Learning, Charter School Commission, Washington Charters, Association of Washington Business, Department of Children, Youth and Families, State Board of Community and Technical Colleges, the Workforce Training and Education Coordinating Board, Council of Presidents, and the Washington Student Achievement Council. LEV, PFL, CSC, WA Charters, AWB, DCYF, SBCTC, WTECB, COP, and WSAC; many distributed to their networks and many provided feedback via email, phone, or in-person meetings.

Staff initiated and held a conference call with Keith Lucey, Senior Manager, East, North America, Cambridge Assessment International Education to ensure rule language accurately reflects Cambridge's educational program and exams.

Staff met with key legislators and legislative K-12 policy staff to better understand their post-session perspective on the graduation pathway options and on the key policy decision-points in the rules, particularly for the Armed Services Vocational Aptitude Battery test (ASVAB) and the Career and Technical Education (CTE) pathways

Staff met with OSPI Native Education staff for feedback on language for American Indian history.

***AUGUST:***

SBE's ad hoc Committee on Graduation Requirement WACs (Members Maier, Bolt, Koon, and Martin Morris, staffed by KH, LD, AM, PT, and RS) met twice (approximately 15 hours total) and also spent extensive time communicating about the rule language via email and phone.

Staff met with the WA-ACTE (Washington Association for Career and Technical Education) Board and WACTA (Washington Association of Career and Technical Administrators) Board at the WA-ACTE Summer

Conference and spoke with OSPI CTE staff and approximately 35 CTE educators and administrators regarding the draft rule language for the CTE graduation pathway option.

Staff met with key legislators to better understand their post-session perspective on the graduation pathway options and on the key policy decision-points in the Rules.

Staff participated in a Clover Park SD educator back-to-school event, presenting and discussing the draft pathway option rules with approximately 30 people, including counselors and CTE educators.

Staff sent all draft graduation requirement rules (Chapter 180-51 WAC) for review to 297 people (subscribers to SBE's rule activity listserv) as well as to various education partners, associations, districts, and numerous individuals (including everyone who received earlier drafts as specified above).

A webinar was held on August 27 on draft Chapter 180-51 WAC. One hundred and ninety-five people registered; approximately 120 people participated and asked approximately 50 questions of SBE staff.

### Feedback regarding Draft Rules

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.

#### ***SUMMARY OF MAJOR FEEDBACK ON CHAPTER 180-51 WAC (OTHER THAN SECTION 230):***

- OSPI Learning and Teaching staff extensively reviewed credit graduation requirements.
- Recommendation to change Contemporary World Problems from a 1-credit requirement to a .5 credit requirement.
- Recommendation to split out Health and Physical Education (PE) as separate requirements. Interest in strengthening the requirement for the PE component, and clarifying excusing students from PE
- Washington Student Achievement Council staff provided financial aid application information for the HSBP rules.

#### ***SUMMARY OF MAJOR FEEDBACK ON PATHWAYS:***

- Concerns expressed for students with Individualized Educational Program (IEP) meeting the pathway requirement once the CIA option goes away.
- SBA pathway:
  - Difficulty with telling students/families that SBA is still required for State & Federal accountability despite "not needing it for graduation." Staff has shared plans to do communications around this, and many partners have affirmed they like our message that SBA is still important for students, because it helps them know if they are on-track for their postsecondary plans.
- Dual credit pathway:
  - Most of the feedback has indicated appreciation for our rules stating "nothing in this subsection requires a student to pay fees or claim college credit to meet this pathway."

- A minority of feedback has expressed that students need to actually get the credit on their higher education transcript—even if this means paying the fees.
- ASVAB Pathway:
  - A few organizations/individuals expressed a preference to see this structured so students would need to earn a score that would lead to a career in a specific branch of the military. (e.g. AWB)
  - Many others expressed a preference that students using this pathway not have any additional requirements beyond other pathways (e.g. a student using the AP/IB/CI pathway does not need to declare a college major, so students in this pathway should not be expected to earn a score that aligns with a declared, designed occupation preference within the military) and that the decision about whether a specific military career or branch is legitimate does not lie with adults in the K-12 system but rather with the student.
  - School counselors, key legislators, legislative staff, and others emphasized that the intent, of this pathway was for it to serve as the “relief valve” for students who want and need to earn a diploma and may not be able to meet any other of the graduation pathway options.
  - Some partners have expressed a worry that this pathway will be, or will be perceived as, an easier pathway that some students will be tracked into. Furthermore, the lowest score option would be associated with limited military and civilian occupations
- CTE Pathway:
  - Many school districts (principals, superintendents, district office administrators, counselors), as well as other key partners have expressed support of the SBE’s draft CTE pathway option that allows the sequence of CTE courses to be either within the same or different CTE program area. Partners expressed that requiring students to complete a sequence of courses in the same CTE program area creates inequity between large schools and small schools. Partners and districts have urged WAC language to provide local control over the courses a student takes to fulfill the CTE pathway based on the student’s High School and Beyond Plan. OSPI and WA ACTE support a definition of pathways that include only courses within the same CTE program area. OSPI’s memo on this topic is attached.

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.

Written and verbal Feedback regarding Draft Rules has come from the following Sources:

**ORGANIZATIONS INCLUDE:**

1. Washington State Parent Teacher Association (WSPTA participated in June meeting, reviewed multiple drafts of rule language, distributed draft rule language to its membership, compiled input and shared with SBE staff verbally via meeting and phone, via email, and via formal letter; also provided public comment in support of the draft language at SBE’s July meeting)
2. Washington Education Association (meetings, public comment, email; also provided public comment in support of the draft language at SBE’s July meeting)

3. Association of Washington School Principals (AWSP participated in June meeting, reviewed multiple drafts of rule language, distributed draft rule language to its membership, compiled input and shared with SBE staff verbally, via email, and via formal letter; also provided public comment in support of the draft language at SBE's July meeting)
4. Washington Association of School Administrators (WASA participated in June meeting, reviewed multiple drafts of rule language, distributed to its membership, and many members sent feedback to SBE Members and staff)
5. Washington State School Directors Association (WSSDA participated in June meeting, reviewed multiple drafts of rule language, and distributed draft rule language to its membership)
6. Washington School Counselors Association (WASCA)
7. Washington Student Achievement Council (Staff met with multiple WSAC representatives)
8. Equity in Education Coalition
9. Washington ACTE (Staff met with representatives, and staff participated in Board meetings at the Summer Conference)
10. Northeast WA CTE Director administrative group (NE WACTA)
11. Washington Council (Staff met with the Board)
12. High School Success Coalition (Stand for Children, Washington Roundtable, Black Education Strategy Roundtable, and College Success Foundation)
13. League of Education Voters (provided written and verbal input)
14. Black Education Strategy Roundtable (Staff had an in-person meeting with BESR and also presented at BESR quarterly workshop on graduation requirements and gathered feedback from participants)
15. Ready Washington (Staff had multiple meetings and phone conversations with Ready Washington staff)
16. WERA District Assessment Network
17. Council of Presidents
18. Independent Colleges of Washington (Staff met in person with nine representatives)
19. State Board for Community and Technical Colleges
20. Various Tribes
21. Office of Superintendent of Public Instruction
22. College Board
23. Cambridge International (SBE staff conferred via scheduled conference calls)
24. ASVAB (SBE staff conferred with DOD and MEPS ASVAB specialists via scheduled phone calls and numerous emails)
25. Clover Park School District
26. Everett Public Schools
27. Shoreline School District (Lengthy phone call)
28. Highline Public Schools (In-person meeting)
29. Olympia School District (In-person meeting)
30. Fife School District
31. Pasco School District
32. South Bend Schools
33. Seattle Schools
34. Medical Lake School District
35. Spokane Public Schools
36. Career Connect Washington's Government and Education Work Group

37. Olympic ESD 114
38. NEWESD (ESD 101)
39. League of Education Voters (Conversations and emails with staff, participation in 8/27 webinar)
40. Washington and Alaska Troops to Teachers (Former Rear Admiral, USN, Retired)
41. OSPI leadership (Multiple in-person meetings and otherwise spoke with OSPI leadership numerous times during the rule-drafting process)
42. Governor Inslee's Education staff
43. Informal discussions with family members, friends, and acquaintances with career military or other military experience
44. Individual superintendents, central office administrators, principals, CTE directors
45. Individual legislators and legislative staff



August 13, 2019

Ms. Kaaren Heikes  
Director of Policy & Partnerships  
WA State Board of Education  
[kaaren.heikes@K12.wa.us](mailto:kaaren.heikes@K12.wa.us)

Dear Kaaren,

Thank you for the opportunity to comment on the draft proposed graduation pathway rules to help implement HB 1599. As you know, Washington State PTA (WSPTA) has been engaged in the “assessment requirements” issue for many years, opposing legislation and policies that allow a single factor to determine a student’s advancement, including graduation from high school.

WSPTA’s vision is that every child’s potential become a reality. As such, we encourage the State Board of Education to keep these rules as broad and flexible as the legislation will allow. These draft rules are a good step forward. The following are a few suggestions and comments we would like to share for your consideration (see the draft rules for markup or comment):

1. Eliminate the word “eight” regarding pathways so that the WAC doesn’t require a change every time a new path is added, or one is removed;
2. While working on IB and Cambridge legislation, a score of “E” has been used to award college credit. This change is needed in section 4b; the other two programs are stated correctly.
3. For both the military entrance exam and Career and Technical Education subsections, we’d recommend clearly stating that the pathways described in (1)-(6) are not required for students pursuing these pathways and have offered language to that end;
4. We wholeheartedly support (b)(ii) in the CTE subsection. While WSPTA would have liked to see a job-embedded pathway option for students who are pursuing a career directly following high school, our leadership in particular supports language in the Career and Technical Education section that recognizes courses that are complementary to a student’s post-secondary goals but may not be in the same program of study.

- For example, a student may take one credit of welding, a half-credit of marketing, and a half-credit of financial literacy to prepare for a career path as a metal art designer. This is a valid pathway.
  - In our experience, small or rural schools may not offer a large selection of CTE courses (e.g., aviation 1, aviation 2) or have access to a skill center (e.g., two years of culinary arts). Even in more urban schools, students may get waitlisted in CTE courses and be unable to complete what is described as a sequence in (b)(i). This subsection recognizes the need to make the rule student-centered and focused on student success.
  - Having flexibility and allowing a student’s High School and Beyond Plan to drive a student’s course-taking is imperative, particularly for students who are not planning a college-bound path.
5. During the 2014 legislative session, WSPTA worked closely with education associations on the 24-credit high school graduation bill, E2SSB 6552. An important component of this legislation was to ensure that students had access to a CTE equivalency/dual credit opportunity for the third credit of math and of science. This option was designed to help students align an area of possible postsecondary interest with those specific credits. Under HB 1599, students who plan to use the CTE pathway to graduate do not need to meet one of the math pathways; however it would be useful for students who earn a CTE math equivalency to be able to count that course under (b)(ii). We have included possible language to address that issue.

On behalf of the more than 125,000 members of Washington State PTA statewide, thank you for reaching out for comments on these important rules. As we said at the beginning, we encourage the State Board to keep the rules as broad and flexible as possible. With the 2020 session approaching, there will be an opportunity to work with the bill’s sponsor and stakeholders if clarification is needed.

If you have any questions about the suggestions or comments, please contact either of us directly or WSPTA legislative consultant Marie Sullivan at [legconsultant@wastatepta.org](mailto:legconsultant@wastatepta.org).

Sincerely,

Janice Kutzera  
President  
[ptapres@wastatepta.org](mailto:ptapres@wastatepta.org)

Sherry Rudolph  
Advocacy Director  
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AMENDATORY SECTION (Amending WSR 00-23-032, filed 11/8/00, effective 12/9/00)

**WAC 180-51-005 Authority and purpose.** (1) The authority for this chapter is RCW 28A.230.090 which authorizes and requires the state board of education to establish state high school graduation requirements (~~((or equivalencies for students))~~).

(2) The purpose of this chapter is to establish high school graduation requirements, (~~((including policies and procedures for equivalencies,))~~) for students who commence the ninth grade or the equivalent of a four-year high school program subsequent to July 1, (~~((2004))~~) 2012. Graduation requirements and policies and procedures for equivalencies for students who commence the ninth grade or the equivalent of a four-year high school program prior to July 1, (~~((2004))~~) 2012, are codified in WAC (~~((180-51-060))~~) 180-51-056 and shall remain in effect for such students pursuant to WAC 180-51-035.

[Statutory Authority: RCW 28A.230.090. WSR 00-23-032, § 180-51-005, filed 11/8/00, effective 12/9/00. Statutory Authority: RCW 28A.230.090 and 28A.230.100. WSR 93-04-115, § 180-51-005, filed 2/3/93, effective 3/6/93. Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-51-005,

filed 8/6/90, effective 9/6/90. Statutory Authority: RCW 28A.05.062.  
WSR 86-20-053 (Order 11-86), § 180-51-005, filed 9/29/86. Statutory  
Authority: Chapter 28A.05 RCW. WSR 84-11-049 (Order 7-84), § 180-51-  
005, filed 5/17/84.]

AMENDATORY SECTION (Amending WSR 00-19-108, filed 9/20/00, effective  
10/21/00)

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

[Statutory Authority: RCW 28A.230.090. 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 (Order 7-84), § 180-51-025, filed  
5/17/84.]

AMENDATORY SECTION (Amending WSR 00-19-108, filed 9/20/00, effective  
10/21/00)

**WAC 180-51-030 High school credit for courses taken before  
attending high school.** ((See ~~RCW 28A.230.090(4)~~.) (1) A student who  
has completed high school courses with a passing grade before  
attending high school shall automatically be given high school credit  
which shall be applied to fulfilling high school graduation  
requirements, unless requested otherwise by the student and the  
student's parent or guardian.

(2) At the request of the student and the student's parent or  
guardian, high school credit earned before high school may be  
transcribed with a nonnumerical grade, such as "pass" or "credit,"  
according to district policy. A nonnumerical grade will not be  
included in the student's high school grade point average calculation.  
High school credit earned prior to high school and transcribed with a

nonnumerical grade will apply to fulfilling high school graduation requirements.

(3) Unless otherwise specified in district policy, a student and the student's family must inform the school by the end of the student's tenth grade year if they do not want credit for the course(s) taken before attending high school, or if they want to request that credit be transcribed with a nonnumerical grade.

[Statutory Authority: RCW 28A.230.090. WSR 00-19-108, § 180-51-030, filed 9/20/00, effective 10/21/00. Statutory Authority: RCW 28A.230.090 and 28A.230.100. WSR 93-04-115, § 180-51-030, filed 2/3/93, effective 3/6/93; WSR 91-01-066, § 180-51-030, filed 12/14/90, effective 1/14/91. Statutory Authority: Chapter 28A.05 RCW. WSR 84-11-049 (Order 7-84), § 180-51-030, filed 5/17/84.]

AMENDATORY SECTION (Amending WSR 05-21-007, filed 10/6/05, effective 11/6/05)

**WAC 180-51-035 Applicable standards for graduation for students under age twenty-one—Applicable standards for graduation for students age twenty-one or older—Amendments to this chapter.** (1) All students entering a high school program in Washington state shall be assigned

an expected graduation year as required by federal law and this section. Once students are assigned a graduation year, they will be aligned to the requirements for that specific graduating class and subject to the provisions of this section.

(a) Students shall be assigned an expected graduation year based on the year they commence (~~(9th)~~) ninth grade, or for out-of-district and out-of-state transfer students, based on local district policy(~~(+ Provided, That))~~), provided that the expected graduation year for students receiving special education services shall be assigned and based on an individualized education program (IEP) team determination in the year in which the student turns sixteen.

(b) Students shall have the right and the obligation to meet the minimum graduation requirements in place for their (~~(expected graduation year designated)~~) ninth grade cohort at the time they enter a (~~(district)~~) public high school, regardless of whether their expected graduation year has been extended or what year they actually graduate.

(2) (~~(A student under age twenty one shall have the right to graduate in accordance with the standards in effect for the school of graduation for any year since such student commenced the ninth grade~~

~~or the equivalent of a four-year high school program and until the student turns age twenty-one.~~

~~(3))~~(a) A student age twenty-one or older who earns a high school diploma through the adult high school completion option under WAC 180-51-053 shall be required to meet the state minimum graduation credit ~~((requirements under WAC 180-51-060 or 180-51-061, depending on))~~ established when the student began their high school program. Such students shall not be required to ~~((meet the following state minimum graduation requirements under WAC 180-51-061:))~~ earn a certificate of academic achievement ((or)), a certificate of individual achievement, or meet pathway graduation requirements under WAC 180-51-210;

(b) The state board of education reserves the prerogative to determine if and when the waived requirements under (a) of this subsection shall be required to earn an adult high school completion diploma.

~~((4))~~ (3) Unless otherwise required by statute, aAll subsequent amendments to ~~((this chapter))~~ credit graduation requirement rules and all subsequent local standards shall apply prospectively to the students who enter the ninth grade or begin the equivalent of a four-year high school program subsequent to the amendments.

[Statutory Authority: Chapter 28A.230 RCW and RCW 28B.50.915. WSR 05-21-007, § 180-51-035, filed 10/6/05, effective 11/6/05; WSR 04-20-093, § 180-51-035, filed 10/5/04, effective 11/5/04. Statutory Authority: RCW 28A.230.090. WSR 00-19-108, § 180-51-035, filed 9/20/00, effective 10/21/00. Statutory Authority: Chapter 28A.05 RCW. WSR 84-11-049 (Order 7-84), § 180-51-035, filed 5/17/84.]

AMENDATORY SECTION (Amending WSR 00-19-108, filed 9/20/00, effective 10/21/00)

**WAC 180-51-040 Copies of graduation requirements for each year.**

(1) Each high school shall keep on file for student and public inspection a copy of the state board of education rules and guidelines regarding high school graduation requirements and procedures for equivalencies applicable for the school year, including the preceding ten years. Any locally adopted high school graduation requirements and procedures for equivalencies shall also be kept on file with such state requirements. Copies of state requirements by year also shall be kept on file in the office of the state board of education.

