

EOGOAC

August 18, 2020

9:30 a.m. – 3:00 p.m.

Theme/Goal: Updates and Family Forum

Members in Attendance:

Fiasili Savusa, Commission on Asian Pacific American Affairs
Frieda Takamura, Commission on Asian Pacific American Affairs
Dr. James Smith, alternate for Dr. Wanda Billingsly
Senator Lisa Wellman, Senate
Carrie Basas, Office of Education Ombuds
Representative Sharon Tomiko Santos, House of Representatives
Bill Kallappa, Governor's Office of Indian Affairs
Senator Bob Hasegawa, Senate
Julieta Altamirano-Crosby Ph.D., Commission on Hispanic
Jamila Thomas, alternate for Chris Reykdal

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

Members Not in Attendance:

Representative Lillian Ortiz-Self, House of Representatives
Superintendent Chris Reykdal, Office of Superintendent of Public
Instruction
Dr. Wanda Billingsly, Commission on African American Affairs
Mele Aho, alternate for Fiasili Savusa
Nicole Sutton, alternate for Bill Kallappa
Representative Bob McCaslin, House of Representatives
American Affairs
Julie Kang, alternate for Frieda Takamura
Senator Hans Zeiger, Senate

Minutes

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

Facilitator: Maria Flores, OSPI

Motion

[Sen. Lisa Wellman] moved [Bill Kallappa] seconded

To: Approved EOGOAC July 21, 2020 Meeting Minutes with edits submitted by Frieda Takamura

[X] carried [] failed

Agenda item: OSPI Reopening Updates and Discussion

Presenter: Chris Reykdal, Superintendent of Public Instruction

- Pandemic fell harder on those who historically rely on services that are not available to them now and are unable to engage in remote learning.
- Trauma has occurred disproportionately for communities of color.
- Big considerations can only be deployed locally at the district level. OSPI gives guidance but does not have the authority to make action happen.
- OSPI guidance for closing in March was complicated by the fact the legislature was closing session at the same time.
- 90 percent of all students will be opening in a remote learning in the fall.
- OSPI does not have the authority to open or close schools. The governor, health authorities, and superintendents have the authority.
- OPSI told districts that there needs to be a heightened awareness of supports for students with disabilities. Going into the fall there will be formal compensatory services and possible evaluation of IEPs.
- Districts made a focus of helping students with incompletes over the summer.
- Districts should focus on attendance for student engagement, and making sure they are checking in. Daily check-ins are required but this does not mean they are on screens all day.
- Department of Health created an outline of high, medium, and low risk guidance for actions to take in the school building.
- Must avoid replicating the disproportionate and biased system that we had for in-person school into this new remote environment we have.
- All food and nutrition programs will still be moving forward in the fall.
- Districts will have to submit a re-opening plan to OSPI and SBE two weeks prior to the start of the school year.
- OSPI requests assistance on data collection for the 2020-21SY to evaluate disproportionality in this new environment and how to address it.

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- CARES ACT ESSR Funds – 90% went out to LEAs, and 10% given to OSPI to distribute for internet access, community-based organizations, professional development (ESDs), and non-Title I recipient schools.

Discussion:

- EOGOAC - In terms of going back into schools how will airflow be addressed in buildings? All these videos are being collected for classes. What is the ability of districts to adapt them to Spanish for ELL students? In terms of the money going out, is it going to be utilized for connectivity for hybrid models of teaching?
- EOGOAC - What do we have in place for students who may have been suspended or expelled and recapturing those students?
 - Observation is that a lot of those referrals dropped off because we went remote. We need to communicate to districts that everything should be a fresh start, but also pay close attention to students who fall into this category.
- EOGOAC – What is your comfort level with schools re-opening in the fall?
 - They have done professional learning, they now have plans, and goals of what they want to achieve. In absolute terms I am not comfortable with it because the design itself is not the most optimal version of education via online learning.
- EOGOAC - Have you been working with the USDA representatives for the state to advocate for us to get the waiver? There is an equity issue as well with transportation and getting students to school via education materials, food, and connectivity. The transportation is important to distance learning.
 - We are still sending transportation money to districts from September to January based on the law but come February it must be based on ridership counts. The numbers may be reduced with this count and funds may be restricted at a point when districts will need it most and most as they are able to open physical buildings again. The more critical issue is that districts fear paying out transportation services because of having to pay it back because of restrictions around the transportation funding law.
 - Looking into the governor being able to use executive authority to temporarily remedy the situation. Not permanently change the law but change it to fit the situation.
- EOGOAC - What are you doing to ensure that the family engagement pieces are not just the usual suspects and that it is linked together with required disaggregated data of their student population?
 - We have specifically said in guidance that when looking into identifying student supports districts must pull from student data. Second the district plans are to be presented to school board members to get community voice and give the public a chance to give input. After, it will be posted to the OSPI webpage so it is available to anyone who seeks the information.

