



# THE WASHINGTON STATE BOARD OF EDUCATION

*"Every student receives a high-quality education that prepares for career, college, and life."*

Educational Service District 123, Blue Mountain Room  
3918 W. Court Street, Pasco, WA 99301

**May 13-14, 2015**

## Minutes

### Wednesday, May 13

Members Attending: Chair Isabel Muñoz-Colón, Dr. Deborah Wilds, Ms. Janis Avery, Dr. Daniel Plung, Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Holly Koon, Mr. Kevin Laverty, Ms. Cindy McMullen J.D., Ms. Judy Jennings, and Ms. Madaleine Osmun (14)

Members Excused: Mr. Randy Dorn, Mr. Jeff Estes (2)

Staff Attending: Mr. Ben Rarick, Ms. Tamara Jensen, Mr. Jack Archer, Ms. Linda Drake, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, and Ms. Denise Ross (10)

### **Call to Order**

The meeting was called to order at 8:03 a.m. by Chair Muñoz-Colón. Chair Muñoz-Colón offered opening remarks including recognition of student board member Mara Childs for her service on the Board and welcoming remarks for new student board member Baxter Hershman. Superintendent Bruce Hawkins of ESD 123 welcomed the Board, thanked the Board for traveling to Southeast Washington, and thanked the Board for the Washington Achievement Awards. He stated that ESD 123 is diverse and summarized the needs of the region.

### Consent Agenda

**Motion made** to approve the Minutes for the March 11-12, 2015 Board Meeting.

Motion seconded.

**Motion carried.**

**Motion made by Member McMullen to add the item requested by Superintendent Dorn to tomorrow's agenda.**

Chair Muñoz-Colón stated that it would be discussed and that she is working with staff on holding that board discussion.

**Motion withdrawn by Member McMullen.**

### **Strategic Plan Dashboard**

Ms. Stefanie Randolph, Communications Manager

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Ms. Randolph summarized recent activities related to the Strategic Plan, successful outreach efforts including a Letter to the Legislature, the Washington Achievement Awards, a news article in the Seattle Times, the community forum and site visits.

Board members summarized their major takeaways from the Diverse Communities Roundtable in March 2015. Board members also discussed the community forum that took place on May 12, 2015. Members made the following comments:

- Improve outreach meetings with the following suggestions:
  - Summarizing what the Board does up-front so that less time is spent on explaining the Board's authority;
  - Communicate information during outreach meetings that is correct, particularly about assessment cut scores and accountability designations;
  - Involving the schools in the area in the roundtable discussion;
  - Having enough time to delve into issues;
  - Combining listening with communicating the message about assessments and other policy work of the Board, and figure out a model that is good for doing that;
  - Appreciated how the content of the meeting was addressed so that it did not become confrontational;
  - Broadening the invitee list to address more viewpoints;
  - School visits to connect the discussion to the school environment and see schools from various parts of the state;
  - Respond to misinformation without having a confrontational conversation, it should be an opportunity to present facts and information to address the misinformation without getting into a debate about it;
  - Avoid starting with a panel discussion of the Board to the community participants to make it clear that the Board is listening rather than the Board talking to them;
  - Make it clear to participants what is going to be done in response to their concerns; and
  - Value the importance of open, direct, candid discussion with people of color.
- Improve the educational system with the following:
  - Promote instructional leadership;
  - Differentiate supports and services based on student diversity;
  - Support personalization of education;
  - Examine consequences of policy on the ground level;

### **Educational Data Spotlight**

Dr. Andrew Parr, Senior Policy Analyst

Mr. Parker Teed, Operations and Data Coordinator

Dr. Parr presented an analysis of data on students with disabilities. He presented data disaggregated by the type of disability and compared the performance of students with disabilities in Washington to national data. He raised concerns about how the diverse variety of disabilities are lumped into one student group for the purposes of the accountability system, even though there are considerable differences in performance depending on the type of disability. For accountability purposes, these differences in the disabilities present challenges for determining which schools are successfully serving the students when all of the disabilities are aggregated into the Students with Disabilities group.