(2) The state board of education and the superintendent of public instruction are not authorized by law to issue a high school diploma.

[Statutory Authority: RCW 28A.230.090. WSR 00-19-108, § 180-51-040, filed 9/20/00, effective 10/21/00. Statutory Authority: Chapter 28A.05 RCW. WSR 84-11-049 (Order 7-84), § 180-51-040, filed 5/17/84.]

AMENDATORY SECTION (Amending WSR 12-03-052, filed 1/11/12, effective 2/11/12)

**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 (~~essential academic learning requirements (-)~~) learning standards (~~(+)~~). 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/competency, as defined by written district policy, of the state's (~~essential academic learning requirements (-)~~) learning standards (~~(+)~~).



(2) College and university course work. At the college or university level, five quarter or three semester hours shall equal ~~((1.0))~~ 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 ~~((1.0))~~ 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 ~~((.5))~~ one-half and a maximum of ~~((1.0))~~ 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 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 180-51-056 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.

(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/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 competency 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.

[]

AMENDATORY SECTION (Amending WSR 14-19-032, filed 9/8/14, effective 10/9/14)

**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 credits are to be aligned with the state's (~~essential academic learning requirements~~(-))learning standards((+)) for the subject. The

content of any course shall be determined by the local school district.

(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) ((Courses in (a) and (b) of this subsection may be taken currently in the following combinations:~~

~~(i) Algebra 1 or integrated mathematics I may be taken concurrently with geometry or integrated mathematics II.~~

~~(ii) Geometry or integrated mathematics II may be taken concurrently with algebra 2 or integrated mathematics III or a third credit of mathematics to the extent authorized in (b) of this subsection.~~

~~(d) Equivalent career and technical education (CTE) 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 CTE mathematics courses are recorded on the student's transcript using the equivalent academic high school department designation and course title.~~

~~(e) A student who prior to ninth grade successfully completed algebra 1 or integrated mathematics I; and/or geometry or integrated mathematics II, but does not request high school credit for such course(s) as provided in RCW 28A.230.090, may either:~~

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

~~(ii) Complete three credits of mathematics as follows:~~

~~(A) A student who has successfully completed algebra 1 or integrated mathematics I shall:~~

- ~~• Earn the first high school credit in geometry or integrated mathematics II;~~

~~• Earn the second high school credit in algebra 2 or integrated mathematics III; and~~

~~• Earn the third high school credit in a math course that is consistent with the student's education and career goals.~~

~~(B) A student who has successfully completed algebra 1 or integrated mathematics I, and geometry or integrated mathematics II, shall:~~

~~• Earn the first high school credit in algebra 2 or integrated mathematics III; and~~

~~• Earn the second and third credits in mathematics courses that are consistent with the educational and career goals of the student.~~

~~(f) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I pursuant to a written district policy, but does not receive credit under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:~~

~~• Earn the first high school credit in geometry or integrated mathematics II;~~

~~• Earn the second high school credit in algebra 2 or integrated mathematics III; and~~

~~• Earn the third credit in a mathematics course that is consistent with the student's education and career goals.~~

~~(g) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I and geometry or integrated mathematics II pursuant to a written district policy, but does not receive credit for the courses under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:~~

~~• Earn the first high school credit in algebra 2 or integrated mathematics III;~~

~~• Earn the second and third high school credits in courses that are consistent with the educational and career goals of the student.)~~

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 (~~((2.5))~~ two credits prescribed courses, plus (~~((a-.5))~~ 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 and WAC 392-410-120, and shall (~~((consider including))~~ include information on the cultures, (~~((history))~~ histories, and governments of the American Indian peoples who (~~((were))~~ 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 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.

(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) (~~Two health and fitness credits (.5 credit health; 1.5 credits fitness)~~) One-half credits of health.

(6) One and one-half credits of physical education. Students may be excused from the (~~fitness~~) physical education requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate (~~proficiency/competency in~~) competency/mastery of the knowledge portion of the (~~fitness~~) 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.

~~((+6+))~~ (7) One **arts** credit. The essential content in this subject area may be satisfied in the visual or performing arts.

~~((+7+))~~ (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 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 ~~((+CTE+))~~ program standards of the office of the superintendent of public instruction.

~~((+a+))~~ (b) Students who earn a graduation requirement credit through a ~~((+CTE+))~~ career and technical education course ~~((+locally+))~~ determined by the district or by the office of the superintendent of public instruction to be equivalent to a ~~((+non-CTE+))~~ noncareer and technical education course will not be required to earn a second credit in the ~~((+non-CTE+))~~ noncareer and technical education course subject~~((+; the single CTE course meets two graduation requirements.))~~

~~((+b+))~~ Students who earn a graduation requirement credit in a non-CTE course locally determined to be equivalent to a CTE course will

~~not be required to earn a second credit in the CTE course subject; the single non CTE course meets two graduation requirements.~~

~~(c) Students satisfying the requirement in (a) or (b) of this subsection will need to earn five elective credits instead of four; total credits required for graduation will not change.~~

~~(8))~~ 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**.

~~((9))~~ (10) Each student shall have a **high school and beyond plan** for their high school experience, ~~((including what they expect to do the year following graduation))~~ as described in WAC 180-51-220.

~~((10))~~ (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.

~~((11) A school district may obtain a two year extension from the effective date for the implementation of the four credits of English~~

~~and/or the three credits of social studies required under this section upon the filing of a written resolution by the district's school board with the state board of education stating the district's intent to delay implementation of the increased English and/or social studies requirements effective for the class of 2016. The resolution must be filed by June 1, 2012. A district filing a timely resolution with the state board of education shall maintain the English, social studies, and elective credits in effect under WAC 180-51-066 for the period of the extension.)~~ (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: 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.]

AMENDATORY SECTION (Amending WSR 14-19-032, filed 9/8/14, effective 10/9/14)

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 (11) and (12) of this section. All credits are to be aligned with the state's ~~((essential academic))~~ learning ~~((requirements))~~ standards developed under RCW 28A.655.070 for the subject. The content of any course shall be determined by the local school district.

(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 ~~((as provided~~

~~in (10) of this section, and preparing the student to meet state standards for graduation under the assessment system in RCW 28A.655.061, with agreement of the student's parent or guardian, or, if the parent or guardian is unavailable or does not indicate a preference for a specific course, agreement of the school counselor or principal. A request for agreement of the student's parent or guardian should be made in the predominant language of a parent(s) or guardian(s) who predominantly speak a language other than English, to the extent feasible. The school must in all cases give precedence to the direction of the parent(s) or guardian(s), if provided, in election of the third credit to meet the requirements of this section;))~~, 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 ((completed algebra 1 or integrated mathematics I; and/or geometry or integrated mathematics II, but does not request high school credit for such course(s) as provided in RCW 28A.230.090, may either:~~

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

~~(ii) Complete three credits of mathematics as follows:~~

~~(A) A student who has successfully completed algebra 1 or integrated mathematics I shall:~~

~~(I) Earn the first high school credit in geometry or integrated mathematics II;~~

~~(II) Earn the second and third high school credits in courses aligning with the student's interests and high school and beyond plan and preparing the student to meet state standards for graduation under the assessment system in RCW 28A.655.061; and~~

~~(B) A student who has successfully completed algebra 1 or integrated mathematics I, and geometry or integrated mathematics II, shall: Earn the first, second and third high school credits in courses aligning with the student's interests and high school and beyond plan and preparing the student to meet state standards for graduation under the assessment system in RCW 28A.655.061.~~



~~(c) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I pursuant to a written district policy, but does not receive credit under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence:~~

~~(i) Earn the first high school credit in geometry or integrated mathematics II;~~

~~(ii) Earn the second and third high school credits in courses aligning with the student's interests and high school and beyond plan and preparing the student to meet state standards for graduation under the assessment system in RCW 28A.655.061.~~

~~(d) A student who satisfactorily demonstrates competency in algebra 1 or integrated mathematics I and geometry or integrated mathematics II pursuant to a written district policy, but does not receive credit for the courses under the provisions of WAC 180-51-050, shall complete three credits of high school mathematics in the following sequence: Earn the first, second and third credits in courses aligning with the student's interests and high school and beyond plan and preparing the student to meet state standards for graduation under the assessment system in RCW 28A.655.061.)~~ 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 (15)(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(~~(or)~~). 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 (~~(of the)~~) may be provided by the school counselor or principal. (~~A request for agreement of the student's parent or guardian should be made in the predominant language of a parent(s) or guardian(s) who predominantly speak a language other than English, to the extent feasible. The school must in all cases give precedence to the direction of the~~

~~parent(s) or guardian(s), if provided, in election of the third credit to meet the requirements of this section.))~~

(4) Three **social studies** credits (~~((2.5))~~ two credits prescribed courses, plus a (~~(.5))~~ 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, 28A.230.090 and WAC 392-410-120, and shall (~~consider including~~) include information on the cultures, (~~history~~) histories, and governments of the American Indian peoples who (~~were~~) 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 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.

(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) (~~Two **health and fitness** credits (.5 credit health; 1.5 credits fitness)~~) One-half credit in **health**.

(6) One and one-half in **physical education**. Students may be excused from the (~~fitness~~) physical education requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate (~~proficiency/competency in~~) 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.

(~~(6)~~) (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 (15)(c) of this section.

~~((7))~~ (8) One credit in **career and technical education**.

(a) A career and technical education ~~((CTE))~~ credit means a credit resulting from a course in a ~~((CTE))~~ career and technical education program or occupational education credit as contained in the ~~((CTE))~~ 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 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 ~~((CTE))~~ 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.

~~((a)) Students who earn a graduation requirement credit through a CTE course determined to be equivalent to a non-CTE course will not be required to earn a second credit in the non-CTE course subject. The single CTE course meets two graduation requirements.~~

~~(b) Students who earn a graduation requirement credit in a non-CTE course determined to be equivalent to a CTE course will not be required to earn a second credit in the CTE course subject. The single non-CTE course meets two graduation requirements.~~

~~(c) Students satisfying the requirement in (a) or (b) of this subsection will need to earn five elective credits instead of four. Total credits required for graduation will not change.~~

~~(8)) (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 ~~((10))~~ (11) of this section, the student shall be advised to earn two credits in world languages.

~~((9))~~ (10) Four credits of **electives**.

~~((10))~~ (11) Each student shall have a **high school and beyond plan** to guide his or her high school experience, ~~((including plans for post-secondary education or training and career. The process for completing the high school and beyond plan is locally determined and designed to help students select course work and other activities that will best prepare them for their post-secondary educational and career goals. Students shall create their high school and beyond plans in cooperation with parents/guardians and school staff. School staff shall work with students to update the plans during the years in which the plan is implemented in order to accommodate changing interests or goals.~~

~~(11))~~ 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 web site 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 ~~((9))~~ (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 ~~((10))~~ (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 ~~((10))~~ (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 web site.

~~((12))~~ (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 ~~((unusual))~~ 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 ~~((unusual))~~ 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.

~~((13) Equivalent career and technical education (CTE) courses meeting the requirements set forth in RCW 28A.230.097 can be taken for credit in place of any of the courses set forth in subsections (1) through (6) of this section, if the courses are recorded on the~~

~~student's transcript using the equivalent academic high school department designation and course title.))~~

(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 subsection (4) 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.

~~((15))~~ (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 (6) and (8) 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: 2014 c 217 and RCW 28A.230.090. WSR 14-19-032, § 180-51-068, filed 9/8/14, effective 10/9/14.]

AMENDATORY SECTION (Amending WSR 07-07-064, filed 3/14/07, effective 4/14/07)

**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 competency assessments which are substantially equivalent to the definition stated in WAC 180-51-050. The waiver process shall be administered by the (~~superintendent of public instruction~~) state board of education.

[Statutory Authority: RCW 28A.230.090. WSR 07-07-064, § 180-51-095, filed 3/14/07, effective 4/14/07.]

AMENDATORY SECTION (Amending WSR 07-07-051, filed 3/14/07, effective 4/14/07)

**WAC 180-51-115 Procedures for granting high school graduation**

**credits for students with special educational needs.** (~~((1) No student shall be denied the opportunity to earn a high school diploma solely because of limitations on the student's ability. The board of directors of districts granting high school diplomas shall adopt written policies, including procedures, for meeting the unique limitations of each student. Such procedures may provide for:~~

~~(a) The extension of time the student remains in school up to and including the school year in which such student reaches twenty one years of age;~~

~~(b) A special education program in accordance with chapter 28A.155 RCW if the student is eligible; and~~

~~(c) Special accommodations for individual students, or in lieu thereof, exemption from any requirement in this chapter, if such requirement impedes the student's progress toward graduation and there is a direct relationship between the failure to meet the requirement and the student's limitation.~~

~~(2) Unless otherwise prohibited by federal or state special education laws, such procedures may not provide for exemption from the certificate of academic achievement graduation requirement under RCW 28A.655.060 (3)(c).)~~ A student with an individualized education program must be provided needed accommodations to progress in the general curriculum toward meeting state and local graduation requirements. In limited circumstances, when determined necessary by the individualized education program team due to the unique needs resulting from the student's disability, a graduation credit and subject area requirement may be substituted with comparable content course work or exempted, as identified in the individualized education

program team course of study and aligned to the student's high school and beyond plan.

[Statutory Authority: RCW 28A.230.090. WSR 07-07-051, § 180-51-115, filed 3/14/07, effective 4/14/07; WSR 00-19-108, § 180-51-115, filed 9/20/00, effective 10/21/00. Statutory Authority: 1990 c 33. WSR 90-17-009, § 180-51-115, filed 8/6/90, effective 9/6/90. Statutory Authority: Chapter 28A.05 RCW. WSR 84-11-049 (Order 7-84), § 180-51-115, filed 5/17/84.]

NEW SECTION

**WAC 180-51-201 Overview of the requirements for a high school diploma beginning in 2020.** For students who enter the ninth grade or begin the equivalent of a four-year high school program as of July 1, 2016, (the class of 2020) or later, the graduation requirements shall consist of:

(1) State credit and subject area requirements as established in WAC 180-51-067, 180-51-068, or 180-51-210 in this chapter, depending on the credit graduation requirements aligned with the year the student entered ninth grade; and, credit and subject area requirements established by local school boards. Students in the class of 2019 and

the class of 2020 in districts with a waiver to delay implementation of WAC 180-51-068 shall graduate with the credit and subject area requirements of WAC 180-51-067 until the expiration of the waiver.

(2) A high school and beyond plan that must include the minimum requirements established in RCW 28A.230.090 and WAC 180-51-220 in this chapter. Local school boards may establish additional requirements for a high school and beyond plan to serve the needs and interests of its students. Any decision on whether a student has met the requirement of a high school and beyond plan shall be made by the district.

(3) A graduation pathway option. Students must meet the requirements of at least one of eight graduation pathway options in chapter 28A.655 RCW and WAC 180-51-230.

[ ]

NEW SECTION

**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 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 (4) 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 ~~took~~ 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. A "stand-alone civics course" is a course that is primarily dedicated to the content listed in RCW 28A.230.094, and that is transcribed as "civics" on a student's transcript. Civics content and instruction required by this subsection may be embedded in social studies courses that offer students the opportunity to earn both high school and postsecondary credit.

(iv) Successful completion of Washington state history and government shall be required, subject to the provisions of RCW 28A.230.170, 28A.230.090 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 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.

(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 competency 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 (8) of this section.

(b) Two credits in **world languages**. These credits may be replaced with personalized pathway requirements as provided in subsection (8) 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.

[ ]

NEW SECTION

**WAC 180-51-220 High school and beyond plan.** (1) Each student must have a high school and beyond plan, initiated during seventh or eighth grade with the administration of a career interest and skills inventory, to guide the student's high school experience and inform course-taking that is aligned with the student's goals for education or training and career after high school. School districts are encouraged to develop and utilize high-quality high school and beyond plan tools. Beginning in the 2020-21 school year, each school district must have an electronic high school and beyond plan platform available to all students; districts may utilize one of the electronic platforms on the list that the office of the superintendent of public instruction creates and posts on its web site. Districts are encouraged to utilize electronic high school and beyond platforms that meet the criteria specified in chapter 28A.230 RCW.

(2) Required elements of the high school and beyond plan include:

(a) Identification of career goals aided by a skills and interest assessment.

(b) Identification of education goals.

(c) A four-year plan for courses taken in high school that satisfies state and local graduation requirements and aligns with students' secondary and postsecondary goals that may include education, training, and careers.

(d) Identification of options for satisfying state and local graduation requirements, including academic acceleration pursuant to RCW 28A.320.195, that could include dual credit courses, career and technical education, and other programs that align with the student's educational and career goals.

(e) A current resume or activity log that provides a written compilation of the student's education, any work experience, and any community service, and how the district recognizes community service pursuant to RCW 28A.320.193.

(f) Evidence that the student has received information on federal and state financial aid programs that help pay for the costs of postsecondary programs, including evidence that the student has received information about the following:

(i) Documentation necessary for completing financial aid applications, including at minimum the Free Application for Federal Student Aid (FAFSA) or the Washington application for state financial aid (WASFA).

(ii) Application timeliness and submission deadlines.

(iii) The importance of submitting applications early.

(iv) Information specific to students who have been in foster care.

(v) Information specific to students who are, or are at risk of, being homeless.

(vi) Information specific to students whose family member or guardians will be required to provide financial and tax information necessary to complete application.

(vii) Opportunities to participate in sessions that assist students and, when necessary, their family members or guardians, in filling out financial aid applications.

(viii) Information provided on the Washington student achievement council web site concerning each of the state and federal financial aid applications in this subsection.

[\(ix\) Information on college-bound scholarship application and eligibility.](#)

(g) As established by RCW 28A.230.097, if a student completes a career and technical education equivalency course that is transcribed as a core subject area course to meet graduation requirements, then a record showing that the career and technical education course was used

to meet a core course must be retained in the student's high school and beyond plan. This record may be useful if the student pursues education, training, or a career in the same or related field as the career and technical education course.

(3) High school and beyond plan process and development.

(a) Each student's high school and beyond plan must be initiated by seventh or eighth grade. Before or at the initiation of the plan, each student must be administered a career interest and skills inventory that will help inform the student's ninth grade course taking and initial identification of their education and career goals.

