



THE WASHINGTON STATE BOARD OF EDUCATION

Governance | Accountability | Achievement | Oversight | Career & College Readiness

July 9-10, 2014
Educational Service District 101 Office
Spokane, Washington

State Board of Education (SBE) Board Meeting Minutes

Wednesday, July 9, 2014

8:00-8:15 a.m.

Call to Order

- Pledge of Allegiance
- Announcements
- Welcome from Mr. Mike Dunn, Superintendent, Educational Service District 101
- Agenda Overview

Members Attending:

Chair Dr. Kristina Mayer, Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Isabel Munoz-Colon, Ms. Judy Jennings, Ms. Holly Koon, Dr. Deborah Wilds, Mr. Kevin Lavery, Dr. Dan Plung, Ms. Cindy McMullen J.D., Mr. Randy Dorn, Mr. Jeff Estes (15)

Members Excused:

Ms. Madeleine Osmun (1)

Staff Attending:

Mr. Ben Rarick, Mr. Jack Archer, Ms. Linda Drake, Ms. Sarah Lane, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Ms. Colleen Warren J.D., Ms. Tamara Jensen (9)

Staff Excused:

Ms. Denise Ross (1)

The meeting was called to order at 8:00 a.m. by Chair Mayer.

Superintendent Dunn thanked the Board for visiting multiple locations in the state. He offered background on the diversity of districts in this ESD. He said there are 95,000 students in their districts. Each child matters. It is important to be inclusive of everyone in a targeted area.

Consent Agenda

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

- Approval of Minutes from the May 7-8, 2014 Meeting (**Action Item**)

- Approval of Minutes from the June 11, 2014 Indistar Orientation Special Meeting (**Action Item**)

Consent agenda

Motion made.

Motion seconded.

Motion carried.

8:15-10:45

Review of Required Action Plan Submissions from Marysville, Wellpinit, Yakima, and Tacoma School Districts

Ms. Linda Drake, Research Director

Mr. Andrew Kelly, Assistant Superintendent, OSPI

Representatives of Required Action Districts

Ms. Drake provided an overview of the Required Action approval process. In Washington, RADs and other schools in Improvement status use the Indistar planning tool. If the Board does not approve a plan, it must notify the district in writing. The school can resubmit a plan or the Required Action Panel can meet. The panel thus far has not convened.

Representatives of the RADs responded to the following questions:

- Define the key changes that you will be implementing. How specifically are these changes anticipated to produce improvements?
- What are the key issues or challenges you are facing and that must be addressed in order for your school to be released from RAD status within three years?
- How are districts responding to the external audit?
 - What are the specific student performance goals you are setting?
 - What data will you be using to assess progress?
- How will you promote partnerships (within and without the school) to promote and advance your progress?
- What moves has the district taken to ensure that the school succeeds?

Districts included information on the following:

- Budget
- Description of changes to policies, practices, structures
- Changes to assessing student performance

The communities, the district, the school, and OSPI need to work together to achieve the success that we want through Required Action. RAD allows us to have a vision of these four schools embodying growth and high performance, becoming models of excellence for the state.

Mr. Kelly stated that there are two primary levers for improvement:

- Transformational teaching for learning
- Courageous leadership

Following Mr. Kelly's introduction, representatives from each of the RAD districts presented on their required action plan.

Quil Ceda-Tulalip Elementary, Marysville School District

Dr. Becky Berg, Superintendent

Mr. Ray Houser, Assistant Superintendent

Dr. Anthony Craig, Principal

Ms. Kristen DeWitte, Principal

Ms. Kathy Thornton, Assistant Principal

Washington Middle School, Yakima School District

Dr. Jack Irion, Deputy Superintendent
Mr. Bill Hilton, Principal

Wellpinit Elementary School, Wellpinit School District

Mr. John Adkins, Superintendent
Mr. Kim Ewing, Principal
Ms. Karen Estes, Student and School Success Coach

Stewart Middle School, Tacoma School District

Mr. Toni Pace, Assistant Superintendent
Mr. Zeek Edmond, Principal
Mr. Ben Gauyan, Director of Middle Schools

11:30-12:00 p.m. Board Discussion on Required Action Plans

Chair Mayer requested that the Board address each group one at a time. Board members discussed each Required Action Plan. Members stated that future Required Action Plan approval documents should include a concise summary so that all of the information the Board needs to know is summarized. Members requested that the districts be given a template for the budget so that there is a standard format for them.

12:00-12:30 Lunch

12:30-1:00 Executive Session Discussion for the Purposes of Executive Director Evaluation

1:00-1:45 Public Hearing on Proposed Rules to Implement Chapter 217, Laws of 2014 (E2SSB 6552)

Fiscal Impact Statement

Ms. JoLynn Berge, Chief Financial Officer, OSPI

OSPI prepared a fiscal impact statement per RCW 28A.305.135 for filing with the proposed rules. OSPI has a ListServ with 40 districts that volunteered to provide the fiscal impact statement. It received one response. The district has 14,500 students, with 3,000 high school students. The district's finance staff estimated that the new rules would cost them about \$150,000. It references 8th grade being the start of the High School and Beyond Plan (HSBP) with professional development for the HSBP during high school as needed. Identification of career goals and those sorts of matters would drive some cost. The district stated a need for software for career exploration and interest.

Mr. Rarick asked whether the fiscal impact statement is representative of the entire state. Ms. Berge said she would not feel comfortable that it is representative because it reflects a response from just one district. Mr. Rarick asked Ms. Berge whether she agreed with the analysis. Ms. Berge said that she agreed that some clarification could be needed for the HSBP, and that OSPI would encourage additional staffing time and small software products. Mr. Archer asked whether the High School and Beyond component of the 6552 graduation requirements was funded by the Legislature in the budget. Ms. Berge said she was unsure.