- EOGOAC – In these conversations it needs to be named communities of color and students of color otherwise the objective of getting diversified input gets lost.
 - EOGOAC - How is OSPI going to create culturally responsive teaching and communication for students and families? How will you have effective learning connectivity for ELL students and those who speak indigenous languages during this virtual learning? How will you support family engagement for parents who are not able to read or write in their own language and are restricted in their ability to navigate the school system and supporting their students at home?
 - Para educators and staff will do one on one check- ins. Migrant and bilingual guidance will be coming out. Being clear with districts about who is able to connect remotely, and identifying students who are not able to learn remotely. Buildings will still be open for those who have individual needs such as language assistance supports.
 - EOGOAC - There is family and community concern that those who are furthest from educational justice are being used as guinea pigs by being the first to go back into the building. There is frustration that this presentation is not laser focused on students of color and how these plans will be created include them.
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Agenda item: Washington Diploma Requirements and Mastery Based Learning

Presenter: Randy Spalding, Ph.D., Executive Director, Washington State Board of Education **and** Alissa Muller, Communications Coordinator, Washington State Board of Education

- Rulemaking authority
 - Emergency rules: emergency waiver authority and private schools and defining instructional hours and days.
 - Permanent rules: emergency waiver authority and private schools, defining instructional hours and days, and high school graduation requirements.
- Trying to re-center the conversation around graduation requirements including the high school and beyond plan, credit and subject area requirements, and graduation pathway options.
- Rulemaking timeline: final rules adopted in September and put into effect in October.
- Mastery based crediting – brought a definition in from the established bill language and drawing on policies that WSSDA has adopted via model policies. This is to clarify for districts that they can award credit for mastery of learning standards.
- Meeting subject-area graduation requirements. A common example of this is CTE where they meet the CTE requirement and the academic requirement. They meet both requirements through one credit. Another example is meeting an art and PE credit via a

dance class. This helps to rethink delivering education and adapting to different learning environments.

- At the end of the last legislative session we got some flexibility on credits and pathways, but they are now expired and there will be ongoing impacts due to this. There will be some students that will still need that flexibility.
- We will be taking the language from the waivers in the spring to outline requirements for the legislative session to address the ongoing impact of COVID and overall changes that need adapting.
- The considerations occurring are with the individual students at the local level.
- Graduation requirement proposals:
 - Adding a “portfolio” option to the graduation pathways
 - Adapting the credit framework to strengthen relevance
 - Recommendations from the mastery-based learning workgroup
 - Establish a research agenda to inform future changes

Discussion:

- EOGOAC – Who is the primary audience for these overheads?
 - Sharing information broadly because of the formal public comment process, and because we have identified the areas we would like to focus on. We are reaching out to those who may be impacted by the rules.
- EOGOAC- We are viewing this through the lens of communities of color and the amount of jargon that is seen in the information presented can be a barrier.
- EOGOAC – Can you explain more explicitly how these emergency rules affect students of color, and the impact of the flexibility being proposed?
 - We recognized that there would be disruptions that impact certain student groups more than others so we wanted to communicate to districts what tools they had to combat that problem. There’s value at looking at different ways of assessing students and the way we deliver things.
- EOGOAC- With some students it gives them an opportunity to do independent projects. It can both affirm identity and be motivating because many students may grasp the abstract process of teaching and learning but can do so through hands on application. This type of flexibility helps us promote some of the strategies that will help boost not only academic engagement but academic completion, and the meeting of the standards we are seeking. That is how schools level the playing field for every student.
- EOGOAC- are you partnering with higher-ed in regards to the content of the portfolio to utilize it?
 - Yes, we sent an inquiry for different program portfolios and the requirements that would be needed to join them and at the same time keeping it broad enough to be used for those going into the trades or other pathways.
 - There are also packages of things that the student may need to put together outside of the portfolio that would be used to demonstrate their knowledge.

- EOGOAC – How do you see this research agenda helping us eliminate opportunity gaps for students?
 - The notion of working back from the profile of a graduate and hoping that the profile will help us understand the needs of the student and create a relevant and meaningful set of requirements.
 - The current requirements have been adapted over time but not restructured. Any student in a specific area or background should have the support to adapt the requirements to their needs.
 - For example ethnic studies, and understanding that from a variety of cultures stems contributions of math and science and so on.
 - EOGOAC - Is there a thought about partnering with ethnic studies and looking at the bias and fairness of the different content areas by teams?
 - I don't know the status but it has been a part of the process for the assessments but am unsure about the requirements.
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Agenda item: Public Comment