Mr. Teed presented on Migrant Education in Washington. He discussed data that the Migrant Education Program uses to understand this student group, demographic and regional data on migrant students, economic data that underlies the regional concentration of migrant students, and the unique needs of migrant students stemming from mobility, poverty, work, and housing conditions.

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## **Budget Review and Legislative Update**

Mr. Jack Archer, Director of Basic Education Oversight

Ms. Julia Suliman, Senior Research Analyst

Ms. Suliman summarized the status of bills that SBE staff have been tracking. She noted the bills that are related to the Board's legislative priorities. Mr. Archer reviewed the budget proposals to fund basic education. At the time of this meeting, no budget had been agreed upon in the Legislature. During this presentation on funding, he discussed Senate Bills 6109, 6104, 6103 and a draft proposal by Representative Hunter, which concern K-12 compensation, local levies, Local Effort Assistance, and new state revenue.

## **Career and Technical Course Equivalencies**

Ms. Linda Drake, Research Director

Ms. Betty Klattenhoff, Career and Technical Education Director, OSPI

Ms. Kathleen Lopp, Assistant Superintendent, OSPI

Dr. Kristine Chadwick, Consultant, Educational Policy Improvement Center

Ms. Drake summarized the State Board of Education's role in approval of CTE Course Equivalencies as mandated by SB 6552. She stated Dr. Kernutt reviewed the course equivalency frameworks and found them to be well-developed.

Board members asked questions about implementation, including the time it would take for teachers to prepare to teach courses based on the course equivalency frameworks. A member suggested that a course development program be developed in regional settings.

Ms. Lopp and Ms. Chadwick summarized and responded to questions that they have received from board members about the CTE course equivalency frameworks. She noted the value of teaching children through the real-world applications of math and science. She provided an overview of the integration of industry standards and academic standards. She summarized the next steps for work involving CTE course equivalencies:

- Professional development
- Orientation to the frameworks and implementation models (EPIC)
- Content knowledge/integration (OSPI/Districts)
- Implementation decisions within districts
- Research on courses by OSPI
  - Student performance on outcome metrics
  - Student group comparisons

## **Public Comment**

### **Ms. Wendy Rader-Konofalski, Lobbyist, Washington Education Association**

Ms. Rader-Konofalski read [a letter to the Board](#) regarding the Diverse Communities Roundtable held in March 2015 in Tacoma.

### **Mr. Alan Burke, Executive Director, Washington State School Directors' Association**

Mr. Burke shared that he recently spoke to his Washington State School Directors Association (WSSDA) Board regarding the work SBE does with the Achievement and Accountability Workgroup and in developing the Achievement Awards and Index. He explained that SBE worked with the U.S.

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Department of Education to focus a little more on graduation rate and a little less on growth. The WSSDA board responded that they understand that the accountability measure needs to be changed occasionally, but to try to keep it as consistent as possible year-to-year and to try to explain it in a straightforward way. He said that he is sure that there was a lot of joy for schools that received an award but that schools that were just under the bar for an award would wonder why they did not receive awards. Try to be consistent, make it easy to understand, and change it as little as you can over the coming years so that the schools and state can celebrate the wonderful things that are done through the achievement awards.

**Ms. Nova Gattman, Legislative Director, Workforce Training and Education Coordinating Board**

Ms. Gattman thanked the OSPI and SBE for the work that was done to develop Career and Technical Education (CTE) course equivalencies. She urged the Board's approval of the course equivalencies. Course equivalencies will allow more students to prioritize their CTE while fulfilling their graduation requirements. The State's strategic plan of "High Skills, High Wages" calls for youth to connect education with their career goals. CTE is a great way for them to connect their education to work. She thanked the Board for their support of this work.

**Debbie McCleary, CTE Director, Kennewick School District**

Ms. McCleary thanked the Board and OSPI for their support of the CTE course equivalencies. She stated that districts have worked with CTE course equivalencies over the last 10 years and that work has been valuable.