(b) School districts are encouraged to involve parents and guardians in the process of developing and updating the high school and beyond plan. The 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. Districts are also encouraged to provide plans to parents and guardians in additional languages as needed, to the extent feasible.

(c) Seventh and eighth grade students must be informed of the college bound scholarship program established in chapter 28B.118 RCW. Students in foster care, students who are dependents of the state and

ninth grade students who may be eligible must also be provided with information on the program. Students in the college bound scholarship program should be reminded about program requirements to remain eligible and provided with information about filling out a financial aid application in their senior year.

(d) Students who have not earned a score of level 3 or level 4 on the middle school math state assessment must include in their plan taking math courses in ninth and tenth grade. The math courses may include career and technical education equivalencies in math, established in RCW 28A.230.097.

(e) For students who have not earned a level 3 or level 4 on their middle school English language arts exam or their middle school science exam, districts are encouraged to inform students of supports and courses that will address the students' learning needs and be considered in the students' course-taking plans.

(f) The high school and beyond plan must be updated periodically at a minimum to address:

- (i) High school assessment results and junior year course-taking.
- (ii) A student's changing interests, goals, and needs.



(iii) Available interventions, academic supports, and courses that will enable students to meet high school graduation credit requirements and graduation pathway requirements.

(g) For students meeting graduation requirements in WAC 180-51-068 and 180-51-210, the students' high school and beyond plans should be used to guide the choices of third credit of high school math and the third credit of high school science. These credits may be earned through career and technical education courses determined to be equivalent to math and science courses as established in RCW 28A.230.097.

(h) A student's high school and beyond plan must inform the student's choice of their graduation pathway option or options in accordance with WAC 180-51-230.

(4) For a student with an individualized education program (IEP), the student's IEP and high school and beyond plans must align. Students with an IEP transition plan, which begins during the school year in which they turn sixteen, may use their transition plan in support of, but not as a replacement for, their high school and beyond plan. The process for developing and updating the student's high school and beyond plans must be similar to and conducted with similar school personnel as for all other students. The student's high school

and beyond plans must be updated in alignment with the student's school to postschool transition plan.

(5) Any decision on whether a student has met the state board of education's high school graduation requirements for a high school and beyond plan shall remain at the local level. A district may establish additional, local requirements for a high school and beyond plan to serve the needs and interests of its students and the purposes of RCW 28A.230.090.

(6) Districts may offer core and elective courses that embed required elements and processes of high school and beyond planning, and are encouraged to provide credit-bearing options for the delivery and completion of high school and beyond plan elements. Conversely, a high school and beyond planning course may be counted as core or elective credit, [as defined in WAC 180-51-210](#), if the learning standards of the content area are addressed.

[ ]

NEW SECTION

**WAC 180-51-230 Graduation pathway options.**

~~1A. Student graduation pathways.~~

~~(a1)~~ Beginning with the graduating class of 2020, each student must meet the requirements of at least one of the eight graduation pathway options ~~in subsection (2) in chapter 28A.655 RCW, in portion B.~~ ~~of~~ this section.

~~(b2)~~ School districts are encouraged to make the eight graduation pathways specified below available to their students and to expand their pathway options until this goal is met, yet have discretion in determining which graduation pathway options they will offer.

~~(c3)~~ The graduation pathway option(s) used by a student must be in alignment with the student's high school and beyond plan.

~~(d4)~~ All assessment scores used for graduation pathways (1) through (6) ~~of portion B.~~ of this section will be posted on the state board of education web site. Assessment scores ~~used for graduation pathways (1) through (6) of portion B~~ this section. ~~of this section, for which that~~ the state board of education is responsible for setting, will only be changed through a public process culminating in official board action in a public board meeting.

2B. The following are the Eight graduation pathway options:

(1) **Statewide high school assessments.** Meet or exceed the graduation standard established by the state board of education under

RCW 28A.305.130 on the statewide high school assessments in English language arts and mathematics as provided for under RCW 28A.655.070.

(2) **Dual credit courses.** Earn at least one high school credit in English language arts and at least one high school credit in mathematics in dual credit courses. For the purposes of this subsection, "dual credit course" means a course in which a student is eligible for both high school credit and college credit at the level of 100 or higher, upon successfully completing the course, by meeting the dual credit course or program criteria established by the local district and the applicable higher education entity. Dual credit courses include running start, college in the high school courses, and career and technical education dual credit courses. Nothing in this subsection requires a student to pay fees or claim college credit to meet this pathway.

(3) **Transition courses.** Earn high school credit in a high school transition course in English language arts and mathematics, an example of which includes a bridge to college course. For the purposes of this section, "high school transition course" means an English language arts or mathematics course offered in high school that, based on the final grade, allows the student to place directly into a credit-bearing college level course at participating institutions of higher

education in RCW 28B.10.016, in accordance with established policy and criteria of the local school district and the applicable higher education entity. This definition includes transition courses identified through local agreements between colleges and school districts. English language arts and math high school transition courses must satisfy a student's core or elective credit graduation requirements established by the state board of education in WAC 180-51-210.

(4) **Advanced placement, international baccalaureate, or**

**CCambridge international.** Meet either (a) or (b) of this subsection:

(a) Earn high school credit, with a grade of C+ or higher, in the following advanced placement, international baccalaureate, or CCambridge international courses in English language arts and mathematics.

(i) For English language arts, successfully complete one high school credit in any of the following courses with a grade of C+ or higher: AAdvanced placement English language and composition, advanced placement English literature and composition, macroeconomics, microeconomics, psychology, United States history, world history, United States government and politics, or comparative government and politics; any of the international baccalaureate individuals and

societies courses; or earn an E any of the following CECambridge advanced or CECambridge advanced subsidiary courses: English language, literature and English, English general paper, psychology, history, sociology, global perspectives and research, or law.

(ii) For mathematics, successfully complete one high school credit in any of the following courses with a grade of C+ or higher: AAdvanced placement statistics, computer science A, computer science principles, or calculus; any of the international baccalaureate mathematics courses; or a CECambridge advanced or advanced subsidiary mathematics or further mathematics course.

(b) Score a three or higher on advanced placement exams in one of the English language arts and one of the mathematics courses identified above; score a four or higher on international baccalaureate exams in one of the English language arts and one of the mathematics courses identified above; or score an E or higher on CECambridge international exams in one of the English language arts and one of the mathematics courses identified above.

(5) **SAT** or **ACT**. Meet or exceed the scores established by the state board of education for the mathematics portion and the reading, English, or writing portion of the SAT or ACT.

(6) **Combination.** Meet any combination of at least one English language arts option and at least one mathematics option established in pathway options (1) through (5) ~~of portion B of this section.~~ of this section.

(7) **Armed services vocational aptitude battery** ~~(ASVAB).~~

(a) Meet standard on the armed forces qualification test portion of the armed services vocational aptitude battery test by scoring at least the minimum established by the military for eligibility to serve in a branch of the armed services at the time that the student takes the assessment.

(b) The school must inform the students taking the armed services vocational aptitude battery ~~ASVAB~~ about the minimum eligibility score required by each branch of the military as well as information about eligibility requirements for specific military occupations. Schools that offer the armed services vocational aptitude battery ~~ASVAB~~ test must inform students regarding the ways in which their scores and personal information might be shared, per the agreement between the school and the United States Department of Defense which administers the armed services vocational aptitude battery ~~ASVAB~~. Each student who utilizes the armed services vocational aptitude battery ~~ASVAB~~ to satisfy this graduation pathway option will be provided a written

opportunity to indicate whether or not the student authorizes his or her information to be shared with the military.

(c) This pathway does not require students to meet the physical or other requirements for military enlistment, require enlistment, or require students release their scores to the military for purposes of recruitment.

(d) Satisfying this pathway does not require students to meet the separate English and mathematics graduation pathway requirements of pathway options (1) through (6) of ~~portion B. of~~ this section.

(e) The state board of education will maintain a web page with information about this pathway, including information about military occupation requirements and minimum eligibility scores required by each branch of the military. SBE will post eligibility scores by September 1st annually and each student may choose to meet either that minimum score the year a student takes the armed services vocational aptitude battery ASVAB or the ~~current~~ score established by any branch of the military on a later date prior to the student turning twenty-one years of age's graduation.

(8) **Career and technical education course sequence.** Complete a sequence of career and technical education courses, in accordance with the following:



(a) For this section, "course" is defined as a class or learning experience or combination thereof provided by a public school district in accordance with district policy through which a student earns high school credit.

(b) For this section, "sequence" is defined as: Two or more high school credits of career and technical education courses in a progression tailored to the student's goals and relevant to the postsecondary plans outlined in the student's high school and beyond plan. A student's sequence of career and technical education courses to satisfy this pathway may be comprised of courses within the same career and technical education program area or courses within more than one career and technical education program area, as determined relevant by the student's high school and beyond plan and by the local school district's career and technical education offerings. A student's career and technical education course sequence may include courses leading to workforce entry, state or nationally approved apprenticeships, or postsecondary education.

(c) Satisfying this pathway does not require a student to take any courses that are part of a career and technical education preparatory program as described in RCW 28A.700.030.

(d) Each sequence of career and technical education courses must include at least one course that meets either:

(i) The minimum criteria identified for career and technical education preparatory programs in RCW 28A.700.030, which all career and technical education preparatory courses and some career and technical education exploratory courses meet; or

(ii) The curriculum requirements of core plus programs for aerospace, maritime, health care, information technology, or construction and manufacturing.

(e) Satisfying this pathway does not require students to meet the separate English and mathematics graduation pathway requirements of pathway options (1)-(6) above.

(f) A course that is used to meet graduation pathway requirements may also be used to meet credit subject area requirements, including career and technical education course equivalencies per RCW 28A.700.070.

[ ]

REPEALER

The following sections of the Washington Administrative Code are

repealed:

WAC 180-51-001	Education reform vision.
WAC 180-51-003	Intent of graduation requirements.
WAC 180-51-060	Minimum subject areas for high school graduation—Students entering the ninth grade before July 1, 2004.
WAC 180-51-061	Minimum requirements for high school graduation—Students entering the ninth grade as of July 1, 2004 through June 30, 2009.
WAC 180-51-066	Minimum requirements for high school graduation—Students entering the ninth grade on or after July 1, 2009, through June 30, 2012.
WAC 180-51-075	Social studies requirement—Mandatory courses—Equivalencies.

# School Recognition Model



## 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*

### UPDATE ON THE SCHOOL RECOGNITION WORKGROUP

Prepared for the September 2019 Board Meeting

Information item.

As related to:

- Goal One:** All students feel safe at school, and have the supports necessary to thrive.
- Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.
- Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

- Goal Four:** Students successfully transition into, through, and out of the P-12 system.
- Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.
- Goal Six:** 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.
- Other**

Materials included in packet:

- Staff Memo
- Staff PowerPoint Presentation

Synopsis and Policy Considerations:

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.

The memo that follows summarizes the presentations on the possible additional metrics made to the meeting attendees. The memo also includes a general timeline, activities, and events leading to the finalizing of the Phase II methodology and culminating in the spring school recognition ceremony.



## THE WASHINGTON STATE BOARD OF EDUCATION

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

### UPDATE ON THE SCHOOL RECOGNITION WORKGROUP

Prepared for the September 2019 Board Meeting

#### Summary

RCW 28A.657.110(3) authorizes the State Board of Education (SBE), in cooperation with the Office of the Superintendent of Public Instruction (OSPI), to annually recognize schools for exemplary performance as measured on the Washington School Improvement Framework (WSIF). The SBE shall have ongoing collaboration with the Educational Opportunity Gap Oversight and Accountability Committee (EOGOAC) regarding the indicators used to measure the closing of the achievement gaps and the recognition provided to the school districts for closing the achievement gaps.

In spring 2018, the SBE, OSPI, and EOGOAC agreed to suspend school recognition for one year in order for a workgroup to redesign the system to better align to the Every Student Succeeds Act (ESSA) accountability system and to make the school recognition system more equitable. In spring 2018, the three organizations initiated a three-year effort to revamp Washington's school recognition framework to better highlight the successes across our K-12 educational system.

SBE, OSPI, and EOGOAC staff worked closely together in consultation with the recognition workgroup to design a pilot recognition system as the first phase in the development of a new recognition. The new approach to recognition is designed to identify schools throughout the continuum of growth and proficiency. Phase I of the revised framework recognized Schools that are closing gaps for their students groups identified for support, demonstrating growth and high levels of proficiency. Phase I of the Framework is best described as a single system of recognition that incorporates three routes to recognition, and multiple measures within each route derived from the WSIF.

The SBE, OSPI, and EOGOAC 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.

#### Phase II Work Plan

Phase II of this work includes examination of the following measures for possible inclusion in the recognition system:

- School climate and student engagement,

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

Table 1: shows the general work plan for Phase II of the school recognition workgroup.

Date	Event	Actions and Discussion Items
Sep. 2019	SBE Meeting	Review the work plan and discuss metrics for possible inclusion in the Phase II recognition.
Sep. 2019	EOGOAC Meeting	EOGOAC and SBE staff will provide an update on the work plan and a summary of the technical work of the SBE and OSPI staff.
Oct. 2019	Joint Meeting EOGOAC-SBE-OSPI	Review the Phase I metrics, receive feedback from local schools and districts, decide on whether to include additional metrics, discuss other changes to the Phase I methodology.
Nov. 2019	SBE Meeting	SBE staff will provide a summary of the technical work of the SBE and OSPI staff on the Phase II methodology.
Nov. 2019	EOGOAC Meeting	EOGOAC and SBE staff will provide a summary of the technical work of the SBE and OSPI staff.
Nov. 2019	WSSDA Annual Conference	Discuss and receive feedback on the school recognition model to inform Phase II and Phase III.
Dec. 2019	Joint Meeting EOGOAC-SBE-OSPI	Finalize recommended changes to the Phase II quantitative methodology and set a date for the spring 2020 recognition ceremony. Discuss options for local and qualitative data and the potential for regional pilots. Discuss how “what’s working” would be shared with other schools.
Dec. 2019	WERA Annual Conference	Discuss and receive feedback on the school recognition model to inform Phase III.
Jan. 2020	SBE Meeting	Final approval of Phase II methodology and metrics.
Jan. 2020	EOGOAC Meeting	EOGOAC and SBE staff will update the EOGOAC on the Phase II methodology and metrics.
Mar. 2020	SBE Public Release	SBE announces the list of recognized schools through a news release.
Spring 2020	Recognition Ceremony	School recognition event is held.

### Summary of the July Workgroup Meeting

On July 30, 2019, 18 participants or presenters representing the SBE, EOGOAC, and OSPI engaged in a series of presentations and small group activities in order to consider the suitability of additional measures for possible inclusion in the Phase II school recognition framework. The participants learned about each of the measures, had the opportunity to discuss the appropriateness of each measure for the school recognition system, and discussed some possible manners in which to use the measures in school recognition. The presentations are summarized below.

- After reviewing the agenda for the day, the attendees heard from Randy Spaulding, Michaela Miller, and Maria Flores on the scope, purpose, and work plan.
- The attendees heard a presentation on research of school climate and student engagement from Ann Ishimaru of the University of Washington.
- Dixie Grunenfelder from the OSPI made a presentation to the group on the School Climate Transformation Grant and Healthy Youth Survey.
- The attendees heard a presentation on equitable student access to educators from Kaori Strunk and Maria Flores from the OSPI.
- The attendees heard a presentation on disproportionate student discipline from Mark McKechnie of the OSPI.
- After each of the presentations, the attendees participated in a small group activity designed to address ideas and concepts relevant to the preceding presentation.





# School Recognition – Phase II

Washington State Board of Education  
September 12, 2019



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## Phase I Metrics



## Statutory Direction: 28A.657.110

(3) The state board of education, in cooperation with the office of the superintendent of public instruction, shall **annually recognize** schools for **exemplary performance** as measured on the Washington achievement index. The state board of education shall have ongoing collaboration with the educational opportunity gap oversight and accountability committee regarding the measures used to measure the **closing of the achievement gaps** and the **recognition provided to the school districts for closing the achievement gaps**.



# Rationale for Redesigning the School Recognition System Spring 2017 Washington Achievement Awards

Approximately one-third of the school awards went to a handful of districts, which were mostly low poverty.

One-third of awarded schools (93 of 281 schools) were from five school districts in the central Puget Sound area.

The 93 schools from the five school districts had an average FRL rate of 11.8%.

The rationale to redesign the system was driven in part by the changes brought about by the shift to the Every Student Succeeds Act (ESSA) accountability system and by the desire of the organizations to make the school recognition system more equitable.

# Phase I Combined Quantitative Model

## Schools Can Demonstrate Being Exemplary in Many Ways





# Phase I Combined Quantitative Model

## Closing Gaps

*Greatest progress among schools receiving support*

Largest improvement for All Student category

Largest improvement for student groups identified for support

Highest EL Progress

Greatest Gains in Grad Rate > 67%

## Growth

*School progress one year to the next or high student growth*

ELA proficiency

Math proficiency

ELA growth (SGP)

Math growth (SGP)

Grad rate (4-YR) progress

Grad rate extended progress

Attendance progress

Dual credit progress

9<sup>th</sup> graders on track progress

English learner progress

## Achievement

*High performer in multiple measures (3-Year Roll-Up)*

ELA proficiency

Math proficiency

Graduation rate (4-YR)

Regular Attendance

Dual credit

9<sup>th</sup> graders on track



# Phase I School Recognition - Closing Gaps Route

## Schools Identified for Support Closed Gaps for Certain Student Groups

Data Element	Data Definition	Min. N-Count	How the Data Element is Used
2018 Participation Rate on Statewide ELA and Math Assessments	School did not meet ELA or math participation requirement if $N \geq 20$ and percent tested $< 95$ from the unsuppressed, non-public, annual, WSIF file for the All Students group.	20	Excluder for all schools. Recognized schools must meet ELA and math participation requirements from the spring 2018 administration.
W2018 and W2019 WSIF	Change in the WSIF rating from W2018 to W2019 for All Students group for Comprehensive Support Schools.  Change in the WSIF rating from W2018 to W2019 for student groups for Tier 1 Targeted (1-2) and Tier 2 Targeted ( $>2$ ) Support Schools.	20	At least one student group leading to school support identification must increase by $\geq 0.65$ decile points (the top 20 percent threshold), other student groups leading to school support ID must increase, and no new groups are allowed to post a winter 2019 WSIF below the 2.30 threshold for support identification.
2018 Four-Year Graduation Rate	From the unsuppressed, non-public, annual file for Comprehensive-Low Grad Rate Schools	10	The class of 2018 four-year graduation rate must be $\geq$ the cutoff for identification (66.7 percent) for the All Students group.
2018 EL Progress Rate	From the unsuppressed, non-public, annual file for Tier 2: Low EL Progress Schools	10	The 2018 EL Progress rate must be $\geq$ the cutoff for identification (48.9 percent) for the school.

