Jerry Dyer

I want to talk about the students in my school. Mary Walker is in Springdale—a small rural town 35 miles north of Spokane. The high school has 150 students. The area is poor—100% of our students are in the free lunch program.

I care about requirement issue because its main impact for good or bad will be felt by low-income children—the students I serve. High income students I think routinely meet the requirements already and nothing done here will affect that much.

Twenty-five years ago, our goal was to graduate kids. A good goal—many were the first in their family to get a high school diploma. The trouble was—even back then—the diploma didn't always lead to good jobs. In small communities the successes and struggles of one's graduates are very visible. Seeing the uphill battles too many of our graduates faced in supporting their families—made us realize we had to do better.

About 12 years ago we started focusing on preparing every student for college and career. Raising our sights made us better. We increased the challenge of our courses—added Advanced Placement, and strongly advised core classes beyond the requirements. Some thought that all this would be too hard for our students. But expecting more—actually encouraged them. College aspirations became the norm and our college going rates quadrupled. (The baseline was not high—we still have a lot of work to do.)

Giving children a good future is the goal of everyone here. But the future of those who have only a diploma but not the skills it's meant to symbolize is very bleak.

Standards and expectations matter. Waiving required classes makes a pointed statement to students and undercuts rather than supports our message that what we're teaching is important. It's either a vote of no confidence in our children or in our ability to give them the education they need.

The college and career ready requirements are not haphazard. They are things that all young people need. We can waive classes but we can't waive the skills and knowledge students need to have a fair chance in life.

I ask of the Board to stand your ground.

OUTLINE OF TESTIMONY AND TALKING POINTS
DR. JEFFREY BIERMAN AND ROBERT DOUTHITT
ON BEHALF OF SPOKANE PUBLIC SCHOOLS AND THE SCHOOL ALLIANCE (10 DISTRICTS STATEWIDE)
AT THE JULY 9, 2014 WASHINGTON STATE BOARD OF EDUCATION MEETING

STATUTE (from E2SSB 6552 unless otherwise noted)	DRAFT WAC	PROPOSED SOLUTION FROM SPS AND SCHOOL ALLIANCE	REASONING/COMMENTS
Restriction of Two Credit Individual Waiver to "Electives" (Section 202(1)(d)(i) (d)(i) The state board of education shall adopt rules to implement the career and college ready graduation requirement proposal adopted under board resolution on November 10, 2010, and revised on January 9,2014, to take effect beginning with the graduating class of 2019 or as otherwise provided in this subsection (1)(d). The rules must include authorization for a school district to waive up to two credits for individual students based on unusual circumstances and in accordance with written policies that must be adopted by each board of directors of a school district that grants diplomas.	Proposed WAC 180-51-068(12) (12) 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 circumstances, as defined by the district. Students granted a waiver under this subsection must earn the seventeen required subject credits in subsections (1) through (7) of this section, including by satisfactory demonstration of competence under WAC 180-51-050. The waiving of credits for individual students for reason of unusual circumstances must be in accordance with written policies adopted by resolution of each board of directors of a district	***Because an administrative agency lacks authority, under the Delegation Doctrine, to modify a statute, such as by imposing an additional restriction on the waiver granted by the statute itself, we recommend that the sentence set forth below should be deleted.*** Students granted a waiver under this subsection must earn the seventeen required subject credits in subsections (1) through (7) of this section, including by satisfactory demonstration of competence under WAC 180-51-050. ***In an effort to address concerns that have been raised, we suggest the sentence in question***	1. Proposed solution addresses major concern that students could graduate with only one (1) credit in either math or science. 2. Under the Delegation Doctrine, the Legislature makes the policy choices. The agency implements the statute within the scope of the delegated power. . E.g., WA AGO 1953-55 No.177 *("Legislatures may delegate power to executive or administrative officials to determine the details of , and to establish rules for the execution of a general legislative plan.... But the legislature must state its purpose, and establish standards by which the purpose is to be achieved, so that the limits of the power delegated are clear.")*(Dec.

(Emphasis added.)	that grants diplomas. (Emphasis added.)	***be amended as shown below. This would substantially preserve the flexibility that the Legislature granted to local school boards with the two-credit waiver, without raising the potential that it could undercut the science and math requirements of the Career & College Ready diploma.*** Students granted a waiver under this subsection must earn ~~the seventeen required subject credits in subsections (1) through (7)~~ <u>at least two of the three mathematics credits in subsection (2), and at least two of the three science credits in subsection (3)</u> of this section, including by satisfactory demonstration of competence under WAC 180-51-050.	3, 1953). **3. The legal justification** given for restricting the waiver beyond that granted by the language of E2SSB 6552 is the contention that the first sentence of Sec. 202(d)(i) allows anything contained in the Jan. 9, 2014 SBE Resolution to be placed into the WACs. That states, in pertinent part: *"While students must attempt 24 credits, up to two of the 24 credits may be waived by local administrators if students need to retake courses to fulfill the 17 core state requirements that all students must meet."* We do not believe this Resolution provides the SBE with the authority to modify Sec. 6552 for the following reasons: a. The Legislature overrode or modified the Jan. 9, 2014 resolution in several other areas of E2SSB 6552, just as it did here: (1) Jan. 9 Resolution contemplated continued existence of Culminating Project, but 6552 eliminated that (Sec. 202(1)(c)); (2) Jan. 9 Resolution

			contemplated no waivers of implementation, but 6552 granted waivers to 2020 and 2021 (Sec.202(1)(d)(ii)). b. If the Legislature had NOT intended to modify the Jan. 9 Resolution in this respect, it easily could have inserted the words, "from among the 7 non-core requirements" after the phrase "waive up to two credits". The fact that it did not do so indicates it did not intend to so limit the waiver, but rather intended to amend the Jan. 9 Resolution in this respect as well. 4. **Local authority.** Before assuming certain outcomes, we encourage the SBE to trust local school boards to prudently address the array of unusual circumstances that may arise with appropriate written policies, as authorized by statute.
Administrative Burden Associated with Choosing Content of 3rd Credit of Science or Math (Section 202(1)(d)(i) The rules must also provide that	***MATH: Proposed WAC 180-51-068(2)(a)(iii)*** (iii) A third credit of high school mathematics, aligning with the	***Modify as shown below:*** (iii) A third credit of high school mathematics, aligning with the student's interests and high	We think there are several problems with this WAC. **1. Assuming that there is adequate evidence of a**

the content of the third credit of mathematics and the content of the third credit of science may be chosen by the student based on the student's interests and high school and beyond plan with agreement of the student's parent or guardian or agreement of the school counselor or principal. (Emphasis added.)	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 respond to a request from the school for approval of a specific course, agreement of the school counselor or principal;....(Emphasis added.) ***SCIENCE: Proposed WAC 180-51-068(3)*** (3) ... 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, if the parent or guardian is unavailable or does not respond to a request from the school for approval of a specific course, agreement of the school counselor or principal.	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 respond to a request from the school for approval of a specific course~~, agreement of the school counselor or principal; provided that, such agreement is not needed if the third credit of the mathematics is designated in the student's high school and beyond plan;....(Emphasis added.) **Same changes would apply for science in Prop. WAC 180-51-068(3).**	**legislative intent to give parents priority, what is the difference between "unavailable", AND " does not respond to a request from the school for approval of a specific course"?** We think this language is redundant and confusing, and suggest that one term or the other be paced here, but not both. Because the term "unavailable" is used in the current WAC 180-51-066(1)(b)(ii), we suggest that term. **2. The most important problem is a practical one of administrative burden, which we think can be resolved by relying more heavily on the HSBP.** a. Whereas the current WAC 180-51-066 only requires these conferences in the event a DEFAULT path is not taken (i.e. Alg. 2 or Int. III), this would require such conferences for every single student in the cohort (approx. 1/13 of 1 million students, or 77,000 students minimum. It would actually be more than this because different students would be doing their 3rd year of math and 3rd year of science in any given year);

			b. We suggest a default be created such that conferences are only needed if the course differs from what is in the HSBP. c. This would require the HSBPs to be specific regarding anticipated courses in the areas of Math and Science if the students and parents want to avoid the necessity of a conference when it is time to take those courses. d. DUAL BENEFITS. 1. The amendment creates an extra incentive to do hard thinking about HSBP (at least for math and science); 2. In general, the amendment will reduce administrative burden surrounding student preparing to take 3rd year courses in those subjects.
Integrating Components of E2SSB 6552 with the Existing Educational Framework, Particularly the High School and Beyond Plan (HSBP)		***See above***	
Lack of Statutory Authority for Extending HSBP to Middle School. 1.6552: No reference to other than identifying 3rd unit of math	Proposed WAC 180-51-068(10)(c) High school and beyond plans must include, but are not limited to: ...	***Modify WAC 180-51-068(10)(c) as follows:*** (c) A four-year plan for course-taking, ~~created in middle school grades,~~ that will ensure	1. Lack of statutory authority to extend to MS 2. To the extent one might look to the Jan 2014 Resolution for authority, the

and science 2. Jan. 9 Resolution: No reference other than : a. place where "post-secondary pathway" and "Personalized Pathway Requirements" are to be identified; and b. "BE IT FURTHER RESOLVED THAT The State Board of Education will continue to reexamine the role of the High School and Beyond Plan and the Culminating Project in career and postsecondary planning and preparation, and to ensure greater consistency across districts, BE IT FURTHER RESOLVED that all other changes to the requirements, including initiating the High School and Beyond Plan at the middle school level, will take effect pending legislative authorization and funding." (Emphasis added.) 3. RCW 28A.230.090(1)(c)	(c) A four-year plan for course-taking, created in middle school grades, that will ensure fulfillment of graduation requirements and align with the student's interests and educational and career goals, including identification of a personalized pathway and personalized pathway requirements, as provided in subsection (14) of this section, and consideration of dual credit opportunities;....	fulfillment of graduation requirements and align with the student's interests and educational and career goals, including identification of a personalized pathway and personalized pathway requirements, as provided in subsection (14) of this section, and consideration of dual credit opportunities;	Resolutionundermines that assertion, because it merely says the board will "continue to reexamine", and then specifically conditions extension to Middle School upon "legislative authorization and funding." 3. In practice, much of the resources and knowledge for answering the detailed questions surrounding this task will reside at the high schools, not the middle schools. 8th graders would have to : a. identify career goals; b. identify educational goals; c. create a 4 year plan for course-taking; d. Identify assessments necessary for: (1) HS graduation; (2) pursuing post-secondary opportunities; (3) achieving career or educational goals

(current law and not amended by E2SSB 6552) (c) Any decision on whether a student has met the state board's high school graduation requirements for a high school and beyond plan shall remain at the local level.			

Testimony to State Board of Education
July 9, 2014
Rules Hearing on Graduation Requirements
Spokane, WA

I am Dr. Thelma Jackson. By way of background, I have been an Educational Consultant for 20 years, served on the North Thurston School Board for 20 years and a past President of the Washington State School Directors' Association, known as WSSDA. Currently, I serve on the Steering Committee of the Black Education Strategy Roundtable, the Board of League of Education Voters, and Chair of the Board of SOAR Academy Charter School on the Hilltop of Tacoma.

The paramount duty is not only to make ample provision for the education of all children residing within its borders, it also adds- without distinction or preference on account of race, color, caste, or sex. The long standing achievement gap is documented evidence that the 2nd half of this state's duty is as inadequate as the funding mandate but not as talked about. Section 2 of that same Article IX states that the Legislature shall provide for a general and uniform system of public schools. We need uniform graduation requirements in this state, not 295 different sets of requirements. You need to maintain the current language in the rules and not allow waivers in any subjects other than electives. There's no doubt in my mind who will be granted many of the waivers because there is immense pressure on districts to improve graduation rates and we know who is not graduating—students of color, particularly Black students, and low-income students. They need those core subjects in order to have any chance at higher education and work training beyond high school.

I have worked for many years as an advocate for educational changes that will result in equitable and excellent outcomes for all students. That has yet to become a reality and as things now stand on so many fronts in public education, I rather doubt that I will live to see such changes in my lifetime. It is absolutely ridiculous that we've come this far on this issue just to "kick the can down the road" and still fall short of making a decision that is statewide and systemic. Don't wait on the next session of the Legislature to try to clarify what they meant in the bill and push the timeline further back, waiting for WSSDA to develop a model policy that districts may or may not follow. It's time for the State Board to show some leadership and put students first, not politics. Hopefully you will do the right thing and close the loophole on this issue by voting to preserve the "core 17" from waiver.

We have enough doubt and mistrust in the education system today without this matter adding to the list. How much further down the rank and ratings do we go before getting on the right course? There is more than ample flexibility for those districts that need it. What is missing are the will, courage and commitment to engage all students equitably and provide access, opportunity and support systems that improve successful outcomes. These graduation requirements are a key step toward that outcome. Thank you.

Dr. Thelma Jackson
Foresight Consultants
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Tri-Cities Leading Ladies

Equipping - Educating - Empowering

Greetings, my name is Quontica Sparks founder of Tri-Cities Leading Ladies, Associate Pastor at WLCC, Community Outreach and Advocacy Director at WLCC and proud parent of 5 amazing middle school, high school and college honor students and leaders in Washington public schools.

I am here today as a Parent first, a Community advocate and spokesperson for those that are labeled, looked over and viewed as a shadow in the education system.

I would like to thank the State Board of Education for allowing me the opportunity to comment on the College and Career Ready Diploma (E2SSB 6552).

I like the fact that the College and Career Ready Diploma will prepare all students for further education and the job market.

I do believe that there are many areas that could be enforced and improved on regarding the discrepancy and lack of in the decisions being made on parent engagement and academic rigor. Without the re-evaluation of these two key areas we run a huge risk of leaving behind a huge group of students that are minorities, the disenfranchised, low income, special education and ELL students. Of course we will find that a huge number of students will not have the parent engagement that is needed but we have many advocates and mentors that are striving daily to equip, educate and empower these parents to find their voice and to do and be better. Parent engagement will allow students/staff and parents to collaborate together Middle School-High School and Beyond plans to create a pathway for success. For the past 20 years I have had children in Washington schools, foster children that were special needs, teens that were displaced and family that were abandoned not only in there homes but also in the education system. I've had the honor and privilege of mentoring, advocating, equipping the hand, educating the minds and empowering the hearts of parents and students every day! I know first hand the hurt, pain and what hopelessness can look like with the lack of parent engagement, mentoring, advocacy and intervention in the education system can cause. Working in the school district I have seen numerous families coming in for hearings to get their children to graduate. Eighty percent of those families fell into the categories of minority/low income and special needs. This is a tragedy and the outcry is continuing to rise. I worked with one young lady a few months ago headed down to a hearing that exposed horrific information regarding the lack of support from her school but also the parent felt as though her rights as a parent had been stripped away from her with decision-making. With the lack of collaborative engagement with the school and parents this young lady was set up for failure. She was on a downward spiral of not graduating and the urgency was high but the time was very low. With me knowing the dynamic of the young lady, the dysfunction of the home and lack of support and mentoring at her school I immediately became concerned. This has happened too many times with families that I have known and worked with personally or via reports that I have reviewed. The lack of concern and comments of, "they weren't going to graduate anyway, they just bring our scores down, they will be just like there mother or father" by those in authority roles.

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Tri-Cities Leading Ladies

Equipping - Educating - Empowering

My story is not unique but my outcome is! Growing up in the shadow of an addicted parent, the victim of generational abuse, an inheritance of poverty and teen pregnancy. For years I was trapped by the consequences of circumstances, which were beyond my making or control. I was drowning and had no idea how to save myself. As a high school student I experienced some of the same issues with lack of parent/guardian engagement due to my living situation and was suspended my freshman, sophomore and junior year. I barely graduated my senior year and was always in the office due to absences and no one ever asked the question why or realized that I was pregnant my junior year and was a teen mom my senior year trying to attend school and work to take care of a child. Absences were not by choice in my life they were a must to survive. I saw many of my peers that were from different backgrounds be offered options and the opportunity to attend a different school to help with motherhood and allowed a massive amount of resources to be at there fingertips. The lack of a parental engagement, mentor or advocates in my life during this time set me up to hit many walls and to dodge many curve balls up into my adult life. In 1997 that all changed when a mentor came into my life. Desperate and scared I began to retrace my steps as my mentor instructed me in the work of my hands, the value of my vocation and as a woman, wife and mother how to balance and structure these areas and still have a passion. I was introduced to the power of educating my mind, maturing my thinking and expanding my ability to dream. I was challenged to empower my heart through healing and forgiveness. I began to embrace the reality that success was more about my mindset not my means. My life is nothing short of a miraculous transformation through grace and guidance. My passion to reach our youth and families, whether socially or traditionally disenfranchised, with tools of empowerment: Tools to heal and grow their inner selves and discover the truth of who they are apart from circumstances. Tri-Cities Leading Ladies provides a consortium of resources and mentoring to equip their hands, educate their mind, and empower their heart. Our goal is to see everyone who comes to us to truly succeed in life not just materially, but at the core become whole and more than their circumstances. With the support of educators, business leaders, activists and families, we can rebuild the tattered image of victims into marvelous pictures of light for our children, our nation and each other.