**Claudia Cooley, CTE Director, Richland School District**

Ms. Cooley thanked the board and the Educational Policy Improvement Center for their support and work on the CTE Course equivalencies. She stated that they have been working on course equivalencies for the last ten years. The communication between the academic side and the CTE teachers has been excellent and has led to great collaboration. She stated that the work has been impactful. This work has helped them to go down that road of developing CTE course equivalency frameworks.

**Amendment of Rules on Designation of Required Action Districts – Public Hearing**

Ms. Linda Drake, Research Director

Mr. T.J. Kelly, Director of School Appointment and Financial Services, OSPI - video conference

Ms. Drake summarized the amendment of rules on Designation of Required Action Districts that involve a change of timeline intended to accommodate the time for necessary data to become available from OSPI.

Mr. Kelly stated that the rules conform to current practices and there is no additional cost or no cost at all to these proposed amended rules.

**Wendy Rader-Konofalski, Lobbyist, Washington Education Association**

Ms. Rader-Konofalski has concerns with the amendment of rules on designation of Required Action Districts. The WEA believes this requires a statutory change rather than a rule change. In SB 5329 and 6696, there is specific language that requires, beginning in January 2011, the Superintendent of Public Instruction shall annually recommend school districts to the State Board of Education as Required Action Districts. WEA worked very closely with the SBE to jointly craft the original RAD design with the Board and the most major part of that collaboration was establishing a timeline that would allow for enough time for planning, collaboration, and implementation of this bold and transformative plan for schools that had been persistently challenged. The WEA believes that reducing the timeline by two or

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three months will significantly diminish the success of the plan and put undue stress on everyone involved, including staff, parents and community.

### **State Teacher Equity Plan**

Ms. Julia Suliman, Senior Research Analyst

Ms. Maria Flores, Director of Title II, Part A & Special Programs, OSPI

Ms. Saundra Hill, Superintendent, Pasco School District

Ms. Michelle Whitney, Executive Director of Teaching and Learning, Pasco School District

Mr. José Cruz, Teacher at Virgie Robinson Elementary School, Pasco School District

Ms. Suliman and Ms. Flores introduced the purpose of the State Teacher Equity Plan that addresses inequitable distribution of teachers throughout the state. It is federally mandated as part of the Excellent Educators for All Initiative.

Superintendent Hill, Ms. Michelle Whitney, and Mr. José Cruz shared stories of Pasco Public School students who are overcoming challenges and adversity. They also shared stories of their service to these students as educators and mentors. They described the qualities of teachers that are recruited in Pasco Public Schools. They are educators who truly care about the students and are compelled to action by the students' needs. She stated that they recruit teachers beyond simply whether they are Highly Qualified Teachers. They recruit educators based on their willingness to serve the students and a genuine appreciation for the education of the children of Pasco. Superintendent Hill announced that Ms. Michelle Whitney has been chosen to become the next Superintendent of Pasco School District. The presentation highlighted her work in recruitment and retention of educators who serve the Pasco students.

Ms. Flores provided the Board with data on teacher distribution in selected Educational Service Districts (ESD). Members broke into small groups to discuss the gap analysis data on teacher distribution in ESDs and possible causes of inequitable distribution.

Board members offered the following comments:

- From the gap analysis data, it appeared that some of the wealthier districts were faring better on Highly Qualified Teacher status, with not as many teachers teaching out-of-field;
- Recruiting is very important, as demonstrated by Pasco School District;
- There are issues of economic competition for skilled teachers so that they choose to be educators rather than working in another industry;
- There is importance to the supply side of getting good candidates into the door of preparatory programs and how to incentivize it;
- Programs for recognizing teacher talent early and recruiting them into the profession are important;

Ms. Flores stated that the plan has measures to evaluate progress and public reporting of the equity plan data. A board member asked if next steps involved submitting the plan, then receiving federal approval, and how it would involve the Legislature. Ms. Flores stated that the plan must be submitted by June 1. If it does not meet their expectations, the United States Department of Education has stated that it will work with the state to provide an opportunity to improve the plan. A board member asked what the Board's role would be after the plan is approved. Ms. Flores said that it would be to think about what areas of policy leverage the Board would be willing to use to support the plan or to make a public statement in support of the plan.