Mr. Justin Montermini, Workforce Training and Education Coordinating Board

Mr. Montermini thanked the Board and staff for the changes in the opt-out process for Algebra II. The previous requirements created a chilling effect for students who want to take other math courses. Reducing that section from three paragraphs to one streamlines the process. The

requirements encourage students to do workplace experience activities, such as job shadowing, internship, apprenticeship. For some students not understanding the link between high school and career, the High School and Beyond Plan makes that relationship stronger. Planning is seen in a number of comprehensive school-to-career programs in the state.

Ms. Quontica Sparks, Parent and Member of the Leading Ladies

Ms. Sparks stated that she is from Pasco in the Tri-Cities and testifying as a representative of Leading Ladies, a parent, foster parent, and pastor in her Church. She has a student in high school and a student at University of Washington. As a previous Pasco school employee and having students with IEPs in the home, it has been very disconcerting to see the lack of parent engagement. She stated that her grandmother raised her. She became pregnant in her senior year of high school. She had a high school mentor who helped her get involved in science activities, fill out a college application for the field of science, and helped her get into the program. However, she did not have the support from parental engagement to help her succeed. Her children and others in the home are not taught that high school is an option, it is a must! She strongly encouraged the Board to look at the parental engagement piece.

Mr. Lawrence Jones, Foster Parent

Mr. Jones thanked the Board for E2SSB 6552. He is a parent and a foster parent. He said it is important for parents to have a voice. He has taken care of a four year-old Chinese stepdaughter. He stated that his stepdaughter was slow at learning and that the school system doesn't always do the best job, so parents need to be there for their children. She was a 4.0 student until he switched districts. The district told her that everything was fine but, really, there was a problem with math. Later in the quarter, they found out that she was enrolled in an advanced math class. She received a lower grade and no longer has a 4.0. She was given the option to either repeat the course or continue through the system. Mr. Jones stated that he strongly advocates for the parent to be involved in the process and asked the Board not to let any of our students get out with less than the full number of credits.

Ms. Thelma Jackson, Black Education Strategy Roundtable

Dr. Jackson stated that she has been an education consultant for 25 years, former director of Washington State School Directors' Association, member of the steering committee on the Black Education Roundtable, a member of the League of Education Voters, and chair of the board of SOAR Academy. The law states that, without distinction of race, color and caste, all students should receive a public education. The second half of this state's duty is inadequate in fulfillment just as the funding is. The law states that there needs to be a uniform set of graduation requirements. Do not allow waivers in any subjects other than electives. She stated that there is no doubt in her mind who will be offered the waivers. There is immense pressure on districts to improve graduation rates. Students need those rigorous courses to have a chance to get into college. There is enough doubt and distrust in the education system. What is missing is the will, courage, and commitment to graduate all students with the same requirements. These graduation requirements are a step in the direction of improving the situation.

Ms. Jennifer Balderas, Parent

Ms. Balderas thanked the Board for supporting the college and career diploma. She stated that she is Mexican-American and that her children are Mexican-American. The students are not self-entitled. They will work. Passing something that allows them to graduate without the necessary credits will give them a shortcut through life. Her children are involved with the Young Marines, building respect, honor, and discipline. When education lowers its standards, what does that tell the children? They are willing to lay down their lives if they choose to continue with the military. They are involved with the Church and lay down their lives for the work of God. She stated that she is not angry, just passionate about their future. She stated that she strongly suggests that the Board press for parent engagement and stronger academic

rigor. Otherwise, we will lose the children to the streets. As long as we keep them actively involved, they will be the next generation for the future. You will see leaders if you press on.

Jerry Dyer, Counselor, Mary Walker High School

Mary Walker High School is a small school north of Spokane. The high school has 150 students, 100 percent on free or reduced price lunch. The majority of the requirements will affect low income students. The goal 35 years ago was to get students to graduate with high school diplomas. The problem is that it does not necessarily guarantee them a job. Raising our sights made them better. His school increased the challenge of its courses by introducing Advanced Placement courses. It encourages students to have college aspirations, and college-going rates tripled. The future of those with only a diploma and without the skills is bleak. Standards and expectations matter, but actions convey what matters. College and career standards are not haphazard. They are what students need to have a fair chance in life. He asked the Board to stand its ground.

Ms. Parasa Chanramy, Policy Analyst, Stand for Children

Ms. Chanramy stated that she wants all students to graduate prepared and ready for college. She is representing Partnership for Learning, League of Education Voters, and the Excellent Schools Now Coalition. She stated that she wants to make sure the 24-credit framework is implemented well. She stated her testimony is focused on the two-credit waiver for students. They said E2SSB 6552 was clear that the two credits waived could come from the 24 credits, but not from the 17 core subject credits. If it could be applied to all of the credits, it would set a dangerous precedent. Students could graduate with one math credit or one science credit. Stand for Children believes that the core 17 should not be reduced with a waiver. Students should be prepared for college and well-paying jobs. She stated that the Board's leadership is crucial in making sure that more students graduate with a meaningful diploma so that they are prepared for college or a career upon graduation

Ms. Victoria Ruelas, Student in Grandview School District

Thank you for preparing students for college and the job market. Ms. Ruelas stated that she is here because her school serves a lot of English Language Learner students but she has seen them fail to serve many students. Why did no one help them to take the right credits to prepare them for a university? What about the students that do not have anyone to advocate for them in the right language? She is speaking of a friend who relied on district staff to guide her into the right courses. However, she was not guided into the right courses. Passing the rules with the requirements to take the most rigorous courses for the diploma is important. Please pass the rules with the most rigor.

Mr. Marlando Sparks, Lyfe Empowerment Inc.

Mr. Sparks was attending from the Pasco School District, where he formerly worked in dropout prevention. He said that he and his wife have a community organization called Lyfe Empowerment. He is a proud parent of five students. One is at the University of Washington and two are middle school students. He stated that one of the things that caught him was the gap in demographics between students applying and being accepted to the University of Washington, and cited statistics. A mentor of his showed him why there is such a gap. He stated that white people would teach their kids about how to pass classes and build celebration for graduating from high school. After hearing that, he and his wife started to put that mentality into their own households, bringing celebration to passing high school. There should be the requirement that students take the most advanced courses. He stated that he is asking that parents have a voice. His son was in an Advanced Placement course but his counselor told him to drop it because the student already had enough credits to graduate. Mr. Sparks provided signatures from 200 people in his area supporting his position.