The connection that comes so easily with the community and families due to my history of abuse, abandonment, addiction, dysfunction, poverty and teen pregnancy and the openness to relate builds a trust. The evidence of advocacy and mentoring in my life and the outcome has touched many. I believe that the implementation and push for equipping parents with the tools for engagement, advocacy and educating our parents of the laws and rules that are allotted to all students regardless of race or socio economic status, Empowering the students through mentoring to reduce drop out rates for the disenfranchised. For the students that are already out and written off by their school we need to advocate to speed up the re-engagement process and implement mentors to create, implement and walk out a plan for success with the relationship of family/students and education system regardless of family dynamic and environment. Mentoring our youth to stand and Empowering our families to represent through equipping and educating. By engagement, advocating, equipping, educating, empowering and mentoring families today we will save our kids tomorrow.

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Washington Education Association

REVISED Comments on Proposed SBE Rules to E2SSB 6552
Prepared by Wendy Rader-Konofalski
July 9, 2014

WEA participated in a small stakeholder meeting before the May SBE meeting at which time we had not yet detected any major areas of concern. Since then, upon further reflection and analysis and after talking with other stakeholders, we find several sections of the proposed rules which cause us concern. We have identified four sections where we feel the SBE has stepped over the bounds of its authority and proposed rules that exceed the scope and intent of SB 6552: Those areas are:

1. The authority for school districts to waive up to two credits of the 24-credit framework for individual students under "unusual circumstances"
2. Mandating High School and Beyond Plans to begin in middle school
3. Adding extra requirements to the district waiver of the 24 credit framework
4. Laboratory Science definition

1. The authority for school districts to waive up to two credits for individual students of the 24-credit framework under "unusual circumstances"

In the last days of the 2014 legislative session, when the House of Representatives did not have sufficient votes to pass SB 6552, a number of amendments were consolidated with the intent of increasing the flexibility, and assuring fairness which many legislators felt the bill they had before them did not contain.

Those of us who were part of lobbying specific elements of this bill were well aware of how serious and intentional this amendment package was. We are also aware that the bill would simply not have passed without this amendment.

One of the central changes that this amendment made to the 24 credit framework was to allow students with district approval based on "unusual circumstances" to waive up to two credits out of the 24 required credits. The statute specifically did not reference any particular credits that could or could not be waived and went to great lengths to describe how broad the scope of this waiver is to ensure flexibility for the district and individual students. The statute specifically gives school districts the authority "to waive up to two credits for individual students based on unusual circumstances and in accordance with written policies that must be adopted by each board of directors of a school district that grants diplomas. It also specifically requires WSSDA to adopt a model policy on this specific subject and gives them until June 30, 2015 to accomplish this task.

The proposed rules make a stipulation not stated in statute that would severely limit the flexibility and local control over this waiver option when it says in WAC 180-51-068 (12): "Students granted a waiver under this subsection must earn the seventeen required subject credits in subsections (1) through (7)..."

The statute, with its references to examples of the kinds of student realities that a district might consider "unusual circumstances," including homelessness, medical conditions that impair a student's opportunity to learn or other disabilities "regardless of whether the student has an IEP or a plan under section 504 of the federal rehabilitation act of 1973" makes no reference to any limitations on the credits that could be waived. It also does not take lightly that these waivers would need to truly be based on "unusual circumstances," and not just a personal preference of the student.

There are many students who do not have IEPs and are not in a 504 plan who might, for very legitimate reasons, be faced with a hardship that would make them unable to complete 24 credits, including in art or English or even math, but who could show their proficiency in core subjects through other measures or methods.

We would argue that this addition is not consistent with the spirit or intent of the amendment passed at the end of session which allowed this bill to be passed off the House floor and should removed. It limits local flexibility where the legislature clearly authorizes local flexibility and it undermines the legislative requirement for WSSDA to create its model policy without a restriction on its charge. If the SBE promulgates rules one year in advance of the model policy requirement for WSSDA which isn't until June 2015, this appears to be an end run on the process as outlined in statute.

2. The timing of the High School and Beyond Plan

Section 202 (1)(c) in E2SSB 6552 stipulates that "Any decision on whether a student has met the state board's high school graduation requirements for a high school and beyond plan shall remain at the local level.

Yet SBE proposed rule (WAC 180-51-068) puts into place a requirement that "high school and beyond plan "must include... a four year plan for course-taking created in middle school grades." (10)(c)

While there might be merit to starting work on the HSBP in middle school, the fact is that that is not a requirement at this time. There are many implications to this policy change which would affect schools, teachers, time constraints, funding, etc. Including HSBP as a requirement in middle school would, in fact, be an entirely new policy which has not been vetted through the legislative process and remains entirely outside of the scope and authority of the SBE to mandate in rules.

RCW 28A.305.135 requiring the SBE to conduct a school district fiscal impact statement for any rule changes was passed into law as a direct result of rules passed in previous years by the SBE which

Before any decisions about moving HSBPs into middle school, we would hope that the legislature would want to have policy discussions with stakeholders and consider workload implications, funding and staffing needs, including especially counseling staffing at the middle school level.

In the meantime, we ask that the State Board of Education remove that requirement from their proposed rules.

3. Extra requirements for district waiver of 24 credit framework

Another crucial feature of the amendment package that allowed SB 6552 to pass the House is the waiver option for districts for up to two years. Districts wishing to waive can apply by describing "why the waiver is being requested, the specific impediments preventing timely implementation, and efforts that will be taken to achieve implementation with the graduating class proposed under the waiver. The SBE shall grant a waiver under this subsection (1)(d) to an applying school district at the next subsequent meeting of the board after receiving an application.

In SBE's proposed rules, WAC 185-51-068 (11)(a)(ii), an additional requirement is mandated that the application "Be accompanied by a resolution adopted by the district board of directors requesting the waiver under this section. The resolution shall state the entering freshman class or classes for whom the waiver is requested, and be signed by the board chair or president and district superintendent."

This may be a good idea, and in fact it may be something that districts will want to do. However, it is a mandate and adds a step to the waiver process that the statute does not require. Since the legislature very intentionally made this a waiver that should be easy and quickly expedited by the SBE without any options for denying the request, such a requirement is not warranted and continues a pattern of the SBE overstepping their authority and the bounds of statute in their rule-making process.

4. Laboratory Science definition

SB 6552 does not contain a definition for Lab science. The new 24 credit framework requires that all students take three credits of science, two of which must be in laboratory science.

SBE proposed rules, WAC 180-51-068 (14)9a) defines laboratory science as "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 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.

We think this definition might be a good idea as it provides flexibility for schools and teachers in the delivery of lab science courses. However, if the state is now requiring lab science for graduation based on the need for students to become ready for STEM fields, then field trips or non-traditional science experiences will not alone suffice to achieve that end. The NATIONAL

RESEARCH COUNCIL "American Lab Report," from which the SBE took one piece of its full definition of lab science, refers to the use of "other settings" only as a fall back for scarce resources and only coupled with other things like mobile laboratories. We think it would be misleading to add this alternative to traditional lab classrooms out of the larger context without clarifying that there is no substitute for the equipment, space, and furnishings of a bonafide lab setting which may, in many schools, require more funding for renovations or additional classrooms, equipment, and teacher training. The following is quoted directly from this report:

Facilities, Equipment, and Safety

Because of the expense of constructing or renovating laboratory space, the design should be future-oriented, supporting a vision of the science program over a decade or more. The first step in designing laboratory space is to develop such a long-term vision for the school science curriculum. The school science supervisor, along with curriculum coordinators, other science teachers, administrators, and state and local experts, often play important roles in developing this vision (Biehle, Motz, and West, 1999). p.170

Because laboratories require space for student activities, shared teacher planning, teacher demonstrations, student discussions, and safe storage of chemicals, along with specialized furnishings (e.g., sinks, benches) and utilities (e.g., water, gas), they are more expensive to build and maintain than other types of school space. pp 170-171

Similar requirements for science labs are reflected in the National Science Teachers Association:

Support for Science Labs: ***NSTA recommends that the school administration recognize the instructional importance, overarching goals, and essential activities of laboratory investigations and provide the following:***

- An adequate facility where labs can be conducted. At the preschool and elementary levels, this means a classroom with sufficient work space, including flat moveable desks or tables and chairs, equipment, and access to water and electricity. At the middle and high school levels, a safe, well-equipped lab space should be available, with necessary equipment and access to water and electricity. In addition, appropriate facilities to work with students with special needs should be provided. (Beihle 1999)
- Adequate storage space for all materials, including devices and materials in common use that are considered hazardous. (Beihle 1999)
- Funding for yearly educator training on how to manage materials and guide inquiry-based learning during labs.
- A budget for regular maintenance of facilities and equipment, as well as annual costs for new or replacement equipment, supplies, and proper waste management.
- A budget that recognizes additional costs required for field experiences.
- Laboratory occupancy load limits (number of occupants allowed in the laboratory) set at a safe level based on building and fire safety codes, size and design of the laboratory teaching facility, chemical/physical/biological hazards, and the needs of the students (Roy 2006; NSTA 2000). Science classes should have no more than 24 students even if the occupancy load limit might accommodate more. (NSTA 2004) Research data shows that accidents rise dramatically as class enrollments exceed this level. (West 2001) Teachers should not be faced with a Hobson's choice—teach in an unsafe environment or sacrifice the quality of teaching by not doing labs.

The School Alliance

Bellevue, Everett, Highline, Issaquah, Lake Stevens, Lake Washington, Mercer Island, Puyallup, Spokane, and Tahoma School Districts

July 1, 2014

Washington State Board of Education
Old Capitol Building, Room 253
600 Washington Street S.E.
P.O. Box 47206
Olympia, WA 98504

Dear Board Members:

Thank you for the opportunity to provide comment on the Proposed Rules to implement E2SSB 6552. The School Alliance is concerned that several sections of the Proposed Rules would reduce the authority of local school boards. We request that the Board revise these provisions.

In summary, E2SSB 6552 authorizes school boards to adopt a policy so that students can request waivers for up to two credits of the Career & College Ready Graduation Requirements. The Rule limits the usefulness of the waiver and restricts local decision-making. Second, the Proposed Rule regarding a high school student's choice for a third credit of math and third credit of science could place an unnecessary administrative burden and impose an unfunded mandate on school districts. Third, the approval process detailed in the Proposed Rule could unnecessarily duplicate districts' current course selection procedures in their High School and Beyond Plan. Fourth, the Proposed Rule changes the High School and Beyond Plan and includes mandates for middle school students. This goes beyond the scope of the E2SSB 6552, with its focus on high school graduation requirements and instructional hours.

I. "Core State Requirements" and the Two-Credit Individual Waiver:

During the 2014 Legislative Session, a number of bills were introduced to adopt the course credit framework set forth in the State Board of Education's ("SBE") January 2014 Resolution. Along with the required 24-credit course allocation, the January 2014 Resolution allowed for up to two credits to be waived, but with substantial restrictions. The SBE's waiver was available: only if a student attempted and failed the courses first; only to waive up to two of the seven elective or Personal Pathway Requirement courses; and only if the student needed to "fulfill the 17 core state requirements."

During the session, the School Alliance and others expressed the concern that the 24-credit diploma would not allow for sufficient flexibility, since it would need to be earned over four years during a typical six-period schedule. The SBE's proposed waiver was perceived to be too restrictive and failed to take into account unusual circumstances that may arise in an individual student's life. Potentially, this could lead to a decline in graduation rates.

The Legislature amended 6552 on this issue, and added the provision that the SBE must adopt a rule for a local waiver. In its final form, the law states that:

> The rules must include authorization for a school district to waive up to two credits for individual students based on unusual circumstances and in accordance with written policies that must be adopted by each board of directors of a school district that grants diplomas.

E2SSB 6552, Sec. 202(1)(d)(i).

In the Proposed Rules (attached as they appear in the Washington State Register, Issue 14-12, Proposed Rules), the Rule recognizes the authority of school boards to define "unusual circumstances." The Rule states that districts "may waive up to two of the credits required for graduation… for individual students for reason of unusual circumstances, as defined by the district." Proposed WAC 180-51-068(12), page 128.

Unfortunately, even though the Legislature did not adopt this language, the Rule incorporates a part of the restriction from SBE's January 2014 Resolution. The draft Rule requires that students receiving a one- or two-credit waiver must still earn the 17 required subject credits (English, Math, Science, Social Studies, Health and Fitness, Arts, and Career and Technical Education).

We believe that this limitation in the Proposed Rules does not reflect the intent of the Legislature, which adopted a broad waiver instead of the SBE's January 2014 waiver. Within its directive to enact a waiver to be defined by school boards, the Legislature appears to have rejected the SBE's two-credit waiver and created a different waiver that can be applied to any of the 24 credits under limited situations. This view is supported by the comments provided by legislators at the June 6, 2014 webinar sponsored by the SBE. Key legislators stated that it was their intent to make the two-credit waiver applicable to all 24 credits.

Reading the bill in its entirety provides an additional perspective. In subsection 202(1)(d)(i), the Legislature adopted the SBE's Career & College Ready Requirements, mandating a 24-credit diploma for the Class of 2019 and beyond. With this change, the 24-credit diploma will include three science credits to go along with the existing three-credit math program. The same section

of E2SSB 6552 also includes the two-credit waiver for "unusual circumstances." The existence of both increased rigor and increased flexibility within a single subsection of the bill demonstrates the Legislature's commitment to balancing policy directives: math and science rigor and local flexibility.

On the other hand, SBE's designation of 17 credits as "required subject credits" is not supported by E2SSB 6552, nor by any other provisions of the statute or the Washington Administrative Code. The notion that the 17 credits are more important than the other seven credits first appeared in SBE's January 2014 Resolution.

We suggest that the SBE consider taking a balanced approach. First, the amendment proposed below would recognize that the waiver is available for all 24 credits. Second, the amendment would acknowledge that the Legislature has recently increased the science and math requirements for graduation. Therefore, even under "unusual circumstances," a student can only request a waiver for a maximum of one science credit and a waiver for a maximum of one math credit.

Accordingly, we suggest that the text of Proposed WAC 180-51-068(12), page 128, be amended as shown below:

> Students granted a waiver under this subsection must earn ~~the seventeen required subject credits in subsections (1) through (7)~~ at least two of the three mathematics credits in subsection (2), and at least two of the three science credits in subsection (3), including by satisfactory demonstration of competence under WAC 180-51-050.

This amendment ensures that even those students who can demonstrate that they face "unusual circumstances" and are eligible for a waiver under school board adopted policies must still earn two science credits and two math credits -- at a minimum -- in order to graduate. Such a revision preserves the flexibility legislators intended school boards to have with the two-credit waiver, without raising the potential that it could undercut the science and math requirements of the Career & College Ready diploma.

II. Additional Administrative Burden:

Second, the Proposed Rules impose additional administrative burdens on school districts. E2SSB 6552 requires approval under specific circumstances:

> The rules must also provide that the content of the third credit of mathematics and the content of the third credit of science may be chosen by the student based on

> the student's interests and high school and beyond plan with agreement of the student's parent or guardian or agreement of the school counselor or principal.

E2SSB 6552, Sec. 202(1)(d)(i) (emphasis added).

We share the perspective that the Legislature's placement of "parent or guardian" before "school counselor or principal" in E2SSB 6552 indicates that a student should first obtain the agreement of a parent or guardian. Currently, SBE's regulations allow a designee (such as a counselor or a principal) to step in and agree to a student's alternative third math choice "if a parent or guardian is unavailable." WAC 180-51-067(2)(b).

The Proposed Rule adds a new clause: "or, if the parent or guardian … does not respond to a request from the school for approval...." Proposed WAC 180-51-068(2)(a)(iii) and 180-51-068(3), pages 126 and 127. It is unclear what the new requirement is and whether it imposes a new unfunded mandate on school districts. We request that this clause be deleted as shown below:

> 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.266.061, with agreement of the student's parent or guardian, or if the parent or guardian is unavailable ~~or does not respond to a request from the school for approval of a specific course~~, agreement of the school counselor or principal;

Proposed WAC 180-51-068(2)(a)(iii), page 126. We also request that the State Board adopt the same amendment to the wording for the third science requirement in Proposed WAC 180-51-068(3), page 127.

III. Integration:

Third, the SBE should play a leadership role in integrating components of E2SSB 6552 with the existing educational framework.

Under existing law, school districts make decisions on the High School and Beyond Plan ("HSBP"). RCW 28A.230.090(1)(c) ("Any decision on whether a student has met the state board's high school graduation requirements for a high school and beyond plan shall remain at the local level."). It is also clear that the Legislature intended the student to choose the third science and the third science course. E2SSB 6552 Sec. 202(1)(d)(i) ("The rules must also provide that the content of the third credit of mathematics and the content of the third credit of science may be chosen by the student based on the student's interests and high school and

beyond plan with agreement of the student's parent or guardian or agreement of the school counselor or principal.").

There are some students who will make more general statements in their HSBP. There are others who will designate the content of the third science and third math courses as a part of their HSBP. To the extent that a student has already identified the third science and/or the third math in his or her HSBP, a duplicative approval process for those same third science and/or same third math class should not be required. For this reason, we request the following change in the Proposed Rules as shown:

> 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.266.061, with agreement of the student's parent or guardian, or if the parent or guardian is unavailable or does not respond to a request from the school for approval of a specific course, agreement of the school counselor or principal; provided that, such agreement is not needed if the third credit of mathematics is designated in the student's high school and beyond plan;

Proposed WAC 180-51-068(2)(a)(iii), page 126. We request a similar change for the third science requirement in Proposed WAC 180-51-068(3), page 127.