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## **24-Credit Graduation Requirement Implementation Update**

Ms. Linda Drake, Research Director

Ms. Drake presented an overview of how districts are adapting to the new 24-credit graduation requirements. For most districts, the incoming ninth graders will be the first cohort of students required to earn the 24 credits to graduate. For districts that have applied for a temporary waiver that delays implementation by one or two years, current middle school students will be needing to earn 24 credits to graduate. Ms. Drake provided a summary of the changes in credit requirements, challenges districts are facing in implementation, credit accumulation patterns, and credit retrieval. Options for credit retrieval include individual student credit waivers, scheduling options, competency-based crediting and equivalency crediting. Ms. Drake speculated that the initial changes expected as a result of graduation requirements will likely be incremental changes.

Board members discussed the conflict of opportunity gaps that exist in credit retrieval for students.

### **Option One and Option Two Waiver Requests**

Mr. Jack Archer, Director of Basic Education Oversight

SBE received three Option One waiver requests from Kelso School District, Tacoma Public Schools and Cascade School District. However, Cascade School District withdrew its application just prior to the meeting.

**Kelso School District** requested a renewal of a one-day waiver for the next three years. The waiver was originally granted in 2012. The purpose of the waiver, distinctive among those currently active, is to use a day at the beginning of the school year for activities intended to help students make a better transition between elementary school and middle school, and between middle and high school. The measurable goals of the transition day are to increase attendance, decrease discipline referrals, increase grade point averages and increase graduation rates.

**Tacoma Public Schools** requested a new waiver of four days for each of the next three school years. The district currently has a waiver of two days granted in November 2012, but it will expire this year. It has a second waiver of 20 days, also expiring this year, for its alternative high schools, the Science and Mathematics Institute and the School of the Arts. The present request of four days is for all schools in the district. The purpose of the waiver is to enable the use of full days for professional development of staff within the 180-day calendar. The non-student days would also allow time for reorganization of services for greater alignment in support services and assessment. The district described in detail the specific activities that will be undertaken on each of the waiver days, which will be placed at nine-week intervals during the school year.

**Paterson School District** requests renewal of the Option Two waiver of 34 days it was originally granted in 2009 and renewed for three years in 2012. The application requests renewal for another three years, but the SBE may not approve for more than two years because the statute authorizing the waiver expires in 2017. The district operates on a four-day, Monday-Thursday school week. Paterson states in the application that it offers 1,046 instructional hours, in excess of the state requirement of 1,000 hours in grades 1-8. Paterson estimates that its modified school calendar resulted in a significant savings, primarily in expenditures for classified staff, in the 2013-14 school year and anticipates the same savings for the years for which the waiver is requested. The next largest savings were in costs for substitute teachers, because of reduced absenteeism by certificated staff, and for food services, because of the shorter week. The savings are used to support the salary and transportation costs of an extended day intervention program that runs from 3:45 to 4:30 P.M. on Monday through Thursday. The district reports the shorter week results in higher instructional quality, more time for interventions for

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students needing academic remediation, more learning opportunities, fewer classroom interruptions, fewer student absences, and reduced student discipline problems.

Members were asked to take action on approving the Option One and Option Two waiver applications on Thursday during Business Items.

### **Board Discussion**

Ms. Suliman presented on the provisions of HB 2214 and how it will affect the class of 2016. The bill addresses the assessment requirements for students to earn a certificate of academic achievement (CAA), the alternatives students have access to if they don't meet standard on the assessment, and the High School and Beyond Plan. If the bill passes as currently written, the SBAC would be a graduation requirement for the class of 2016 rather than the class of 2019. The specifics of HB 2214 are as follows:

- Students would be required to achieve a score that places them in a level 3 or 4 on the SBAC in English Language Arts and Math to earn their CAA. For the class of 2016, if a student has already met standard on the 10<sup>th</sup> grade assessments, they may use those for the CAA.
- Creates an alternative to take and complete a locally determined course if the student has not achieved at level three or four on the Smarter Balanced assessment
- Eliminates the biology end-of-course exam as a graduation requirement and establishes a plan for transitioning to a comprehensive science assessment aligned with the Next Generation Science Standards. The substitute bill includes an emergency clause so that it goes into effect for the class of 2015.
- Eliminates all objective alternative assessments, including SAT, ACT, AP, IB, grade point averages, and the collections of evidence.
- Eliminates the previous definition of comparable rigor as "the skills and knowledge that the student must demonstrate on the statewide student assessment."
- Defines the high school and beyond plan.

