

EOGOAC

January 19, 2021

10:00 a.m. – 3:30 p.m.

Theme/Goal: Finalize annual reports

Members in Attendance:

Frieda Takamura, Commission on Asian Pacific American Affairs
Representative Sharon Tomiko Santos, House of Representatives
Senator Bob Hasegawa, Senate
Fiasili Savusa, Commission on Asian Pacific American Affairs
Carrie Basas, Office of Education Ombuds
Dr. Jim Smith, Commission on African American Affairs
Representative Lillian Ortiz-Self, House of Representatives
Tyson marsh, alternate for Dr. Jim Smith
Lydia Faitalia, alternate for Fiasili Savusa

Staff and Public Attendees:

Heather Rees, Office of Superintendent of Public Instruction
Maria Flores, Office of Superintendent of Public Instruction
Robin Howe, Office of Superintendent of Public Instruction
Melanie Jorgenson
Panaya Sathe
Andrew Estep, Washington State PTA
Sally McNair, WA NEA
Trenise Rogers
Sarah Albertson, Office of Superintendent of Public Instruction
Rachel Clements
Abigail Westbrook, WSSDA
Jinju Park
Victoria Moreland
Ben Gerhardt
Randy Spaulding, State Board of Education
Kristin Henessey
Lacy Waltermeyer
Marie Canas, WA NEA
Dylan Jayne
Louis Guiden
Debbie Thiessen
Andrew Parr
Bernie Thomas

Members Not in Attendance:

Superintendent Chris Reykdal, Office of Superintendent of Public Instruction
Nicole Sutton, alternate for Bill Kallappa
Representative Bob McCaslin, House of Representatives
American Affairs
Julie Kang, alternate for Frieda Takamura
Senator Hans Zeiger, Senate
Sean Heans, alternate for Carrie Basas
Bill Kallappa, Governor's Office of Indian Affairs
Rodrigo Renteria Valencia, Commission on Hispanic
Tennille Jefferies-Simmons, alternate for Chris Reykdal
Senator Lisa Wellman, Senate

Minutes

Agenda item: Introductions, agenda overview, and approval of meeting minutes

Facilitator: Maria Flores

Motion

[Frieda Takamura] moved [Fiasili Savusa] seconded

To: Approved EOGOAC November and December 2020 Meeting Minutes with edits submitted by Frieda Takamura.

[X] carried [] failed

Agenda item: Discussion: Legislative Updates

Facilitators: Maria Flores, Executive Director and Heather Rees, Research Analyst, CISL, OSPI

Discussion:

- House version to eliminate the ED TPA

EOGOAC January 19, 2021 Meeting Minutes

- Bill for Time Immemorial training and putting a stricter timeline for implementation for teaching curriculum and having OSPI monitor compliance and prep programs including information on training.
- HB 1153 – increasing language access in public schools
 - Implement some of the recommendations from the Language Access Workgroup, add a technical assistance program at OSPI, update WSSDA policies, and have the workgroup come back for a short period around testing and credentials for spoken and sign language interpreters for students’ families.
 - EOGOAC – Does the access data collection include disaggregated data by race?
 - Focus on data would be languages that are spoken and then would be connected to other data sets for race. This would help collect data on the language spoken at home not just what the student speaks. Also, those with speaking disabilities will be part of the collection. The data collected will be part of the family record and be attached to the student record.
- EOGOAC – There is concern around equity on truancy boards especially now during virtual learning.
- EOGOAC – HB 1186: Does it connect schools with the juvenile rehabilitation system?
 - Not specifically; not sure that in this context of it being an at home electronic monitoring program it allows for an in-school setting for tracking purposes. Will look into it and follow up with members.
 - EOGOAC – It operates as a silo if it is not connected.
- EOGOAC - Two state board request bills. During last session the legislature passed a bill dealing with the COVID allowing the governor to address economic needs, and had language that vested in the state board the power to adopt emergency waivers. The waivers expired in July. Adopted legislation for today around emergency rule making authority in the state board will be permanent in a statewide emergency. Second bill authorizes the state board to authorize waivers for private schools. Next week, they will be hearing a charter school bill.
 - EOGOAC – There were some concerns raised for the waiver; what were they?
 - Amendments – sunset the bill, require reporting by OSPI annually to Education Committee, and auditing. There was all around transparency and accountability. Assurances that the board is not giving waivers out to anyone who wants one.
 - The data can be accessed at any time from OSPI.
 - Understanding that an emergency to this level will not be happening every year.
 - EOGOAC – HB 1113 will be heard this week, language access next week, HB 1162 heard Friday, and HB 1176 heard next week.
 - EOGOAC – Bills that are coming up: LAP bill increases flexibility but requires districts to adopt and use the WISSP for budgeting, bill removing lead in school water, bill on seizure safe schools, and a bill on requiring 25% of re-certification