1:45 – 2:00 p.m. Public Comment

Ms. Sarah Butcher, Bellevue Special Needs PTA

Ms. Butcher stated that the federal government recently released information on special education. Washington was listed as in need of assistance. Parents were happy to hear that Washington needs improvement. Parents of special education students will need to address the barriers. Some of it resides in how we look at students and how we help them to succeed. Recently, she heard testimony that parents of special education students need to stop “drinking the Kool Aid” of entering college. People in education are saying things that are offensive to parents of special education students. There was an amendment to 6552 but the governor vetoed it saying that there would be a plan provided. Think about how special education students will be affected. Think about our most needy students. All students in all schools deserve support. If you hear a comment dismissing the capabilities of special education students, please question the validity of that comment. Every support that would help special education students would support all students in the system. All of us need to make sure that our educators are equipped to support our special education students.

Ms. Helen Black

Ms. Black stated that she is a parent of an 11-year-old boy with Down syndrome. She is here to talk about the use of seclusion and restraints. Her son was restrained in a padded room for noncompliance. It was not violent behavior, but just for refusing to do work. She was notified by aides in the school who saw the harm that it was doing to her student. She is against the use of seclusion and restraints. She would prefer the use of PBIS. The use of a restraint could have killed her child because of a clogged aortic artery. She encouraged making schools safe for all students.

2:00 – 3:05 p.m. Resumed Public Hearing on Rules to Implement E2SSB 6552

Mr. Chris Barron, Communications Manager, Partnership for Learning

Mr. Barron stated that the Washington Roundtable and Partnership for Learning support the use of the two-credit waiver, but not for the 17 core credits. Those credits represent the skills that students will need for the 21st Century economy. We have known for a generation that our education system has not aligned to our high-tech economy. There are 20,000 unfilled jobs in Washington. That number is expected to more than double to 50,000. Many of those jobs are in the STEM and health care occupations. By 2018, two-thirds of jobs will require postsecondary education. The Career- and College-Ready diploma raises the bar for all students and provides for a more equitable system of education. Mr. Barron said the Roundtable and Partnership appreciate the Board’s longtime leadership on this issue. They need to put Washington students on par with students from other states.

Ms. Betsy Cowles, Chairman, Cowles Publishing Company

Ms. Cowles stated that her company has been in the area for 120 years. As an employer, she has two students in college right now. Having students be prepared for life and college is very important. Career- and college-readiness is a great step forward and she encourages the Board to head down that path. Fifty percent of students who go to college need remediation. It is not fair to have that cost on the colleges and economy, and it is unfair for the kids who graduate with diplomas that are not as meaningful as they expect. Continuing with the progress of the 24 credits is very important in this era. It is important for students to graduate with a diploma that is meaningful. She said she hopes for a generation that is more prepared than the current one.

Ms. Wendy Rader-Konofalski, Washington Education Association

Ms. Rader-Konofalski requested that her revised public comment replace the previous comment. She said the content of 6552 is a done deal. She wanted to provide clarity where necessary. When there is discrepancy between the bill and the rules, you need to ask, are they consistent or inconsistent with the legislative intent? In this case, the Legislature has given the Board the gift of clarity. Is the two-credit waiver for any credits or just certain ones? For the question of student and parental control over course-taking, the Legislature provided more flexibility for districts to waive any two credits in the interest of the student. Without those parts, the bill would have had no hope in passage. Everyone would still be here talking about what to do for next year's legislative session, if the bill was different than it was. The Board should follow the Legislature's intent to have flexibility for districts. It should be dealt with as it passed rather than as the Board would have liked it to have passed.

Ms. Sarah Butcher, Bellevue Special Needs PTA

Ms. Butcher said she spends a significant amount of time helping parents to advocate and help their children move through the school system. Students with Individualized Education Plans who are working towards a real diploma, one that is equivalent to that earned by other students, experience real challenges. She said that Bellevue does course placement in a way that exacerbates the problem. Some of the credits taken by special education students are not useful in college. Parent engagement in course-taking is very important. All students, including special education students, should be required to do of the credits. She said High School and Beyond Plan discussions are very different from Individualized Education Plan discussions. She encouraged the Board to make a values statement and keep the promise to all the students in the state.

Ms. Darci Ladwig, Spokane County Parent Coalition

Ms. Ladwig said she is a parent of a student with developmental disabilities and a member of the Spokane County Parent Coalition. She stated that she agrees with the Bellevue Special Needs PTA. She said that all students should be held to high expectations.

Dr. Jeffrey Bierman, Current President of Spokane Public Schools Board

Dr. Bierman stated that he is the current President of the Spokane Public Schools Board and that Spokane Public Schools is part of the School Alliance. He is a physics professor and a father of three teenagers. Dr. Bierman thanked the Board for holding a meeting in Spokane. He said he liked the direction of having higher expectations and the goal of career and college readiness for all students. He voiced concern, however, about the proposed rules creating undue or unintended administrative burden on high schools around requiring parent approval on the identification of a third math or science credit. He said the approval for parents and guardians should be for situations where kids are doing some unique pathway. He said the Board could give districts a process where they can get courses approved by the State Board as automatically fulfilling that third math credit or any science credit. He stated that for the two-credit waiver, the Board cannot know all the unique unusual circumstances that are going to come up for kids over the next ten years. School boards are the ones in the best position to make those decisions.

Mr. Robert Douthit, Spokane Public Schools Board Member

Mr. Douthit stated that he was a member of the Spokane school board and represents the School Alliance. He said there were three issues that have been covered by others. First, the two credit waiver. Second, the third year of math and science and what the School Alliance's proposal is to meld that into the High School and Beyond Plan, so that when the High School and Beyond Plan is created, for math and science, then the courses are mapped out so that can be a default. Right now, he said, it is set up with a default mechanism so that only if you opt out of Algebra II or Integrated Math III, do you go through this process. Third, he stated that

they don't see the Board as having any statutory authority for going down to 8th grade for the High school and Beyond Plan. He also stated that they do not think it should start in 8th grade because the real knowledge and expertise of what is necessary to make those decisions is at the high school level. He stated that the correct track is that the Board make a rule by interpreting a statute. He said the Board is not here to think about what would be the best set of high school graduation requirements in the whole world or what should 6552 have looked like if the Board could rewrite it.