The substitute to HB 2214, which had a public hearing on April 21, would eliminate the requirement that the SBE set the second threshold score for graduation.

Members were concerned about implementation issues, setting cut scores and the need to maintain comparable rigor in the longterm.

### **Minutes**

#### **Thursday, March 12**

Members Attending: Chair Isabel Muñoz-Colón, Dr. Deborah Wilds, Ms. Janis Avery, Dr. Daniel Plung, Mr. Bob Hughes, Ms. Connie Fletcher, Ms. Mara Childs, Mr. Tre' Maxie, Mr. Peter Maier J.D., Ms. Holly Koon, Mr. Kevin Laverty, Ms. Cindy McMullen J.D., Ms. Judy Jennings, and Ms. Madaleine Osmun (14)

Members Excused: Mr. Randy Dorn, Mr. Jeff Estes (2)

Staff Attending: Mr. Ben Rarick, Ms. Tamara Jensen, Mr. Jack Archer, Ms. Linda Drake, Mr. Parker Teed, Ms. Julia Suliman, Dr. Andrew Parr, Ms. Linda Sullivan-Colglazier, Ms. Stefanie Randolph, and Ms. Denise Ross (10)

#### **Tri-Tech Skills Center Visit**

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Members and staff visited the classrooms of the Tri-Tech Skills Center.

### **Student Presentation**

As part of her last presentation to the Board, Ms. Childs shared highlights of her high school experience from her freshman year up to her current senior year. She'll be attending the University of Washington in Seattle and majoring in business and finance. She shared how the Board has influenced her life and personal growth.

### **Executive Director Update**

Mr. Ben Rarick, Executive Director

#### Achievement Index Update

Members reviewed data figures illustrating the current year index. Dr. Parr reported that all schools have comparable assessment data for the 2011-12 and 2013-13 assessment years, but not all schools have Washington assessment data for 2013-2014 due to SBAC Field Test participation. To accommodate for this circumstance, each field test school's prior year's proficiency rates and SGP medians were carried over for 2013-2014 accountability decisions.

The SBE will reconvene the Achievement and Accountability Workgroup (AAW) to provide feedback on possible changes to the Index and other issues. The June 10 online webinar meeting will take place to receive feedback on possible weighting changes to accommodate transition to the SBAC assessments.

The Index will be set up from different academic standards OSPI is proposing not to identify any new Focus or Priority schools for the next three years. OSPI is proposing to still serve the schools currently identified. Staff will discuss this change with the AAW to go over any unintended consequences of changing the weightings.

#### Business Item Overview

Mr. Rarick provided an overview of the business items listed on the agenda that will require action by the Board on Thursday. Members discussed the following:

- Strengthening the Board's commitment to the long-term view of the RAD process as schools exit.
- E2SSB 6552 requirements for adopting the CTE course and curriculum frameworks. A strong communication plan will be needed to help districts understand the requirements and possible implementation conflicts. Member Osmun requested further information on whether a waiver is available for schools and for how long.

### **Board Discussion on Basic Education Act Waivers**

Mr. Jack Archer, Director of Basic Education Oversight

Mr. Archer summarized the waiver requests before the Board. There were two Option One waiver requests from Kelso School District and Tacoma Public Schools and one Option Two waiver request for the purpose of economy and efficiency from Paterson School District. Members offered an opportunity for district staff to respond to questions about the waiver requests.

#### **Option One Waiver for Kelso School District**

Members asked clarifying questions about the waiver application. Mr. Chris Rugg, Director of Student Services and Supervision, responded to questions.