hours, deal with anti-racism training/cultural competency, how to work with local tribes for Time Immemorial.

- EOGOAC – Has there been discussion around counselor to student ratios?
 - Yes, it was the subject of a bill that was adopted last year but was vetoed by the governor in anticipation of the pending budget issues due to COVID.

Agenda item: Work on EOGOAC Annual Report – Finalize Recommendations

Facilitator: Maria Flores, Executive Director, CISL, OSPI

Discussion:

- See the report for edits made in the document directly during the meeting.
- Addresses the dual pandemics of COVID-19
- Call out white supremacy in beginning of report
 - Change structure to highlight that it is a system issue not a result of hate crimes.
- Acknowledge that BIPOC communities are impacted the most
- Make sure that previous recommendations from the committee are reiterated to acknowledge the work that the committee has already done. This allows for the tracking of sustained efforts.
- Need to speak to voices that have been silenced or to acknowledge those that have been minoritized.
- Avoid deficit language for communities.
- Implementation and training added in with definitions applied around ethnic studies.
- Reference the Ethnic Studies Committee that resulted in a bill passed by the legislators in 2020; as well as referencing the Time Immemorial Committee and African Studies Committee.
- Professional development is a key factor in the recommendations that are being crafted by this committee.

Agenda item: Public Comment

Discussion:

- Melanie Jorgenson: Parent of a 6th grader in Seattle School District.
 - Amplify voices of people of color and state ethnic studies group
 - Ethnic studies curriculum should be created by students and community. OSPI does not have capacity for this initiative. WAESN are activist and have formed a

EOGOAC January 19, 2021 Meeting Minutes

nonprofit to support ethnic studies statewide, working on 15 frameworks compared to OSPI's one that is made by a majority white committee.

- Victoria Moreland: associate director for PESD
 - Cultural competency standards are being re-examined; questions will be sent to committee.
 - Notify this committee that they have a strategic plan being considered for adoption this week and want to ask that once it is approved to come back to discuss the plan.
 - Sui-Lan Hookano:
 - First we need to look at who is interacting with the children, like our bus drivers and educators. Look across the board at all the people who work with our children. Sometimes those professions are put to the wayside. This PD must stem across all community members. When we build with community around ethnic studies and Time Immemorial it has to be community driven. The PD needs to be aligned with how it will be delivered and how to handle the triggers that may come while being delivered in classrooms. How are we providing educators the ability to understand their role in that classroom?
 - Dylan Jayne: An Ethnic Studies curriculum should be created by students, community members, and educators of color. OSPI does not have the capacity to lead or maintain this initiative. Ethnic Studies should live in the community, not the government. WAESN has the capacity and is a non-profit, community-based organization. WAESN is working on 15 frameworks, led by a majority of BIPOC students and educators, compared to OSPI's one framework created by committee members who, for the large part, are white and lack any experience or knowledge of Ethnic Studies.
-

Agenda item: Lunch Offline

Agenda item: Process for Revisions to State Accountability Measures

Presenters: Randy Spalding, Ph.D., Executive Director, State Board of Education and Andrew J. Parr, Ph.D., Research Director, State Board of Education

Discussion:

- School recognition – Phase 2
 - Dual credit participation is the only data point comparable to last year's data sets.