Ms. Natajauna Sparks, Student at Pasco High School

Ms. Sparks stated that she is the sister of two graduates and older sister of two middle school students. Parents can push students to graduate on time. She said it is mandatory in their family; it is not an option. Without the parents being involved in all of their educations, they would not all be able to follow their goals.

Ms. Morgan Hollis, Student

Ms. Hollis stated that she is part of an organization that encourages young women of color to go to college.

Mr. Salvador Lopez, Hispanic Parents WSPTA (with Interpreter Micaela Razo)

Mr. Lopez stated that he represents an organization of the PTA. He represents the Hispanic families. Many of them are not provided information and schools do not establish connections to the parents. It is important to give them translations of documents, provide them with information, and help them to understand the educational system. Many of our parents are Hispanic families who do not understand the school system or the credits that their students need to take to graduate high school. It is important for the Board to firmly set strong rules on parent engagement. Those rules would help our students and our parents to understand the system better. He stated that it would mainly help our students who are low income, of color, and migrant.

Ms. Maria Estrado (with Interpreter Micaela Razo)

Ms. Estrado stated that she is an administrator and a teacher with 35 years of experience. She stated that she represents Latin parents and her daughter. She said, "I bring you an original story. A story of Paulina Lissette Estrada. What should be, what is not. What should be is to graduate high school." She did not speak English. The teachers oriented her in mathematics but they were wrong. She should have had in grade 10 Algebra I, in grade 11 Algebra II, in grade 12 Algebra III. What happened was in grade 10 Algebra I, in Grade 11 Algebra I, in grade 12 Algebra I. She handed copy of high school transcript to the executive assistant. Ms. Estrado stated that it is important that rules to E2SSB 6552 be affirmed and moved with all 24 credits. She encouraged the Board to support the efforts of Hispanic and migrant students with the 24-credit requirements.

Ms. Linda Lozano

Ms. Lozano thanked the Board for E2SSB 6552. She stated that she is an attorney and advocate. As a parent, she wants to know that she has the ability to sign off on her child's High School and Beyond Plan. The rules to 6552 should require a signature for the High School and Beyond Plan. The proposed rules would allow a student to choose a third credit of math or science without the say of parents. It would allow her students to choose the course without her input. She urged the Board to take the strongest action on rigor and parental engagement.

Ms. Rayna Wagner, School Alliance

Ms. Wagner stated that the School Alliance is a group of ten districts that supported E2SSB 6552. They worked with other advocate groups and legislators to get the bill passed. They are strongly supportive of the bill and its implementation. It is a delegation of authority supporting

local control to school districts. The Board has received two letters from the School Alliance. She said the resolution does not align with the bill. The two-credit waiver and parental engagement element do not align. Their position is that the Board should delay action on rules to this section, but only this section, of the bill.

Ms. Micaela Razo, Parent and a Member of the League of Education Voters

Ms. Razo stated that she was testifying as a parent. She stated that she advocates for parents, particularly parents of students with disabilities. Being a stay-at-home mom gave her the experience of how hard it was to get her student on an Individualized Education Plan in the courses the student needs. At first, it was not clear that classes could be waived. She broke down as a parent when she heard about the waiver. She fought hard every month to get her student into the correct math course. When he doesn't keep up in math, his behavioral problems come out. She stated that she encourages her son to follow his dream of being a pilot. She encouraged the Board to hold strong to its rigor.

Mr. Eric Razo, Student

Mr. Razo stated that he is a student from Grandview School District. This bill will prepare all students for career and college readiness. He stated that he has Tourette's syndrome but Tourette's syndrome does not have him. He has fought to remain at grade level. If the high school does not believe in him, they will leave him behind. He stated that it is not fair that his mom always has to fight for his education. He asked the Board to please support the strongest rules possible. Please support his dream of being a pilot.

Mr. Hugo Chan (with Interpreter Micaela Razo)

Mr. Chan said he was there to represent his family, the families of migrants, and Inspire, a development program for migrants. He thanked the Board for supporting the Career- and College-Ready diploma in E2SSB 6552. It will prepare students for an education and jobs in Washington. As a representative of migrant parents, this bill affects all students. Not all students speak English. He stated that they will do the most possible so that they can achieve their dreams and "are not in the fields working like us." He said that nowadays, if one student does not pass a certain mathematics class, he does not pass the grade. The self-esteem of the student goes because the student doubts himself and does not tell himself that he can do it. For those teachers to have patience and love for their students, they need to guide them to a positive outcome in the future. Don't make students feel less capable. He stated that, for all of the immigrants he represents, do not let the students fall behind. They fall behind in school because they do not have interpreters. He urged the Board to reaffirm the rules so that they feel adequate and can fulfill their dreams. Mr. Chan stated that he has letters from parents in support of the requirements.

Ms. Angela Johnstone, Spokane Public Schools

Ms. Johnstone voiced support for the 24-credit graduation requirements. Spokane has adopted T24. She voiced concern for students in the one percent of the student population. They are the students who have disabilities significant enough to have trouble meeting the 24-credit requirements. They do not want to penalize schools that have students with Individualized Education Plans.

Ms. Kelly Munn, State Field Director, League of Education Voters

Ms. Munn stated that it is her job to turn out parents and community leaders. Before working for the League of Education Voters, she was a parent advocate. She has followed the work of the State Board of Education, brought people to the meetings, and watched them learn and change and grow. She watched the Board meld something that will allow students to learn. She said that the two credit waiver is a disaster. She stated that it is a big hole that districts are about to walk through. The districts are telling the Board that they are going to walk through it because

they are writing the Board letters. The opportunity for school districts on an individual basis to waive two credits is a big problem. She asked who decides which kids do not need math, science, and English. She said it may sound like she is trying to bash school districts. She stated that districts are working hard to support the majority of their students. The majority of students are not the ones this waiver will affect, however, it is the minorities. They are the ones you have heard from today.