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### **Option Two Waiver for Paterson School District**

Members asked clarifying questions about the waiver application. Mr. John Seaton, Superintendent of Paterson School District, responded to questions.

### **Public Comment**

#### **Mr. Ken Kanikeberg, Office of Superintendent of Public Instruction**

On behalf of Superintendent Dorn, Mr. Kanikeberg submitted a letter to all the members on May 12 requesting board action be taken on supporting House Bill 2214. He understood it may be too late to have the item added to the agenda for the current meeting, but asked members to consider taking action at the next meeting.

#### **Laura Lake, Parent**

Ms. Lake is the mother of a fourth grader suffering from bullying. She removed her son from his school two years ago and placed him in another school, which he has done well in. Due to a boundary change, she was asked to reapply for in-district transfer in order for her son to continue to attend the school. She was notified that the transfer request was denied even though the school policy states a student may attend a school until the furthest grade is completed. Ms. Lake requested guidance on what next steps would be most appropriate.

#### **Deborah Maxwell, Parent**

Ms. Maxwell has removed her two children from the public school system in Pasco due to bullying and harassment her children have suffered. She would like to see more consistency statewide on improving student safety.

### **Board Discussion**

#### Changing the Deadline for Designation of Required Action Districts

Members were concerned that changing the deadline may not allow districts enough time to create a plan. Members directed staff to request more information about OSPI's process for validating the necessary data used for designation.

#### Private School Approval

Ms. Jennings provided an overview of the proposal to amend Chapter 180-90 WAC and approve the filing of a form CR-102 to set a public hearing date. The amendment would allow OSPI staff to work with applicants in correcting minor deviations in their submissions to OSPI, modify specific definitions, add and clean up language, and add a new section on the process for complaints against private schools.

Because OSPI conducts the compliance review of private schools, Member Plung recommended the main body of the Certificate of Approval be amended to begin with, "Consistent with the recommendation of the Office of Superintendent of Public Instruction and the Washington State Board of Education..."

Members were asked to take action to approve the private school lists and approve the filing of a CR-102 to amend Chapter 180-90 WAC.

#### WAC Repeals

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Member Hughes expressed concern about removing WAC 180-51-001 on Education Reform Vision because the principles listed are still meaningful and appropriate to the work of the Board. Members agreed that rather than eliminating the WAC, there should be consideration to have it modified or possibly place the narrative in a more appropriate type of document.

#### Board Meeting Calendar

Members would prefer for future three-day board meetings to be scheduled for the end of the week on Wednesday, Thursday and Friday as opposed to earlier in the week.

#### Approving the CTE Course Framework

In response to Member Osmun's question regarding if a waiver for using the CTE course framework is available for schools and for how long, Ms. Drake shared that a waiver is available to districts with fewer than 2,000 students. The rules written specify the waiver would last two years.

Mr. Rarick explained the roles of OSPI and SBE in developing the CTE course equivalency frameworks, that OSPI holds stewardship of the law, rules and implementation. Members want to be proactive in providing information to districts by sharing OSPI's resources and tools available on their web site. Member McMullen and Member Maier requested SBE obtain a statement from OSPI indicating their interpretation of WAC 180-18-100 so members have accurate information when speaking to the education community.

#### ESEA Waiver and Charter School Update

Mr. Archer provided an update on the Elementary and Secondary Education Act (ESEA) update, which included the passing from a Senate Committee of the Every Child Achieves Act of 2015. This would replace the No Child Left Behind Act of 2002. Mr. Archer provided a comparison of the recommendations of the SBE in its March 16, 2015 letter to the state's Congressional delegation with provisions of the Senate bill as passed committee. Staff expect the bill will reach the Senate sometime after the Memorial Day break. The House bill is currently stalled on the floor due to lack of votes to pass.

Mr. Archer announced that the Charter Schools Authorizer Application and Notice of Intent Form amended, with amended timelines, has been posted on the SBE web site. There will be two new charter schools in Spokane opening in September.

#### **Business Items**

**Motion made by Member Wilds** to approve the continued designation of Soap Lake School District in Required Action District Level I Status.