- Victoria Morland
 - Educator standards board to talk about our strategic plan for 2021-25.
 - Feedback from stakeholders is currently being sought and we invite you all to our virtual forum.
- Maria Hudson
 - From Bellevue school district, and what has gone unaddressed is child abuse by administrators. There is a systemic issue that is happening around child abuse. In mandatory reporting they do not address the violence and the bias. We are not looking at pathologies and how administrators play a part in this. In conjunction, the district is quelling the voicing of parents and not giving the supports needed.
 - My concern is that when reporting to police and CPS there is misconduct that happens due to the contract they have with resource offices. When we look at gaps it is due to push out and adultification and lack of empathy and is a part of child abuse.
- Tania May
 - I would like to brief the committee that OSPI has developed a summary brief to companion the reopening school's guidance. This will answer some questions that have come up, and links to resources. This has been done with stakeholders so that those not within the education realm can understand the high level information that is being put out.
- EOGOAC – I have seen a lot of these guidance documents that come out from OSPI and acknowledge that the main audience is education staff, but the fact of the matter is that our interests are the students and that because of their race or ethnicity are not served

within these systems. The documents I see coming out of OSPI are not culturally responsive or approachable. Even though they are not intended for families and communities it is a reflection of what they should be expecting from their students and educators; what are we doing to communicate to families and communities about what their rights are, what's becoming their responsibilities, and are they able to take them on without the support of the district.

Agenda item: Lunch Offline

Agenda item: Discussion: Re-Opening Liability

Presenter: Rich McBride, Director of Risk Management and Education Services, Clear Risk Solutions

- It is the districts as a whole that absorb the cost for when a disaster happens, and this alleviates the stress by having the pool of funds.
- The two pools work together to help the school districts maintain affordable insurance. They are provided via the risk management groups. They are provided with pre-litigation assistance, management services and education, and training services.
- When reviewing opening schools during a pandemic this is still about the safety of students even where insurance is involved.
- When looking at risks all staff are at risk as well and the vast majority of the roles are served by an older generation. Some bus drivers do it solely for the insurance and they have to debate the health risk of going back to work.
- There is also the risk associated to take on data plans to provide support to students virtually especially in rural areas.
- Other concerns are for professional protective equipment, managing visitors to the school, and volunteers at the school.
- COVID has not been reflected yet in the premiums for the districts. The two insurance pools have reached out to the legislature for limited immunity for COVID related claims. With the amount of claims that may come this will create a financial liability.

Discussion:

- EOGOAC – Those that end up paying the higher premiums are often CBOs and they try to step in where government can't reach. You indicated that you are not suggesting that you have immunity for those things for which you are responsible, but also made a point of talking about students that may not be receiving services. I need to hear a clearer testament around these statements. If the legislature turns you down what is that going to do, or will that change practices for the school boards?

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- There are three things that will happen if there is no limited immunity on COVID related claims: premiums will increase, insurance limits for districts will be reduced, and global insurers will flee the market.
 - There should be a clear distinction between the acts that school districts can and should be held responsible for, and that is the ability to deliver services to students. The cost to prepare for trial for a COVID case and the multiple scenarios in which someone can file a case around contracting COVID can lead to numerous situations with fiscal impacts.
 - EOGOAC - When a student is not being provided education services do you handle the liability regarding that?
 - Yes, under state and federal statute.
 - EOGOAC – This may impact communities of color seeking assistance because in most scenarios it has been through the courts that racial injustices have been addressed. By limiting the COVID claims it restricts communities of color from seeking solutions and retributions.
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Agenda item: Planning for Family Forum

Discussion:

- Taking place on August 20, 2020 from 10am-12pm
- ASL interpretation has been requested
- 48 hours is usually the cut-off point for language access
- Follow up survey will be sent to those who were not able to register and to those who did participate.
- Plan to have Spanish interpretation available no matter if its directly requested or not.
- Survey details:
 - Demographic information
 - Participation in a kindergarten readiness program
 - Asking whether they are starting at a new school/district
 - Ask about their experience during the spring and whether they had the tools they needed.
 - Capacity question around preparedness for remote learning in the fall.
- Meeting breakout room questions:
 - Possibly inquire about capacity of caregivers to do the tasks or responsibilities the EOGOAC is asking of them.
 - Gauging from them what they need from the system.
- Instructions have been written for EOGOAC members around technical facilitation versus room facilitation. There will be a notes section that can be used.
- How many individuals in each breakout room will depend on the total that are registered.

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- Will work on breaking down education jargon within the PowerPoint when having conversations in breakout rooms.
 - Current demographics for registrants are about 50% not being a care giver of a child in the k-12 systems and 40% white.
 - Moderator at the beginning may want to specify this is a people of color centered space and a safe space.
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Agenda item: Debrief, and Conclude Meeting

Discussion:

- Juliet Altamirano-Crosby will be leaving the EOGOAC.
- Dr. Wanda Billingsly will be leaving the EOGOAC and Dr. Smith will be taking on her position. A new alternate will be nominated by the Commission on African American Affairs at a later date.
- Raising the issue around districts using liability as a justification to not serve students?
 - Will not pursue this question because there are too many variables around the constitutional obligation to students.
 - Nothing will change without legislative action.
- Debrief meeting for the forum will be scheduled for EOGOAC members.

Meeting concluded at 3:00pm

Minutes Taken By: Robin Howe