Taken together with the suggested amendment in Section II of this letter, without the strikethroughs and additions, the amended Proposed WAC would read:

> 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.266.061, with agreement of the student's parent or guardian, or if the parent or guardian is unavailable, agreement of the school counselor or principal; provided that, such agreement is not needed if the third credit of mathematics is designated in the student's high school and beyond plan;

Proposed WAC 180-51-068(2)(a)(iii), page 126, with a similar change to the language for the third science requirement in Proposed WAC 180-51-068(3), page 127.

IV. Middle School Students:

Fourth, elements of the Proposed Rules are beyond the scope of E2SSB 6552 and could undermine local authority by adding more to the HSBP. The Proposed Rule includes HSBP guidance that will expand upon the minimal direction in the current regulation. Proposed

WAC 180-51-068(10), page 127. *See also* WAC 180-51-067(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."). However, we believe that the new Rules go too far in the other direction, as they would make four new HSBP elements mandatory for students entering high school beginning in fall 2015. Currently, these students are rising-eighth graders.

The new HSBP regulations involves the same rising-eighth graders. The Rules as proposed would mandate that while still in middle school, these students create a HSBP with a "four-year plan for course-taking… that will ensure fulfillment of graduation requirements." They must also identify their "educational and career goals, including identification of a personalized pathway and personalized pathway requirements." Proposed WAC 180-51-068(10), page 127.

This part of the Proposed Rules goes beyond the scope of E2SSB 6552, which implements the 24-credit requirements for high school students, and does not impose requirements for middle school students.

As noted above, districts already have their own, locally created processes for the HSBP. Aside from the State mandate that students must have a HSBP, all procedures associated the HSBP are under local control. The Legislature has reconfirmed this decision by not amending the provisions governing the HSBP in state law. *See* E2SSB 6552 Sec. 202(1)(c) (making no change to RCW 28A.230.090(1)(c): "Any decision on whether a student has met the state board's high school graduation requirements for a high school and beyond plan shall remain at the local level."). Therefore, we would request that the reference to middle school students be deleted from the Proposed Rules, as shown in the amendment below:

> A four-year plan for course-taking~~, created in middle school grades,~~ that will ensure fulfillment of graduation requirements and align with the student's interests and educational and career goals, including identification of a personalized pathway and personalized pathway requirements, as provided in subsection (14) of this section, and consideration of dual credit opportunities;

Proposed WAC 180-51-068(10)(c), page 127.

Again, thank you for the opportunity to comment. If you have any questions, please call me at (206) 370-7814.

Sincerely,

Grace T. Yuan

Grace T. Yuan
Legal Counsel

(((~~h~~))) (g) Dash Point Dock, Les Davis Pier, Des Moines Pier, Redondo Pier, and Point Defiance Boathouse Dock are open year-round:

(i) Daily limit of 2 salmon, not more than one of which may be a Chinook salmon.

(ii) In years ending in odd numbers, 2 additional pink salmon may be retained as part of the daily limit from July 1 through September 30.

(10) **Catch Record Card Area 12:**

(a) May 1 through June 30: Closed.

(b) July 1 through October 15, in waters south of Ayock Point:

(i) Daily limit of 4 salmon; no more than 2 may be Chinook salmon.

(ii) Release chum and wild Chinook.

(c) July 1 through August 15, in waters north of Ayock Point: Closed.

(d) August 16 through October 15:

(i) Waters of Quilcene Bay north of a true east line from Whitney Point to the Toandos Peninsula, and south of a line true east from Broad Spit: Daily limit 4 coho salmon. Release all salmon except coho.

(ii) Waters north of a line true east from Broad Spit: Closed September 16 through October 15.

(iii) All other waters north of Ayock Point:

(A) August 16 through August 31: Closed.

(B) September 1 through October 15: Daily limit of 4 coho salmon. Release all salmon except coho.

(e) October 16 through December 31:

(i) Waters north of a line true east from Broad Spit - Closed.

(ii) All other waters except Hoodsport Hatchery Zone:

(A) Daily limit of 4 salmon; no more than 2 may be Chinook salmon.

(B) Release wild Chinook.

(f) January 1 through January 31: Closed.

(g) February 1 through April 30:

(i) Daily limit of 2 salmon.

(ii) Release wild Chinook.

(h) July 1 through December 31, the Hoodsport Hatchery Zone is managed separately from the remainder of Area 12. See WAC 220-56-124.

(11) **Catch Record Card Area 13:**

(a) May 1 through June 30:

(i) Daily limit of 2 salmon.

(ii) Release wild Chinook.

(iii) Anglers in possession of a valid two-pole endorsement may use up to two lines while fishing.

(b) July 1 through September 30:

(i) Daily limit of 2 salmon.

(ii) Release wild coho and wild Chinook.

(iii) Anglers in possession of a valid two-pole endorsement may use up to two lines while fishing.

(iv) In years ending in odd numbers, 2 additional pink salmon may be retained as part of the daily limit.

(c) October 1 through October 31:

(i) Daily limit of 2 salmon.

(ii) Release wild Chinook and wild coho.

(iii) Anglers in possession of a valid two-pole endorsement may use up to two lines while fishing.

(d) Waters at the mouth of Minter Creek within 1,000 feet of the outer oyster stakes are closed April 16 through September 30.

(e) Waters of Budd Inlet south of the Fourth Avenue Bridge are closed.

(i) Contiguous waters north of the Fourth Avenue Bridge and south of a line from the northwest corner of the Thriftway Market building and a point 100 yards north of the railroad bridge on the western shore are closed July 16 through October 31.

(ii) Waters north of the Thriftway Market-railroad bridge line and south of a line projected due west from the KGY radio tower: Night closure and anti-snagging rule from July 16 through October 31.

(f) November 1 through ((~~December 31~~)) April 30:

(i) Daily limit of 2 salmon((~~; no more than one may be a Chinook salmon.~~

~~(g) January 1 through April 30: Daily limit of one salmon~~)) (ii) Release wild Chinook.

(iii) Anglers in possession of a valid two-pole endorsement may use up to two lines while fishing.

(((~~h~~))) (g) Fox Island Public Fishing Pier, open year-round:

(i) Daily limit 2 salmon; no more than one may be a Chinook salmon.

(ii) ((~~Release wild coho from July 1 through October 31.~~

~~(iii)~~))) In years ending in odd numbers, 2 additional pink salmon may be retained as part of the daily limit July 1 through September 30.

(12) Violation of this section is an infraction, punishable under RCW 77.15.160, unless the person has harvested salmon. If the person has harvested salmon, the violation is punishable under RCW 77.15.380, Unlawful recreational fishing in the second degree—Penalty, unless the salmon are taken in the amounts or manner to constitute a violation of RCW 77.15.370, Unlawful recreational fishing in the first degree—Penalty.

WSR 14-12-098
PROPOSED RULES
STATE BOARD OF EDUCATION

[Filed June 4, 2014, 11:20 a.m.]

Original Notice.

Preproposal statement of inquiry was filed as WSR 14-07-109.

Title of Rule and Other Identifying Information: Amending WAC 180-16-200 Total instructional hour requirement, 180-51-066 Minimum requirements for high school graduation—Students entering ninth grade on or after July 1, 2009, through June 30, 2012, 180-51-067 Minimum requirements for high school graduation—Students entering ninth grade on or after July 1, 2012, and 180-90-160 (Private schools) Minimum standards and certificate form; and new sections WAC 180-51-068 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015, and 180-18-100 District waiver from requirement on access to CTE course equivalencies.

Hearing Location(s): Educational Service District 101, 4202 South Regal, Spokane, WA, on July 9, 2014, at 1:00 p.m.

Date of Intended Adoption: July 10, 2014.

Submit Written Comments to: Jack Archer, Old Capitol Building, Room 253, 600 Washington Street S.E., P.O. Box 47206, Olympia, WA 98504, e-mail sbe@sbe.wa.gov, fax (360) 586-2357, by July 3, 2014.

Assistance for Persons with Disabilities: Contact Tami Jensen by July 3, 2014, TTY (360) 664-3631 or (360) 725-6025.

Purpose of the Proposal and Its Anticipated Effects, Including Any Changes in Existing Rules: The purpose of the proposed rules is to implement chapter 217, Laws of 2014 (E2SSB 6552). This legislation requires the state board of education (SBE) to adopt rules to implement the high school graduation requirements adopted under board resolution in November 2010 and January 2014, to take effect, with certain specified modifications, with the graduating class of 2019. The SBE must also amend a current rule to implement provisions of chapter 217, Laws of 2014, concerning instructional hour offerings for the minimum program of basic education, and a new rule to implement provisions of the act concerning career and technical education (CTE) course equivalencies.

Reasons Supporting Proposal: The proposal is necessary to implement 2104 [2014] legislation. The SBE is directed by section 202 (1)(d)(i) of E2SSB 6552, 2014 session, to adopt rules to implement the high school graduation requirements adopted by resolution of the board in November 2010 and January 2014, with certain modifications. Section 202 (1)(c) prohibits the SBE from requiring students to complete a culminating project for high school graduation, effective with the graduating class of 2015. To meet these requirements the SBE must both amend prior and existing WACs on high school graduation requirements and adopt a new WAC to implement the new graduation requirements. The SBE has also identified the need for rule making on the provisions of section 202 for district waivers from the new graduation requirements for up to two years, on waivers by districts of up to two credits for individual students on grounds of individual circumstances, on the provision of section 201 changing the instructional hour requirements for basic education in RCW 28A.150.220, and on the provision of sections 103(3) and 104 authorizing certain districts to apply for a waiver from the SBE of the provision of section 103 requiring districts to offer at least one CTE course that is considered equivalent to a mathematics or science course by the office of superintendent of public instruction.

Statutory Authority for Adoption: RCW 28A.305.130, 28A.230.090.

Statute Being Implemented: RCW 28A.230.090 and section 2, chapter 203, Laws of 2011, as amended by chapter 217, Laws of 2014.

Rule is not necessitated by federal law, federal or state court decision.

Name of Proponent: SBE, governmental.

Name of Agency Personnel Responsible for Drafting: Jack Archer, Old Capitol Building, 600 Washington Street S.E., Olympia, WA; and Implementation and Enforcement: Ben Rarick, Old Capitol Building, 600 Washington Street S.E., Olympia, WA.

A school district fiscal impact statement has been prepared under section 1, chapter 210, Laws of 2012.

SCHOOL DISTRICT FISCAL IMPACT STATEMENT

WSR:	Title of Rule: SB 6552-Improving student success by increasing instructional hour and graduation requirements.	Agency: SDF - School District Fiscal Impact - SPI.

Part I: Estimates: To satisfy the intent of additional analysis will be needed of the impacts of the HSBP section (Sec. 10) of proposed WAC 180-51-068. We need to survey a larger sample of districts in order to satisfy requirements of RCW 28A.305.135.

Estimated Cash Receipts to: No estimated cash receipts.

Estimated Capital Impact: No estimated capital impact.

Part II: Narrative Explanation:

II. A – Brief Description Of What the Measure Does That Has Fiscal Impact: *Briefly describe by section, the significant provisions of the rule, and any related workload or policy assumptions, that have revenue or expenditure impact on the responding agency.*

Additional analysis will be needed of the impacts of the HSBP section (Sec. 10) of proposed WAC 180-51-068.

Part III: Expenditure Detail:

III. A – Expenditures by Object or Purpose: None.

Part IV: Capital Budget Impact: None.

A copy of the statement may be obtained by contacting Thomas J. Kelly, Old Capitol Building, 600 Washington Street S.E., Olympia, WA 98504, phone (360) 725-6031, e-mail thomas.kelly@k12.wa.us.

A cost-benefit analysis is not required under RCW 34.05.328.

June 4, 2014
Ben Rarick
Executive Director

AMENDATORY SECTION (Amending WSR 01-24-092, filed 12/4/01, effective 1/4/02)

WAC 180-16-200 Total instructional hour requirement. (1)(((~~(a)~~))) Kindergarten total instructional hour requirement - Four hundred fifty hours annual minimum, increased to an annual minimum one thousand instructional hours according to an implementation schedule under RCW 28A.150.315. (((~~See RCW 28A.150.220 (1)(a).) (b)~~)))

(2) Grades 1-12 total instructional hour requirement - District-wide annual average of one thousand hours. (((~~See RCW 28A.150.220 (1)(b).) In grades one through twelve school districts may arrange their calendars in any way they determine as long as the district-wide annual average instructional hour requirement is at least one thousand hours.~~

~~(2) The basic education program requirements shall be as described under RCW 28A.150.220(1)))~~, increased beginning in the 2015-16 school year to:

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

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

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

NEW SECTION

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 state board of education 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 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 and the state board of education under RCW 28A.700.070.

(3) On a determination, in consultation with the office of the superintendent of public instruction, that the students enrolled in the district do not and cannot be provided reasonable access to 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 under subsection (2) of this section, the state board of education shall grant the waiver for the term of years requested.

(4) The state board of education 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 state board of education in electronic form no later than January 15th of the school year prior to the school year for which the waiver is requested, and no later than thirty days before the board meeting at which the application will be considered. The board shall post all applications received on its public web site.

AMENDATORY SECTION (Amending WSR 12-03-073, filed 1/13/12, effective 2/13/12)

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. (1) The statewide minimum 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 as of July 1, 2009, through June 30, 2012, shall total twenty as listed below.

(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. Assessment shall include the tenth grade Washington assessment of student learning beginning 2008.

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

(i) Unless otherwise provided for in (b)(iv) through (vii) 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 if all of the following requirements are met:

(A) 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;

(B) 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;

(C) 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

(D) 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.

(iii) Courses in (b)(i) and (ii) of this subsection may be taken currently in the following combinations:

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

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.

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

(4) Three **social studies** credits (2.5 credits prescribed courses, plus a .5 credit social studies elective) and a non-credit 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 information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. Successful completion 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 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). Students may be excused from the fitness requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement, in accordance with written district policy.

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

(7) One credit in **occupational education**. "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) Students who earn a graduation requirement credit through a CTE course locally 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 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) Four credits of electives.

(9) ((~~Each student shall complete a culminating project for graduation. The project shall consist of the student demonstrating both their learning competencies and preparations related to learning goals three and four. Each district shall define the process to implement this graduation requirement, including assessment criteria, in written district policy.~~

~~(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.

(((~~(11)~~))) (10) Students who complete and pass all required International Baccalaureate Diploma Programme courses are considered to have satisfied state subject and credit requirements for graduation from a public high school, subject to the provisions of RCW 28A.230.090, 28A.230.170, and chapter 28A.230 RCW.

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

NEW SECTION

WAC 180-51-068 State subject and credit requirements for high school graduation—Students entering the ninth grade on or after July 1, 2015. 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, shall total twenty-four as provided 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 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 respond to a request from the school for approval of a specific course, agreement of the school counselor or principal;

(b) 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.

(c) 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.

(d) 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.

(e) 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 prepar-

ing the student to meet state standards for graduation under the assessment system in RCW 28A.655.061.

(3) Three **science** credits, at least two of which must be in laboratory science as provided in subsection (14)(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, if the parent or guardian is unavailable or does not respond to a request from the school for approval of a specific course, agreement of the school counselor or principal.

(4) Three **social studies** credits (2.5 credits prescribed courses, plus a .5 credit social studies elective) and a non-credit 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 information on the culture, history, and government of the American Indian peoples who were the first inhabitants of the state. Successful completion 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 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). Students may be excused from the fitness requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement, in accordance with written district policy.

(6) 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 pathways requirement as provided in subsection (14)(c) of this section.

(7) One credit in **career and technical education**. A career and technical education (CTE) credit means a credit resulting from a course in a CTE program or occupational education credit as contained in the CTE 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 program standards of the office of the superintendent of public instruction. 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 locally 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 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) Two credits in **world languages or personalized pathway requirements**. If the student has chosen a four-year degree pathway under subsection (10) of this section, the student shall be advised to earn two credits in world languages.

(9) Four credits of electives.

(10) 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. High school and beyond plans must include, but are not limited to:

(a) Identification of career goals, including personal interests and abilities in relation to career goals;

(b) Identification of educational goals through research on post-secondary training and education related to the student's career goals, including information on benefits and costs;

(c) A four-year plan for course-taking, created in middle school grades, that will ensure fulfillment of graduation requirements and align with the student's interests and educational and career goals, including identification of a personalized pathway and personalized pathway requirements, as provided in subsection (14) of this section, and consideration of dual credit opportunities;

(d) Identification of assessments required to graduate from high school, pursue post-secondary opportunities, and achieve the career or educational goals chosen in the student's high school and beyond plan.

(11) A school district wishing to implement the requirements for high school graduation specified in this section 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 under this subsection 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) 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 under this section. 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 under this subsection 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 in this section shall prevent a district granted a waiver under this subsection from electing to implement WAC 180-51-068 during the term for which the waiver is granted. A district granted a waiver that elects to implement WAC 180-51-068 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 granted on its public web site.

(12) 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 circumstances, as defined by the district. Students granted a waiver under this subsection must earn the seventeen required subject credits in subsections (1) through (7) of this section, including by satisfactory demonstration of competence under WAC 180-51-050. The waiving of credits for individual students for reason of unusual circumstances must be in accordance with written policies adopted by resolution of each board of directors of a district that grants diplomas.

(13) 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.

(14) 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 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.

