THE WASHINGTON STATE BOARD OF EDUCATION
Accountability | World-Class Math and Science Standards | Meaningful Diploma/CORE 24

Old Capitol Bldg
600 Washington St. SE
Billings Conference Room
Olympia, WA 98504

Special Board Meeting
August 25, 2009

AGENDA

8:15 **Board Vacancy Interview**

9:30 **Board Vacancy Interview**

11:00 **Welcome, Review of Legislative Charge to SBE for Science Instructional Materials**

11:10 **Review and Discussion of Recommendations of Science Advisory Panel**
Dr. Kathe Taylor, Policy Director

12:00 **Science Instructional Materials Update**
Dr. Alan Burke, Deputy Superintendent, OSPI
Mary McClellan, Science Program Supervisor, OSPI

12:15 **Business Item**
Approval of Official Comment and Recommendations Regarding the Science Instructional Materials to Forward to Superintendent Dorn

12:30 **Adjourn**

1:15 **Board Vacancy Interview**

2:30 **Board Vacancy Interview**

4:00 **Board Vacancy Interview**

5:00 **Executive Session**

THE WASHINGTON STATE BOARD OF EDUCATION
Accountability | World-Class Math and Science Standards | Meaningful Diploma/CORE 24

ESD 113
601 McPhee Rd. S.W.
Olympia, WA 98502
360-464-6700

Board Vacancy Elections Meeting
August 31, 2009

AGENDA

8:00 **Panel Discussion**

8:30 **Connie Fletcher Second Interview**

8:50 **Panel Discussion**

9:00 **Susan Stoltzfus Second Interview**

9:20 **Panel Discussion**

9:30 **Mark Mahnkey Second Interview**

9:50 **Executive Session**

10:20 **Discussion and Decision on Appointment**

August 25, 2009
Old Capitol Building
Olympia, Washington

MINUTES

Attending: Dr. Bernal Baca, Dr. Steve Dal Porto, Mr. Randy Dorn, Dr. Sheila Fox, Ms. Phyllis Bunker Frank, Mr. Bob Hughes, Mr. Jack Schuster, Vice-Chair Warren Smith, Mr. Jeff Vincent (9)

Absent: Chair Mary Jean Ryan (excused), Ms. Amy Bragdon (excused), Ms. Anna Laura Kastama (excused), Ms. Austianna Quick (excused), Mr. Eric Liu (excused), Dr. Kris Mayer (excused) (6)

Staff Attending: Ms. Edie Harding, Dr. Kathe Taylor, Ms. Loy McColm, Ms. Colleen Warren (4)

Board Vacancy Election

The elected members of the Board conducted interviews for the current Board vacancy in the Western Region. The candidates included: Susan Stoltzfus, Connie Fletcher, Dana Twight, Ruth Lipscomb, and Mark Mahnkey. The panel selected three top candidates and second interviews will be scheduled for Monday, August 31 and will be conducted by phone.

Review and Discussion of Recommendations of the State Board of Education's Science Advisory Panel

Dr. Kathe Taylor, Policy Director

The Board worked through the response to Superintendent Dorn, considering each recommendation separately. Staff explained the rationale of the SBE Science Advisory Panel and pointed out where the recommendations differed from the Panel's. In the second general recommendation, "The instructional materials recommended will need supplementation, both to align with standards and to address the needs of students seeking advanced study in science," staff noted that several SBE Science Advisory Panel members believed that the use of the word, "supplementation" did not adequately convey the Panel's concern that additional and alternate materials might be needed for students pursuing advanced science study, particularly in the 11th and 12th grades. After clarification and further discussion, the Board decided to maintain the original language. OSPI staff heard the concerns (expressed also in a panel member's e-mail included in the Board's packet of information).

Motion was made to approve the letter to Superintendent Randy Dorn, providing the Board's official comment and recommendations for the Science Instruction Materials with agreed upon edits.

Motion seconded

Motion carried

SUPERINTENDENT OF PUBLIC INSTRUCTION

Randy I. Dorn Old Capitol Building · PO BOX 47200 · Olympia, WA 98504-7200 · http://www.k12.wa.us

June 30, 2009

Edie Harding, Executive Director
State Board of Education
Old Capitol Building
Olympia, WA 98504

Dear Ms. Harding and Members of the State Board of Education:

During the 2007 legislative session, the state Legislature directed the Office of Superintendent of Public Instruction (OSPI) to revise the state's K-12 Science Standards and to make recommendations of no more than three basic science curricula for elementary, middle and high school that align with the revised standards. The 2009 Legislature refined the timeline and requirement for the science curricula recommendations as part of ESSB 5414, Section 5 (7)(c-f) directing OSPI to make recommendations to the State Board of Education (SBE) by June 30, 2009 of "…no more than three basic science curricula each for elementary and middle school grade spans, and not more than three recommendations for each of the major high school courses within the following science domains: Earth and space science, physical science, and life science." Following these "initial recommendations", the SBE has two months by which to provide OSPI with "official comment and recommendations regarding the curricula". OSPI is then directed to make any changes based on the comment of the SBE and finalize the recommendations.