Only schools identified for Tier 1 Targeted (1-2 groups), Tier 2 Targeted ( $\geq 3$  groups or EL Progress) , or Tier 3 Comprehensive supports on the winter 2018 WSIF are eligible for recognition through the Closing Gaps route.





# Phase I School Recognition - Growth Route

## Schools Demonstrating the Greatest Growth on the most Reportable Measures

Data Element	Data Definition	Min. N-Count
W2018 and W2019 WSIF	Change in the WSIF gap between the highest and lowest groups from W2018 to W2019	20
2017 and 2018 ELA Proficiency	Change in ELA proficiency rate from 2017 to 2018 if the participation rate was $\geq 95$ percent for both years.	10
2017 and 2018 Math Proficiency	Change in math proficiency rate from 2017 to 2018 if the participation rate was $\geq 95$ percent for both years.	10
2018 ELA SGP	ELA median SGP	10
2018 Math SGP	Math median SGP	10
2017 and 2018 Four-Year Graduation Rate	Change in four-year graduation rate from 2017 to 2018	10
2017 and 2018 Ext. Graduation Rate	Change in extended graduation rate from 2017 to 2018	10
2017 and 2018 EL Progress	Change in EL Progress rate from 2017 to 2018	10
2017 and 2018 Regular Attendance	Change in Regular Attendance rate from 2017 to 2018	10
2017 and 2018 9th Graders On-Track	Change in the 9th Graders On-Track rate from 2017 to 2018	10
2017 and 2018 Dual Credit Participation	Change in the Dual Credit Part. rate from 2017 to 2018	10

The High/Low WSIF gap is an excluder for schools. The High/Low WSIF gap must be declining and the highest performing group must be increasing.

For each of the ten measures:

- Is the change from 2017 to 2018 reportable?
- Is the change among the top performers (top 20 percent)?
- What percentage of reportable measures are in the top 20 percent (top quintile)?

School qualifies for recognition if:

- The percentage of reportable measures in the top 20 percent of schools  $\geq 60$ , and
- The school is not excluded on account of the High/Low WSIF gap measure, and
- The school meets the assessment participation requirements for spring 2018 ( $\geq 95$  percent on ELA and Math).

Note: All ten measures are calculated for the All Students group and are derived from the 2017 and 2018 unsuppressed, non-public, annual WSIF files provided to the SBE from the OSPI.





# Phase I School Recognition - Achievement Route

## Schools Demonstrating the Highest Performance on Multiple Measures

Data Element	Data Definition	Min. N-Count
Winter 2019 WSIF	The winter 2019 WSIF rating for student groups.	20
Winter 2019 WSIF ELA Proficiency Rate	Percentage of students meeting standard on the statewide ELA assessments or alternative assessments.	20
Winter 2019 WSIF Math Proficiency Rate	Percentage of students meeting standard on the statewide math assessments or alternative assessments.	20
Winter 2019 WSIF Four-Year Graduation Rate	Percentage of students graduating from high school in four years or less.	20
Winter 2019 WSIF Regular Attend. Rate	Percentage of students who regularly attend school.	20
Winter 2019 9th Graders On-Track Rate	Percentage of 9th grade students who earn credit for all courses attempted.	20
Winter 2019 Dual Credit Participation Rate	Percentage of students in grades 9-12 who participated in at least one dual credit course.	20

To be high performing on the WSIF, all reportable racial, ethnic, and special program student groups must post a winter 2019 WSIF rating  $\geq 6.00$ .

For each of the six measures, a determination is made as to whether the All Students group performance is among the top performers (top 20 percent).

A school qualifies for recognition if:

- Two or more measures are in the top 20 percent of schools, and
- At least one of the high performing measures must be the ELA, math, or graduation measure, and
- The school is not excluded on account of the highest performing WSIF measure, and
- The school meets the assessment participation requirements for spring 2018 ( $\geq 95$  percent on ELA and math).

Note: All six measures are calculated for the All Students group and are derived from the Winter 2019 public, WSIF file provided by the OSPI.



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## Phase I Results



# 216 Schools Earned Recognition

	Closing Gaps	Closing Gaps and Growth	Growth	Growth and Achievement	Achievement	Total
<b>Tier 3: Comprehensive</b>	24	1	4			28
<b>Tier 2: Targeted 3+ Groups or Low EL Progress</b>	13		2			15
<b>Tier 1: Targeted 1-2 Groups</b>	71	7	3			74
<b>Foundational</b>			30	1	68	99
<b>Total</b>	99	8	39	1	68	216



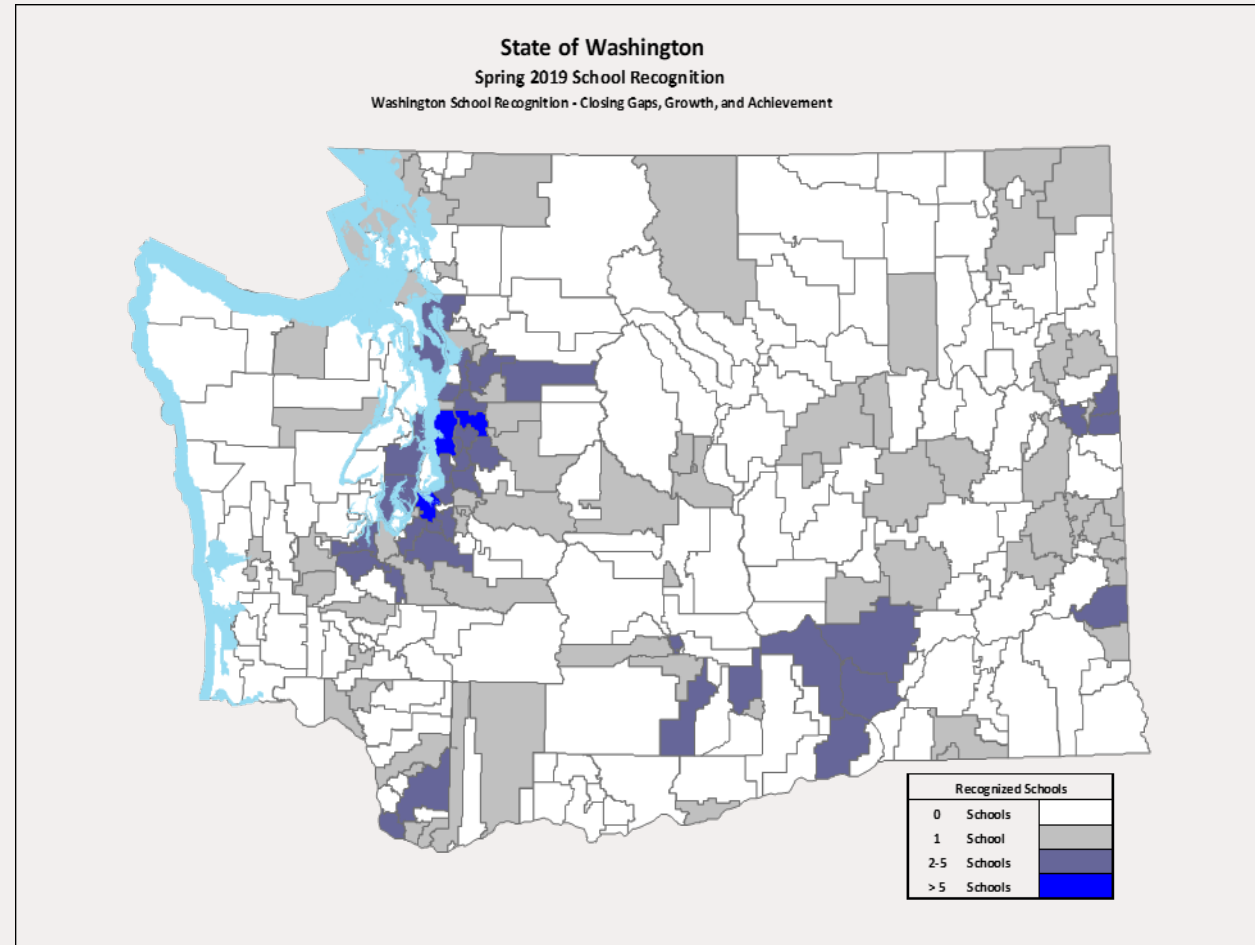
# Recognition – Achievement Route

We see evidence of performance differences based on school level. The meaningfulness of school recognition may be enhanced if Phase II were to be revised in a manner to consider school level as a distinguishing factor. In other words, compare a high school's performance to other high schools, an elementary school's performance to other elementary schools, and so on.

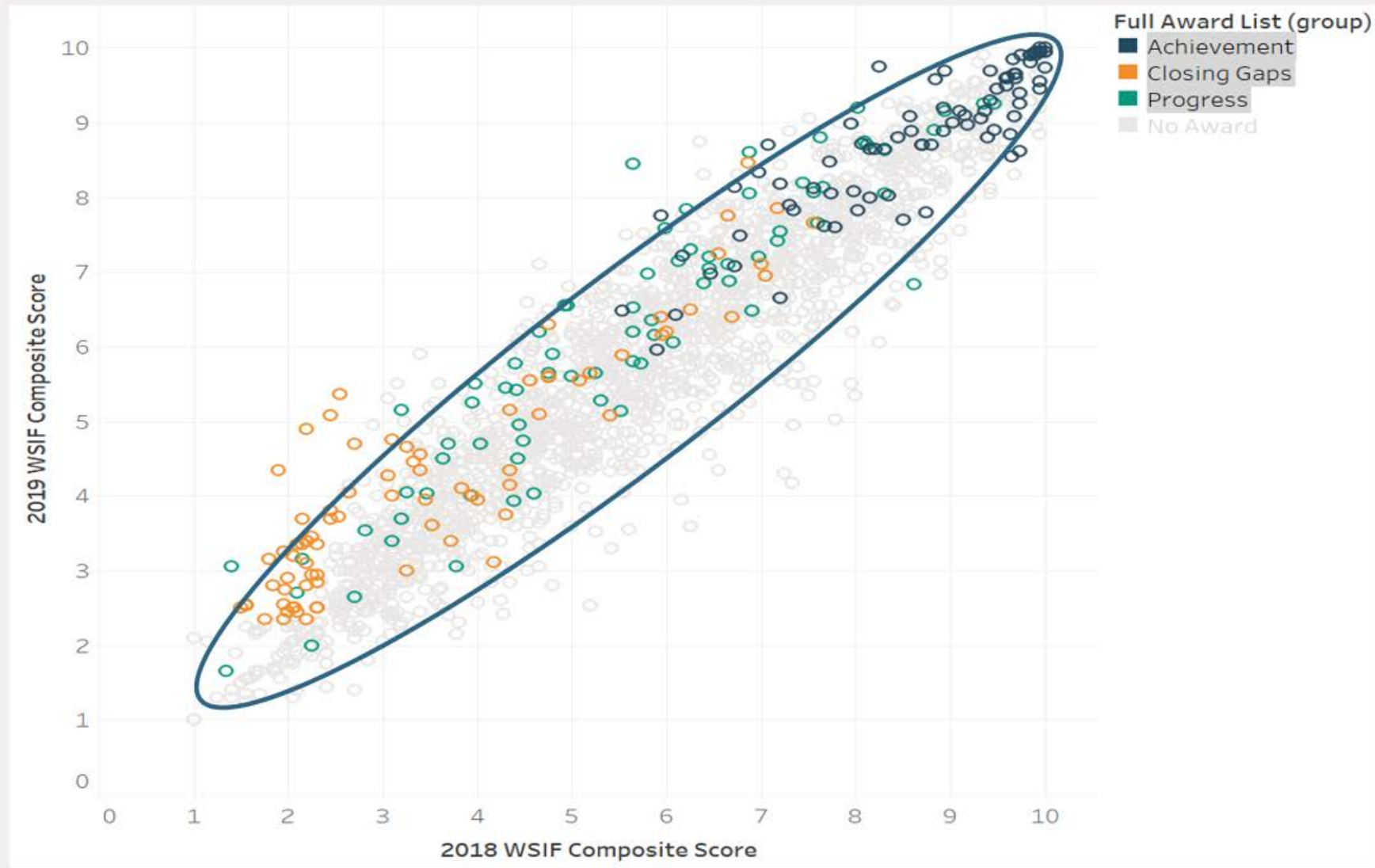
	ELA Prof.	Math Prof.	4-Year Grad.	Reg. Attend.	9 <sup>th</sup> Grade On Track	Dual Credit Part.	Total
<b>Elementary Schools</b>	40	42		38			42
<b>Middle Schools</b>	5	5		4			5
<b>Combined Schools</b>	2	2		1			2
<b>High Schools</b>	11	1	9		5	4	11
<b>Combined High Schools</b>	4	2	7	5	8	1	9
<b>Total</b>	<b>62</b>	<b>52</b>	<b>16</b>	<b>48</b>	<b>13</b>	<b>5</b>	<b>69</b>

# Spring 2019 Recognized Schools

- 216 schools were recognized
- Average FRL rate is 40.1 percent, just a little lower than the state average of 46.0 percent.
- Approximately 54 percent of the recognized schools (117/216) were identified for Tier 1-3 supports in the winter 2018 WSIF.
- The demography of the recognized schools is similar in many respects to the demography of schools not identified.



# Recognized Schools – Performance Along a Continuum





# Disproportionately Low Rate of Recognition? High Schools

	Recognized Schools when the ESSA Participation Requirement is Applied	Identified Schools when the ESSA Participation Requirement is Not Applied	All Schools - Percentage by School Level in Washington
<b>Elementary Schools</b>	137 (63.4%)	139 (58.9%)	53.1 %
<b>Middle Schools</b>	34 (15.7%)	34 (14.4%)	18.1 %
<b>Combined Schools</b>	6 (2.8%)	6 (2.5%)	4.0 %
<b>High Schools</b>	22 (10.2%)	33 (14.0%)	17.3 %
<b>Combined High Schools</b>	17 (7.9%)	24 (10.2%)	7.5 %
<b>Total</b>	<b>216</b>	<b>236</b>	<b>1960*</b>

Had the ESSA participation requirement not been in place, 57 high schools (24.2 percent of the total) would have been recognized, which is reflective of the statewide totals.

\*Note: the total of 1960 schools represents those schools with a winter 209 WSIF rating. Approximately 500 additional schools without a WSIF rating are not included here.

# Recognition - Achievement Route

	Average Number of Reportable Groups in the Winter 2019 WSIF	Average Number of Reportable Groups for Schools through the Achievement Route
<b>Elementary Schools</b>	5.9	5.1
<b>Middle Schools</b>	7.1	4.6
<b>Combined Schools</b>	4.5	2.0
<b>High Schools</b>	5.0	2.6
<b>Combined High Schools</b>	2.4	2.2
<b>Total</b>	<b>5.6</b>	<b>4.2</b>

It is evident that elementary and middle schools meet the Phase I recognition requirements for the Achievement route even when larger numbers of reportable student groups are present, while high schools and combined with more reportable groups (typically larger schools) are less likely to meet the recognition requirements.





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## Phase II Considerations and Discussion

## Questions to Consider

- Are we measuring the “right” things in the “right” manner?
- Does the methodology adequately assess the performance of student groups as well as the All Students group?
- Would the framework benefit from better differentiation of schools by school enrollment, school level, school location, and or school type?
- Would the framework be improved through better recognition of school differences by race, ethnicity, income, or other student characteristics?



# SBE-EOGOAC-OSPI Joint Workgroup Meeting (July 30) Information on Additional Metrics

- The workgroup discussed the suitability of other metrics in the school recognition system
  - School climate and student engagement data
  - School discipline data
  - Equitable student access to educators
- The workgroup discussed the possible manners in which to include other metrics in the school recognition system
  - Qualitative vs. quantitative data elements
  - Use as an excluder or a measure of high performance or closing gaps



# Should the Recognition System Differentiate Performance Thresholds by School Level, Type, or other School Characteristics?

Phase I explored various manners in which to differentiate schools

- School level
  - Elementary (K-5), middle (6-8), combined (K-8), HS (9-12), and combined HS (K-12)
  - Five school types
- School location
  - Regional by ESD, setting (urban, suburban, rural, etc.)
  - Four school types
- School enrollment (# of assessment records)
  - small < 70, medium 70-334, and large >335
- Combinations of the discriminators
  - School level by setting
  - Five by four matrix yielding 20 distinct school types (e.g. rural high schools)

**The decision was made to not differentiate schools in Phase I and to reconsider the issue more closely in Phase II after considering feedback from districts, schools, and other stakeholders.**

# Phase I Recognized Schools by ESD

- The Phase I methodology identified schools across the state at a rate that approximated the distribution of all schools across the state.
- For example, approximately seven percent of the recognized schools were in the ESD 105 region, and approximately eight percent of all schools in the state are in the ESD 105 region.

	ESD 101 Spokane	ESD 105 Yakima	ESD 112 Vancouver	ESD 113 Tumwater	ESD 114 Bremerton	ESD 121 Renton	ESD 123 Pasco	ESD 171 Wenatchee	ESD 189 Anacortes
<b>Number of Schools Recognized</b>	32	15	15	15	4	86	14	5	32
<b>Percent of Recognized Schools by ESD</b>	14.8	6.9	6.9	6.9	1.9	39.8	6.5	2.3	14.8
<b>Percent of Total Schools by ESD</b>	11.2	5.5	8.4	7.7	4.6	31.1	5.8	5.4	14.2

The percentages of recognized schools for all ESDs appeared reasonable, so school discrimination by region was not deemed necessary.