Ms. Amy Liu, Policy Director, League of Education Voters

Ms. Liu stated that allowing the 24 credits to be waived would be decreasing the meaningfulness of the diploma. It would not be for your kids or for my kids. Who would get these waivers? It would be the folks from the communities that are present here today. She stated that she cannot believe that this entity wants that to happen, but that it is what will happen. She stated that she does not think the legislative intent is clear. She noted that the Board has received two letters from legislators expressing differing legislative intents. If the legislative intent is unclear, she said, then the letter of the law is what should be used. She said the law states that the Board shall adopt rules to implement its resolution. The mission of the Board is to lead the development of state policy. She asked that the Board please do what the law allows the Board to do but also what the law requires the Board to do.

Ms. Deidre Dellinger, Parent

Ms. Dellinger said she is a grandmother who raised two wonderful grandsons. The grandsons were in Special Education. She said she fought every year for her students to be mainstreamed with other kids. They kept telling her to wait. By the time her grandson got to seventh grade, she demanded that they mainstream him but they still didn't do it. Now he is in high school but he is having a lot of trouble because he was not put in mainstream courses. She feels that public education really did him a disservice. She wants schools to be held accountable for children. Even if they have a different learning style, they should still be held accountable. She voiced support for the legislation because it raises the bar for all students.

3:05-3:20 **Break**

3:20-3:50 **SBE Strategic Plan – Discussion of Dashboard Results and Process for Development of Revised 2015-2019 Plan**
Mr. Ben Rarick, Executive Director
Ms. Sarah Lane, Communications Manager

Ms. Lane provided an overview of the Strategic Plan documents that are included in the board packet. She displayed a visual of the achievements of the Board since 2008. These documents can be found in the Strategic Plan section of the board packet that is available at sbe.wa.gov.

Mr. Rarick provided an overview of the following:

- Election of leadership by board members. The Board will need to decide on a nominations leader for the executive committee.
- Small-group discussions on legislative priorities, Strategic Plan, and communications and engagement that will take place the next day.
 - He asked the Board members to formulate a list of the top three legislative priorities for the upcoming session. The other key legislative decision is what role the Board will play in advocating for ample provision of funding for education.
 - What changes should be made to the vision and mission in the Strategic Plan? How should the Board change its strategies to improve the education system?
 - He asked the board to consider the role, scope, and the goals of stakeholder engagement and communications.

3:50-4:30

Basic Education Act Waiver Requests

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer stated that seven waiver requests are under consideration by the Board. Four are for renewals of existing waivers and three are for new waivers. Two of the districts have expiring Option Three waivers. These are considered new waivers rather than renewal of waivers for purposes of Board review. Mr. Archer responded to questions from board members about the waiver requests.

Superintendent Dorn stated that the Legislature has handed off the responsibility for professional development days to the SBE through approval of waivers. He said it doesn't make sense to him if a school has 25 TRI days, some half-days, and some waiver days. The Legislature is supposed to step up to the mark and fund *McCleary*. Moving forward, he said, he is giving notice to the Legislature that he will no longer vote for waivers.

Mr. Archer stated that waivers are not easily correlated to achievement levels. There are so many factors involved that it is difficult to identify whether activities conducted under waivers can be associated with specific levels of student achievement. In a small district such as Onion Creek, there are no state assessment data available. He stated that smaller districts place a heavy reliance on local assessments to monitor student achievement. Board members discussed the criteria for evaluating the achievement of goals stated in waiver applications.

4:30-5:00

School Discipline Data—Update on Student Discipline Task Force and Discussion of a System Health Indicator

Ms. Julia Suliman, Policy Analyst

Ms. Maria Flores, Program Manager: Accountability Policy and Research, OSPI

Ms. Suliman asked members to pay close attention to the policy considerations that are in the discipline section of the packet.

Ms. Flores summarized the progress of the Discipline Task Force. The Task Force had the following duties:

- Develop standard definitions for causes of student disciplinary actions taken at the discretion of the school district.
- Develop data collection standards for disciplinary actions
 - Education services provided while a student is subject to a disciplinary action,
 - The status of petitions for readmission to the school district when a student has been excluded from school,
 - Credit retrieval during a period of exclusion, and
 - School dropout as a result of disciplinary action

The data will begin to be collected with the revised standards in the 2015-16 school year.

Members Fletcher and Maier described their experience visiting schools implementing a PBIS model and their observations and lessons learned.

Chair Mayer adjourned the meeting at 5:10 p.m.

Thursday, July 10, 2014

8:00-8:30 a.m.

Executive Session Discussion for the Purposes of Executive Director Evaluation

Members Attending: Chair Dr. Kristina Mayer, Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Isabel Munoz-Colon, Ms. Judy Jennings, Ms. Holly Koon, Dr. Deborah Wilds, Mr. Kevin Laverty, Dr. Dan Plung, Ms. Cindy McMullen J.D., Mr. Randy Dorn, Mr. Jeff Estes (15)

Members Excused: Ms. Madeleine Osmun (1)

Staff Attending: Mr. Ben Rarick, Mr. Jack Archer, Ms. Linda Drake, Ms. Sarah Lane, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Ms. Colleen Warren J.D., Ms. Tamara Jensen (9)

Staff Excused: Ms. Denise Ross (1)

The meeting was called to order at 8:00 a.m. by Chair Mayer.

8:30-8:50 Student Presentation
Ms. Mara Childs, Student Board Members

Ms. Childs presented on the lessons that she has learned in school. The lessons included:

- The difference between acting childish and childlike
- Breaking the mirror (stop focusing on yourself too much)
- Understanding school-life balance via the Yin and Yang metaphor
- Aiming for greatness through goals and practicing to build good habits
- Consistency is vital to relationships
- One should always be kind, and
- Caring relationships are the most important successes in life.