This letter provides a summary of the process by which core science materials were reviewed for their alignment with the revised K-12 Science Standards and presents to you my initial recommendations of science curricula materials. Following input from the Board and the SBE Science Panel this summer I will make my final recommendations as required by the law. I sincerely look forward to your further input and guidance regarding these initial recommendations.

Review Process Summary:
The 2009 Science Core Instructional Materials Review (IMR) process was designed to be rigorous, transparent, inclusive and reliable. As with the mathematics review, OSPI conducted a competitive bid process to solicit an external facilitator to co-lead the science review process and to provide support in data collection and statistical analysis. Following the review of proposals, Relevant Strategies, with Porsche Everson as the lead contractor was selected as our partner in this process.

During the development process professionals from across the science community, OSPI and SBE contributed to the success of the project during its multiple phases. Specifically, the SBE Science Panel and the OSPI Science IMR Advisory Group provided significant input to the review framework and the proposed minimum threshold by which a program should meet in its final content score to be included in the curricula recommendations. During the review week of

May 8-11, 2009, 69 reviewers reviewed 85 individual products from 20 publishing companies. Each program received four to five independent readings, with each reviewer taking an average of six hour per review. The review itself consisted of three primary levels:

1. **Content Review** (70% of the composite score) - This review included analysis of standards alignment and overall program coherence
2. **Key Program Elements Review**(30% of composite score) – This review included analysis of the following areas:
    - Student Learning
    - Facilitating Instruction
    - Equity and Accessibility
    - Assessment
3. **Conceptual Development Review** – Following the review week, top scoring programs were reviewed independently by university subject-area experts for their conceptual development quality.

The full 2009 K-12 Science Instructional Materials Review Preliminary Report and Initial Recommendations can be found on the OSPI website at (http://www.k12.wa.us/CurriculumInstruct/pubdocs/PublishersNotices/ScienceIMRPreliminaryDraftReport6-24-09.pdf). This report provides in-depth information regarding the process, programs reviewed, and specific data for each program.

Initial Curricular Recommendations:
The SBE Science Panel and the IMR Advisory Group also recommended that OSPI consider a threshold that a program should meet to be considered for the initial recommendations. In making these initial recommendations, I have selected materials that have met or exceeded a minimum composite score threshold of 0.7 with a 95% confidence level. Each program's weighted composite score was calculated and consisted of the data collected as part of the Content and Key Program Elements Reviews. The following table represents my initial recommendations of basic science curricula to be considered by the Board.

	Initial Curricula Recommendations	Composite Score
Elementary School (grades K-5)		
	○ No Initial Recommendations are made at this time at the Elementary level	No curricular materials met the 0.70 threshold in Composite Score
Middle School (grades 6-8)		
	○ *Science Explorer*-Pearson (Prentice Hall) ○ *Middle Level Modules in Life, Earth and Physical Science*-Holt McDougal	○ 0.8694 ○ 0.8147

	Initial Curricula Recommendations	Composite Score
	○ *Full Option Science System (FOSS)*-Delta Education	○ 0.7813
High School Domains (grades 9-12)		
Life Science Domain (one major course)	Biology: ○ *Biology: A Human Approach*-Kendall/Hunt (BSCS) ○ *Insights in Biology* -Kendall/Hunt	Biology: ○ 0.8981 ○ 0.7973
Earth and Space Domain (one major course)	Earth Science: ○ *EarthComm*-It's About Time Publishing	Earth Science: ○ 0.7992
Physical Science Domain (four major courses)	Chemistry: ○ *Active Chemistry* -It's About Time Publishing ○ *Chemistry*-Kendall/Hunt Integrated Science: ○ *Science: An Inquiry Approach*-Kendall/Hunt ○ *Coordinated Science*- It's About Time Publishing **Note: *Coordinated Science* is comprised of *EarthComm*, *Active Chemistry* and *Active Physics*. It does not have a life science component. Physical Science: ○ *Active Physical Science*- It's About Time Publishing ○ *Foundations of Physical Science*-CPO Science Physics: ○ Active Physics- It's About Time	Chemistry: ○ 0.8434 ○ 0.6854 (the 95% confidence level upper bound is 0.7163) Integrated Science: ○ 0.8023 ○ 0.7079 Physical Science: ○ 0.7077 ○ 0.6948 (the 95% confidence level upper bound is 0.7264) Physics ○ 0.8764