AMENDATORY SECTION (Amending WSR 03-04-053, filed 1/29/03, effective 3/1/03)

WAC 180-90-160 Minimum standards and certificate form. The annual certificate required by WAC 180-90-130 shall be in substantial compliance with the form and substance of the following:

CERTIFICATE OF COMPLIANCE
WITH STATE STANDARDS

ESD/County/Public
School District
Private School/
District Address

I, ... , do hereby certify that I am the principal or chief administrator of the above named school; that said school is located at the address listed above, and conducts grades . . . . . through . . . . . with a projected enrollment of . . . . . ; and that said school is scheduled to meet throughout the . . . . . school year, the following standards with the exception only of such deviations, if any, as are set forth in an attachment to this certificate of compliance

or

I, ... , do hereby certify that I am the superintendent of the above named private school district; and that the private schools under my jurisdiction are scheduled to meet throughout the school year, the following standards with the exception only of such deviations as are set forth in an attachment to this certificate of compliance; and that a list of such schools, including the grades conducted and the projected enrollment for each school, accompanies this certificate:

Following initial approval as a private school by the state board of education, evidence of current accreditation by a state board of education approved accrediting body may be submitted annually in lieu of approval documents described in 1-12.

(1) The minimum school year for instructional purposes consists of no less than 180 school days or the equivalent in annual minimum instructional hour offerings as prescribed in RCW 28A.150.220.

(2) On each school day, pupils enrolled in the school are provided the opportunity to be engaged in educational activity planned by and under the direction of the staff, as directed by the administration and/or governing board; and that pupils are provided a total instructional hour offering as prescribed in RCW 28A.150.220 except that the percentages for basic skills, work skills, and optional subjects and activities prescribed in RCW 28A.150.220 do not apply to private schools and that the total instructional hour offering, except as otherwise specifically provided in RCW 28A.150.220, made available is at least:

(a) 450 hours for students in kindergarten.

(b) 1000 hours for students in grades one through twelve.

(3) All classroom teachers hold appropriate Washington State certification except for:

(a) Teachers for religious courses or courses for which no counterpart exists in the public schools: Provided, That a religious course is a course of study separate from the courses of study defined in RCW 28A.195.010 including occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of the appreciation of art and music all in sufficient units for meeting state board of education graduation requirements; and/or

(b) A person of unusual competence who is not certified but who will teach students in an exceptional case under the general supervision of a Washington state certificated teacher or administrator pursuant to WAC 180-90-112. The non-Washington state certificated teacher, the Washington state certificated person who will supervise, and the exceptional circumstances are listed on the addendum to this certificate: Provided, That if a non-Washington state certificated teacher is employed subsequent to the filing of this certificate, this same information shall be forwarded to the superintendent of public instruction within thirty days from the date of employment.

(4) If the school operates an extension program for parents, guardians, or persons having legal custody of a child to teach children in their custody, the extension program meets the following requirements:

(a) The parent, guardian, or custodian is supervised by a person certified under chapter 28A.410 RCW and who is employed by the school;

(b) The planning by the certified person and the parent, guardian, or person having legal custody includes objectives consistent with this subsection and subsections (1), (2), (5), (6), and (7) of this section;

(c) The certified person spends a minimum average each month of one contact hour per week with each student under his or her supervision who is enrolled in the extension program;

(d) Each student's progress is evaluated by the certified person; and

(e) The certified person does not supervise more than thirty students enrolled in the approved private school's extension program.

(5) Measures have been taken to safeguard all permanent records against loss or damage through either the storage of such records in fire-resistant containers or facilities, or the retention of duplicates in a separate and distinct area;

(6) The physical facilities of the school are adequate to meet the program offered, and all school facilities and practices are in substantial compliance with reasonable health and fire safety standards, as substantiated by current inspection reports of appropriate health and fire safety officials which are on file in the chief administrator's office;

(7) The school's curriculum includes instruction in the basic skills of occupational education, science, mathematics, language, social studies, history, health, reading, writing, spelling, and the development of appreciation of art and music in sufficient units for meeting state board of education graduation requirements, as set forth in chapter 180-51 WAC. A school may substitute courses specific to the mission or focus of the school to satisfy the requirement of WAC 180-51-068(7);

(8) The school or its organized district maintains up-to-date policy statements related to the administration and operation of the school or district;

(9) The school does not engage in a policy of racial segregation or discrimination;

(10) The governing authority of this private school or private school district has been apprised of the requirements of chapter 180-90 WAC relating to the minimum requirements for approval of private schools and such governing authority has further been apprised of all deviations from the rules and regulations of the state board of education and the standards contained in chapter 180-90 WAC. I have reported all such deviations herewith.

(11) Approval by the state board of education is contingent upon on-going compliance with the standards certified herein. The superintendent of public instruction shall be notified of any deviation from these standards which occurs after the action taken by the state board of education. Such notification shall be filed within thirty days of occurrence of the deviation.

(12) Failure to comply with the requirements of this chapter may result in the revocation of the approval of the private school and shall be considered in subsequent application for approval as a private school.

Dated this .... day of ....., ((~~19~~)) 20 ...

.....

(signed)

.....

(title)

.....

(phone number)

WSR 14-12-099
PROPOSED RULES
LIQUOR CONTROL BOARD
[Filed June 4, 2014, 11:25 a.m.]

Supplemental Notice to WSR 13-22-095.

Preproposal statement of inquiry was filed as WSR 13-07-026.

Title of Rule and Other Identifying Information: Six new sections are being created in chapter 314-23 WAC: WAC 314-23-060 What are "volume discounts"?, 314-23-065 What are "unfair trade practices"?, 314-23-070 What is "local market"?, 314-23-075 What are "family plans" and are they allowed?, 314-23-080 Are licensed distributors or other licensed suppliers of spirits and wine allowed to provide volume discounts to on-premises or off-premises retail licensees?, and 314-23-085 What type of discounts are not allowed?

Hearing Location(s): Washington State Liquor Control Board, Board Room, 3000 Pacific Avenue S.E., Olympia, WA 98504, on July 9, 2014, at 10:00 a.m.

Date of Intended Adoption: July 16, 2014.

Lawrence Jones

1) THANK You for Supporting the College Ready Diploma (E2SSB6552), which will prepare All Students for further education and or Washington's job market.

A) A parents role is an important job in a life of our children especially in the area of education.

- My role has been as a parent of 1 - 20ys. old.
- Step parent of 3 boys - who now have 4 children.
- Step parent of Chinese daughter.
- Foster parent of a Af./American Girl - who was considered slow but now with home of awesome parents actively engaged IN her life She is succeeding.
- 2- more children Raising w my own.

= Olivia starts with Me Now. Her Goals Talent/Artist graphics

Her story.
transfer
challenge
Continues - 3
Principle.
feeling of NO involvement
- Grades for her 1 - Remedial - At last 3 weeks.
- options Repeat or just pass w/no real solution throughout the year.
- Prior to this She was a 4.00 Student IN the

Asking YOU as a concerned parent,
Step parent
Foster parent
To set a standard to protect our youth,
give them a voice through the parents
protect Their futures and Dreams

Set The strongest rules possible IN
- academic rigor
parent engagement ↗ to be discarded
- Don't allow The tools needed to Go to The next Level
If Not We will risk leaving behind groups
of Students of:

Low Income
of Color
special EDucation
and ELL Students.

I will continue to be a stand for my children,
their Children, and Foster children

Together

Good afternoon
My name is Deidre Dellinger.
I am speaking on behalf of grandparents raising grandchildren. Many are lower income and special needs. And dismissed by school staff.
Thank you for your work on the College and Career Ready Diploma. (SB 6552) which will prepare students like my grandsons for further education and Washington's job market.
Parent engagement and academic rigor are the strongest rules to pass please.
My grandsons I am raising are in the low income and special education group of students.
My personal story is about my 16 year old grandson. He was mainstreamed in 8th grade. In elementary and middle school he was in special education. He wasn't given the education that matched his grade. As a high

school student he is barely passing. He should be given the math and science required to graduate from high school. I believe he is just passing to the next grade without receiving the knowledge he needs to succeed in college and the job market. When he goes to college we will pay for the basics in math and science he didn't receive in elementary, middle and high school.

I want to thank you by passing the College and Career Ready Diploma (SB 6552). which will prepare students like my grandsons for further education and Washington's job market. By making them the strongest rules possible this will give other students like my grandson the opportunity to fight for rigor classes needed

to graduate and have a successful diploma.
If my grandson doesn't get this please make it possible for other grand children.

riovida
the original transfer factor drink

Good Mornings, I want to thank you for supporting the College & Career Ready Diploma, (ESSB 6552) which will prepare all students for further education. My name is Jennifer Baldera. I am a daughter of a mexican immigrant. My husband is mexican and my children are Mexican-american. In our house we hold an honor of whose name we carry and with that name there comes a standard. That standard is in jeopardy of becoming extinct, if we allow it. My kids are to do their best and to work for what they want. It has been built in them from the long line of our heritage. ~~the~~ My husband and I have also taught them to not be afraid of their identity. Both Damian & Shayla are actively

4Life.

riovida
the original transfer factor drink

involved with the Tri-Cities Young Marines. Tri-City Young Marines is an organization that holds a high standard of excellency, ~~life~~ building obedience disciplin, leadership, respect, and honor. On the other hand, Shayla is also involved in Girl Scouts. She is a level cadette and is starting on her 5th year in Scouting. This program builds confidence and self-confidence. It also builds + teaches leadership + life skills of every aspect, all while being ~~who~~ who they are. PFC (Private First Class) Sanchez is gonna share the young marine obligation. Shayla will now ~~go~~ say the GS promise + Law. While actively involved in these 2 Programs, they are responsible & accountable to hold those standards.

4Life



As parents we have been given stewardship and an obligation to do everything possible to equip them for the rest of their lives. If there is such a high standard in our home, young marines, and girl scouts, why should education be disgraced to such a level, as not to fight for their future? I do not want education to hand them a short cut that in the long run will just shorten their life span with regrets and frustrations. They are our future. ~~and it is up to us to unite, strengthen the back bone, and raise our voices loud.~~

I'm ~~not an~~ passionate about the lives & future that this generation will rise as leaders that will change the direction of the common flow.

Please pass the strongest rules possible in 2 areas: Academic rigor & parent engagement.

otherwise we risk leaving behind groups of students.

State Board of Education
PO Box 47206
Olympia, WA 98504

Dear Mr. Archer:

Thank you for your work on the proposed rules for the implementation of the College and Career Ready Diploma (SB 6552).

There are two areas of work where the College and Career Ready Diploma could be strengthened: parent engagement and the academic rigor of the diploma.

Parent Engagement

I believe parents should be involved in their child's middle and high school education every step of the way. Parental involvement is important to student success, and it should be encouraged.

There are four areas where I think the role of parents in the education of their children should be clarified or strengthened:

1. **Require parent sign-off on the High School and Beyond Plan**. The language of the proposed rules encourages cooperation between parents/guardians and school staff. While meaningful accommodations should be made for kids in less-than-ideal circumstances (for example, students in foster care), the default should be that parent sign-off is required for a student's High School and Beyond Plan.
2. **Require parent sign-off for the 3rd year of math and science**. The proposed rules allow students to choose the third year of math and science without parent sign-off "if the parent or guardian is unavailable or does not respond to a request from the school for approval of a specific course." Without clarification on what "unavailable" or "not responsive" means, each school district can interpret those terms differently.
3. **Ensure that parents with limited English proficiency can access the information**. The rules should specify that parents be able to access information in their native language, in both written and verbal form. Efforts should also be made to make sure all parents understand the implications of the High School and Beyond Plan for their children.
4. **Specify an appeals process that empowers students to take the most rigorous courses**. Some courses, including advanced courses like AP and IB, have a cap on how many students may enroll. Schools should have a clear and transparent process for parents who want to appeal a decision to not allow their student to take a particular course.

A meaningful high school diploma

There are three areas where I think the academic rigor of the College and Career Ready Diploma could be strengthened.

1. **Restrict credits that may be waived to electives**. The College and Career Ready Diploma allows students in "unusual circumstances" to waive up to two credits from the total number of 24. However, students will not be prepared for college or career if they are allowed to waive core credits. The waiver allowance should be restricted to elective credits only.
2. **Define "unusual circumstances."** The College and Career Ready Diploma allows school districts to "waive up to two of the credits required... for individual students for reason of unusual circumstances, as defined by the district." Without clarification and more guidance from the State Board of Education, we run the risk of 295 different definitions of "unusual circumstances."
3. **Require transparency from school districts**. School districts should report the number of students for whom credits are waived, the number of credits, the credits that were waived, and the demographic information for these students (free and reduced lunch-eligible, special education status, English Language Learner status, and race as a minimum).

Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Name N Baslee

Additional comments

Email blessed4sure@charter.net

Zip Code 99336 Date 2/2/14

LEAGUE OF EDUCATION VOTERS™

State Board of Education
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Olympia, WA 98504

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Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Name Lynne McKee

Email lynnm47@yahoo.com

Zip Code 98301 Date 7-2-2014

Additional comments

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

Dear Mr. Archer:

Thank you for your work on the proposed rules for the implementation of the College and Career Ready Diploma (SB 6552).

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Name Linda Kelley

Email ilv68@yahoo

Zip Code 98353 Date 9/2/2014

Additional comments

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Olympia, WA 98504

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Name _____

Additional comments

Email _____

Zip Code 99337 Date 7-2-2014

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Olympia, WA 98504

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Name Ruby Ryan Eadie

Email RubricK1950@yahoo.com

Zip Code 99337 Date 7/3/14

Additional comments

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Olympia, WA 98504

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Name Dulce Casas

Email dulcic@hotmail.com

Zip Code 98334 Date 7-6-14

Additional comments

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Olympia, WA 98504

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Name Trina Dian

Additional comments

Email Sugarplum.fd@gmail.com

Zip Code 98301 Date 7/4/14

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Name J Davis

Email _____

Zip Code 99338 Date 7-3-14

Additional comments

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Name Joey Zamora

Email

Zip Code 99301 Date 7/2/14

Additional comments

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Name JAMES B. FISHER

Email jimfisher@hotmail.com

Zip Code 99301 Date 7/2/14

Additional comments

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Name Malinda Fister

Email rmalinda@hotmail.com

Zip Code 99301 Date 7/2/2014

Additional comments

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Name Doug Thiel

Email drkiefel@gmail.com

Zip Code 99301 Date 7-22-14

Additional comments

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Name Julie Hallen

Email aliahsgrandma@juno.com

Zip Code 99352 Date 7/2/14

Additional comments

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

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Name Brenda Loff

Email baloff@excite.com

Zip Code 99301 Date 7.2.14

Additional comments

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Name Colleen M. Grall

Email cbgrall@charter.net

Zip Code 98391 Date 7-2-14

Additional comments

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Name Juanita R. Lloyd

Email

Zip Code 99337 Date 7/2/14

Additional comments

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Name VELDA LOFF Velda Loff **Additional comments**

Email _____

Zip Code 99336 Date 7-2-14

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Name [signature]

Email [illegible]@HOTMAIL.COM

Zip Code 99301 Date 7/2/14

Additional comments

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Name Deborah Duran

Email deborahduran531@gmail

Zip Code 99353 Date 7/2/14

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Name Jennifer Balderas

Email j-balderas@aol.com

Zip Code 99336 Date 7/2/14

Additional comments

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Name Ursula Honigman

Email Ursula.honigman@gmail

Zip Code 99301 Date 7/2/14

Additional comments

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Name Pamela Kinsey

Email Songofdeliverance@gmail.com

Zip Code 99352 Date 7-2-2014

Additional comments

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Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Name Elizabeth Castro

Email Eac27-mc@yahoo.com

Zip Code 99301 Date 07/02/14

Additional comments

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

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Name Ruby Klein

Email Ladywithdestiny@gmail.com

Zip Code 99337 Date 7-2-14

Additional comments

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Olympia, WA 98504

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Name FRAZER WAMBEKE

Email fwambeke@gmail.com

Zip Code 99354 Date 7/2/14

Additional comments

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Olympia, WA 98504

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Name Michael Wilson

Email MichaelFLWilson@yahoo.com

Zip Code 99337 Date _____

Additional comments

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Olympia, WA 98504

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Name ALAN WILKINS

Additional comments

Email THECHILECHOMPER@FRONTIER.COM

Zip Code 99338 Date 7/2/14

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

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Name Fernando Rosales

Email nando706@aol.com

Zip Code 94301 Date 7/3/14

Additional comments

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Name Monica Moore

Email Moore5500@live.com

Zip Code 99353 Date 7-7-14

Additional comments

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Name Opal L. Andrews

Email _____

Zip Code 99301 Date 7-7-14

Additional comments

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Name Debra Grace

Email

Zip Code 99301 Date 7-7-14

Additional comments

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Name Wanda Gilmore **Additional comments**

Email LuckyTg2001@yahoo.com

Zip Code 99301 Date 7/6/14

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Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Name Patricia Gilmore

Email goodgirl46a@yahoo.com

Zip Code 99301 Date 09.06.14

Additional comments

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

Dear Mr. Archer:

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Name Kara Parks

Email _____

Zip Code 94536 Date 10-6-14

Additional comments

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Name Kandwani Anderson **Additional comments**
Email Kandwani.Anderson@gmail.com
Zip Code 99336 Date 07/06/14

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Name SHARON STRAUS

Email Sharon.Straus@gmail.com

Zip Code 99301 Date 7/6/14

Additional comments

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Name [redacted]

Email [redacted]

Zip Code 99301 Date 7/5/14

Additional comments

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Name NaDianna Muse

Email nadianna@gmail.com

Zip Code 99336 Date 7/6/14

Additional comments

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Name Laurie Straws

Email LJAVS1970@hotmail.com

Zip Code 99336 Date 7.16.14

Additional comments

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Name Charles Montgomery

Email Charles.Montgomery@URS.com

Zip Code 99301 Date 7/7/14

Additional comments

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Name Andrea Montgomery

Email montgomeryfam1@yahoo.com

Zip Code 99301 Date 01-07-14

Additional comments

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Name Delia J Garza

Email deliagarza@hotmail.com

Zip Code 99352 Date 7/2/14

Additional comments

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Name Karen V. Laing

Email KLW5parks@aol.com

Zip Code 99301 Date ~~7/27~~ 7/2/14

Additional comments

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Olympia, WA 98504

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Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Name Paul OPET

Email OPETMAHAD@MSN.COM

Zip Code 99338 Date 7/6/14

Additional comments

LEAGUE OF EDUCATION VOTERS™

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PO Box 47206
Olympia, WA 98504

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Name Sharon Sparks

Email Sfdavis1@charter.net

Zip Code 99301 Date 9/2/14

Additional comments

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Name Cary Lynn Vold

Email carylynn.vold.cle@gmail

Zip Code 98352 Date 7-2-2014

Additional comments

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Name Mary Lee Folger

Email maryleefolger2.msn.com

Zip Code 98301 Date 7/2/14

Additional comments

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Name Armando Marcano

Email _____

Zip Code 99337 Date 7-2-19

Additional comments

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Name Tammi Mascorro

Email tammimascorro@yahoo.com

Zip Code 99337 Date 7-2-2014

Additional comments

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Name Kim Fichtner

Additional comments

Email Fichtner509@gmail.com

Zip Code 30813 Date 7/2/2014

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Name Rachel Crumb

Email Rachel.DeeAnn.Crumb@hotmail.com

Zip Code 99337 Date 7/2/14

Additional comments

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Name Rhena J. C.