8:50-10:30 Strategic Plan Discussion for 2015-2019 Plan
Mr. Ben Rarick, Executive Director
Ms. Sarah Lane, Communications Manager

Board members broke into small groups to discuss the Strategic Plan, legislative priorities, and communications and engagement. Board members filled out feedback forms on each topic. At the end of the small group discussions, members reported back to the whole Board. A summary report is being prepared by staff for the September board meeting. That report will be available in the September board meeting materials.

10:30-10:45 Break

10:45-11:00 Update on Career and Technical Education Course Equivalency Options for Satisfying Math and Science Credit Requirements
Ms. Linda Drake, Research Director

Ms. Drake provided an update to the Board on Career and Technical Education (CTE) course equivalencies. The Legislature provided funding to support OSPI developing state course equivalencies. Equivalent CTE courses qualify as academic courses for the purposes of graduation requirements. There is a lot of variation in how course equivalency policy is applied. For the purposes of 6552, the Board shall provide an opportunity for public comment, review OSPI's list of course equivalencies, and approve the list. OSPI completed a Request for Proposals and chose Dr. David Conley's Educational Policy Improvement Center. Dr. Christine Chadwick will be the project manager for developing the list.

The timeline is:

- OSPI convenes workgroup this summer into the fall
- SBE will probably receive an update during the March 2015 meeting.
- SBE may consider the list for approval at the May 2015 meeting.

11:00-12:00 p.m. Implementation of the Teacher and Principal Evaluation Pilot Program (TPEP) – Status Update

Ms. Helene Paroff, Assistant Executive Director of Professional Development, Washington Association of School Administrators (WASA)

Chair Mayer introduced the topic by stating that nearly every BEA waiver application talks about TPEP, and the Board is interested in legislation on professional development.

Ms. Paroff stated that WEA, AWSP, OSPI, WASA, WSPTA, and WSSDA are the member organizations of the TPEP steering committee. TPEP includes two employee groups: Certificated Teachers and Certificated Principal/Assistant Principal. All classroom teachers and principals are to be evaluated no later than during the 2015-16 school year. That will be the year of full implementation.

A major part of the TPEP was that it changed teacher evaluation from a binary system of satisfactory/unsatisfactory to a four-tiered system of distinguished, proficient, basic, and unsatisfactory. Ms. Paroff displayed the student growth rubric at the request of a board member. During discussion, board members inquired about the level of understanding of TPEP by principals, stressing the importance of principal effectiveness. Board members also asked about the measurement of implementation and measurement of quality control.

12:00-12:15 Public Comment

Wendy Rader-Konofalski, Washington Education Association (WEA)

This was an invited public comment by Wendy Rader-Konofalski to talk about WEA policy priorities on TPEP and statewide professional development.

Ms. Rader-Konofalski said the WEA has been very involved in this process since the very beginning, investing full-time staff and energy in providing professional development to members and districts. She stated that she is not the TPEP expert in the organization. She requested comment from the experts, Lucinda Young and Scott Courier, and they provided the top seven comments on TPEP. The experts are available to answer further questions. Funding for consistent professional development is not provided by the state. Teachers and school districts find professional development opportunities and fund it without the state. Teacher certification and licensure is out of the scope of the SBE. It is under the Professional Educator Standards Board (PESB) and is made up of education practitioners. They have created the only two-tier, high stakes licensure system in the country. They keep all things teacher-oriented within that board. The WEA is not interested in teacher issues creeping into the scope of SBE. They are happy that it remains in the PESB scope. The use of growth in TPEP is very real and genuine. The ability of the teachers in that framework to move students forward is important. It provides growth data at two points within a single year. OSPI has worked hard to make good use of the small amount of funding that is available. Funding of professional development and the eVAL tool that collects data from thousands of teachers is important. Professional development funding for principals is critical. Local schools and districts have funded the professional development at the local level. If the funding is not increased, TPEP will not reach the level of success that was envisioned by the Legislature and the Governor. SBE can help by not adding requirements and tasks that are not funded. As the law gets changed, it adds work

for teachers. The Board is serious about instructional time, but energy goes to new laws when they are passed.

Ms. Rader-Konofalski read information from Scott Courier to the Board. In the area of professional development, he said we need to seriously consider building system capacity by building elements of TPEP related to teacher capacity. Analyzing, filtering, and using the right type of data to improve student learning. Using the data, how to adjust student growth goals. Mr. Courier is interested in moving forward on professional development and creating a purposeful and meaningful way to tether major issues and initiatives to a single and effective process. New age learning practices, closing the achievement gap, Positive Behavioral Interventions and Supports, and other initiatives are frustrating to teachers as things are piled on. They are looking to use a systematic, collaborative process to tether the reform initiatives into one process. He has been using professional learning communities to create a system that makes sense to teachers and principals. The WEA has put on 70 trainings across the state in the last month. WEA has been asked to present to principals, building-level administrators, and ESDs. WEA is looked at as a premier professional development provider. For every training they do, they cannot do five trainings. These needs must be met by the state.

Mr. Jerry Bender, Association of Washington School Principals

With regards to TPEP training, in a prototypical school, it adds about 40 percent to their work to do TPEP. The evaluation process is a major workload capacity issue. Legislation was offered to increase principal funding by 1.5, but it only received a hearing. The professional development for principals is very important. The instructional leadership is embedded in all of the work of a principal. There is training for principals available as an e-book. AWSP will send the first version of the e-Book to the SBE.

Mr. Dennis Carlson, Grand Coulee School District

The Grand Coulee waiver request is for six days next year. A board member asked a question about Professional Learning Community days for early releases. Mr. Carlson replied that those releases are for one hour, not half of a day. They are going to the 1080 hours and going above the requirement. They are implementing the changes one year in advance because it is the right thing for the district. They are bringing all of their staff into one building, bringing elementary and middle schools into one building with a line in between. They have to spend a lot of time teaching their principals, school board, and community about TPEP. The waiver request is for one year only as they move into the new building.