	Initial Curricula Recommendations	Composite Score
	Publishing	

Once again, I am looking forward to seeking further guidance from the Board and the SBE Science Panel regarding all of these rankings, with particular interest in their comments regarding the elementary programs and the integrated programs. While school districts will not be required to select the recommended curricula, this next phase of the process will be instrumental to assist me in making the most thoughtful decision on the final recommendations in order to best serve districts in the state of Washington.

If you have specific questions regarding the review process or the initial recommendations please contact the OSPI Teaching and Learning Science Office at (360) 725-6311 or Mary McClellan, Science Director for Teaching and Learning, at mary.mcclellan@k12.wa.us.

Sincerely,

Randy Dorn

Randy I. Dorn
State Superintendent of
Public Instruction

OSPI Initial Recommendations (July 2009)	Composite Score (with 95% Confidence Interval)	Rank	Statewide Usage of Initially Recommended Programs and Copyright Date/s
Elementary School (K-5)			
• None of the materials met the .7 Composite Score • No preliminary Recommendations made			
Middle School (6-8)			
1. *Science Explorer* (Pearson-Prentice Hall)	0.87	1st	New Materials - Not widely used in WA (2009)
2. *McDougal Littell: Science Modules* (Holt McDougal)	0.81	2nd	New Materials - Not widely used in WA (2009)
3. *Full Option Science System* (FOSS) (Delta Education)	0.78	3rd	**Usage:** 6% of districts surveyed, 13% of state student population **Copyright Date/s**: 2005-2009
High School (9-12)			
Biology: 1. *Biology: A Human Approach* (Kendall/Hunt, BSCS) 2. *Insights in Biology* (Kendall/Hunt)	1. 0.90 2. 0.80	1st 2nd	1. **Usage:** 20% of districts surveyed, 12% of state student population **Copyright date/s**: 2004-2007 2. **Usage:** 8% of districts surveyed, 3% of state student population **Copyright date/s:** 1998-2007
Chemistry: 1. *Active Chemistry* (It's About Time Publishing)	1. 0.84	1st	**Usage:** 5% of districts surveyed, 4% of state student population **Copyright date/s:** 2000-2008
Earth Science: 1. *EarthComm* (It's About Time Publishing)	1. 0.80	1st	**Usage**: 6 districts using, 4% of state student population **Copyright date/s:** 2000-2005
Integrated: 1. *Science: An Inquiry Approach* (Kendall/Hunt, BSCS) 2. *Coordinated Science* (It's About Time Publishing)	1. 0.80 2. 0.71	1st 2nd	1. **Usage:** 40% of districts reporting, 6% of state student population **Copyright date/s:** 2005-in development 2. **Usage:** 24% of districts reporting, 2% of state student population **Copyright date/s:** 2005-2009
Physical Science: 1. *Active Physical Science* (It's About Time Publishing) *2. Foundations of Physical Science(CPO Science)*	1. 0.71 2. 0.69	1st 2nd	1. Usage: 2 districts using, less than 1 % of state student population **Copyright date/s:** 2005-2009 2. Usage: Limited, less than 4 % of state student population **Copyright date/s:** 2002-2009
Physics: 1. *Active Physics* (It's About Time Publishing)	1. 0.88	1st	**Usage:** 6% of districts surveyed, 4% of state student population **Copyright date/s:** 2003-2009