Email —

Zip Code 99337 Date 7-2-2014.

Additional comments

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Name Steven Ouelette

Email _____

Zip Code 98301 Date 7-6-14

Additional comments

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Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Name Veronica Sachacki

Email _____

Zip Code 99301 Date 7/26/14

Additional comments

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

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Name Jabari Heavens

Email Mcheavens.jth@Gmail.com

Zip Code 99336 Date 7/6/14

Additional comments

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Name Leeia Henderson

Email leeiahenderson@ymail.com

Zip Code 99336 Date 7/6/14

Additional comments

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Name Ajanae Kinsey

Email ajanaenae@gmail.com

Zip Code 99352 Date 10/16/14

Additional comments

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Olympia, WA 98504

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Name Natajiauna Sparks **Additional comments**

Email NatajiaunaSparks@gmail.com

Zip Code 99301 Date July 6 2014

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PO Box 47206
Olympia, WA 98504

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Name Neil R. Crumb

Email ncrumb@gmail.com

Zip Code 99337 Date 7-6-14

Additional comments

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Name Aaron Gonzalez

Email Gonzarizo@Hotmail.com

Zip Code 98336 Date 7-6-16

Additional comments

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Name Cady Z Cook

Email Cady@worldlifecc.org

Zip Code 75337 Date July 6-14

Additional comments

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Name [redacted]

Email [redacted]

Zip Code 99336 Date 7-2-2014

Additional comments

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Name _____ **Additional comments**

Email _____

Zip Code 99336 Date 7-2-14

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Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Name Vivian Duchin

Email Vivians_60@yahoo.com

Zip Code 99301 Date 7/2/14

Additional comments

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

Dear Mr. Archer:

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Name Tonia McDaniel Miller

Email fabigsmile@yahoo.com

Zip Code 99336 Date 7-2-2014

Additional comments

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Name S. Crump

Email _____

Zip Code 99337 Date 9-2-14

Additional comments

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Name Lawren Jones Jr

Additional comments

Email lawrencejones0707@yahoo

Zip Code 99336 Date 7/2/14

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Name [signature]

Email [illegible]

Zip Code 99301 Date 7-2-2014

Additional comments

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Name Gloria Jemds

Email _____

Zip Code 99352 Date 6·22·2014

Additional comments

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Name Sylvia Prochaska

Email MrsPDriver@AOL.com

Zip Code 99336 Date 7-2-2014

Additional comments

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Name Dempsey Baslee

Email deedub7@hotmail.com

Zip Code 99336 Date 7-2-14

Additional comments

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Name FLORA YBARRA

Email fybarra42@gmail.com

Zip Code 98119 Date 6-30-2014

Additional comments

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Name Julie Salathe

Email julie@salathefamily.org

Zip Code 98122 Date 6/30/14

Additional comments

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Name S Margaret Mannon **Additional comments**

Email Simone.Louise.Mannon@gmail.com

Zip Code 98126 Date 6/30/14

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Olympia, WA 98504

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Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Name YALONDA GILL MASUNDIRE
Email YALONDATGILL@MSN.COM
Zip Code 98118 Date 6/30/2014

Additional comments

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

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Name Stephanie Alter Jones

Email Stephanie@cppsofseattle.org

Zip Code 98112 Date 7-7-14

Additional comments

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Olympia, WA 98504

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Name Alfonso Gonzalez

Additional comments

Email _____

Zip Code _____ Date 206 235 2635

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Olympia, WA 98504

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Name Jenny Martinez

Email Jmny1105@Live.com

Zip Code 98146 Date 7-09-14

Additional comments

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Olympia, WA 98504

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Name María I. Castañeda

Email _____

Zip Code 98122 Date 7/09/14

Additional comments

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Name Mayra Cruz Gomez

Email Mayra26849hotmail.com

Zip Code 98118 Date 7-9-14

Additional comments

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Name LAURA GONZÁLEZ

Email belem_gonzalez@hotmail.com

Zip Code 98133 Date 07/09/14

Additional comments

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Name Tamsen Spengler

Email Tamsen Spengler @ Outlook.com

Zip Code 98126 Date 6-25-14

Tamsen Spengler

Additional comments

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Name [illegible]

Email [illegible]

Zip Code _____ Date 6.27.14

Additional comments

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Name John M. Moore **Additional comments**

Email Johnmoore7@comcast.net

Zip Code 98166 Date 6-26-14

LEAGUE OF EDUCATION VOTERS™

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3. **Ensure that parents with limited English proficiency can access the information.** The rules should specify that parents be able to access information in their native language, in both written and verbal form. Efforts should also be made to make sure all parents understand the implications of the High School and Beyond Plan for their children.
4. **Specify an appeals process that empowers students to take the most rigorous courses**. Some courses, including advanced courses like AP and IB, have a cap on how many students may enroll. Schools should have a clear and transparent process for parents who want to appeal a decision to not allow their student to take a particular course.

A meaningful high school diploma

There are three areas where I think the academic rigor of the College and Career Ready Diploma could be strengthened.

1. **Restrict credits that may be waived to electives.** The College and Career Ready Diploma allows students in "unusual circumstances" to waive up to two credits from the total number of 24. However, students will not be prepared for college or career if they are allowed to waive core credits. The waiver allowance should be restricted to elective credits only.
2. **Define "unusual circumstances."** The College and Career Ready Diploma allows school districts to "waive up to two of the credits required... for individual students for reason of unusual circumstances, as defined by the district." Without clarification and more guidance from the State Board of Education, we run the risk of 295 different definitions of "unusual circumstances."
3. **Require transparency from school districts**. School districts should report the number of students for whom credits are waived, the number of credits, the credits that were waived, and the demographic information for these students (free and reduced lunch-eligible, special education status, English Language Learner status, and race as a minimum).

Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Name David Kauffman

Email _____

Zip Code 98107 Date 6/26/14

Additional comments

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

Dear Mr. Archer:

Thank you for your work on the proposed rules for the implementation of the College and Career Ready Diploma (SB 6552).

There are two areas of work where the College and Career Ready Diploma could be strengthened: parent engagement and the academic rigor of the diploma.

Parent Engagement

I believe parents should be involved in their child's middle and high school education every step of the way. Parental involvement is important to student success, and it should be encouraged.

There are four areas where I think the role of parents in the education of their children should be clarified or strengthened:

1. **Require parent sign-off on the High School and Beyond Plan**. The language of the proposed rules encourages cooperation between parents/guardians and school staff. While meaningful accommodations should be made for kids in less-than-ideal circumstances (for example, students in foster care), the default should be that parent sign-off is required for a student's High School and Beyond Plan.
2. **Require parent sign-off for the 3rd year of math and science**. The proposed rules allow students to choose the third year of math and science without parent sign-off "if the parent or guardian is unavailable or does not respond to a request from the school for approval of a specific course." Without clarification on what "unavailable" or "not responsive" means, each school district can interpret those terms differently.
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Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Name Pat Thompson

Email pvthompson206@hotmail.com

Zip Code 98146 Date 6/26/14

Additional comments

LEAGUE OF EDUCATION VOTERS™

Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

Estimado Sr. Archer:

Gracias por su trabajo en las normas propuestas para la implementación de la Preparación de Diploma de Universidad y Carreras (SB 6552).

Hay dos áreas de trabajo donde la Preparación de Diploma de Universidad y Carreras podrían ser reforzados: Involucramiento de padres y rigor académico del diploma.

Involucramiento de padres

Creo que los padres deberían estar involucrados en cada paso de la educación de sus hijos en la secundaria y preparatoria. El involucramiento de los padres es importante para el éxito del estudiante, y debería ser fomentado.

Hay cuatro áreas en las que creo que el papel de los padres en la educación de sus hijos debe ser aclarado o fortalecido:

1. **Requerir la firma de los padres en el Plan Educativo de Preparatoria y Más Allá**. El lenguaje de las normas propuestas anima la cooperación entre los padres/tutores y el personal de la escuela. Mientras que las modificaciones significativas deberían ser hechas para los niños que se encuentra en circunstancias no ideales (por ejemplo, los estudiantes en cuidado de crianza), la condición base debería ser que se requiera que los padres firmen por el estudiante el Plan de Preparatoria y Más Allá.
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4. **Especificar el proceso de apelación que le permite a los estudiantes tomar cursos más rigurosos**. Algunos de los cursos, incluyendo los cursos avanzados como AP y IB, tienen un límite de cantidad de estudiantes que pueden matricularse. Las escuelas deben tener un proceso claro y transparente para los padres que quieren apelar la decisión de no permitir a su alumno tomar un curso en particular.

Diploma de preparatoria con significado

Hay tres áreas que creo que el rigor de la Preparación de Diploma de Universidad y Carreras podrían ser reforzados.

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Gracias por su trabajo para hacer que las normas de implementación para la Preparación de Diploma de Universidad y Carreras sean los más fuertes posibles.

Nombre Lizbeth Perez **Comentarios adicionales**

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LEAGUE OF EDUCATION VOTERS™

Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

Estimado Sr. Archer:

Gracias por su trabajo en las normas propuestas para la implementación de la Preparación de Diploma de Universidad y Carreras (SB 6552).

Hay dos áreas de trabajo donde la Preparación de Diploma de Universidad y Carreras podrían ser reforzados: Involucramiento de padres y rigor académico del diploma.

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Diploma de preparatoria con significado

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Gracias por su trabajo para hacer que las normas de implementación para la Preparación de Diploma de Universidad y Carreras sean los más fuertes posibles.

Nombre Marisa Gonzalez

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Comentarios adicionales

LEAGUE OF EDUCATION VOTERS™

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PO Box 47206
Olympia, WA 98504

Estimado Sr. Archer:

Gracias por su trabajo en las normas propuestas para la implementación de la Preparación de Diploma de Universidad y Carreras (SB 6552).

Hay dos áreas de trabajo donde la Preparación de Diploma de Universidad y Carreras podrían ser reforzados: Involucramiento de padres y rigor académico del diploma.

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Gracias por su trabajo para hacer que las normas de implementación para la Preparación de Diploma de Universidad y Carreras sean los más fuertes posibles.

Nombre Concepcion Ortiz

Comentarios adicionales

Correo electrónico _____

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LEAGUE OF EDUCATION VOTERS™

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Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

Estimado Sr. Archer:

Gracias por su trabajo en las normas propuestas para la implementación de la Preparación de Diploma de Universidad y Carreras (SB 6552).

Hay dos áreas de trabajo donde la Preparación de Diploma de Universidad y Carreras podrían ser reforzados: Involucramiento de padres y rigor académico del diploma.

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Gracias por su trabajo para hacer que las normas de implementación para la Preparación de Diploma de Universidad y Carreras sean los más fuertes posibles.

Nombre Bernarda Salas. V.

Comentarios adicionales

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Código postal 99301 Fecha _____

LEAGUE OF EDUCATION VOTERS™

Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

Estimado Sr. Archer:

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Hay dos áreas de trabajo donde la Preparación de Diploma de Universidad y Carreras podrían ser reforzados: Involucramiento de padres y rigor académico del diploma.

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Gracias por su trabajo para hacer que las normas de implementación para la Preparación de Diploma de Universidad y Carreras sean los más fuertes posibles.

Nombre Leonardo Gonzalez

Comentarios adicionales

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Código postal 98935 Fecha 6/21/14

LEAGUE OF EDUCATION VOTERS™

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PO Box 47206
Olympia, WA 98504

Estimado Sr. Archer:

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Nombre Elvira Sanchez

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Comentarios adicionales

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

Dear Mr. Archer:

Thank you for your work on the proposed rules for the implementation of the College and Career Ready Diploma (SB 6552).

There are two areas of work where the College and Career Ready Diploma could be strengthened: parent engagement and the academic rigor of the diploma.

Parent Engagement

I believe parents should be involved in their child's middle and high school education every step of the way. Parental involvement is important to student success, and it should be encouraged.

There are four areas where I think the role of parents in the education of their children should be clarified or strengthened:

1. **Require parent sign-off on the High School and Beyond Plan**. The language of the proposed rules encourages cooperation between parents/guardians and school staff. While meaningful accommodations should be made for kids in less-than-ideal circumstances (for example, students in foster care), the default should be that parent sign-off is required for a student's High School and Beyond Plan.
2. **Require parent sign-off for the 3rd year of math and science**. The proposed rules allow students to choose the third year of math and science without parent sign-off "if the parent or guardian is unavailable or does not respond to a request from the school for approval of a specific course." Without clarification on what "unavailable" or "not responsive" means, each school district can interpret those terms differently.
3. **Ensure that parents with limited English proficiency can access the information**. The rules should specify that parents be able to access information in their native language, in both written and verbal form. Efforts should also be made to make sure all parents understand the implications of the High School and Beyond Plan for their children.
4. **Specify an appeals process that empowers students to take the most rigorous courses**. Some courses, including advanced courses like AP and IB, have a cap on how many students may enroll. Schools should have a clear and transparent process for parents who want to appeal a decision to not allow their student to take a particular course.

A meaningful high school diploma

There are three areas where I think the academic rigor of the College and Career Ready Diploma could be strengthened.

1. **Restrict credits that may be waived to electives**. The College and Career Ready Diploma allows students in "unusual circumstances" to waive up to two credits from the total number of 24. However, students will not be prepared for college or career if they are allowed to waive core credits. The waiver allowance should be restricted to elective credits only.
2. **Define "unusual circumstances."** The College and Career Ready Diploma allows school districts to "waive up to two of the credits required... for individual students for reason of unusual circumstances, as defined by the district." Without clarification and more guidance from the State Board of Education, we run the risk of 295 different definitions of "unusual circumstances."
3. **Require transparency from school districts**. School districts should report the number of students for whom credits are waived, the number of credits, the credits that were waived, and the demographic information for these students (free and reduced lunch-eligible, special education status, English Language Learner status, and race as a minimum).

Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Name Maria F. Romero

Email mfromero30@hotmail.com

Zip Code 98944 Date 6/21/14

Additional comments

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4. **Especificar el proceso de apelación que le permite a los estudiantes tomar cursos más rigurosos**. Algunos de los cursos, incluyendo los cursos avanzados como AP y IB, tienen un límite de cantidad de estudiantes que pueden matricularse. Las escuelas deben tener un proceso claro y transparente para los padres que quieren apelar la decisión de no permitir a su alumno tomar un curso en particular.

Diploma de preparatoria con significado

Hay tres áreas que creo que el rigor de la Preparación de Diploma de Universidad y Carreras podrían ser reforzados.

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Gracias por su trabajo para hacer que las normas de implementación para la Preparación de Diploma de Universidad y Carreras sean los más fuertes posibles.

Nombre Mara Moreno

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Estimado Sr. Archer:

Gracias por su trabajo en las normas propuestas para la implementación de la Preparación de Diploma de Universidad y Carreras (SB 6552).

Hay dos áreas de trabajo donde la Preparación de Diploma de Universidad y Carreras podrían ser reforzados: Involucramiento de padres y rigor académico del diploma.

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Gracias por su trabajo para hacer que las normas de implementación para la Preparación de Diploma de Universidad y Carreras sean los más fuertes posibles.

Nombre Manuel Zapata

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Estimado Sr. Archer:

Gracias por su trabajo en las normas propuestas para la implementación de la Preparación de Diploma de Universidad y Carreras (SB 6552).