**Motion seconded.**

**Motion carried.**

**Motion made by Member Laverty** to approve the release of the following school districts from Required Action District designation: Morton School District, Onalaska School District, and Renton School District.

**Motion seconded.**

**Motion carried.**

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**Motion made by Member McMullen** to approve the Career and Technical Education course equivalencies frameworks as set forth in Exhibit A.

**Motion seconded.**

**Motion carried.**

**Motion made by Member Lavery** to approve the Kelso School District's waiver request from 180-day school year requirement for one (1) day, for each of the 2015-2016, 2016-2017, and 2017-2018 school years, for the reasons requested in its application to the Board.

**Motion seconded.**

**Motion carried.**

**Motion made by Member Lavery** to approve Tacoma School District's waiver request from the 180-day school year requirement for four (4) days, for each of the 2015-2016, 2016-2017, and 2017-2018 school years, for the reasons requested in its application to the Board.

**Motion seconded.**

**Motion carried.**

**Motion made by Member Jennings** to approve temporary waivers from implementing the High School Graduation Requirements of WAC 180-51-068 for the following school districts for the number of years and reasons requested in their applications to the Board:

- Bellingham School District
- Camas School District
- Castle Rock School District
- Coupeville School District
- Deer Park School District
- Eastmont School District
- Elma School District
- Finley School District
- Granite Falls School District
- Kennewick School District
- Kettle Falls School District
- Lakewood School District
- Napavine School District
- Olympia School District
- Quilcene School District
- Renton School District
- Shelton School District
- Sumner School District
- Taholah School District
- Touchet School District
- Tukwila School District
- Vancouver School District
- Walla Walla School District
- Wenatchee School District
- Winlock School District
- Yelm School District.

**Motion seconded.**

**Motion carried.**

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**Motion made by Member Fletcher** to approve Paterson School District's waiver request from the 180-day school year requirement for the purpose of economy and efficiency for thirty four (34) days, for each of the 2015-2016 and 2016-2017 school years, for the reasons requested in its application to the Board.

**Motion seconded.**

**Motion carried.**

**Motion made by Member Wilds** to table the adoption of the amendment to WAC 180-17-010 changing the timeline for designation of Required Action Districts to a subsequent meeting.

**Motion seconded.**

**Motion carried.**

**Motion made by Member McMullen** to approve the Emergency Rules amending WAC 180-17-020 as set forth in Exhibit C.

**Motion seconded.**

**Motion carried.**

**Motion made by Member Jennings** approve the private schools as set forth in Exhibit D except the following private schools are only provisionally approved:

- Big Brains Education
- Big Leaf Montessori School
- The Gift Learning Academy
- Salish Sea Deaf School

**Motion seconded.**

**Motion carried.**

**Motion made by Member Jennings** to approve filing the CR-102 to amend Chapter 180-90 WAC, Private Schools, as set out in Exhibit E.

**Motion seconded.**

**Motion carried.**

**Motion made by Member McMullen** to adopt the repeal of Chapter 180-44 WAC.

**Motion seconded.**

**Motion carried.**

**Motion made by Member Lavery** to approve date and location change for the 2015 Board Retreat to July 7-9, 2015 in Seattle.

**Motion seconded.**

**Motion carried.**

**Motion made by Member Lavery** to approve the date change for the Special Board Meeting for setting the graduation threshold score for the Smarter Balanced Assessment from August 25, 2015 to August 5, 2015.

**Motion seconded.**

**Motion carried.**

**Motion made by Member Childs** to approve the process for setting the cut score on WA-AIM Assessment as set out in Exhibit F. **Motion co-made by Member Wilds** to approve the process for setting the cut score on WA-AIM Assessment as set out in Exhibit F.

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**Motion seconded.**

**Motion carried.**

Member Wilds announced her intention to resign as a board member and Vice Chair from the Washington State Board of Education. The Board will hold an election at the July board meeting to fill the Vice Chair position.

The meeting was adjourned at 2:37 p.m. by Chair Muñoz-Colón.