# Phase I Recognized Schools by School Size

- The Phase I methodology identified schools from very small to large.
- For example, approximately 19 percent of the recognized schools were categorized as large, and approximately 23 percent of all schools in the state are categorized as large.

School Size*	Recognized	Not Recognized	Washington Total
Small School ( < 75 records)	41 (19%)	504 (25%)	545 (24%)
Medium School (75 to 334 records)	133 (62%)	1048 (52%)	1181 (52%)
Large School ( ≥ 335 records)	42 (19%)	488 (24%)	530 (23%)

\*Note: the school size uses the number of ELA assessment records from 2018 as a proxy measure for the 2018 school enrollment.

**The percentages of recognized schools by school size approximated the state distribution, so school differentiation by school size was not deemed necessary.**



## Should the School Recognition System Expand the Explicit Consideration of Race, Income, or Special Populations when Evaluating Growth?

- The Closing Gaps route explicitly requires at least one student group corresponding to the support tier identification to demonstrate substantial improvement.
  - Identify student groups (based on race/ethnicity) at a school that met the group's ESSA annual step increases in ELA, math, graduation rate.
  - Identify student groups (based on FRL, EL, and SWD status) at a school that met the group's ESSA annual step increases in ELA, math, graduation rate.
- An expansion such as this would have the expected results of:
  - Explicitly connecting school recognition to the ESSA plan and improvement goals specified in RCW 28A.305.130 (4)(a).
  - Providing information to other schools or districts that could be applied locally to bolster the outcomes of similar students. (e.g. the XXX student group at this school improved greatly, what did this school do to get the results and how can I apply these practices to my school to achieve similar results for my XXX students?)

# Phase I Combined Quantitative Model

## Schools Can Demonstrate Being Exemplary in Several Ways

### Closing Gaps

*Best improvement among schools receiving support*

WSIF Change All Students

WSIF Change Student Groups

EL Progress Improvement

Grad Rate Improvement

By student group for support schools only.

Nearly all of the measures used for the Phase I school recognition rely on the All Students group.

### Growth

*School progress one year to the next or high student growth*

ELA Proficiency

Math Proficiency

ELA growth (SGP)

Math growth (SGP)

Grad rate (4-YR)

Extended Grad rate

Regular Attendance

Dual credit participation

9<sup>th</sup> graders on track

EL Progress

### Achievement

*High performer in multiple measures (3-YR Rollup)*

ELA proficiency

Math proficiency

Graduation rate (4-YR)

Regular Attendance

Dual credit

9<sup>th</sup> graders on track



# Example: Suggested Phase II Combined Quantitative Model Schools Can Demonstrate Being Exemplary in More Ways

**Closing Gaps**  
*Best improvement among schools receiving support*

No suggested changes to metrics

No suggested changes to the Phase I Growth Route using the All Students group.

**Growth**  
*School progress one year to the next or high student growth*

All Students group

ELA Proficiency

Math Proficiency

ELA growth (SGP)

Math growth (SGP)

Grad rate (4-YR)

Extended Grad rate

Regular Attendance

Dual credit participation

9<sup>th</sup> graders on track

EL Progress

Disaggregated student groups

Met ELA Proficiency Step

Met Math Proficiency Step

Met Grad Rate (4-YR) Step

All of the reportable student groups met the ESSA annual step goal for ELA, math, or 4-Year Grad rate.

At least one reportable student group met the ESSA annual step goal for ELA, math, and 4-Year Grad rate if available.

**Achievement**  
*High performer in multiple measures (3-YR Rollup)*

No suggested changes to metrics

# Student Groups Making Annual Step Increases Toward Meeting Long-Term Goals



Example: a high school with four reportable student groups.

Hispanic group exceeded the annual step requirements in ELA, math, and graduation rate, school recognized for Hispanic student growth\*.

All reportable student groups exceeded the annual step requirements in ELA, school recognized for student growth in ELA\*.

	Native American	Asian	Black	Hispanic	Hawaiian or Pacific Isl.	White	Two or More	English Learner	Low Income	Special Educ.
ELA				✓		✓		✓	✓	
Math				✓		No		✓	No	
4-YR Grad.				✓		✓		No	✓	

\*Note: if other qualifying criteria (assessment participation, high/low gap reduction, and other WSIF improvements) are met.



# Phase II General Work Plan and Timeline

September	October	November	December	January	Feb	March	March - April
SBE meeting and discussion	Joint EOGOAC, SBE, OSPI meeting	SBE meeting and discussion	Joint EOGOAC, SBE, OSPI meeting	SBE meeting		SBE Task	SBE Task
EOGOAC meeting		EOGOAC meeting		EOGOAC meeting			
Review work plan and discuss metrics	Review current and additional metrics & get LEA feedback		Agree on final Phase II methodology	Final approval of Phase II metrics and methodology		Identify and notify schools after WSIF public release	Recognition event(s)



## Contact Information

Website: [www.SBE.wa.gov](http://www.SBE.wa.gov)

Facebook: [www.facebook.com/washingtonSBE](http://www.facebook.com/washingtonSBE)

Twitter: [@wa\\_SBE](https://twitter.com/wa_SBE)

Email: [sbe@k12.wa.us](mailto:sbe@k12.wa.us)

Phone: 360-725-6025

Web updates: [bit.ly/SBEupdates](http://bit.ly/SBEupdates)

# Waiver Rules



## THE WASHINGTON STATE BOARD OF EDUCATION

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

### COVER: WAIVER RULES (CHAPTER 180-18 WAC)

Prepared for the September 2019 Board Meeting

Information and action item.

As related to:

- |   |  |
|---|--|
| <input type="checkbox"/> <b>Goal One:</b> All students feel safe at school, and have the supports necessary to thrive.  | <input type="checkbox"/> <b>Goal Four:</b> Students successfully transition into, through, and out of the P-12 system.   |
| <input type="checkbox"/> <b>Goal Two:</b> All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.   | <input type="checkbox"/> <b>Goal Five:</b> Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.                             |
| <input checked="" type="checkbox"/> <b>Goal Three:</b> School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom. | <input type="checkbox"/> <b>Goal Six:</b> 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. |
|   | <input type="checkbox"/> <b>Other</b>  |

Materials included in packet:

- Memo outlining changes to the waiver rules
- Draft rules on Chapter 180-18 WAC (Waivers)

Synopsis and Policy Considerations:

Do the draft rules align to preferred Board policy? Are there ambiguities, wording issues, or misalignment with law?

Parker Teed has conducted extensive outreach with OSPI on the development of these draft rules. If concerns with the draft arise, these rules can be held for approval as proposed rules at the November 2019 board meeting.



# THE WASHINGTON STATE BOARD OF EDUCATION

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

## WAIVER RULES

Prepared for the September 2019 Board meeting

### Summary of Recommended Changes to Chapter 180-18 WAC (Waivers)

- Technical corrections to correct or clarify language, improve structure, or reference statute.
- OSPI-administered “option one” waivers are a waiver of the 180 day requirement. These waivers are typically utilized for educator professional development. The proposed changes would:
  - 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.
- OSPI-administered parent-teacher conference waivers are a waiver of the 180-day requirement for the sole purpose of conducting parent-teacher conferences. The proposed changes would:
  - 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.
- SBE-administered credit-based graduation requirement waivers are a waiver from the numerical credit requirements but not from the learning standards. The proposed changes would:
  - 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.
- Economy and Efficiency “Option Two” Waivers allow up to 10 districts to operate with a four-day school week and waives the 180-day requirement. Districts receiving this waiver must still meet instructional hour requirements. The proposed revisions would:
  - Allow OSPI greater discretion on determining when districts are competing for the allowable number of slots by considering “other relevant information.”

- Remove the order of precedents for the selection and broaden approval criteria.
- Waivers from Career and Technical Education (CTE) course equivalencies are a waiver of the requirement that a school district must have CTE course equivalencies from the OSPI-approved list. The proposed revisions would:
  - 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.

If you have questions about these rules, please contact Parker Teed at [parker.teed@k12.wa.us](mailto:parker.teed@k12.wa.us)



**Chapter 180-18 WAC**

**WAIVERS FOR RESTRUCTURING PURPOSES**

**Last Update:** 12/3/18

**WAC**

- 180-18-010 Purpose and authority.
- 180-18-030 Waiver from total instructional hour requirements.
- 180-18-040 Waivers from minimum one hundred eighty-day school year requirement.
- 180-18-050 Procedure to obtain waiver.
- 180-18-055 Alternative high school graduation requirements.
- 180-18-065 Waiver from one hundred eighty-day school year requirement for purposes of economy and efficiency—  
Criteria for evaluation of waiver requests.
- 180-18-090 Alternative option to WAC 180-18-055.
- 180-18-100 District waiver from requirement for student access to career and technical education course equivalencies.

**DISPOSITION OF SECTIONS FORMERLY CODIFIED IN THIS CHAPTER**

WAC (4/05/2019 11:39 AM)

[ 1 ]

NOT FOR FILING

180-18-020 Purpose. [Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. WSR 95-20-054, § 180-18-020, filed 10/2/95, effective 11/2/95.] Repealed by WSR 02-18-056, filed 8/28/02, effective 9/28/02. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6).

180-18-060 Waiver renewal procedure. [Statutory Authority: Chapter 28A.630 RCW. WSR 01-24-092, § 180-18-060, filed 12/4/01, effective 1/4/02. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. WSR 95-20-054, § 180-18-060, filed 10/2/95, effective 11/2/95.] Repealed by WSR 07-20-030, filed 9/24/07, effective 10/25/07. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6), 28A.655.180.

180-18-080 Alternative waiver application procedure. [Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. WSR 95-20-054, § 180-18-080, filed 10/2/95, effective

11/2/95.] Repealed by WSR 01-24-092, filed 12/4/01,  
effective 1/4/02. Statutory Authority: Chapter  
28A.630 RCW.

**WAC 180-18-010 Purpose and authority.** (1) The purpose of  
this chapter is to support local educational improvement efforts  
by establishing policies and procedures by which schools and  
school districts may request waivers from basic education  
program approval requirements.

(2) The authority for this chapter is RCW 28A.~~305.140~~  
[redacted] and 28A.655.180(1).

**Commented [PT(1):** Technical correction to  
reference correct statute

[Statutory Authority: RCW 28A.150.220(4), 28A.305.140,  
28A.305.130(6). WSR 02-18-056, § 180-18-010, filed 8/28/02,  
effective 9/28/02. Statutory Authority: RCW 28A.305.140 and  
28A.630.945. WSR 98-05-001, § 180-18-010, filed 2/4/98,  
effective 3/7/98. Statutory Authority: Chapter 28A.630 RCW and  
1995 c 208. WSR 95-20-054, § 180-18-010, filed 10/2/95,  
effective 11/2/95.]

**WAC 180-18-030 Waiver from total instructional hour  
requirements.** A district desiring to improve student  
achievement by enhancing the educational program for all  
students may apply to the superintendent of public instruction

for a waiver from the total instructional hour requirements. The superintendent of public instruction may grant said waiver requests that demonstrate the waiver is necessary to support improving student achievement pursuant to RCW 28A. [REDACTED]

Commented [PT(2)]: Technical correction to reference correct statute

and WAC 180-18-050 for up to three school years.  
[Statutory Authority: RCW 28A.300.750 and 28A.305.141. WSR 18-24-090, § 180-18-030, filed 12/3/18, effective 1/3/19. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6), 28A.655.180. WSR 07-20-030, § 180-18-030, filed 9/24/07, effective 10/25/07. Statutory Authority: Chapter 28A.630 RCW. WSR 01-24-092, § 180-18-030, filed 12/4/01, effective 1/4/02. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. WSR 95-20-054, § 180-18-030, filed 10/2/95, effective 11/2/95.]

**WAC 180-18-040 Waivers from minimum one hundred eighty-day school year requirement.** (1) A district desiring to improve student achievement by enhancing the educational program for all students in the district or for individual schools in the district may apply to the superintendent of public instruction for a waiver from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A. [REDACTED]

Commented [PT(3)]: Technical correction to reference correct statute

300.750 and WAC 180-16-215 while offering the equivalent in annual minimum instructional hours as prescribed in RCW

28A.150.220 in such grades as are conducted by such school district. The superintendent of public instruction may grant said waiver requests for up to three school years.

(2) The superintendent of public instruction, pursuant to RCW 28A. [REDACTED]), shall evaluate the need for a waiver

**Commented [PT(4):** Technical correction to reference correct statute

based on whether:

(a) The resolution by the board of directors of the requesting district attests that if the waiver is approved, the district will meet the required annual instructional hour offerings under RCW 28A.150.220(2) in each of the school years for which the waiver is requested;

(b) The purpose and goals of the district's waiver plan are closely aligned with school improvement plans under WAC 180-16-220 and any district improvement plan;

(c) The plan explains goals of the waiver related to student achievement that are specific, measurable, and attainable;

(d) The plan states clear and specific activities to be undertaken that are based in evidence and likely to lead to attainment of the stated goals;

(e) The plan specifies at least one state or locally determined assessment or metric that will be used to collect evidence to show the degree to which the goals were attained;

(f) The plan describes in detail the participation of administrators, teachers, other district staff, parents, and the community in the development of the plan.

~~(g) The plan summarizes how the district considered equity in the development of the plan. This may include, but is not limited to, an equity analysis, community feedback, or other means to assess ~~or a meeting in which~~ the equity consequences of the waiver were discussed. The findings of the consideration of equity are not required in the application.~~

**Commented [PT(5)]:** Updated to align to current SBE policy and practice - inclusion of summary of how the district considered equity

(3) In addition to the requirements of subsection (2) of this section, the superintendent of public instruction shall evaluate requests for a waiver that would represent the continuation of an existing waiver for additional years based on the following:

~~(a) The degree to which the prior waiver plan's goals were met, based on the assessments or metrics specified in the prior plan;~~

**Commented [PT(6)]:** Aligns to current policy/practice. OSPI and SBE experience reviewing these waiver requests demonstrates that this is not a meaningful part of the analysis.

~~(a)~~ The effectiveness of the implemented activities in achieving the goals of the plan for student achievement;

~~(b) Explanation of how the effectiveness of the plan is measured;~~

(c) Any proposed changes in the plan to achieve the stated goals;

~~(d) The likelihood that approval of the request would result in advancement of the goals;~~

~~(e)~~ Support by administrators, teachers, other district staff, parents, and the community for continuation of the waiver.

[Statutory Authority: RCW 28A.300.750 and 28A.305.141. WSR 18-24-090, § 180-18-040, filed 12/3/18, effective 1/3/19. Statutory Authority: RCW 28A.305.140(2) and 28A.305.141(3). WSR 12-24-049, § 180-18-040, filed 11/30/12, effective 12/31/12. Statutory Authority: Chapter 28A.305 RCW, RCW 28A.150.220, 28A.230.090, 28A.310.020, 28A.210.160, and 28A.195.040. WSR 10-23-104, § 180-18-040, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW 28A.305.140 and 28A.655.180. WSR 10-10-007, § 180-18-040, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6), 28A.655.180. WSR 07-20-030, § 180-18-040, filed 9/24/07, effective 10/25/07.

**Commented [PT(7):** Change to conform to current policy/practice ... intended to simplify applications and make them more concise.

Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. WSR 95-20-054, § 180-18-040, filed 10/2/95, effective 11/2/95.]

**WAC 180-18-050 Procedure to obtain waiver. (1)**

Superintendent of public instruction approval of district waiver requests pursuant to WAC 180-18-030 and 180-18-040 shall occur prior to implementation. A district's waiver application shall include, at a minimum, a resolution adopted by the district board of directors, an application form, a proposed school calendar, and a summary of the collective bargaining agreement with the local education association stating the number of professional development days, full instruction days, late-start and early-release days, and the amount of other non-instruction time. The resolution shall identify the basic education requirement for which the waiver is requested and include information on how the waiver will support improving student achievement. The resolution must include a statement attesting that the district will meet the minimum instructional hours requirement of RCW 28A.150.220(2) under the waiver plan. The resolution shall be accompanied by information detailed in the



guidelines and application form available on the office of superintendent of public instruction's web site.

(2)(a) The application for a waiver and all supporting documentation must be received by the superintendent of public instruction based on a schedule issued by the superintendent of public instruction and prior to implementation of the waiver days. The superintendent of public instruction shall review all applications and supporting documentation to insure the accuracy of the information. In the event that deficiencies are noted in the application or documentation, districts will have the opportunity to make corrections and to seek superintendent of public instruction approval upon resubmittal.

(b) Based on a schedule issued by the superintendent of public instruction, the superintendent of public instruction will, on a determination that the required information and documentation has been submitted, notify the requesting district that the requirements of this section have been met and a waiver has been granted.

**Commented [PT(8):** Technical change to improve organization of the subsections one technical change to wording. Both non-substantive changes.

(3) Under this section, a district seeking to obtain a waiver of no more than five days from the provisions of the minimum one hundred eighty-day school year requirement pursuant to RCW 28A.305.140300.750 solely for the purpose of conducting parent-teacher conferences shall provide notification ~~of the district request~~ to the superintendent of public instruction at least thirty days prior to implementation of the plan. A request for more than five days must be presented to the superintendent of public instruction under subsection (1) of this section for approval. The notice shall provide information and documentation as directed by the superintendent of public instruction. The information and documentation shall include, at a minimum:

(a) An adopted resolution by the school district board of directors which shall state, at a minimum, the number of school days and school years for which the waiver is requested, and attest that the district will meet the minimum instructional hours requirement of RCW 28A.150.220(2) under the waiver plan;  
and

**Commented [PT(9):** Technical correction to reference correct statute

**Commented [PT(10):** Clarifies language so that this is simply a notification and is not an application.

MAC (4/05/2019 11:39 AM) [ 11 ] NOT FOR FILING

[Statutory Authority: RCW 28A.300.750 and 28A.305.141. MSR 18-24-090, § 180-18-050, filed 12/3/18, effective 1/3/19. Statutory Authority: RCW 28A.305.140(2) and 28A.305.141(3). MSR 12-24-049,

**Commented [PT13]:** Moved above to improve structure. Now (2)(b). Content retained, thus non-substantive change.

~~granted. requirements of this section have been met and a waiver has been have been submitted, notify the requesting district that the determination that the required information and documentation instruction, the superintendent of public instruction will, on a Based on a schedule issued by the superintendent of public~~

**Commented [PT12]:** Conforms to current policy and practice by eliminating unnecessary application/review burden of a notification.