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Gracias por su trabajo para hacer que las normas de implementación para la Preparación de Diploma de Universidad y Carreras sean los más fuertes posibles.

Nombre Jan Kegata

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Estimado Sr. Archer:

Gracias por su trabajo en las normas propuestas para la implementación de la Preparación de Diploma de Universidad y Carreras (SB 6552).

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Nombre Claudia Macarro Mendez

Comentarios adicionales

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Estimado Sr. Archer:

Gracias por su trabajo en las normas propuestas para la implementación de la Preparación de Diploma de Universidad y Carreras (SB 6552).

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Nombre Estela Apodaca

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Estimado Sr. Archer:

Gracias por su trabajo en las normas propuestas para la implementación de la Preparación de Diploma de Universidad y Carreras (SB 6552).

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Gracias por su trabajo para hacer que las normas de implementación para la Preparación de Diploma de Universidad y Carreras sean los más fuertes posibles.

Nombre Alicia Vázquez

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Estimado Sr. Archer:

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1. **Requerir la firma de los padres en el Plan Educativo de Preparatoria y Más Allá**. El lenguaje de las normas propuestas anima la cooperación entre los padres/tutores y el personal de la escuela. Mientras que las modificaciones significativas deberían ser hechas para los niños que se encuentra en circunstancias no ideales (por ejemplo, los estudiantes en cuidado de crianza), la condición base debería ser que se requiera que los padres firmen por el estudiante el Plan de Preparatoria y Más Allá.
2. **Requerir que el padre/madre firme para el 3er año de matemáticas y ciencia.** Las reglas propuestas le permitirá a los estudiantes elegir un tercer año de ciencia y matemáticas si el padre o tutor no está disponible o si no responde a una solicitud de la escuela para la aprobación de un curso específico. Sin una aclaración de lo que significa "no disponible" o "no responde" cada distrito escolar puede interpretar esos términos diferentemente.
3. **Asegurarse que los padres con inglés limitado tengan acceso a la información.** Las normas deben especificar que los padres tienen acceso a la información en su idioma natal, en ambas formas, por escrito y verbal. También se debería hacer esfuerzos para asegurarse que todos los padres entiendan las implicaciones del Plan de Preparatoria y Más Allá para sus hijos.
4. **Especificar el proceso de apelación que le permite a los estudiantes tomar cursos más rigurosos**. Algunos de los cursos, incluyendo los cursos avanzados como AP y IB, tienen un límite de cantidad de estudiantes que pueden matricularse. Las escuelas deben tener un proceso claro y transparente para los padres que quieren apelar la decisión de no permitir a su alumno tomar un curso en particular.

Diploma de preparatoria con significado

Hay tres áreas que creo que el rigor de la Preparación de Diploma de Universidad y Carreras podrían ser reforzados.

1. **Limitar los créditos que podrían ser no exigidos los a electivos**. La Preparación de Diploma de Universidad y Carreras les permite a los estudiantes en "circunstancias inusuales" no exigirles hasta dos créditos del número total 24. Sin embargo, los estudiantes no estarán preparados para la universidad o carrera si se les permite no exigirles créditos básicos. El permiso para no exigir debería ser limitado solo a créditos electivos.
2. **Definir "circunstancias inusuales"**. La Preparación de Diploma de Universidad y Carreras le permite a los distritos escolares "no exigir hasta dos créditos requeridos... para estudiantes individuales por una razón de circunstancias inusuales, tal como lo define el distrito." Sin una aclaración o más orientación de la Mesa Directiva de Educación del Estado, corremos el riesgo de tener 295 definiciones diferentes de "circunstancias inusuales".
3. **Solicitar transparencia de los distritos escolares**. Los distritos escolares deberían reportar el número de estudiantes a los que no se les exigió créditos, el número de créditos que no se exigieron, y la información demográfica de esos estudiantes (elegibilidad para el almuerzo gratis o de precio reducido (free and reduced lunch-eligibility, FRL), estatus en educación especial, estatus de Aprendizaje del Lenguaje Inglés (English Language Learner, ELL), y raza, mínimo).

Gracias por su trabajo para hacer que las normas de implementación para la Preparación de Diploma de Universidad y Carreras sean los más fuertes posibles.

Nombre Grecia Navarro **Comentarios adicionales**

Correo electrónico grecia_navarrof@hotmail.com.

Código postal 98848 Fecha 6-21-14

LEAGUE OF EDUCATION VOTERS™

Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

Estimado Sr. Archer:

Gracias por su trabajo en las normas propuestas para la implementación de la Preparación de Diploma de Universidad y Carreras (SB 6552).

Hay dos áreas de trabajo donde la Preparación de Diploma de Universidad y Carreras podrían ser reforzados: Involucramiento de padres y rigor académico del diploma.

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Gracias por su trabajo para hacer que las normas de implementación para la Preparación de Diploma de Universidad y Carreras sean los más fuertes posibles.

Nombre Maria Luisa Chavez

Correo electrónico _____

Código postal 98935 Fecha 6-21-14

Comentarios adicionales

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

Dear Mr. Archer:

Thank you for your work on the proposed rules for the implementation of the College and Career Ready Diploma (SB 6552).

There are two areas of work where the College and Career Ready Diploma could be strengthened: parent engagement and the academic rigor of the diploma.

Parent Engagement

I believe parents should be involved in their child's middle and high school education every step of the way. Parental involvement is important to student success, and it should be encouraged.

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A meaningful high school diploma

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Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Name [illegible]

Email _____

Zip Code 99301 Date 7-2-14

Additional comments

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Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Name Sylvia Garza

Additional comments

Email sylgarza06@yahoo.com

Zip Code 99301 Date 7/2/14

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Name Olivia Montez

Email omontez10@hotmail.com

Zip Code 99301 Date 7-2-14

Additional comments

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Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Name Vanessa Garza

Email v.garza69@yahoo.com

Zip Code 99301 Date 05/02/14

Additional comments

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Name Julie Martinez

Email _____

Zip Code 98337 Date June 2, 2014

Additional comments

LEAGUE OF EDUCATION VOTERS™

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Olympia, WA 98504

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Name Beverly Bradford

Email beverly_bradford@yahoo.com

Zip Code 99301 Date 7/2/14

Additional comments

LEAGUE OF EDUCATION VOTERS™

State Board of Education
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Olympia, WA 98504

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Name Michaela Duran

Email Michaela.Duran509@gmail.com

Zip Code 99301 Date 7/2/19

Additional comments

LEAGUE OF EDUCATION VOTERS™

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Estimado Sr. Archer:

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Gracias por su trabajo para hacer que las normas de implementación para la Preparación de Diploma de Universidad y Carreras sean los más fuertes posibles.

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Estimado Sr. Archer:

Gracias por su trabajo en las normas propuestas para la implementación de la Preparación de Diploma de Universidad y Carreras (SB 6552).

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Gracias por su trabajo para hacer que las normas de implementación para la Preparación de Diploma de Universidad y Carreras sean los más fuertes posibles.

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Nombre Lauren Lewis

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Nombre Isabel Sandoval

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Nombre Rexnalda Perez

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Nombre Delia R Zavala

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Gracias por su trabajo para hacer que las normas de implementación para la Preparación de Diploma de Universidad y Carreras sean los más fuertes posibles.

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Estimado Sr. Archer:

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Nombre Hugo Pantoja

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Nombre Isela Mendoza

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Nombre Angelina Meraz

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Nombre Ana Garibay-R

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Gracias por su trabajo para hacer que las normas de implementación para la Preparación de Diploma de Universidad y Carreras sean los más fuertes posibles.

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Estimado Sr. Archer:

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Gracias por su trabajo para hacer que las normas de implementación para la Preparación de Diploma de Universidad y Carreras sean los más fuertes posibles.

Nombre Alicia Garcia

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Nombre Rosa Ilda Perez **Comentarios adicionales**

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Nombre Paula Moreno

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Nombre Emma Castillo

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Nombre Covaima Hernandez

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Gracias por su trabajo para hacer que las normas de implementación sean los más fuertes posible.

Nombre Angie Montejaro

Correo electrónico angie.montejaro@inspire-centers.org

Código postal 99344 Fecha 6/12/14

Comentarios adicionales

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

Dear Mr. Archer:

Thank you for your work on the proposed rules for the implementation of the College and Career Ready Diploma (SB 6552).

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Thank you for your work to make the rules for implementation as strong as possible.

Name Leticia Garza

Email _____

Zip Code 99344 Date 6.12.14

Additional comments

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Olympia, WA 98504

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Name Abel Gonzalez Olivera

Email 767 S. Thacker Rd

Zip Code _____ Date 06-11-14

Additional comments

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Olympia, WA 98504

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Name Elidia Lopez Cazares

Email 509-331-35-89

Zip Code _____ Date 6/12/14

Additional comments

LEAGUE OF EDUCATION VOTERS™

Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

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Nombre Paulina Pineda

Correo electrónico 509 346-3127

Código postal 99344 Fecha 06-12-14

Comentarios adicionales

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Nombre Sara López

Correo electrónico (509) 707-2020

Código postal 99324 Fecha 6-12-14

Comentarios adicionales

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Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

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Nombre Lisada Silva

Correo electrónico 509 346 7952

Código postal 99344 Fecha 6-12-14

Comentarios adicionales

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Thank you for your work to make the rules for implementation as strong as possible.

Name Josefina Faostino
Email 509 346 8233
Zip Code 99344 Date 6-12-14

Additional comments

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Olympia, WA 98504

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Name Leonel Villanueva

Email Leonelvillanueva83@gmail.com

Zip Code 98344 Date 06-12-14

Additional comments

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Name Rosalva Martinez
Email (509) 331 6554
Zip Code 99344 Date June 12, 14

Additional comments

LEAGUE OF EDUCATION VOTERS™

Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

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Nombre francisca duran

Correo electrónico 509.346.8307, 509-331-4434

Código postal 99344 Fecha 6-12-14

Comentarios adicionales

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Name Rosa Dominguez

Email _____

Zip Code 99344 Date 6-12-14

Additional comments

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Name Claudio Pineda

Email 346 0392

Zip Code _____ Date _____

Additional comments

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Thank you for your work to make the rules for implementation as strong as possible.

Name Tolentina Ramirez

Email _____

Zip Code 99344 Date 06/12/14

Additional comments

LEAGUE OF EDUCATION VOTERS™

Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

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Gracias por su trabajo para hacer que las normas de implementación sean los más fuertes posible.

Nombre MARIA LOPEZ

Correo electrónico 3314955

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Comentarios adicionales

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

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Thank you for your work to make the rules for implementation as strong as possible.

Name Susana de D.'os

Email So933186 14

Zip Code 99344 Date 6/12/2000

Additional comments

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Olympia, WA 98504

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Nombre Rosalio Antonio

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Código postal 99344 Fecha 6-12-14

Comentarios adicionales

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Nombre Candelaria Rodriguez

Correo electrónico 509 316 197

Código postal 99344 Fecha 6/12/14

Comentarios adicionales

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

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Thank you for your work to make the rules for implementation as strong as possible.

Name Victoria Markland

Email 5a92381-83-25

Zip Code 99344 Date 6 12 14

Additional comments

LEAGUE OF EDUCATION VOTERS™

Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

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Nombre [illegible]

Correo electrónico 509-346-7789

Código postal _____ Fecha 06 12-14

Comentarios adicionales

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Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

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Nombre Azucena Diaz

Correo electrónico Sol-0422@live.com.mx

Código postal 99344 Fecha 06-12-2014

Comentarios adicionales

LEAGUE OF EDUCATION VOTERS™

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Olympia, WA 98504

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Nombre Delmy Martin

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Código postal 98944 Fecha 6/7/14

Comentarios adicionales

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PO Box 47206
Olympia, WA 98504

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Nombre Benito Martinez.

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Comentarios adicionales

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Nombre Carmen Manzo

Correo electrónico _____

Código postal 98944 Fecha 6-7-14

Comentarios adicionales

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Gracias por su trabajo para hacer que las normas de implementacion sean los más fuertes posible.

Nombre Susana Ramirez

Correo electronico _____

Código postal 99362 Fecha 6/7/14

Comentarios adicionales

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

Dear Mr. Archer:

Thank you for your work on the proposed rules for the implementation of the College and Career Ready Diploma (SB 6552).

There are two areas of work where the College and Career Ready Diploma could be strengthened: parent engagement and the academic rigor of the diploma.

Parent Engagement

I believe parents should be involved in their child's middle and high school education every step of the way. Parental involvement is important to student success, and it should be encouraged.

There are four areas where I think the role of parents in the education of their children should be clarified or strengthened:

1. **Require parent sign-off on the High School and Beyond Plan**. The language of the proposed rules encourages cooperation between parents/guardians and school staff. While meaningful accommodations should be made for kids in less-than-ideal circumstances (for example, students in foster care), the default should be that parent sign-off is required for a student's High School and Beyond Plan.
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4. **Specify an appeals process that empowers students to take the most rigorous courses**. Some courses, including advanced courses like AP and IB, have a cap on how many students may enroll. Schools should have a clear and transparent process for parents who want to appeal a decision to not allow their student to take a particular course.

A meaningful high school diploma

There are three areas where I think the academic rigor of the College and Career Ready Diploma could be strengthened.

1. **Restrict credits that may be waived to electives**. The College and Career Ready Diploma allows students in "unusual circumstances" to waive up to two credits from the total number of 24. However, students will not be prepared for college or career if they are allowed to waive core credits. The waiver allowance should be restricted to elective credits only.
2. **Define "unusual circumstances."** The College and Career Ready Diploma allows school districts to "waive up to two of the credits required... for individual students for reason of unusual circumstances, as defined by the district." Without clarification and more guidance from the State Board of Education, we run the risk of 295 different definitions of "unusual circumstances."
3. **Require transparency from school districts**. School districts should report the number of students for whom credits are waived, the number of credits, the credits that were waived, and the demographic information for these students (free and reduced lunch-eligible, special education status, English Language Learner status, and race as a minimum).

Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Name Ashley Albin

Email albillek@gmail.com

Zip Code 99301 Date 7/4/14

Additional comments

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

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Thank you for your work to make the rules for implementation as strong as possible.

Name Lucha Bonfolo

Email 5094883109

Zip Code _____ Date 6.12.14

Additional comments

LEAGUE OF EDUCATION VOTERS™

Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

Estimado Sr. Archer:

Gracias por su trabajo en las normas propuestas para la implementación de la Preparación de Diploma de Universidad y Carreras (SB 6552).

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Gracias por su trabajo para hacer que las normas de implementación sean los más fuertes posible.

Nombre Patricia Lopez

Correo electrónico 509 488 9224

Código postal _____ Fecha 6-12-14

Comentarios adicionales

LEAGUE OF EDUCATION VOTERS™

Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

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Nombre Lorena Faustino

Correo electrónico _____

Código postal 99344 Fecha 6-12-13

Comentarios adicionales

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

Dear Mr. Archer:

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Thank you for your work to make the rules for implementation as strong as possible.

Name Ignacia pineda

Email _____

Zip Code 99344 Date 6-12-14

Additional comments

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

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Thank you for your work to make the rules for implementation as strong as possible.

Name Adriana Rodriguez

Email 701 - 818 - 42 - 55

Zip Code 99344 Date _____

Additional comments

LEAGUE OF EDUCATION VOTERS™

Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

Estimado Sr. Archer:

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Gracias por su trabajo para hacer que las normas de implementación sean los más fuertes posible.

Nombre Gregorio Vasquez L

Correo electrónico 331 6779

Código postal 2163 April Fecha _____

Comentarios adicionales

LEAGUE OF EDUCATION VOTERS™

Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

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Nombre Sandra Rodriguez

Correo electrónico 919-884-6229

Código postal _____ Fecha _____

Comentarios adicionales

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Nombre Abel Garza Jr

Correo electrónico _____

Código postal 99344 Fecha 6.12.14

Comentarios adicionales

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

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Thank you for your work to make the rules for implementation as strong as possible.

Name Mario Hernandez dela Cruz

Email _____

Zip Code 99344 Date 6-12-14

Additional comments

LEAGUE OF EDUCATION VOTERS™

Mesa Directiva Estatal
PO Box 47206
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Nombre Maxia Caviano

Correo electrónico _____

Código postal 99344 Fecha 6-12-14

Comentarios adicionales

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Thank you for your work to make the rules for implementation as strong as possible.

Name Hugo Pastor

Email _____

Zip Code 99344 Date 6-12-14

Additional comments

LEAGUE OF EDUCATION VOTERS™

Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

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Gracias por su trabajo para hacer que las normas de implementación sean los más fuertes posible.

Nombre María Ramos G.

Correo electrónico _____

Código postal 99344 Fecha 6/12-14

Comentarios adicionales

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
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Name Ramona Garcia

Email _____

Zip Code 99344 Date 6-12-14

Additional comments

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PO Box 47206
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Name MARIA SILVA

Email _____

Zip Code 99433 Date 6/12/14

Additional comments

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Nombre Alma Valdovinos.

Correo electrónico _____

Código postal 99344 Fecha 6-12-14

Comentarios adicionales

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Thank you for your work to make the rules for implementation as strong as possible.