Unpacking "Blended" Programs

Grade Level	Defining "Blended" Programs • Districts/schools that use 2+ sets of instructional materials across a one year course of study	# of SD participating as LASER Alliance Districts	Usage and Copyright Date/s
Elementary School (K-5) • 25% of districts surveyed use a Blended approach, serving 31% of students statewide	**LASER Alliance districts** use a specific sequence of 2+ instructional materials: • STC – FOSS – SEPUP-GEMS **Non-LASER districts:** • Generally use one core instructional text (e.g., Glencoe) coupled with materials from another program (e.g., SEPUP) • Some may use a combination of published materials and district-created materials	203 districts statewide – 50% reported as Blended, 50% did not	LASER Alliance Districts represent 68% of the districts using "Blended" materials Range of Copyright Dates for LASER materials: 1991-2006
Middle School (6-8) • 52% of districts surveyed use a Blended approach	**LASER Alliance districts** use a specific sequence of 2+ instructional materials: • STC – FOSS – SEPUP-Astro Adventures **Non-LASER districts:** • Generally use one core instructional text (e.g., Glencoe) coupled with materials from another program (e.g., SEPUP) • Some may use a combination of published materials and district-created materials	198 districts statewide 51% reported as Blended 49% did not	LASER Alliance Districts represent 53% of the districts using "Blended" materials Range of Copyright Dates for LASER materials: 1991-2009
High School (9-12) • Few districts use a Blended approach at the high school level	LASER Alliance districts use a specific sequence of 2+ instructional materials: • Generally use one core instructional text coupled with materials from another program (e.g., SEPUP): - **Integrated:** BSCS: An Inquiry Approach (Kendall Hunt) or Coordinated Science (It's About Time) - **Biology:** BSCS: A Human Approach (Kendall Hunt) or Insights in Biology (Kendall Hunt) - **Chemistry:** Active Chemistry (It's About Time) - **Physics:** Active Physics (It's About Time) - **Physical Science:** Active Physical Science (It's About Time)	**Integrated**: 31 districts statewide: 6% Blended **Biology:** 135 districts statewide: 1.5% Blended **Chemistry:** 123 districts statewide: 3% Blended **Physics:** 116 districts statewide: 4% Blended **Physical Science:** Statewide data in the process of being collected at this time.	2 Blended-0% LASER 2 Blended-50% LASER 4 Blended-50% LASER 5 Blended-40% LASER

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Old Capitol Building, Room 253
P.O. Box 47206
600 Washington St. SE
Olympia, Washington 98504

Randy Dorn, Superintendent
Office of Superintendent of Public Instruction
Old Capitol Building
Olympia, Washington 98504

Dear Superintendent Dorn:

We are responding to your letter dated June 30, 2009, requesting guidance from the State Board of Education (SBE) and the SBE Science Advisory Panel on your preliminary recommendations for science instructional materials.

We understand that ESSB 5414, Section 5 (7)(c) directed you to "present to the SBE recommendations for no more than three basic science curricula each for elementary and middle school grade spans and not more than three recommendations for each of the major high school courses within the following science domains: Earth and space science, physical science, and life science."

We are offering our official comment and recommendations within the two-month response period mandated by the above legislation. Most of our recommendations are based on the advice of our Science Advisory Panel, which met on August 7, 2009 to discuss the *K-12 Core Science Instructional Materials Review June 2009 Preliminary Report and Initial Recommendations* prepared by the Office of Superintendent of Public Instruction (OSPI).

A table at the end of this letter compares the SBE recommendations with the OSPI preliminary recommendations.

General Comments/Recommendations

The instructional materials review process was strong. We affirm the integrity of OSPI's instructional materials review process. The process was strengthened by using many reviewers to provide feedback, and by weighting and tabulating scores to form a single, "composite" score.

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The instructional materials recommended will need supplementation, both to align with standards and to address the needs of students seeking advanced study in science.

- No curriculum program aligned perfectly with the new science standards or satisfied all of OSPI's Instructional Materials Review evaluation criteria; your staff's work to identify areas where supplementary materials will be needed is crucial.
- The science standards (and the curriculum materials that are aligned with them) are designed to bring all students to a level of scientific literacy needed to be an informed citizen. However, the recommended curriculum materials may be inadequate for the level of rigor or depth that students who intend to pursue advanced study will need (particularly those intending to pursue Science, Technology, Engineering, and Mathematics (STEM) study in college).
- Curriculum directors should be advised that the curriculum programs will need supplementation for both of the reasons cited above.

A state plan is needed to help districts purchase instructional materials that are current and can be updated readily.

- The state should explore online materials to help make current scientific information accessible.
- The state should provide funding assistance for districts to regularly replace outdated materials.

Comments/Recommendations About Specific Instructional Materials

The Science Advisory Panel recognized the usefulness of a cut-off score for the purpose of making preliminary recommendations. At the same time, panel members determined that an arbitrary cut-off score has limits, and therefore took a fresh look at the overall scores that contributed to the composite score. Panel members sought to add value to the decision making process by considering the conceptual development reviews of the expert, independent reviewers. Those reviews had not been factored into the calculation of the composite scores. In the case of the elementary programs, the Panel also weighed the implications of making no recommendation at all.

After considering the input of the Science Advisory Panel, the SBE makes the following recommendations regarding the specific instructional materials.

ELEMENTARY PROGRAMS

Recommend the three elementary curricula that received the highest composite scores: Science Companion (Chicago Science Group), Science and Technology for Children (STC) (Carolina Biological Supply), and FOSS (Delta Education).