~~agreement with the local education association. (f) An electronic link to the collective bargaining waiver request.~~

**Commented [PT11]:** Conforms to current policy and practice by eliminating unnecessary application/review burden of a notification.

~~teachers, other staff and parents in the development of the (c) A description of participation by administrators, result of implementing the waiver plan.~~

~~(b) The number of partial days that will be reduced as a teacher conferences through full days rather than partial days. (c) The district's reasons for electing to conduct parent~~

~~to improve student achievement. conferences to be conducted under the waiver plan will be used (b) A detailed explanation of how the parent teacher~~

§ 180-18-050, filed 11/30/12, effective 12/31/12. Statutory Authority: Chapter 28A.305 RCW, RCW 28A.150.220, 28A.230.090, 28A.310.020, 28A.210.160, and 28A.195.040. WSR 10-23-104, § 180-18-050, filed 11/16/10, effective 12/17/10. Statutory Authority: RCW 28A.305.140 and 28A.655.180. WSR 10-10-007, § 180-18-050, filed 4/22/10, effective 5/23/10. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, 28A.305.130(6), 28A.655.180. WSR 07-20-030, § 180-18-050, filed 9/24/07, effective 10/25/07. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130(6). WSR 04-04-093, § 180-18-050, filed 2/3/04, effective 3/5/04. Statutory Authority: Chapter 28A.630 RCW and 1995 c 208. WSR 95-20-054, § 180-18-050, filed 10/2/95, effective 11/2/95.]

**WAC 180-18-055 Alternative high school graduation requirements.** (1) The shift from a time and credit based system of education to a standards and performance based education system will be a multiyear transition. In order to facilitate the transition and encourage local innovation, the state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition with the least amount of difficulty. Therefore, the state board will provide

districts and high schools the opportunity to create and implement alternative graduation requirements.

(2) A school district, or high school with permission of the district board of directors, or approved private high school, desiring to implement a local restructuring plan to provide an effective educational system to enhance the educational program for high school students, may apply to the state board of education for a waiver from one or more of the requirements of chapter 180-51 WAC.

(3) The state board of education may grant the waiver for a period up to four school years.

(4) The waiver application shall be in the form of a resolution adopted by the district or private school board of directors which includes a request for the waiver and a plan for restructuring the educational program of one or more high schools which consists of at least the following information:

(a) Identification of the requirements of chapter 180-51 WAC to be waived;

(b) Specific standards for increased student learning that the district or school expects to achieve;

(c) How the district or school plans to achieve the higher standards, including timelines for implementation;

(d) How the district or school plans to determine if the higher standards are met;

(e) Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan;

(f) Evidence that students, families, parents, and citizens were involved in developing the plan; and

(g) Identification of the school years subject to the waiver.

(5) The plan for restructuring the educational program of one or more high schools may consist of the school improvement plans required under WAC 180-16-220, along with the requirements of subsection (4)(a) through (d) of this section.

(6) The application also shall include documentation that the school is successful as demonstrated by indicators such as, but not limited to, the following:

(a) The school has clear expectations for student learning;

(b) The graduation rate of the high school for the last three school years;

(c) Any follow-up employment data for the high school's graduate for the last three years;

(d) The college admission rate of the school's graduates the last three school years;

(e) Use of student portfolios to document student learning;

(f) Student scores on the high school Washington assessments of student learning;

(g) The level and types of family and parent involvement at the school;

(h) The school's annual performance report the last three school years; and

(i) The level of student, family, parent, and public satisfaction and confidence in the school as reflected in any survey done by the school within the last three school years.

Commented [PT(14)]: Corrects/clarifies language

(7) A waiver of WAC 180-51-060 may be granted only if the district or school provides documentation and rationale that any noncredit based graduation requirements that will replace in whole or in part WAC 180-51-060, will support the state's

performance-based education system being implemented pursuant to RCW 28A.630.885, and the noncredit based requirements meet the minimum college core admissions standards as accepted by the higher education coordinating board for students planning to attend a baccalaureate institution.

(8) A waiver granted under this section may be renewed upon the state board of education receiving a renewal request from the school district board of directors. Before filing the request, the school district shall conduct at least one public meeting to evaluate the educational requirements that were implemented as a result of the waiver. The request to the state board shall include information regarding the activities and programs implemented as a result of the waiver, whether higher standards for students are being achieved, assurances that students in advanced placement or other postsecondary options programs, such as but not limited to: College in the high school, running start, and tech-prep, shall not be disadvantaged, and a summary of the comments received at the public meeting or meetings.



~~(9) The state board of education shall notify the state board for community and technical colleges, the Washington student achievement council and the council of presidents of any waiver granted under this section.~~

**Commented [PT(15):** Aligns to current policy/practice. These organizations do not need to be notified every time one of these waivers passes.

(~~9~~10) Any waiver requested under this section will be granted with the understanding that the state board of education will affirm that students who graduate under alternative graduation requirements have in fact completed state requirements for high school graduation in a nontraditional program.

(~~10~~11) Any school or district granted a waiver under this chapter shall report annually to the state board of education, in a form and manner to be determined by the board, on the progress and effects of implementing the waiver.

[Statutory Authority: RCW 28A.300.750 and 28A.305.141. WSR 18-24-090, § 180-18-055, filed 12/3/18, effective 1/3/19. Statutory Authority: RCW 28A.150.220 and 28A.305.140. WSR 04-23-006, § 180-18-055, filed 11/4/04, effective 12/5/04. Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130(6). WSR 04-04-093, § 180-18-055, filed 2/3/04, effective 3/5/04. Statutory Authority: RCW 28A.230.090, 28A.305.140 and

28A.600.010. WSR 99-10-094, § 180-18-055, filed 5/4/99, effective 6/4/99.]

**WAC 180-18-065 Waiver from one hundred eighty-day school year requirement for purposes of economy and efficiency—Criteria for evaluation of waiver requests.** (1) In order to be granted a waiver by the superintendent of public instruction under RCW 28A.305.141 to operate one or more schools on a flexible calendar for purposes of economy and efficiency, a school district eligible for such waiver must meet each of the requirements of RCW 28A.305.141(2).

(2) In the event that a greater number of requests for waivers are received that meet the requirement of subsection (1) of this section than may be granted by the superintendent of public instruction under RCW 28A.305.141(3), if the superintendent of public instruction determines that the applying districts are otherwise eligible, their applications will be prioritized ~~in the following order~~ based on the following criteria:

(a) Districts that are already operating on a flexible calendar under this waiver program; ~~and~~

(b) Those plans that best redirect monetary savings from the proposed flexible calendar to support student learning; and

(c) Other relevant information that may include financial savings, academic indicators, quality of application, community support, consideration of equity, and alignment to the district's strategic plan.

[Statutory Authority: ~~WAC is~~ RCW 28A.300.750 and 28A.305.141. WSR 18-24-090, § 180-18-065, filed 12/3/18, effective 1/3/19. Statutory Authority: RCW 28A.305.140(2) and 28A.305.141(3). WSR 12-24-049, § 180-18-065, filed 11/30/12, effective 12/31/12.]

**Commented [PT(17):** Allows OSPI greater discretion on making a determination. The measure of monetary savings is not a particularly useful way to compare these waiver applications because the savings of running a four-day week tend to be balanced out by the loss of revenue for school lunches and costs of keeping the building running.

**Commented [PT(18):** Removal of error. Thus, non-substantive clarification of language.

**WAC 180-18-090 Alternative option to WAC 180-18-055.** See WAC 180-51-050 (1)(b) as another option to award high school credit on the basis of competency.

[Statutory Authority: RCW 28A.150.220(4), 28A.305.140, and 28A.305.130(6). WSR 04-04-093, § 180-18-090, filed 2/3/04, effective 3/5/04.]

**WAC 180-18-100 District waiver from requirement for student access to career and technical education course equivalencies.** (1) Any school district reporting, in any school year, an October P223 headcount of fewer than two thousand students as of January of that school year may apply to the superintendent of public instruction for a waiver of up to two

years from the provisions of RCW 28A.230.010(2) for the subsequent school year.

(2) In any application for a waiver under this section, the district shall demonstrate that students enrolled in the district do not have and cannot be provided reasonable access, through high schools, interdistrict cooperatives, skill centers or branch or satellite skill centers, or through online learning or applicable running start vocational courses, to grant ~~academic course equivalency for at least one statewide equivalency high school career and technical education course from the list of courses approved by the superintendent of public instruction~~ at least one career and technical education course that is considered equivalent to a mathematics course or at least one career and technical education course that is considered equivalent to a science course as determined by the superintendent of public instruction under RCW 28A.700.070.

**Commented [PT(19):** Implements 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. RCWs 29A.230.097 and RCW 28A.230.010 were amended by HB 1424.

(3) On a determination, ~~in consultation with the office of the superintendent of public instruction,~~ that the students

**Commented [PT(20):** Clarifies/corrects language. Non-substantive change because waiver authority had already transferred to OSPI due to HB 2824.

enrolled in the district do not and cannot be provided reasonable access to at least one career and technical education

course that is considered ~~to equivalent to grant academic course~~  
~~equivalency for at least one statewide equivalency high school~~  
~~career and technical education course a mathematics course or at~~  
~~least one career and technical education course that is~~  
~~considered equivalent to a science course~~ under subsection (2)

**Commented [PT(21):** Implements 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. RCWs 29A.230.097 and RCW 28A.230.010 were amended by HB 1424.

of this section, the superintendent of public instruction shall grant the waiver for the term of years requested.

(4) The office of superintendent of public instruction shall post on its web site an application form for use by a district in applying for a waiver under this section. A completed application must be signed by the chair or president of the district's board of directors and superintendent.

(5) In order to provide sufficient notice to students, parents, and staff, the application must be submitted to the superintendent of public instruction in electronic form no later than ~~January 15th of the school year prior to the school year~~  
~~for which the waiver is requested~~ the deadline established by the ~~office of superintendent of public instruction~~. The office of

**Commented [PT(22):** Aligns to current policy/practice. I researched this in SB 6552. There is not a requirement of January 15 in law so we can offer OSPI the flexibility of date established by OSPI.

superintendent of public instruction shall post a list of all ~~approved~~ applications ~~received~~ on its public web site.

**Commented [PT(23):** Change to conform to current policy/practice. This requirement isn't in law so I modified it to be more flexible for OSPI and so that they can avoid ADA accessibility issues of posting PDFs from districts.

[Statutory Authority: RCW 28A.230.010. WSR 18-23-012, § 180-18-100, filed 11/8/18, effective 12/9/18. Statutory Authority: 2014 c 217 and RCW 28A.230.090. WSR 14-19-032, § 180-18-100, filed 9/8/14, effective 10/9/14.]

# 2020 Legislative Platform



## THE WASHINGTON STATE BOARD OF EDUCATION

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

### COVER: DRAFT 2020 LEGISLATIVE PLATFORM

Prepared for the September 2019 Board Meeting

Information and discussion.

As related to:

- Goal One:** All students feel safe at school, and have the supports necessary to thrive.
- Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.
- Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

- Goal Four:** Students successfully transition into, through, and out of the P-12 system.
- Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.
- Goal Six:** 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.
- Other**

Materials included in packet:

- Key Outcomes of SBE's 2019 Legislative Platform
- DRAFT 2020 Legislative Platform

Synopsis and Policy Considerations:

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.





## THE WASHINGTON STATE BOARD OF EDUCATION

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

### 2019 Legislative Session vis-à-vis SBE's Legislative Platform

Prepared for the May 2019 Board meeting

#### **2019 Legislative Platform:**

##### **SBE Request Legislation: Flexibility in Graduation Requirements**

*To increase flexibility for districts to offer a career and college ready diploma and to increase personalization for students to find the path to a diploma that works best for them, SBE proposes legislation to:*

- *Revise the meaning of "circumstances" by which local school districts can grant two-credit waivers of non-core courses (from "unusual" to "individual student" circumstances).*
- *Automatically grant students high school credit for high school level courses passed in middle school, except by student request, and allow students to select credit by a grade or pass for transcript.*
- *Reinstate the "expedited appeal" for students not meeting assessment requirements.*
- *Create and fund a workgroup led by SBE to coordinate development of a framework for a competency-based pathway to a diploma.*

#### **Final Outcome**

Main 2019 vehicle: 2ESB 1599

1. It includes all elements of SBE-initiated/request legislation (originally in SB 5146 and HB 1121):
  - a. Automatically grants high school credit for high school courses in middle school.
  - b. Extends expedited (assessment) appeal (to 2020)
  - c. Changes basis for local waiver of up to two (of 24) credits from "unusual" to "student" circumstances. Also moves prohibition on waiving core credits from WAC to RCW. Retains the start-date of waiving up to two credits; class of 2021.
  - d. SBE workgroup to develop *competency-based learning* diploma framework (language changed to *mastery-based learning*); deeper analysis below.
2. Discontinues CAA (2020) and CIA (2022)
  - a. Removes the requirement that students earn a certain score on the state assessments in order to earn a high school diploma, replacing it with a set of pathway options for graduation
  - b. For students with special education needs, the CIA is discontinued after the graduating class of 2021. Until then, students who are not appropriately served by the graduation pathway options and who qualify for a CIA may use multiple measures to demonstrate their skills and abilities that are commensurate with their individualized education programs (IEPs). The determination of whether

the graduation pathway options are appropriate for the student must be made by the student's IEP team.

- c. Requires OSPI to work with the state Special Education Advisory Council to develop guidelines for determining which types of multiple measures to demonstrate skills and abilities are appropriate to use as well as graduation pathways that might be added to those in Section 201 to support achievement of all students.

3. Adds HSBP requirements

- a. HSBP must inform course taking that is aligned with the student's goals for education or training and career after high school.
- b. For students with an IEP, the HSBP must be updated in alignment with their "school to postschool transition plan" and must be updated in a similar manner and with similar school personnel as for all other students.
- c. Adds requirement to inform students of eligibility for automatic enrollment in advanced classes.
- d. Adds information on FAFSA, including the list of what is needed to complete the financial aid application and opportunities to help families fill out the applications.
- e. Beginning in the 2020-21 school year, each school district must ensure that an electronic HSBP platform is available to all students; OSPI must facilitate the creation of a list of available electronic platforms for the HSBP.

4. Converts assessment and assessment alternative requirements to *multiple pathways*, and requires each student to meet one to graduate; six of eight pathways are assessments; two previous alternatives are removed (Section 201).

- Districts are not required to offer all pathways listed in Section 201, although they are encouraged to do so.

Comparison between previous assessment alternatives and HB 1599's pathways.

Pathway option or assessment alternatives	Old	New
Meet or exceed the graduation scores in the Smarter Balanced Assessments (SBA)	✓	✓
Dual credit courses in English Language Arts (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	✓	✓
Meet or exceed the graduation scores in the math and English portions of the SAT or ACT	✓	✓
Bridge to College courses (senior courses for students who earned a Level 2 on the SBA)	✓	✓
Meet standards on the ASVAB (Armed Services Vocational Aptitude Battery)	X	✓
Complete a sequence of CTE courses	X	✓
Grade point average comparison	✓	X
Local Collection of Evidence course	✓	X

### Ongoing Analysis of Section 201 (*graduation pathway options*)

OSPI – The legislation directs OSPI to collect data from school districts on which of the graduation pathways are available to students at each of the school districts and the number of students using each pathway. When possible, the data should be disaggregated by race, gender, and receipt of free or reduced-price lunch. The first report is due January 10, 2021, and annually thereafter, to the legislative education committees.

SBE – The legislation directs SBE to

1. Survey interested parties regarding potential additional pathways or modifications to existing pathways (staff envision quantitative & qualitative survey methods).
2. Report to the education committees of the legislature by August 1, 2020, summarizing the information collected in the surveys.
3. Survey a sampling of the school districts unable to provide all of the graduation pathways under section 201 in order to identify the types of implementation barriers districts have.
4. Report to the education committees of the legislature by December 10, 2022, on the following:
  - (a) Recommended changes to the existing pathways;
  - (b) barriers school districts have to offering all of the graduation pathways and recommendations for ways to eliminate or reduce those barriers for school districts;
  - (c) Whether all students have equitable access to all of the graduation pathways and, if not, recommendations for reducing the barriers students may have to accessing all of the graduation pathways; and
  - (d) Whether additional graduation pathways should be included and recommendations for what those pathways should be.

**Mastery-Based Learning Workgroup:** The Mastery-Based Learning Workgroup will address barriers to mastery-based learning in Washington state; examine opportunities to increase student access to relevant and robust mastery-based academic pathways aligned to personal career goals and postsecondary education, specifically:

- Expansion of mastery-based credits to meet graduation requirements;
- Development of mastery-based pathways to the earning of a HS diploma;
- Role of HSBP in supporting mastery-based learning;
- SBE and OSPI must develop enrollment reporting guidelines to support schools operating with competency-based waivers (issued under RCW 28A.230.090).

SBE's mastery-based learning workgroup responsibilities:

- Convene and provide staff support to the work group;
- Coordinate work group membership to ensure member diversity, including racial, ethnic, gender, geographic, community size, and expertise diversity; and
- Submit an interim report (12/1/19) outlining preliminary findings and potential recommendations to the governor and the education committees and a final report (12/1/20) detailing all findings and recommendations related to the work group's

## Adds “academic acceleration” requirements.

1. Starting in the 2021-22 school year, every school district must adopt an academic acceleration policy whereby students who meet or exceed standard on the 8th grade state ELA and math assessments are automatically enrolled in the next most rigorous level of advanced courses or programs offered by the high school that aligns with the student’s HSBP goals.
  - a. Beginning in the 2021-22 school year, students who meet or exceed the state standard on the Washington comprehensive assessment of science are *eligible* for enrollment in advanced courses in science.
  - b. Students who successfully complete an advanced course are then automatically enrolled in the next most rigorous level of advanced course that aligns with the student’s HSBP.