Ms. Thelma Jackson, League of Education Voters

Ms. Jackson stated that she is making additional comments on the waiver topic in the graduation requirements. In response to the discussion about TPEP, she said she had a change of thought. With regard to Member Maxie's question about the evaluation and measurement of TPEP, she said there is still an achievement gap where groups who have historically been left behind are still being left behind. Students who do make it through with a diploma need remediation. They are going to work on evaluating TPEP. She contends that the measures are very simple – are they closing the achievement gap? Are we seeing an increase in dropout rates? Are we seeing diplomas that are meaningful? If those metrics are not changing, then TPEP is not making a difference. It is all about making a difference and delivering the outcomes that are needed. If these programs are not making those changes then this is another exercise in futility.

Ms. Susan Chapin, Spokane Public Schools Board Member

Ms. Chapin stated that she is representing the Board and many community members who came together to address the CTE requirements and their part in a high school diploma. In response to the CTE course equivalencies discussion, the district supports a vibrant and important use of CTE courses. Spokane also focused on T24, supporting postsecondary

options. By requiring CTE for earning a high school diploma, it interferes with the goals of some students. While we appreciate the ways that the Board is working to establish CTE course equivalencies, we would also like other courses to be substituted for CTE. For students seeking to go to competitive four-year colleges, the CTE courses are not adding value to the credits in the diploma. AP courses and foreign languages are more useful for some colleges that are looking for the most rigorous courses. Most CTE courses are career-focused. For students who are not interested in a technical or two-year pathway, those credits are not as useful to those students in pursuing their pathway.

Mr. Ben Rarick responded. He stated that those ideas were in the minds of the Board at the time. The key issue here is that the change in the graduation requirements from before to the requirements now is that they change from occupational education to CTE. All of the courses that previously counted for occupational education still count towards the definition of CTE in the graduation requirements. The intent was to hold harmless any changes for students going to four-year colleges. The class does not need to be a CTE-certified instructor. It is broad in the legal interpretation of the term "Career and Technical Education." Mr. Rarick said that if Ms. Chapin still had concerns, we would be happy to talk with her about it.

Mr. Randy Russell, Superintendent of the Freeman School District

Mr. Russell thanked the Board for serving our kids and coming over to listen. He said he appreciates the attempt to find balance between slowing things down, listening, and still keeping the foot on the accelerator. He encouraged the Board to reach out to school districts and the boots on the ground that can help the Board with what they are working on.

Ms. Amy Liu, Policy Director at League of Education Voters

Ms. Liu stated that earlier, she quoted Section 202 of E2SSB 6552. She said she read the latter part but not the first part. The first part states that SBE shall carve out graduation requirements. In 2009, the Legislature carved out part of that to comment on the graduation requirements. The manifestation of that is 6552. The intent is clear even if some do not like it in retrospect. It is in the law and in that section that SBE shall establish graduation requirements. She stated that the requirements should be used to establish rigorous requirements for students so that they have options. Waiving the core credits will not help students to have more options. Handing out waivers liberally may put pressure on other districts to do the same. Not every family has the same capacity or asset base. She urged the Board to have parents sign off on the High School and Beyond Plan annually. Parent engagement should be the default, not the exception. If the districts are not engaging the parents successfully, then they are probably falling short of the goals for parent engagement. There is inertia on graduation in school districts. That is why the Board should stand firm. Please think about the families that will not be helped if the Board does not stand strong on the graduation requirements.

Mr. Steve Hitchcock, Teacher at Deer Park Middle School

Mr. Hitchcock stated that TPEP, in theory, is great, but that he wants people to understand how it fits into state requirements. The Danielson Framework and others do not line up perfectly with state requirements. He asked if the Board understands the time spent at conferences and postconferences that take place as part of TPEP. Is it helping students or is it taking up time that the teachers would spend serving the students? He encouraged the Board to continue to talk to people about whether TPEP is working or not. He cited some statistics of excellent proficiency by his students. He said he has designated as Distinguished in the TPEP process.

12:40-1:15

Lunch

1:15-1:25

Call for Nominations to the Executive Committee

Dr. Kristina Mayer, Chair

Mr. Rarick stated that potentially four positions could be open because Dr. Mayer is serving as past immediate chair until her term as a board member expires. Members discussed whether to elect the fourth position at the September meeting before Dr. Mayer's position expires or to elect the fourth executive committee after Dr. Mayer's term has expired.

Member Hughes will be the elections coordinator for any person wishing to nominate another for an Executive Committee role. Chair Mayer stated that Member Hughes will receive support from staff during the process.

1:25-1:55 **Draft Amendments to Adopted Rules on Charter Schools**
Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer briefly discussed the draft amendments to adopted rules on charter schools. The Board has adopted 16 sections of rule to seven sections of the charter school law. The Board has now had the benefit of experience with the charter school law and rules to implement. At the request of the Board, staff have reviewed adopted rules to identify potential improvements.

Mr. Archer identified the following main goals of the amendments:

- Revise the timelines for the charter cycle.
- Incorporate the process for evaluation of authorizer applications in rule.
- Clarify the lottery provision for certification of charter approvals as within the limits on the number of schools that may be established.

Mr. Archer said the next steps were as following

- Approve draft amendments for publishing with CR 102 and scheduling of public hearing.
- Solicit public comment on the rules.
- Possible adoption of rules, with any changes deemed needed, at the September meeting.

Chair Mayer said that charter school rules will be a discussion topic at the next board meeting.

1:55-2:00 **Break**

2:00-5:10 **Business Items**

Approval of Private Schools for the 2014-2015 School Year

Ms. Drake briefly presented on the private school approvals and referenced the OSPI letter regarding Saddle Mountain. SBE staff recommended removal of Saddle Mountain from the list of private schools to be approved in order to request additional information from the school. Board members discussed Saddle Mountain and the Board's role in approving private schools. Members agreed to defer considering approval of Saddle Mountain School.

Motion made to approve the private schools listed in Exhibit G for the 2014-2015 school year.