- Between phase 2 and 3 SBE developed qualitative metrics to get a sense of local issues around schools and what made them successful. Due to COVID SBE did not have staff time to develop this approach and districts didn't either.
- Don't want to recognize schools and then communities follow up and disagree on that recognition.
- Asking whether suspension of recognition is an appropriate stance to take now?
 - Maria – Are we going to announce that it is not happening?
 - Wanted to have the conversation here with EOGOAC before making an announcement.
 - EOGOAC – In agreement that this is an appropriate step to take.
- Reframing accountability and recognition
 - Indicators identified in ESSA plan – This has not progressed very far and thinking has moved toward reframing and understanding what might be possible.
 - Reframing basic education – Goals of the school district
 - Students need to have opportunity for becoming responsible and respectful global citizens, and to help provide for the economic wellbeing for families and communities.
 - Writing, concept of math, social and physical sciences, and understanding the importance of work and finance are all essential.
 - We want to see if there is agreement that this is the right target and, on the metrics, to get to these things.
- EOGOAC – Can we incorporate DEI into the language?
 - What is used right now is statutory language, but there is DEI language in the second bullet. This language may be strengthened via legislation.
- EOGOAC – Is there a way to recognize districts that are doing well in spite of barriers?
 - Not sure what data could be used to determine this. Also found that there is a split of opinion in every community on whether they are doing well or not.
- Talked about possibly needing a fourth year for full integration.
- This starts to decouple the federal framework from the state framework.
- EOGOAC – Some sort of subset of goals are needed in order to be explicit about equity as a driver in education.

Agenda item: Work on EOGOAC Annual Report – Finalize Recommendations

Facilitator: Maria Flores, Executive Director, CISL, OSPI

Discussion:

- Refer to edits made in document during meeting.
- New recommendations for learning recovery for COVID impacts and for education, agencies, and educators to determine the tools needed.

EOGOAC January 19, 2021 Meeting Minutes

- All data put into recommendation should have the detail that it needs to be disaggregated data.
 - Message that students of color have disproportionately had greater barriers to their education must be consistently placed throughout the document and directly called out.
 - Need to address the lack of accommodations that have been made for 504 student needs and SPED needs in general during COVID.
 - There is a difference between guidance and supports.
 - Recommended training for DCYF around cultural competency.
 - Data shows that there has been a large movement during COVID towards access to devices but still a lack of internet access.
 - Recommendation does not address the long-term issue of broadband.
 - Training needs to be in an accessible format in terms of disability and in the sense that families and students can understand use.
 - Knew that there was a digital divide prior to COVID. COVID has simply exacerbated the issue.
 - Support attendance bill that reduces the impact on students around attendance during COVID.
-

Agenda item: Public Comment

Discussion:

- Trenise Rogers: White supremacy has seeped into our schools and country and we need to evaluate how this impacts Black students. For many, remote learning has been a time for healing and sharing experiences, the resilience of black students has been taken for granted for a long time. Federal Way Public Schools was not reporting dangers from white students against black students without notifying parents. A child cannot learn if they cannot feel safe. What are we going to do for the children's emotional and mental health during this time?
 - Bernise Thomas:
 - Head of the Lummi Obama Healthcare reform council in 2011-12.
 - It was hard to connect the care to families who don't understand the medical jargon and how to ask for services.
 - Navigators allowed them to communicate with billers and community patients to understand billing rights.
 - Change the basis for which we talk about mental health.
 - DCYF can make a template of partnership between the community and schools.
-

Agenda item: Next Steps, Final Announcements and Conclude Meeting

EOGOAC January 19, 2021 Meeting Minutes

Discussion:

- Remind districts that kicking a student out of Zoom counts as an in-school suspension.
- Participation takes different forms and we don't want students penalized because of these different scenarios.
- Look at SEL standards explicitly with the lens of race and racism and the experience of students of color in schools.
- Other areas that have not been fully organized into recommendations will be put into the future work section.
- Draft Report out with edits on January 25th
- Final Report edits back by January 27th

Meeting concluded at 3:30pm

Minutes Taken By: Robin Howe