Name Adolfo Silvestre

Email _____

Zip Code 99344 Date 12/16/14

Additional comments

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Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

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Nombre Erika [illegible]

Correo electrónico _____

Código postal 98433 Fecha 6/2/14

Comentarios adicionales

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Name Ines Soriano

Email _____

Zip Code 99344 Date 6-12-14

Additional comments

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Nombre Hortencia Villanueva

Correo electrónico _____

Código postal 99344 Fecha 06/12/14

Comentarios adicionales

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
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A meaningful high school diploma

There are three areas where I think the academic rigor of the College and Career Ready Diploma could be strengthened.

1. **Restrict credits that may be waived to electives**. The College and Career Ready Diploma allows students in "unusual circumstances" to waive up to two credits from the total number of 24. However, students will not be prepared for college or career if they are allowed to waive core credits. The waiver allowance should be restricted to elective credits only.
2. **Define "unusual circumstances."** The College and Career Ready Diploma allows school districts to "waive up to two of the credits required... for individual students for reason of unusual circumstances, as defined by the district." Without clarification and more guidance from the State Board of Education, we run the risk of 295 different definitions of "unusual circumstances."
3. **Require transparency from school districts**. School districts should report the number of students for whom credits are waived, the number of credits, the credits that were waived, and the demographic information for these students (free and reduced lunch-eligible, special education status, English Language Learner status, and race as a minimum).

Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Name TERESA MATTHEWS

Email tdawn26@hotmail.com

Zip Code 99301 Date 7/4/14

Additional comments

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PO Box 47206
Olympia, WA 98504

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Name Robin Snow

Email Robin Snow 331 @ G mail. com

Zip Code 99301 Date 7-4-2014

Additional comments

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Name Charlene Hill

Email _____

Zip Code 99301 Date 7-4-2014

Additional comments

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Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Name Stella Patrick

Email S.Patrick58@Live.com

Zip Code 99301 Date 7/4/14

Additional comments

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

Dear Mr. Archer:

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Name [signature]

Email [signature]

Zip Code 98801 Date 7/4/19

Additional comments

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Name Gerri Hill

Email _____

Zip Code 99301 Date 7-4-14

Additional comments

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Name Alice Patuch

Email

Zip Code 9901 Date 7/4/

Additional comments

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Name Ernie Cockburn

Email etc1956@GMAIL.COM

Zip Code 99301 Date 7-6-14

Additional comments

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Name Maria Opet

Email Opetmaria d@msn.com

Zip Code 99338 Date 7/6/2014

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Name Judy L Gronski **Additional comments**

Email gronskimom44@gmail.com

Zip Code 99352 Date 7-6-14

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Name Lindsey Brooks

Email foodene@gmail.com

Zip Code 99338 Date 7/16/2014

Additional comments

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Name Kristy Valenciano

Email kristine.valencianoe@gmail.com

Zip Code 98301 Date 7/10/14

Additional comments

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Name Alison Goodman

Email ali.5336@yahoo.com

Zip Code 99352 Date 10 July 14

Additional comments

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1. **Restrict credits that may be waived to electives.** The College and Career Ready Diploma allows students in "unusual circumstances" to waive up to two credits from the total number of 24. However, students will not be prepared for college or career if they are allowed to waive core credits. The waiver allowance should be restricted to elective credits only.
2. **Define "unusual circumstances."** The College and Career Ready Diploma allows school districts to "waive up to two of the credits required... for individual students for reason of unusual circumstances, as defined by the district." Without clarification and more guidance from the State Board of Education, we run the risk of 295 different definitions of "unusual circumstances."
3. **Require transparency from school districts.** School districts should report the number of students for whom credits are waived, the number of credits, the credits that were waived, and the demographic information for these students (free and reduced lunch-eligible, special education status, English Language Learner status, and race as a minimum).

Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Name Bryan Bessent

Email bkbessent@gmail.com

Zip Code 99352 Date 7-6-14

Additional comments

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

Dear Mr. Archer:

Thank you for your work on the proposed rules for the implementation of the College and Career Ready Diploma (SB 6552).

There are two areas of work where the College and Career Ready Diploma could be strengthened: parent engagement and the academic rigor of the diploma.

Parent Engagement

I believe parents should be involved in their child's middle and high school education every step of the way. Parental involvement is important to student success, and it should be encouraged.

There are four areas where I think the role of parents in the education of their children should be clarified or strengthened:

1. **Require parent sign-off on the High School and Beyond Plan.** The language of the proposed rules encourages cooperation between parents/guardians and school staff. While meaningful accommodations should be made for kids in less-than-ideal circumstances (for example, students in foster care), the default should be that parent sign-off is required for a student's High School and Beyond Plan.
2. **Require parent sign-off for the 3rd year of math and science.** The proposed rules allow students to choose the third year of math and science without parent sign-off "if the parent or guardian is unavailable or does not respond to a request from the school for approval of a specific course." Without clarification on what "unavailable" or "not responsive" means, each school district can interpret those terms differently.
3. **Ensure that parents with limited English proficiency can access the information.** The rules should specify that parents be able to access information in their native language, in both written and verbal form. Efforts should also be made to make sure all parents understand the implications of the High School and Beyond Plan for their children.
4. **Specify an appeals process that empowers students to take the most rigorous courses.** Some courses, including advanced courses like AP and IB, have a cap on how many students may enroll. Schools should have a clear and transparent process for parents who want to appeal a decision to not allow their student to take a particular course.

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Sandra A Bessent

Name Sandra A Bessent

Email bsbessent@gmail.com

Zip Code 97352 Date 7-6-14

Additional comments

LEAGUE OF EDUCATION VOTERS™

Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

Estimado Sr. Archer:

Gracias por su trabajo en las normas propuestas para la implementación de la Preparación de Diploma de Universidad y Carreras (SB 6552).

Hay dos áreas de trabajo donde la Preparación de Diploma de Universidad y Carreras podrían ser reforzados: Involucramiento de padres y rigor académico del diploma.

Involucramiento de padres

Creo que los padres deberían estar involucrados en cada paso de la educación de sus hijos en la secundaria y preparatoria. El involucramiento de los padres es importante para el éxito del estudiante, y debería ser fomentado.

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Gracias por su trabajo para hacer que las normas de implementación para la Preparación de Diploma de Universidad y Carreras sean los más fuertes posibles.

Nombre Maricela Diaz **Comentarios adicionales**

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LEAGUE OF EDUCATION VOTERS™

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Olympia, WA 98504

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Nombre Lucía Contreras **Comentarios adicionales**

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Nombre Eber Pastor Zuniga

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Comentarios adicionales

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Olympia, WA 98504

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Nombre Lorena Cabrera

Comentarios adicionales

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4. **Especificar el proceso de apelación que le permite a los estudiantes tomar cursos más rigurosos**. Algunos de los cursos, incluyendo los cursos avanzados como AP y IB, tienen un límite de cantidad de estudiantes que pueden matricularse. Las escuelas deben tener un proceso claro y transparente para los padres que quieren apelar la decisión de no permitir a su alumno tomar un curso en particular.

Diploma de preparatoria con significado

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Gracias por su trabajo para hacer que las normas de implementación para la Preparación de Diploma de Universidad y Carreras sean los más fuertes posibles.

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Estimado Sr. Archer:

Gracias por su trabajo en las normas propuestas para la implementación de la Preparación de Diploma de Universidad y Carreras (SB 6552).

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Gracias por su trabajo para hacer que las normas de implementación para la Preparación de Diploma de Universidad y Carreras sean los más fuertes posibles.

Nombre Maria Avista

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Estimado Sr. Archer:

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Nombre Martha Sanchez

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Nombre María D. Candido Díaz

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Nombre Alma Ubay

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Estimado Sr. Archer:

Gracias por su trabajo en las normas propuestas para la implementación de la Preparación de Diploma de Universidad y Carreras (SB 6552).

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Gracias por su trabajo para hacer que las normas de implementación para la Preparación de Diploma de Universidad y Carreras sean los más fuertes posibles.

Nombre Hugo Chan

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Hay cuatro áreas en las que creo que el papel de los padres en la educación de sus hijos debe ser aclarado o fortalecido:

1. **Requerir la firma de los padres en el Plan Educativo de Preparatoria y Más Allá**. El lenguaje de las normas propuestas anima la cooperación entre los padres/tutores y el personal de la escuela. Mientras que las modificaciones significativas deberían ser hechas para los niños que se encuentra en circunstancias no ideales (por ejemplo, los estudiantes en cuidado de crianza), la condición base debería ser que se requiera que los padres firmen por el estudiante el Plan de Preparatoria y Más Allá.
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4. **Especificar el proceso de apelación que le permite a los estudiantes tomar cursos más rigurosos**. Algunos de los cursos, incluyendo los cursos avanzados como AP y IB, tienen un límite de cantidad de estudiantes que pueden matricularse. Las escuelas deben tener un proceso claro y transparente para los padres que quieren apelar la decisión de no permitir a su alumno tomar un curso en particular.

Diploma de preparatoria con significado

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Gracias por su trabajo para hacer que las normas de implementación para la Preparación de Diploma de Universidad y Carreras sean los más fuertes posibles.

Nombre Olivia Chavez

Comentarios adicionales

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Código postal 98902 Fecha 6-21-14

LEAGUE OF EDUCATION VOTERS™

Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

Estimado Sr. Archer:

Gracias por su trabajo en las normas propuestas para la implementación de la Preparación de Diploma de Universidad y Carreras (SB 6552).

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Gracias por su trabajo para hacer que las normas de implementación para la Preparación de Diploma de Universidad y Carreras sean los más fuertes posibles.

Nombre Rosa Munguía

Comentarios adicionales

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LEAGUE OF EDUCATION VOTERS™

Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

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Gracias por su trabajo para hacer que las normas de implementación para la Preparación de Diploma de Universidad y Carreras sean los más fuertes posibles.

Nombre María Cortés-Valencia **Comentarios adicionales**

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LEAGUE OF EDUCATION VOTERS™

Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

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Nombre Yajahira Hernandez Martinez

Comentarios adicionales

Correo electrónico _____

Código postal 9887 Fecha 7/06/14

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

Dear Mr. Archer:

Thank you for your work on the proposed rules for the implementation of the College and Career Ready Diploma (SB 6552).

There are two areas of work where the College and Career Ready Diploma could be strengthened: parent engagement and the academic rigor of the diploma.

Parent Engagement

I believe parents should be involved in their child's middle and high school education every step of the way. Parental involvement is important to student success, and it should be encouraged.

There are four areas where I think the role of parents in the education of their children should be clarified or strengthened:

1. **Require parent sign-off on the High School and Beyond Plan**. The language of the proposed rules encourages cooperation between parents/guardians and school staff. While meaningful accommodations should be made for kids in less-than-ideal circumstances (for example, students in foster care), the default should be that parent sign-off is required for a student's High School and Beyond Plan.
2. **Require parent sign-off for the 3rd year of math and science**. The proposed rules allow students to choose the third year of math and science without parent sign-off "if the parent or guardian is unavailable or does not respond to a request from the school for approval of a specific course." Without clarification on what "unavailable" or "not responsive" means, each school district can interpret those terms differently.
3. **Ensure that parents with limited English proficiency can access the information**. The rules should specify that parents be able to access information in their native language, in both written and verbal form. Efforts should also be made to make sure all parents understand the implications of the High School and Beyond Plan for their children.
4. **Specify an appeals process that empowers students to take the most rigorous courses**. Some courses, including advanced courses like AP and IB, have a cap on how many students may enroll. Schools should have a clear and transparent process for parents who want to appeal a decision to not allow their student to take a particular course.

A meaningful high school diploma

There are three areas where I think the academic rigor of the College and Career Ready Diploma could be strengthened.

1. **Restrict credits that may be waived to electives**. The College and Career Ready Diploma allows students in "unusual circumstances" to waive up to two credits from the total number of 24. However, students will not be prepared for college or career if they are allowed to waive core credits. The waiver allowance should be restricted to elective credits only.
2. **Define "unusual circumstances."** The College and Career Ready Diploma allows school districts to "waive up to two of the credits required... for individual students for reason of unusual circumstances, as defined by the district." Without clarification and more guidance from the State Board of Education, we run the risk of 295 different definitions of "unusual circumstances."
3. **Require transparency from school districts**. School districts should report the number of students for whom credits are waived, the number of credits, the credits that were waived, and the demographic information for these students (free and reduced lunch-eligible, special education status, English Language Learner status, and race as a minimum).

Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Name Ramona Gonzales

Email luvlymexicana@gmail.com

Zip Code 99336 Date 7/24/14

Additional comments

LEAGUE OF EDUCATION VOTERS™

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Name Beth Wilkins

Email

Zip Code 99338 Date 7/2/14

Additional comments

LEAGUE OF EDUCATION VOTERS™

Mesa Directiva Estatal
PO Box 47206
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Nombre Leticia Mann

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Comentarios adicionales

LEAGUE OF EDUCATION VOTERS™

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PO Box 47206
Olympia, WA 98504

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Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Name Stephanie Pruitt

Email Destyne1977@yahoo

Zip Code 99301 Date 7/2/14

Additional comments

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

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Name Sabrie Davis

Email SabrieDavis.sd@gmail.com

Zip Code 99338 Date 7/2/14

Additional comments

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Name Pauleen Hill

Email Pauleenhill@gmail.com

Zip Code 99301 Date 7-2-14

Additional comments

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Name Lisa Mabry

Email lisateasentan@yahoo.com

Zip Code 99354 Date 7/2/14

Additional comments

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Name D'Andra McCargo

Email Dmacnike@gmail.com.

Zip Code 99701 Date 7-21-14

Additional comments

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Name Dermod Hill

Email dezzl@hotmail.com

Zip Code 99301 Date 7/4/2014

Additional comments

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Name Felisha Owens

Email felisha-owens82@yahoo.com

Zip Code 98336 Date 7.4.14

Additional comments

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Name Linda Lozano
Email llozano1@live.com
Zip Code 98507 Date 7-9-14

Additional comments

LEAGUE OF EDUCATION VOTERS™

Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

Estimado Sr. Archer:

Gracias por su trabajo en las normas propuestas para la implementación de la Preparación de Diploma de Universidad y Carreras (SB 6552).

Creo que los padres deberían estar involucrados en cada paso de la educación de sus hijos en la secundaria y preparatoria. El involucramiento de los padres es importante para el éxito del estudiante, y debería ser fomentado.

Hay cuatro áreas en las que creo que el papel de los padres en la educación de sus hijos debe ser aclarado o fortalecido:

1. **Requerir la firma de los padres en el Plan Educativo de Preparatoria y Más Allá**. El lenguaje de las normas propuestas anima la cooperacion entre los padres/tutores y el personal de la escuela. Mientras que las modificaciones significativas deberían ser hechas para los niños que se encuentra en circunstancias no ideales (por ejemplo, los estudiantes en cuidado de crianza), la condición base debería ser que se requiera que los padres firmen por el estudiante el Plan de Preparatoria y Más Allá.
2. **Requerir que el padre/madre firme para el 3er año de matemáticas y ciencia.** Las reglas propuestas le permitirá a los estudiantes elegir un tercer año de ciencia y matemáticas si el padre o tutor no está disponible o si no responde a una solicitud de la escuela para la aprobación de un curso específico. Sin una aclaración de lo que significa "no disponible" o "no responde" cada distrito escolar puede interpretar esos términos diferentemente.
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Gracias por su trabajo para hacer que las normas de implementación sean los más fuertes posible.

Nombre Juan Parra B.

Correo electrónico _____

Código postal 98951 Fecha 6/7/14

Comentarios adicionales

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Nombre Fabiola Sanchez

Correo electrónico _____

Código postal 98920 Fecha 6-7-14

Comentarios adicionales

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3. **Asegurarse que los padres con inglés limitado tengan acceso a la información.** Las normas deben especificar que los padres tienen acceso a la información en su idioma natal, en ambas formas, por escrito y verbal. También se debería hacer esfuerzos para asegurarse que todos los padres entiendan las implicaciones del Plan de Preparatoria y Más Allá para sus hijos.
4. **Especificar el proceso de apelación que le permite a los estudiantes tomar cursos más rigurosos**. Algunos de los cursos, incluyendo los cursos avanzados como AP y IB, tienen un límite de cantidad de estudiantes que pueden matricularse. Las escuelas deben tener un proceso claro y transparente para los padres que quieren apelar la decisión de no permitir a su alumno tomar un curso en particular.

Gracias por su trabajo para hacer que las normas de implementación sean los más fuertes posible.

Nombre Lucia Gomez de Flores

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Código postal 99350 Fecha 6-7-14

Comentarios adicionales

LEAGUE OF EDUCATION VOTERS™

Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

Estimado Sr. Archer:

Gracias por su trabajo en las normas propuestas para la implementación de la Preparación de Diploma de Universidad y Carreras (SB 6552).

Creo que los padres deberían estar involucrados en cada paso de la educación de sus hijos en la secundaria y preparatoria. El involucramiento de los padres es importante para el éxito del estudiante, y debería ser fomentado.

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Nombre María Estrada Hernández

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Código postal 98930 Fecha Sábado 7 de Junio 2014

98930

Comentarios adicionales

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Nombre Hugo Leonel Chan

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Código postal 99343 Fecha 6/7/14

Comentarios adicionales

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Nombre Belem Tamayo

Correo electrónico (509) 855-3153

Código postal 98857 Fecha 6/7/14

Comentarios adicionales

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

Dear Mr. Archer:

Thank you for your work on the proposed rules for the implementation of the College and Career Ready Diploma (SB 6552).