**Qualifying for Graduation is a Local Decision.** Decisions on whether the student has met the requirement for a HSBP as well as credit requirements remain at the district level.

### **SBE Priority: Educational Equity – some important progress was made**

*The Board urges the Legislature to dismantle policies, programs, and practices that contribute to disparate and statistically predictable educational outcomes based on race, ethnicity, socioeconomic background, and other factors. Specifically, the Board supports repealing anti-affirmative action statutes i.e., I-200 (RCW 49.60.400-401), increasing access to high quality expanded learning opportunities for historically underserved students, and revising the prototypical school funding model to ensure the diverse needs of students are met.*

### **I-1000: The Washington State Diversity, Equity, and Inclusion Act**

1. Amends the section of law that I-200 created and adds new statutory provisions that prohibits the state from discriminating against or granting preferential treatment to an individual or group based on certain characteristics in public employment, public education, and public contracting. The prohibition on discrimination and preferential treatment is expanded – from of race, sex, color, ethnicity, or national origin – to also cover: age; sexual orientation; the presence of any sensory, mental, or physical disability; and honorably discharged veteran or military status.
2. Allows the state to remedy discrimination against or underrepresentation of disadvantaged groups as documented in a valid disparity study or proven in a court of law.
3. Allows the state to implement affirmative action laws, regulations, policies, or procedures provided that they: do not utilize quotas and do not constitute preferential treatment; or are not in violation of a state or federal statute, final regulation, or court order.
4. Defines "Affirmative action" as a policy in which certain characteristics are factors considered in the selection of qualified women, honorably discharged military veterans, persons in protected age categories, persons with disabilities, and minorities for opportunities in public education, public employment, and public contracting. Affirmative action includes recruitment, hiring, training, promotion, outreach, setting and achieving goals and timetables, and other measures designed to increase Washington's diversity in public education, public employment, and public contracting.

5. Defines "Preferential treatment" as using race, sex, color, ethnicity, national origin, age, sexual orientation, the presence of any sensory, mental, or physical disability, and honorably discharged veteran or military status as the sole qualifying factor to select a lesser qualified candidate over a more qualified candidate for a public education, public employment, or public contracting opportunity.
6. Creates the Governor's Commission on Diversity, Equity, and Inclusion
  - a. Responsible for directing, monitoring, and enforcing state agency compliance with the initiative and reporting annually on all state agency's progress in achieving diversity, equity, and inclusion in public education, public employment, and public contracting.
  - b. May propose and oppose legislation.
  - c. Membership includes: 25 members appointed by the Governor from specified state agencies or nonprofit groups; four legislative members, two from each of the two largest caucuses of the House of Representatives and Senate appointed by the Speaker of the House of Representatives and the President of the Senate; and any other agencies or community representatives the Governor deems necessary to carry out the objectives of the Commission.
7. Requires a memorandum and draft legislation regarding necessary statutory changes to bring nomenclature and processes in line with the initiative (within three months of effective date).

Since we specified I-1000 on our legislative platform, SBE collaborated with the initiative's leaders and advocated for it in one-on-one meetings with legislators, with K-12 partners, and in public testimony.

The Initiative was slated to go into effect 7/28/19, but a referendum filed the day after the legislature adjourned sine die gathered sufficient signatures for to qualify for the ballot in November 2019. As a result, the initiative will not go into effect unless the referendum passes in November.

As a public agency, SBE cannot promote or oppose initiatives or referendums.

#### Ethnic Studies Curriculum: SB 5023 – SBE supported

- This bill aligns with the definition and goals of Basic Education
  - The intention of Basic Education is the opportunity for students to become respectful global citizens, and to explore and understand different perspectives.
  - Goal 2: Know and apply the core concepts and principals of...civics and history, including different cultures

Directs OSPI to adopt Essential Academic Learning Requirements (9/1/20) and grade-level expectations that identify the knowledge and skills that all public school students need to be global citizens in a global society with an appreciation for the contributions of diverse cultures. The EALRs and grade-level expectations must be periodically updated to incorporate best practices in ethnic studies.

Directs OSPI to identify and make available ethnic studies materials and resources for use in grades 7–12 (9/1/20). The materials and resources must be designed to prepare students for

global citizenship in a global society, with an appreciation for the contributions of multiple cultures. The materials and resources must be available on OSPI's website. Public schools with students in grades 7-12 are encouraged to offer an ethnic studies course incorporating the materials and resources.

Directs OSPI to establish an advisory committee to advise, assist, and make recommendations regarding the identification of materials and resources for use in elementary schools and grades 7-12. The advisory committee must also develop a framework to support the teaching of ethnic studies in grades 7-12.

Prohibition on HIB (harassment, intimidation, and bullying): SB 5689 – SBE supported

- Requires OSPI and WSSDA to expand model HIB policy to include HIB prohibition for transgendered students.
- Requires every school district to have a policy prohibiting HIB, including against transgendered students, and to submit said policy to OSPI.
- Directs OSPI to develop online training material available to all school staff based on the model transgender student policy and procedure, by 12/31/20.
- Healthy Youth Survey must align with model anti-HIB for transgendered students policy and procedure.

Social Emotional Learning: SB 5082, \$400k – SBE supported & SBE has a spot on the state SEL Committee

1. Codifies state Social Emotional Learning Committee which has been in a budget proviso to-date (on which SBE has a spot), staffed by OSPI, and directs it to:
  - develop and implement a statewide framework for SEL that is trauma-informed, culturally sustaining, and developmentally appropriate;
  - review and update the SEL standards and benchmarks and align them with other relevant standards and guidelines;
  - identify best practices or guidance for schools implementing SEL;
  - identify and update professional development opportunities;
  - consider systems for collecting data about SEL and monitoring implementation efforts;
  - identify strategies to improve coordination between early learning, K–12 education, youth-serving community partners and culturally-based providers, and higher education;
  - engage with stakeholders and seek feedback
  - Beginning June 1, 2021, the SEL Committee must provide an annual report with accomplishments, state-level data, identification of systemic barriers or policy changes necessary to promote and expand SEL, and recommendations.
2. Social-Emotional Learning Standards and Benchmarks. OSPI must review the recommendations of the SEL workgroup and SEL committee. OSPI must adopt SEL standards and benchmarks by January 1, 2020 and revise as appropriate. OSPI must align the programs it oversees with the SEL standards and integrate where appropriate.
3. Standards for Principals, Teachers, and Paraeducators. By January 1, 2020, PESB must incorporate the SEL standards and benchmarks into the principal, teacher, and paraeducator standards. In incorporating the SEL standards and benchmarks, PESB must include related competencies such as trauma-informed practices, consideration of adverse

childhood experiences, mental health literacy, antibullying strategies, and culturally sustaining practices. PESB must periodically review approved preparation program to assess whether and to what extent the programs are meeting knowledge, skill, and performance standards, and publish on its website the results of the review in a format that facilitates program comparison.

4. Professional Learning Days and Resources.

- a. Beginning in the 2020-21 school year, and every other school year thereafter, school districts must use one of the professional learning days to train school district staff on these topics.
- b. OSPI must create and publish on its website a list of resources available for professional development of staff on the following topics:
  - SEL;
  - trauma-informed practices; recognition and response to emotional or behavioral distress;
  - consideration of adverse childhood experiences;
  - mental health literacy;
  - antibullying strategies; and
  - culturally sustaining practices.

Support for homeless students: SSB 5324 (SHB 1263), \$150k

Requires each K-12 public elementary, middle, and high school in the state to identify a building point of contact regardless of the number of unaccompanied youth. OSPI must make available best practices for choosing and training building points of contact.

OSPI Grant Program. State funding provided through this grant program may be used in a manner complementary to federal McKinney-Vento funding and is consistent with allowable uses as determined by OSPI. Additional award criteria for this grant program specifies the grantees must reflect geographic diversity and greater weight be given to school districts demonstrating a commitment to:

- partnering with local housing and community-based organizations with experience in serving the needs of students experiencing homelessness or students of color;
- serving the needs of unaccompanied youth; and
- implementing evidence-informed strategies to address the opportunity gap and other systemic inequities that negatively impact students experiencing homelessness and students of color.

ALSO: not in the version of my summary that you have, given part of our discussion earlier, I wanted to make you aware of HB 1621, chief sponsor Representative Alex Ybarra, which removes the requirement that has been in WA Statute since 2001, that students pass a test, West-B, in order to ENTER a teacher prep program in university. The primary rationale for this was the inequities embedded in the test and in having a test score requirement for admission, and **removing this barrier to diversifying our educator workforce.**

1621 still requires teacher prep applicants to TAKE the West-B or equivalent but not EARN A SPECIFIC SCORE in order to get admitted. Applicants must then report the results to the PESB and an approved program. Teacher preparation programs may use the result of these



assessments as a formative assessment of academic strengths and weaknesses in determining the candidate's readiness for the program...

The Operating budget includes \$1.8 million to increase guidance counselor staffing at elementary and middle schools receiving targeted supports as part of the WaSIF.

**SBE Priority: School Safety**

*Safe schools foster academic achievement and a healthy K-12 system. SBE urges the state to:*

- *Create a state-wide framework for mental health support, social emotional learning, and trauma-informed instructional models in the K-12 system. While we do not yet have our envisioned framework, we do now have PIECES of this framework.*
- *Expand and sustain comprehensive statewide school safety and mental health systems via regional coordination. This is where the most progress was made in this legislative session.*
- *Create and fund a workgroup to coordinate a state-wide school culture and climate survey.*

**Comprehensive school safety legislation: 2SHB 1216 (SB 5317) – SIGNIFICANT legislation - SBE supported**

- Codifies the School Safety Center and School Safety and Well-Being Advisory Committee.
- Requires each educational service district to establish a Regional School Safety Center with certain duties, subject to state funding.
- Requires school districts to establish a School-Based Threat Assessment Program that meets certain requirements, by the beginning of the 2020-21 school year.
- Requires OSPI to monitor certain safety-related programs and plans, subject to state funding.
- Directs the Joint Legislative Audit and Review Committee to complete a study on the first responder mapping information system by January 31, 2020.
- Adds a representative of the OSPI to the Emergency Management Council (EMC) and directs the EMC to consult with certain organizations on issues that involve early learning, kindergarten through grade 12, or higher education.
- Adds safe school plan and school safety drill requirements.
- Establishes requirements for optional school district school resource officer (SRO) programs related to SRO training and law enforcement-school district agreements.
- Creates a grant program to fund training for SROs and makes SRO training materials available, both subject to state funding.

Operating Budget allocates \$2.5m to implement this bill; establish state school safety center at OSPI, convene a school safety and student well-being workgroup, and provide 1.0 full-time employee (FTE) at each educational service district (ESD) for regional school safety. An additional **\$100,000** is included for a grant program to provide training for school resources officers, administered by OSPI.

**Other school safety legislation enacted:**

- Training required for School Resource Officers
- Emergency notification of all public **and private schools** in vicinity of an emergency



- Creation of work group to study and make recommendations on natural disaster and resiliency activities

**SBE Priority: Early Learning – significant progress on this – SBE supported**

*SBE urges the Legislature to expand access to affordable, high-quality early childhood education for all of Washington’s children, particularly children of color and children in poverty, as a means to mitigate opportunity and achievement gaps.*

Legislature expanded Early Childhood Education and Assistance Program (ECEAP); allocated \$20m to add 509 slots in 2020 and 662 slots in 2021, 88% are full-day slots, 12% are extended day slots. SBE supported.

The Legislature also allocated \$23m for tiered reimbursement rate increases for qualifying child care centers participating in Early Achievers.

**SBE Priority: Special Education – SBE supported**

*Special Education funding remains inadequate. SBE urges the Legislature to increase funding for students who have Individualized Education Plans, for students qualifying for the Safety Net, and to support inclusionary practices.*

Before session began, the K-12 community knew and shared broadly that a \$300M increase in base SPED funding was needed **to fully fund special education** (based on school district budget projections submitted to OSPI summer 2018).

**The 2019 Legislature, through SB 5091, provided a \$77.1m increase in base SPED money** (excess cost multiplier will increase from .9609 to .995 for 2019-20 SY), **as well as an \$84m increase to support professional development** (for classroom teachers in supporting inclusionary practices for students with IEPs) and **Safety Net (\$48.7m) changes and increases** (\$16m to implement a further reduction of the safety net threshold and \$32.7m in anticipation of increased safety net awards in this biennium).

**The Legislature also reduced the threshold for accessing safety net funding from 2.7 to 2.3 (times the average pupil expenditure).**

Also, OSPI – through recent rule-making – has simplified the process for districts to access Safety Net funding, also something SBE wanted to happen.

OSPI’s Special Education Department recently concluded a rule-amendment process to significantly simplify the Safety Net application and participation process for school districts.

**2020-21 and beyond**

- Tiered multiplier (proposed by OSPI) will be implemented (promotes inclusion)
- 1.0075 for students receiving special education services in a general education setting 80% or more of the day
- .995 for students receiving special education services in a general education setting less than 80% of the day
- The 13.5% funded enrollment cap for special education is restructured, but maintained with the transition to a tiered multiplier funding system

### **Other major legislation related to SBE’s duties and/or strategic plan priorities:**

Career Connect Washington: \$11.5 million for career connected learning initiatives (HB 2158)

Expanding the educator workforce supply: E2SHB 1139, championed by Representative Tomiko Santos over THREE sessions, is important for moving statewide efforts forward to recruit and retain educators, including those who better reflect the state’s student population – **which is a piece of our strategic plan.**

1. Creates new educator recruitment and retention policies related to, for example: regional educator recruitment; recruitment of military personnel; alternative route programs; educator discipline; micro-credentials; and a Professional Educator Collaborative.
2. Revises educator recruitment and retention policies related to, for example: the Recruiting Washington Teachers Program; student teacher field placement; financial incentives, assistance, and supports for people pursuing educator certificates, including grants, conditional scholarships, and loan repayment; the Beginning Educator Support Team Program; the Principal Internship Support Program certification requirements; postretirement employment options; and evaluation of classroom teachers and principals.

### **School Levies and Local Effort Assistance:**

The Legislature ultimately passed ESSB 5313 regarding school levies and local effort assistance (LEA), in the very last hours of session. This legislation provides LEA to school districts that do not generate an enrichment levy of at least \$1,550 per student when levying at a rate of \$1.50 per \$1,000 of assessed value. NOTE: Earlier versions of this bill included allocating \$1,500 of LEA to each student in a Washington public school; the legislation that passed did not contain this provision. This legislation sets levy lids at:

- \$3,000 per student or \$2.50 per \$1,000 of assessed value, whichever is lower, for districts **over** 40,000 students
- \$2,500 per student or \$2.50 per \$1,000 of assessed value, whichever is lower, for districts **under** 40,000 students

**Hold-harmless funding** - WASA advocated fiercely for this. The Legislature approved “hold-harmless” funding for certain school districts for school years 2019-20 and 2020-21 only. This means that all schools will see an increase in total school funding in those years.

Bills passed in the final moments of the 2019 legislative session, including the levy bill and the state budget affect this calculation, so no current estimates exist for this funding.

**K-3 class size reduction:** The Legislature did consider delaying the K-3 class size reduction, but ultimately did not pass that policy. So, beginning this coming school year, school districts must reduce their K-3 student-to-teacher ratios to 17:1. There is no waiver process for compliance. A district will only receive funding for their actual teacher-to-student ratios down to 17:1. School districts with space limits can hire additional elementary specialists or create team teaching classrooms.

## **General Fund Operating Budget**

The Washington State Legislature passed a \$52.4 billion 2019-21 operating budget, which is nearly \$8 billion higher than the 2017-19 biennium.

Major investments in the 2019-21 biennium include the following:

The Legislature also allocated \$318.7 million to fund the new School Employees Benefits Board – which begins Jan 1, 2020 (program at a rate of \$994 per employee per month in 2020 and \$1,056 in 2021).

## **Revenue Legislation**

In the final days of the session, the Legislature passed the following bills related to state revenue:

- HB 2158 increases the services business and occupation (B&O) tax rate by 20%, as well as the B&O rate for certain tech companies. The funding from the tax increase is dedicated higher education activities.
- HB 5995 establishes a graduated state real estate excise tax and generates \$243.5 million in 2019-21.
- HB 2167 imposes an additional 1.2% B&O tax on specified financial institutions and generates \$133.2 million in 2019-21.
- SB 6016 modifies the services qualifying for the international investment management services B&O preferential tax and generates \$59.4 million in 2019-21.
- SB 5997 converts the nonresident sales tax exemption to a remittance program and generates \$53.9 million in 2019-21.
- SB 6004 increases the preferential B&O tax rate for travel agents and tour operators from 0.275 to 0.9% and generates \$5.1 million in 2019-21.
- SB 5993 changes the hazardous substance tax from a value-based tax on petroleum products to a volumetric tax of \$1.09 per 42-gallon barrel. The legislation allocates 60% of the revenue to the operating budget, 25% to the capital budget and 15% specifically to stormwater. The legislation generates \$475 million in the 2019-21 biennium.

# Draft SBE 2020 Legislative Platform

**Vision:** The Washington State Board of Education envisions an education system where students are engaged in personalized education pathways that prepare them for civic engagement, careers, postsecondary education, and lifelong learning.

**Mission:** The mission of the State Board of Education is to provide transparent leadership in K-12 education policy-making; effective oversight of schools serving Washington K-12 students; and, assertive advocacy for student personal growth and success. These three areas of responsibility will support a system that personalizes learning for each student and values diverse cultures, abilities, and learning styles.

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SBE appreciates the progress the 2019 Legislature made in increasing flexibility in high school graduation requirements. During the second year of this biennium, SBE is committed to continued collaboration with the legislature and our other K-12 partners to implement and refine current state policies to ensure all of Washington's students graduate with a career and college ready diploma. SBE's 2020 legislative platform builds on the priorities established last year. SBE will also advocate to advance additional initiatives within our 2019-2023 strategic plan.