Motion seconded.

Motion carried. One member abstained.

Basic Education Act Waivers

Auburn School District

Motion made to approve Auburn School District's waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

Motion seconded.

Motion carried.

Grand Coulee Dam School District

Motion made to approve Grand Coulee Dam School District's waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

Motion seconded.

Motion carried.

Mount Baker School District

Motion made to approve Mount Baker School District's waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

Motion seconded.

Motion carried.

Onion Creek School District

Motion made to approve Onion Creek School District's waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

Motion seconded.

Motion carried.

Cle Elum-Roslyn School District

Motion made to approve Cle Elum-Roslyn School District's waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

Motion seconded.

Motion carried.

Wahkiakum School District

Motion made to approve Wahkiakum School District's waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

Motion seconded.

Motion carried.

Selkirk School District

Motion made to approve Selkirk School District's waiver request from the 180 day school year requirement for the number of days, school years, and reason requested in its application to the Board.

Motion seconded.

Motion carried.

Approval of Required Action Plans

Ms. Drake presented a PowerPoint slide showing performance measures for each of the schools in Required Action District status. She stated that Quil Ceda-Tulalip Elementary and

Stewart Middle School had goals based on Annual Measurable Objectives. This may be problematic because the SBAC assessments may require the resetting of baselines. SBE may use discretion to adjust exit criteria to account for changes in standards and assessments to approve exit.

Board members discussed the following improvements to the Required Action Plan approval process:

- Given that it is difficult to approve money without clear and specific targets, SBE should provide feedback about targets to OSPI and the RADs.
- SBE should create a template for the budget so that RADs submit it in a standardized format.
- SBE should clearly request a summary document outlining the most important information needed for approval of the RAP.

Members discussed what would happen if they do not approve the plans. Ms. Drake stated that the Board would send a letter explaining why the plan was not approved to the district. The district could reapply or initiate the Required Action Review Panel process. A member asked if conditional approval could be granted. Staff stated that it could not. Members noted that the Indistar plan is dynamic, and staff stated that the members would be approving the plans as written on July 10, 2014. Members expressed concern for stable funding to support RAD improvements.

Quil Ceda-Tulalip Elementary School - Marysville School District

Motion made to approve Marysville School District's Required Action Plan as contained in the PowerPoint presented at the Board's meeting set forth in Exhibit C, the school and district Indistar plans, the supporting documents uploaded on the Indistar tool website, and the application for school improvement funds submitted to the Superintendent of Public Instruction.

Motion seconded.

Motion carried.

Wellpinit Elementary School – Wellpinit School District

Motion made to approve Wellpinit School District's Required Action Plan as contained in the PowerPoint presented at the Board's meeting set forth in Exhibit D, the school and district Indistar plans, the supporting documents uploaded on the Indistar tool website, and the application for school improvement funds submitted to the Superintendent of Public Instruction.

Motion seconded.

Motion carried.

Washington Middle School – Yakima School District

Motion made to approve Yakima School District's Required Action Plan as contained in the PowerPoint presented at the Board's meeting set forth in Exhibit E, the school and district Indistar plans, the supporting documents uploaded on the Indistar tool website, and the application for school improvement funds submitted to the Superintendent of Public Instruction.

Motion seconded.

Motion carried.

Stewart Middle School – Tacoma School District

Motion made to approve Tacoma School District's Required Action Plan as contained in the PowerPoint presented at the Board's meeting set forth in Exhibit F, the school and district Indistar plans, the supporting documents uploaded on the Indistar tool website, and the application for school improvement funds submitted to the Superintendent of Public Instruction.

Motion seconded.

Motion carried.

Adoption of Proposed Rules to Implement E2SSB 6552

Motion made to adopt the proposed amendment to WAC 180-16-200 as set forth on page 87 of the board packet.

Motion seconded.

Motion carried.

Motion made to adopt the proposed amendments to WAC 180-51-066 as set forth on pages 88 to 92 of the board packet.

Motion seconded.

Motion carried.

Motion made to adopt the proposed amendments to WAC 180-51-067 as set forth on pages 92 to 95 of the board packet.

Motion seconded.

Motion carried.

Motion made to adopt the proposed amendments to WAC 180-90-160 as set forth on pages 102 to 104 in the board packet.

Motion seconded.

Motion carried.

Motion made to adopt proposed new WAC 180-18-100 as set forth on page 101 of the board packet.

Motion seconded.

Motion carried.

Motion made to adopt the amendment to proposed new WAC 180-18-068 as set forth in Exhibit A.

Mr. Archer summarized the amendment as set forth in Exhibit A.

Board member Koon requested clarification of the amendment.

Mr. Rarick explained that Exhibit A makes both technical changes recommended by staff and more substantive changes as summarized by Mr. Archer.

Motion seconded.

Motion carried.

Motion made to amend Exhibit A on page 11, to delete second sentence of Section (12) which reads, "Unless otherwise provided in law, students granted a waiver must earn the seventeen required subject credits in sections (1) through (7), which may be by satisfactory demonstration of competency under WAC 180-51-050."

Motion seconded.

Roll call requested.

Motion failed. Five yes, eight no.

Motion made to amend Exhibit A, on pages two and four, Sections (2) and (3), regarding the agreement of the parent or guardian on the third credit of math and science, as shown on the screen.

Motion seconded.

Motion carried.

Motion made to strike the sentence that reads “A request for the agreement of a student’s parent or guardian should be made in the predominant language of a parent or guardian who predominantly speaks a language other than English, to the extent feasible. The school must, in all cases, give precedence to the parent or guardian in election of a third credit to meet the requirements of this section.”

Motion fails for lack of a second.

Motion made to adopt new rule WAC 180-18-068 as set forth in Exhibit A.

Motion seconded.

Motion carried.

Compensation of Executive Director

Motion made to approve a five percent salary increase for the Board’s Executive Director, effective July 16, 2014.

Motion seconded.

Motion carried.

Chair Mayer adjourned the meeting at 5:10 p.m.