I believe parents should be involved in their child's middle and high school education every step of the way. Parental involvement is important to student success, and it should be encouraged.

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Thank you for your work to make the rules for implementation as strong as possible.

Name Alma Abay

Email _____

Zip Code 99343 Date 6/7/14

Additional comments

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Olympia, WA 98504

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Name Rosalie Antonic M.

Email Rosalio463@gmail.com

Zip Code 99344 Date 6/7/14

Additional comments

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State Board of Education
PO Box 47206
Olympia, WA 98504

Dear Mr. Archer:

Thank you for your work on the proposed rules for the implementation of the College and Career Ready Diploma (SB 6552).

There are two areas of work where the College and Career Ready Diploma could be strengthened: parent engagement and the academic rigor of the diploma.

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There are three areas where I think the academic rigor of the College and Career Ready Diploma could be strengthened.

1. **Restrict credits that may be waived to electives**. The College and Career Ready Diploma allows students in "unusual circumstances" to waive up to two credits from the total number of 24. However, students will not be prepared for college or career if they are allowed to waive core credits. The waiver allowance should be restricted to elective credits only.
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Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Name Irma Martinez

Email ImaMa86@gmail.com

Zip Code 98935 Date 6/21/14

Additional comments

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Olympia, WA 98504

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Name Maria Zaragoza

Email _____

Zip Code 98944 Date 6/21/14

Additional comments

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Name Silvia Tolentino

Email Silviaminny@hotmail.com

Zip Code 98301 Date June 20th - 14

Additional comments

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Name Josefina Perez

Email _____

Zip Code 98944 Date 6/21/19

Additional comments

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Name Maria E. Dumas

Email elizabethdumas@gol.com

Zip Code 98444 Date 6/21/14

Additional comments

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Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Name Maria A. Delgado

Email 4571 N. Track Rd

Zip Code 98951 Date 6-21-14

Additional comments

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

Dear Mr. Archer:

Thank you for your work on the proposed rules for the implementation of the College and Career Ready Diploma (SB 6552).

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Name Alicia Cazares

Email _____

Zip Code 98944 Date 6/21/14

Additional comments

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Name Rosa Sandoval

Email _____

Zip Code 98951 Date 6/21/14

Additional comments

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Name Yolanda Arellano

Additional comments

Email yolanda.arellano@inspire-centers.org

Zip Code 98935 Date 6-21-14

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Name Maria Rocha

Email _____

Zip Code 98948 Date 6/1/14

Additional comments

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Name Maria E. Amarillas

Email _____

Zip Code 98948 Date 6-21-14

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Name Sofia Mendez

Email Sofia.Mendez@ispire.centers.org

Zip Code 98944 Date 6/21/14

Additional comments

LEAGUE OF EDUCATION VOTERS™

Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

Estimado Sr. Archer:

Gracias por su trabajo en las normas propuestas para la implementación de la Preparación de Diploma de Universidad y Carreras (SB 6552).

Hay dos áreas de trabajo donde la Preparación de Diploma de Universidad y Carreras podrían ser reforzados: Involucramiento de padres y rigor académico del diploma.

Involucramiento de padres

Creo que los padres deberían estar involucrados en cada paso de la educación de sus hijos en la secundaria y preparatoria. El involucramiento de los padres es importante para el éxito del estudiante, y debería ser fomentado.

Hay cuatro áreas en las que creo que el papel de los padres en la educación de sus hijos debe ser aclarado o fortalecido:

1. **Requerir la firma de los padres en el Plan Educativo de Preparatoria y Más Allá**. El lenguaje de las normas propuestas anima la cooperación entre los padres/tutores y el personal de la escuela. Mientras que las modificaciones significativas deberían ser hechas para los niños que se encuentra en circunstancias no ideales (por ejemplo, los estudiantes en cuidado de crianza), la condición base debería ser que se requiera que los padres firmen por el estudiante el Plan de Preparatoria y Más Allá.
2. **Requerir que el padre/madre firme para el 3er año de matemáticas y ciencia.** Las reglas propuestas le permitirá a los estudiantes elegir un tercer año de ciencia y matemáticas si el padre o tutor no está disponible o si no responde a una solicitud de la escuela para la aprobación de un curso específico. Sin una aclaración de lo que significa "no disponible" o "no responde" cada distrito escolar puede interpretar esos términos diferentemente.
3. **Asegurarse que los padres con inglés limitado tengan acceso a la información.** Las normas deben especificar que los padres tienen acceso a la información en su idioma natal, en ambas formas, por escrito y verbal. También se debería hacer esfuerzos para asegurarse que todos los padres entiendan las implicaciones del Plan de Preparatoria y Más Allá para sus hijos.
4. **Especificar el proceso de apelación que le permite a los estudiantes tomar cursos más rigurosos**. Algunos de los cursos, incluyendo los cursos avanzados como AP y IB, tienen un límite de cantidad de estudiantes que pueden matricularse. Las escuelas deben tener un proceso claro y transparente para los padres que quieren apelar la decisión de no permitir a su alumno tomar un curso en particular.

Diploma de preparatoria con significado

Hay tres áreas que creo que el rigor de la Preparación de Diploma de Universidad y Carreras podrían ser reforzados.

1. **Limitar los créditos que podrían ser no exigidos los a electivos**. La Preparación de Diploma de Universidad y Carreras les permite a los estudiantes en "circunstancias inusuales" no exigirles hasta dos créditos del número total 24. Sin embargo, los estudiantes no estarán preparados para la universidad o carrera si se les permite no exigirles créditos básicos. El permiso para no exigir debería ser limitado solo a créditos electivos.
2. **Definir "circunstancias inusuales"**. La Preparación de Diploma de Universidad y Carreras le permite a los distritos escolares "no exigir hasta dos créditos requeridos... para estudiantes individuales por una razón de circunstancias inusuales, tal como lo define el distrito." Sin una aclaración o más orientación de la Mesa Directiva de Educación del Estado, corremos el riesgo de tener 295 definiciones diferentes de "circunstancias inusuales".
3. **Solicitar transparencia de los distritos escolares**. Los distritos escolares deberían reportar el número de estudiantes a los que no se les exigió créditos, el número de créditos que no se exigieron, y la información demográfica de esos estudiantes (elegibilidad para el almuerzo gratis o de precio reducido (free and reduced lunch-eligibility, FRL), estatus en educación especial, estatus de Aprendizaje del Lenguaje Inglés (English Language Learner, ELL), y raza, mínimo).

Gracias por su trabajo para hacer que las normas de implementación para la Preparación de Diploma de Universidad y Carreras sean los más fuertes posibles.

Nombre Cesar Fco. Deniz M.

Correo electrónico _____

Código postal 99301 Fecha _____

Comentarios adicionales

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

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Name Julia Dominguez

Email

Zip Code 98935 Date 6-27-14

Additional comments

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Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Name Anita Garcia Morales **Additional comments**

Email anitamorales1@[redacted] g mail com

Zip Code 98136 Date 6/21/2014

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

Dear Mr. Archer:

Thank you for your work on the proposed rules for the implementation of the College and Career Ready Diploma (SB 6552).

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Name Diane Buckley

Email drbuckley@att.net

Zip Code 98119 Date 6/21/14

Additional comments

LEAGUE OF EDUCATION VOTERS™

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Olympia, WA 98504

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Name Katie M. Jackson

Email MKTJackson@msn.com

Zip Code 99301 Date 08 July 2014

Additional comments

LEAGUE OF EDUCATION VOTERS™

Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

Estimado Sr. Archer:

Gracias por su trabajo en las normas propuestas para la implementación de la Preparación de Diploma de Universidad y Carreras (SB 6552).

Hay dos áreas de trabajo donde la Preparación de Diploma de Universidad y Carreras podrían ser reforzados: Involucramiento de padres y rigor académico del diploma.

Involucramiento de padres

Creo que los padres deberían estar involucrados en cada paso de la educación de sus hijos en la secundaria y preparatoria. El involucramiento de los padres es importante para el éxito del estudiante, y debería ser fomentado.

Hay cuatro áreas en las que creo que el papel de los padres en la educación de sus hijos debe ser aclarado o fortalecido:

1. **Requerir la firma de los padres en el Plan Educativo de Preparatoria y Más Allá**. El lenguaje de las normas propuestas anima la cooperación entre los padres/tutores y el personal de la escuela. Mientras que las modificaciones significativas deberían ser hechas para los niños que se encuentra en circunstancias no ideales (por ejemplo, los estudiantes en cuidado de crianza), la condición base debería ser que se requiera que los padres firmen por el estudiante el Plan de Preparatoria y Más Allá.
2. **Requerir que el padre/madre firme para el 3er año de matemáticas y ciencia.** Las reglas propuestas le permitirá a los estudiantes elegir un tercer año de ciencia y matemáticas si el padre o tutor no está disponible o si no responde a una solicitud de la escuela para la aprobación de un curso específico. Sin una aclaración de lo que significa "no disponible" o "no responde" cada distrito escolar puede interpretar esos términos diferentemente.
3. **Asegurarse que los padres con inglés limitado tengan acceso a la información.** Las normas deben especificar que los padres tienen acceso a la información en su idioma natal, en ambas formas, por escrito y verbal. También se debería hacer esfuerzos para asegurarse que todos los padres entiendan las implicaciones del Plan de Preparatoria y Más Allá para sus hijos.
4. **Especificar el proceso de apelación que le permite a los estudiantes tomar cursos más rigurosos**. Algunos de los cursos, incluyendo los cursos avanzados como AP y IB, tienen un límite de cantidad de estudiantes que pueden matricularse. Las escuelas deben tener un proceso claro y transparente para los padres que quieren apelar la decisión de no permitir a su alumno tomar un curso en particular.

Diploma de preparatoria con significado

Hay tres áreas que creo que el rigor de la Preparación de Diploma de Universidad y Carreras podrían ser reforzados.

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2. **Definir "circunstancias inusuales"**. La Preparación de Diploma de Universidad y Carreras le permite a los distritos escolares "no exigir hasta dos créditos requeridos... para estudiantes individuales por una razón de circunstancias inusuales, tal como lo define el distrito." Sin una aclaración o más orientación de la Mesa Directiva de Educación del Estado, corremos el riesgo de tener 295 definiciones diferentes de "circunstancias inusuales".
3. **Solicitar transparencia de los distritos escolares**. Los distritos escolares deberían reportar el número de estudiantes a los que no se les exigió créditos, el número de créditos que no se exigieron, y la información demográfica de esos estudiantes (elegibilidad para el almuerzo gratis o de precio reducido (free and reduced lunch-eligibility, FRL), estatus en educación especial, estatus de Aprendizaje del Lenguaje Inglés (English Language Learner, ELL), y raza, mínimo).

Gracias por su trabajo para hacer que las normas de implementación para la Preparación de Diploma de Universidad y Carreras sean los más fuertes posibles.

Nombre Maribel MARTINEZ

Comentarios adicionales

Correo electrónico Morena_992000PR@yahoo.com

Código postal 98944 Fecha 6/21/14

LEAGUE OF EDUCATION VOTERS™

Mesa Directiva Estatal
PO Box 47206
Olympia, WA 98504

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Nombre Shirly Y. Escobar

Correo electrónico yanelyShirly@Hotmail.com

Código postal 98936 Fecha 06-21-14

Comentarios adicionales

LEAGUE OF EDUCATION VOTERS™

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PO Box 47206
Olympia, WA 98504

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Name Arminda Caballero

Email arminda.caballero@outlook.com

Zip Code 98932 Date 6-21-14

Additional comments

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Name Judith Caballero

Email caballeroj@cwu.edu

Zip Code 98932 Date 6-21-14

Additional comments

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Name Theresa Flores

Email _____

Zip Code 99350 Date 6-21-14

Additional comments

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Name Adriana Rodriguez

Email _____

Zip Code 99344 Date 6-21-2014

Additional comments

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Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Name Sandra Rodriguez

Email _____

Zip Code 99344 Date 6-21-2014

Additional comments

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

Dear Mr. Archer:

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Name Blanca Navarro

Email blanca.navarro@inspire-centers.org

Zip Code 98930 Date 4/22/14

Additional comments

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Olympia, WA 98504

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Name Anna Macias

Additional comments

Email anna.macias@inspire-centers.org

Zip Code 98944 Date 6-21-19

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State Board of Education
PO Box 47206
Olympia, WA 98504

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Name Rebeca Ramirez

Email _____

Zip Code 98944 Date 6/21/14

Additional comments

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Name Maria Lopez

Email _____

Zip Code 98951 Date 6/21/14

Additional comments

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State Board of Education
PO Box 47206
Olympia, WA 98504

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Name Francisca Hernandez **Additional comments**

Email Franciscahernandez@inspire-centers.org

Zip Code 98948 Date 6/21/14

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PO Box 47206
Olympia, WA 98504

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Name [signature]

Email

Zip Code 98418 Date 6/21/14

Additional comments

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Name Estella Rios

Email estella-rios@yahoo.com

Zip Code 98932 Date 6-21-14

Additional comments

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Name Daniela Ibarra

Email _____

Zip Code 98432 Date 6/21/2014

Additional comments

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Name Helen Barba

Email helenbarba@live.com

Zip Code 98937 Date 6/21/14

Additional comments

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Name Rosalie de Mestre

Email

Zip Code 98944 Date 6/21/14

Additional comments

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A meaningful high school diploma

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Thank you for your work to make the rules for implementation of the College and Career Ready Diploma as strong as possible.

Name Andrea Virelle

Email andrita2912@gmail.com

Zip Code 98530 Date 10/21/14

Additional comments

LEAGUE OF EDUCATION VOTERS™

State Board of Education
PO Box 47206
Olympia, WA 98504

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Name Martha Fajardo

Email martha.fajardo81@gmail.com

Zip Code 98930 Date 6-21-14

Additional comments

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Olympia, WA 98504

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Name Sal Alvarez

Email Salvador63@aol.com

Zip Code 98908 Date 6/21/14

Additional comments

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Olympia, WA 98504

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Thank you for your work to make the rules for implementation as strong as possible.

Name Daniel Cilente

Email Daniel.Cilenti@inspire-center

Zip Code 98444 Date 6/21/2014

Additional comments

LEAGUE OF EDUCATION VOTERS™

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Olympia, WA 98504

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Name Deidre Dellinger
Email deidredellinger@ymail.com
Zip Code 98907 Date 07/09/14

Additional comments

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PO Box 47206
Olympia, WA 98504

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Name Veronica A. Gallardo

Email Veronicagallardo7@gmail.com

Zip Code 98118 Date 6/25/2014

Additional comments

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Name Roxana Pardo Garcia
Email rox.pg90@gmail.com
Zip Code 98168 Date 06/25/14

Additional comments

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Name Veronica Donos

Email veronicac.donos@gmail.com

Zip Code 98058 Date 6/25/14

Additional comments

LEAGUE OF EDUCATION VOTERS™



Karen Spero Albers ▸ **The Washington State Board of Education**

July 11 at 6:46pm · Richland, WA ·

Thank you, State Board of Education for maintaining the high school diploma rigorous for all students, as well as recognizing the value & importance in parent involvement.

Like · Comment · Share



Beth T. Sigall ▸ **The Washington State Board of Education**

July 11 at 2:38pm · Edited ·

Thank you, WA State Board of Education, for keeping the high school diploma rigorous for all, and for recognizing the importance of parent involvement in high school.



New High School Diploma Rules Make Clear Which Credits Students Can Waive — And Which They Can't

High school students in Washington will soon be able to drop up to two courses if they...

KPLU.ORG | BY KYLE STOKES

Like · Comment · Share · 3



Beth T. Sigall ▸ **The Washington State Board of Education**
July 11 at 2:38pm ·

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KPLU.ORG | BY KYLE STOKES

Like · Comment · Share · 1



Patsy Treece ▸ **The Washington State Board of Education**
July 11 at 1:53pm ·

Thank you for your work on having a meaningful diploma. We appreciate it!

Like · Comment · Share



DeeDee Loberg ▸ **The Washington State Board of Education**
July 11 at 9:26am ·

Thank you to all the board members for voting to keep our graduation requirements rigorous for all students and for supporting parent involvement. Thank you, thank you!

Like · Comment · Share

The Washington State Board of Education was mentioned in a post.

League of Education Voters
July 9 at 3:37pm ·

We heard some fantastic testimony today from advocates and activists from Yakima, Grandview, Pasco, and Seattle! Thank you to everyone who traveled all the way to Spokane to testify and thank you to The Washington State Board of Education for providing us an opportunity to publicly testify!



Like · Comment · Share · 16 2 1

Nancy Chamberlain, Barbara Johanson, Frank Ordway and 13 others like this.

Top Comments

1 share

Write a comment...

Sergio Jara Yay!!! This makes me really happy. Keep me posted on other work being done. I like to keep up with the amazing work being done. #Proud
Like · Reply · 1 · July 10 at 2:15pm

Joyce Yee I'm so very happy and proud about all the amazing and moving stories that everyone shared at this meeting today! - 🙂
Like · Reply · 1 · July 9 at 10:48pm

Beth T. Sigall Actions



Beth T. Sigall Jul 11th, 2:39pm

Thank you, WSBA, for keeping the high school diploma rigorous for all, and for recognizing the importance of parent involvement in high school course.

Beth Sigall
Redmond, WA
Parent of 3 kids, including one w/ special needs, in Lake Washington School District