## Educational Equity

The Board supports legislation targeted to dismantling institutional policies, programs, and practices that contribute to disparate and statistically predictable educational outcomes based on race, ethnicity, socioeconomic background, and other factors. Specifically, the Board supports revising the prototypical school funding to ensure funding is equitable, i.e., funding is not equal for each school but is based on the diverse needs of students and changing societal demands, and increasing access to-quality expanded learning opportunities for historically underserved students.

## School Safety

Safe schools foster academic achievement and a healthy K-12 system. SBE urges the state to create a state-wide framework for mental health support, social emotional learning, and trauma-informed instructional models in the K-12 system; and to further expand and sustain comprehensive statewide school safety and mental health systems via regional coordination.

## Special Education Funding

Despite critical investments made in 2019, Special Education funding remains inadequate. SBE urges the Legislature to increase funding for students who have Individualized Education Plans and students qualifying for the Safety Net, and also to support inclusionary practices.

## Early Learning

SBE appreciates the progress made last year and urges the Legislature to continue to expand access to affordable, high-quality early childhood education for all of Washington's children, particularly children of color and children in poverty, as a means to mitigate opportunity and achievement gaps.

**Modest Budget Requests** to support SBE's website ADA accessibility, local development of credit-bearing High School and Beyond Plan options, and resources at ERDC to support cross-agency data analysis and reporting.

# Business Item Discussion



# THE WASHINGTON STATE BOARD OF EDUCATION

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

## COVER: BUSINESS ITEMS

Prepared for the September 2019 Board Meeting

Information and action item.

As related to:

**Goal One:** All students feel safe at school, and have the supports necessary to thrive.

**Goal Two:** All students are able to engage in their schools and their broader communities, and feel invested in their learning pathways, which lead to their post-secondary aspirations.

**Goal Three:** School and district structures and systems adapt to meet the evolving needs of the student population and community, as a whole. Students are prepared to adapt as needed and fully participate in the world beyond the classroom.

**Goal Four:** Students successfully transition into, through, and out of the P-12 system.

**Goal Five:** Students graduate from Washington State high schools ready for civic engagement, careers, postsecondary education, and lifelong learning.

**Goal Six:** 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.

**Other**

Materials included in packet:

- Private Schools Memo
- Credit-Based Waiver Memo
- Temporary Waivers Memo
- In the additional materials folder, there will be a motion language sheet.

Synopsis and Policy Considerations:

The Board will consider the following business items. The motion language sheet that you will receive later on will crosswalk the documents associated with the business items.

- Approval of Proposed Rules for Chapter 180-51 WAC (Graduation Requirements)
- Approval of Proposed Rules for Chapter 180-18 WAC (Waivers)
- Approval of Core Agency Budget
- Approval of Private Schools for the 2019-20 School Year
- Approval of Waiver from Credit-Based Graduation Requirements for Highline School District for the 2019-20, 2020-21, 2021-22, and 2022-23 School Years
- Approval of Temporary Waivers from WAC 180-51-068 for Everett Community College and South Puget Sound Community College for the Classes of 2019 and 2020
- Adoption of Revised Bylaws



## **THE WASHINGTON STATE BOARD OF EDUCATION**

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

### **PRIVATE SCHOOL APPROVAL**

Prepared for the September 2019 Board Meeting

#### **Policy Considerations**

At the September 2019 State Board of Education (SBE) meeting, the Board will consider approval of renewing private schools for the 2019-20 school year. New school applications were not considered following the July 2019 SBE meeting.

The deadline for renewal application was August 27, 2019 and staff are still finalizing their review. A list of schools and associated recommendations related to their renewal will be provided in the additional materials packet. All schools that were approved for the 2018-19 school year but had not applied for the 2019-20 school year were sent at least three attempts to contact them by phone, mail, or email. Those contact attempts included information about the August 27, 2019 deadline, application information, and school closure forms in the event that the schools are closing.

Also, at the meeting, the Board will be updated on the status of two schools that received provisional approval with a requirement to provide a progress report to the SBE by September 1. Those two schools were Veritas Classical Christian School and the Washington Academy for Muslim Education. Both schools were relocating so they received provisional approval due to the need to find a physical location for the school.

#### **Action**

At the September 2019 meeting, the Board will consider approval of renewing private schools for the 2019-2020 school year. Depending on the status of the two provisionally-approved schools, staff may recommend one of the following actions for each of those two schools:

- Remove provisional approval and grant full approval if they have found a new location and completed inspections;
- Take no action if they have reported progress with extenuating circumstances or found a new location but have not conducted inspections; or,
- Rescind approval if the schools have not reported progress.

If you have questions regarding this memo, please contact Parker Teed at [parker.teed@k12.wa.us](mailto:parker.teed@k12.wa.us)





## THE WASHINGTON STATE BOARD OF EDUCATION

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### MEMO ON WAIVERS FROM CREDIT-BASED GRADUATION REQUIREMENTS

Prepared for the September 2019 Board Meeting

#### Policy Considerations

Does the application for waiver from credit-based graduation requirements provide the information and documentation required for approval?

#### Overview of the Waiver Request

Highline School District requests a waiver from credit-based graduation requirements for four years for Highline Big Picture School.

Does the application for a waiver of credit-based graduation requirements by Highline School District for Highline Big Picture School provide the information and documentation required by WAC 180-18-055?

Does the district demonstrate in its application that the proposed non-credit based graduation requirements will meet minimum college admission standards?

#### Background: Credit-Based High School Graduation Requirements Waiver

In April 1999, the SBE adopted WAC 180-18-055, titled "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).

In filing the adopted rule, WSR 99-10-094, the Board stated that the purpose was to provide school districts and high schools a waiver option from credit-based graduation requirements to support performance-based education.

WAC 180-18-055(1) declares:

"The state board of education finds that current credit-based graduation requirements may be a limitation upon the ability of high schools and districts to make the transition from a time and credit-based education system to a standards and performance-based system with the least amount of difficulty. Therefore, the state board will provide districts and high schools the opportunity to create and implement alternative graduation requirements."

WAC 180-18-055 provides that a school district, or a high school with permission of the district's board of directors, or an approved private school, may apply to the SBE for a waiver of one or more of the requirements of Chapter 180-51 WAC. The rule is unique among provisions of Chapter 180-18 WAC in



authorizing schools, as well as the districts that govern them, to apply for a waiver of basic education requirements, as well as in extending the opportunity to private schools. The SBE may grant the waiver for up to four school years.

The rule lists in detail the information that must be submitted to the SBE with the waiver request. The application must include, for example:

- Specific standards for increased learning that the district or school plans to achieve;
- How the district or school plans to achieve the higher standards, including timelines for implementation;
- How the district or school plans to determine whether the higher standards have been met;
- Evidence that students, families, parents, and citizens were involved in developing the plan; and,
- Evidence that the board of directors, teachers, administrators, and classified employees are committed to working cooperatively in implementing the plan.

The applicant district or school must also provide documentation that the school is (or will be) successful as demonstrated by such indicators as assessment results, graduation rates, college admission rates, follow-up employment data, and student, parent, and public satisfaction and confidence in the school, as evidenced by survey results.

WAC 180-18-055 allows for a waiver of the specific credits enumerated in WAC 180-51. It is not a waiver of learning standards, including grade level expectations, nor is it a waiver of instructional hours. In addition, students still are entitled to a curriculum that meets the minimum requirements for admission to a public four-year college in Washington should they choose that option in their high school and beyond plan (28A.600.160). Any school or district granted a waiver under this section must report annually to the SBE on the progress and effects of implementing the waiver.

Table 1 shows the state learning standards, required high school credits, and the College Academic Distribution Requirements (CADRs) which are minimum requirements to be eligible for admission to a state public baccalaureate institution, and although many schools have additional requirements, the CADRs are generally consistent with minimum expectations for college level work at most public and private colleges and universities. The table below is for illustrative purposes. Content area learning standards are not waived under this waiver authority but high school credit requirements in Chapter 180-51 WAC are waived. High Schools may need to show credit equivalencies for colleges and universities to recognize the CADR credit or other admission requirements.

Content Area Learning Standards	High School Graduation Requirements	College Academic Distribution Requirements (CADRs)
<a href="#">The Arts</a>	1-2 (depends on HSBP choice)	1
<a href="#">Computer Science</a>	Optional	can meet Math or Sr. Year Quantitative
<a href="#">English Language Arts</a>	4	4
<a href="#">English Language Proficiency</a>	English Language Proficiency	n/a
<a href="#">Mathematics</a>	3	3 - Alg. 2
<a href="#">Science</a>	3 for class of 2019 (districts with a waiver may require only 2 credits for class of 2019 and 2020)	2-3
<a href="#">Social Studies</a>	3 (Including Civics and WA State History)	3
<a href="#">Educational Technology</a>	Must be offered, not required for graduation	n/a
<a href="#">Health and Physical Education</a>	2	n/a
<a href="#">Integrated Environment and Sustainability</a>	May be addressed in Science or other Subject	n/a
<a href="#">World Languages</a>	0-2 (depends on HSBP choice)	2
<a href="#">Financial Education</a>	Must be offered, not required for graduation	n/a
<a href="#">Career and Technical Education</a>	1	n/a

WAC 180-18-055 includes no specific criteria for evaluation of a request for a waiver of credit-based graduation requirements. The rule does stipulate that the SBE may not grant the waiver unless the district or school shows that the proposed non-credit based graduation requirements meet minimum college core admission standards.

All of the schools that have received this waiver to date incorporate aspects of the “Big Picture Learning” model. Big Picture Learning is a Providence, R.I.-based nonprofit, founded in 1995, that supports the creation and operation of public schools that follow its model of personalized, competency-based learning. There are over 70 Big Picture network schools in the U.S. and more around the world.

#### Current Request for Credit-Based High School Graduation Requirements Waiver

The applicant for this waiver has collaborated with Big Picture Learning through its regional network. The school seeks to use the Big Picture Learning competencies to offer educational programming that they state is aligned to the learning standards.

The district attests that this model meets or exceeds the state learning standards and offers students the opportunity to meet the college academic distribution requirements (CADRs) required for admission to the public four-year colleges in Washington. The school asserts that they are monitoring the attainment of CADRs through a transcript that depicts the Big Picture Learning Competencies. It posits that student learning towards the Big Picture Learning Competencies is monitored and evaluated through assessment, student exhibitions of their project-based learning, internships or other work

experiences, and personal inventories of student progress. The school plans to measure student progress on transcripts by indicating which of the Big Picture Learning Competencies are “in progress,” have “met expectations,” or “have exceeded expectations.” Instead of using grades or credits to track progress, the school is using “met expectations” on Big Picture Learning competencies to monitor whether the students comprehensively met the school’s requirements. The general idea is that this allows for individualized education that is based on the student’s pace and learning interests rather than on pre-packaged courses. The evidence that the district provided shows that it is considering how the CADR’s are satisfied by the students’ learning on the Big Picture Competencies and that it monitors attainment of the competencies on transcripts in a similar way to how a district would monitor credit accrual. For instance, the transcript crosswalks elements of each Big Picture Learning competency to each of the CADR’s. The school provided the Gibson Ek sample transcript that assures that students who level up to grade 11 have reached math proficiency through Algebra 2 and geometry, English proficiency, and have completed scientific inquiry including lab science.

The crosswalk in the application demonstrates the district’s intentionality to offer CADR’s. These waivers, if approved, do not waive the Washington State Learning Standards and the district provides assurance that its educational programming is aligned to the learning standards, including Common Core State Standards and the Next Generation Science Standards.

Notable aspects of the Big Picture Learning model include the following:

- Use of the five Big Picture Learning competencies;
  - Personal Qualities – “the goal is to be the best you can be - to demonstrate respect, responsibility, organization, leadership, and to reflect on your abilities and strive for improvement.”
  - Communication – “the goal is to be a great communicator: to understand your audience, to write, to read, to speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language(s).”
  - Communication – “the goal is to think like a mathematician: to appreciate relationships and patterns in numbers, to analyze uncertainty, to comprehend the properties of shapes and graphs, and to study change over time.”
  - Empirical reasoning – “the goal is to think like a scientist or engineer: to use empirical evidence, numerical or qualitative data from your own or others’ observations, and logical processes to make decisions, evaluate hypotheses, and develop informed conclusions. It need not reflect specific scientific content, but may also incorporate ideas from a range of disciplines within the four major branches of science: Mathematics/Logic (including Computer Science), Biological, Physical, and/or Social Sciences.”
  - Social Reasoning – “The goal is to think like a social scientist, historian, or anthropologist and to apply an understanding of social and historical patterns to thinking about current political, social, ethical, economic, and cultural issues.”
  
- Intentional use of internships and/or work experience;
- Individualized learning at the student’s pace and based on the student’s interests;
- Use of a mastery-based learning model that uses “met expectations” rather than traditional grade points and credits and leveling up rather than traditional grade promotion;
- Advisory, which is often mixed grade levels, with a focus on parent engagement;

- Focus on student-chosen projects and exhibitions; and
- Use of an array of assessment tools, including but not limited to state assessments.

Highline Big Picture School notes that it is modeling its school after the following Big Picture Learning Distinguishers that correspond to the SBE staff analysis of notable characteristics that are listed above:

- Internships in the real world;
- One student-at-a-time personalization;
- Authentic assessments;
- School organization;
- Advisory structure;
- Small school culture;
- Leadership;
- Parent/family engagement;
- School college partnership and college preparation; and
- Professional development.

The applicant noted its collaboration with Big Picture Learning, including modeling their transcripts and practices after Big Picture exemplars such as The Met School in Providence, R.I.

The school emphasizes the importance of career readiness in addition to college readiness and places importance on internships and work opportunities for their students.

The district answered all the required questions and provided evidence that they have considered how their educational programming aligns with the state learning standards and the CADRs. The district has met the minimum requirements for the waiver application process and submitted all required documentation.

#### HIGHLINE SCHOOL DISTRICT

Highline School District requests a waiver from credit-based graduation requirements for Highline Big Picture School for the 2019-2020, 2020-2021, 2021-2022, and 2022-2023 school years.

The district states that the school’s proposed competencies, based on Big Picture Learning competencies, are aligned to state learning standards and that the school will offer programming that meets the CADRs.

The district states that this program, within Highline School District, will use the accountability measures of the district and the waiver is aligned with the vision of the district. Highline Big Picture notes that its graduation rates are increasing

The district describes essential elements of engagement with students, families, and citizens in developing the waiver plan.

The district provides example transcripts from other Big Picture Learning schools and describes how the transcript can demonstrate that students have met CADRs. The Highline Big Picture transcript will explain the student’s attainment of the CADRs so that institutions of higher education have an easier time interpreting student transcripts.

The district provided information that describes the Big Picture Learning model. The prior section of this memo summarizes key aspects of that model.

The district successfully submitted all required components of the application and responded to all necessary questions. If approved, the approval letter will note that this waiver only applies to credit graduation requirements and is not a waiver from funding formulas, time requirements, High School and Beyond Plan requirements, or graduation pathway options.

### **Action**

The Board will consider whether to approve the request for a waiver of credit-based graduation requirements under WAC 180-18-055 presented in the application by Highline School District for Highline Big Picture School.

If you have questions regarding this memo, please contact [Parker Teed](#).



## **THE WASHINGTON STATE BOARD OF EDUCATION**

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### **MEMO ON WAIVERS OF THE CAREER- AND COLLEGE-READY GRADUATION REQUIREMENTS**

Prepared for the September 2019 Board Meeting

#### **Policy Considerations**

Does the application for waiver of the Career- and College-Ready graduation requirements provide the information and documentation required by law?

#### **Overview of Waivers**

- Temporary waiver from Career- and College-Ready graduation requirements for the Class of 2019 and the Class of 2020, thereby requiring implementation for the Class of 2021.
  1. Colleges Recommended for Approval
    - Clover Park Technical College
    - Everett Community College
    - South Puget Sound Community College
    - Walla Walla Community College
  2. Waiver Not Processed
    - Bellevue Community College

#### **Temporary Waiver from Career- and College-Ready Graduation Requirements**

Do the applications for temporary waiver of Career- and College-Ready graduation requirements provide the information and documentation required by WAC 180-51-068(11)?

RCW 28A.230.090(1)(d)(ii) authorizes school districts to apply to the State Board of Education for a temporary waiver from the Career- and College-Ready graduation requirements directed by Chapter 217, Laws of 2014 (E2SSB 6552) and adopted into rule in WAC 180-51-068, to delay implementation until the graduating class of 2020 or 2021 instead of the graduating class of 2019. Furthermore, WAC 180-51-015 states that references to school districts within Chapter 180-51 WAC shall also apply to community colleges and private schools. If a waiver of WAC 180-51-068 is approved then WAC 180-51-067 applies.

#### **Colleges Recommended for Approval**

Clover Park Technical College, Everett Community College, South Puget Sound Community College, and Walla Walla Community College each request a temporary waiver from Career- and College-Ready graduation requirements for the Class of 2019 and 2020. This would result in implementation of the Career- and College-Ready graduation requirements for the Class of 2021. While the colleges are able to

provide the required coursework to implement the Career- and College-Ready credit graduation requirements by 2019, each college serves a local student population that includes school district partners that have already been granted the waiver to delay implementation of the Career- and College-Ready graduation requirements. Each college has found that this waiver would allow them to better serve their students by aligning with district requirements. Each college submitted the required documentation, including a resolution from the college's Board of Trustees.

### Waiver Not Processed

Bellevue Community College submitted an application that described the rationale as waiver of the world language requirement. Individual students are not required to complete world language under the Career- and College-Ready graduation requirements, therefore the waiver is not needed. The college attested that it was able to offer the required Career- and College-Ready graduation requirements.

### Action

The Board will consider whether to approve the requests for temporary waiver of Career- and College-Ready graduation requirements presented in the applications of Clover Park Technical College, Everett Community College, South Puget Sound Community College, and Walla Walla Community College.

If you have questions regarding this memo, please contact [Parker Teed](#).