In your June 30, 2009 transmission letter that accompanied the *K-12 Core Science Instructional Materials Review June 2009 Preliminary Report and Initial*

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Recommendations, you asked the SBE and Science Panel for guidance, "with particular interest…regarding the elementary programs…"

Although no elementary curricula met the designated cut-off score, and therefore were not included in the Superintendent's preliminary recommendations, the Science Advisory Panel felt strongly, and the SBE concurs, that clear, state-level guidance is needed in order to encourage more and better science at the elementary level, where students' exposure to science is most limited. A recommendation (vs. no recommendation) will better serve teachers' and students' needs.

The conceptual reviews of the three curricula with the highest ratings were generally positive and indicated that all were aligned with the National Science Education Standards (NSES); Washington's standards are based on the NSES Standards. Of interest, but not "the" determining factor, was the fact that two of the programs with the highest composite scores (STC and FOSS) are being used by 70 percent of the 230 districts responding to an OSPI survey; the state has a considerable investment in these programs.

The Science Advisory Panel believed the recommendation should be provisional, noting that each curriculum needs to be more explicit and intentional about incorporating the cross-cutting systems, inquiry and application standards. These are good points. However, SBE believes that the Instructional Materials Review Preliminary Report clearly communicates the strengths and limits of each curriculum program. By identifying areas where supplementation will be needed, OSPI can help districts and publishers recognize and target areas for improvement.

MIDDLE SCHOOL PROGRAMS

Maintain the Superintendent's preliminary recommendations: Science Explorer (Prentice Hall), Middle Level Modules in Life, Earth and Physical Science (Holt McGougal), and Full Option Science System (FOSS) (Delta Education).

The Science Advisory Panel's analysis supported the Superintendent's preliminary recommendations. Panel members also suggested an "honorable mention" for the two programs (LA: Issue Series, IAT: Earth/Life/Physical Series) that met the cut-off composite score, but could not be considered because the legislative directive asked the Superintendent to recommend no more than three curricula per level.

HIGH SCHOOL PROGRAMS

Maintain the Superintendent's preliminary recommendations for Biology, Earth Sciences, Physical Science and Physics.

The Science Advisory Panel's analysis supported the Superintendent's preliminary recommendations. For this reason, the Board supports recommendations for:

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Biology
Biology: A Human Approach—Kendall Hunt (BSCS)
Insights in Biology—Kendall/Hunt

Earth Sciences
Earth-Comm—It's About Time Publishing

Physical Science
Active Physical Science—It's About Time Publishing
Foundations of Physical Science—CPO Science

Physics
Active Physics—It's About Time Publishing

In chemistry, look again at the recommendation to include *Chemistry*—Kendall/Hunt.

The Science Advisory Panel recognized that the composite score for *Chemistry*—Kendall/Hunt was on the cusp. The overall content scores for the domain standards, particularly in relation to several programs that did not meet the cut-off, were of sufficient concern that panel members thought a second look was warranted.

Maintain the Superintendent's preliminary recommendations for Integrated Science (*Science—An Inquiry Approach*—Kendall Hunt, and *Coordinated Science*—It's About Time Publishing), with a caveat that districts using Coordinated Science would be advised to supplement the curriculum with one of the recommended biology programs.

In your June 30, 2009 transmission letter that accompanied the *K-12 Core Science Instructional Materials Review June 2009 Preliminary Report and Initial Recommendations*, you asked the SBE and Science Panel for guidance, "with particular interest…regarding the…integrated programs." One of the recommended programs, *Coordinated Science*, exceeded the .7 composite cut-off score, despite the fact that it did not include a life science component.

The Science Advisory Panel considered the conceptual review and the overall scores, and concluded that the recommendation should be maintained, with the caveat noted above. The conceptual review notes that the program is "not truly integrated across fields; each field given its own section of the text." Panel members saw this potential weakness as a strength; biology could be added without violating the integrity of the program.

Finally, as you know, the SBE is very supportive of science education, and has included three credits of science for all students in the CORE 24 graduation requirements framework approved in July 2008. We also believe that in order for Washington State to maintain its leadership in the fields of science and technology, students who intend to

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prepare for STEM careers at a community and technical or four-year college, should pursue the appropriate level of technical, mathematics, and science preparation in high school; usually, this includes 4 years of science, 4 years of math, and relevant technical courses.

Your leadership in aligning the new science and math standards, curriculum and assessment is crucial to our efforts to improve science literacy for all students, and to encourage more student interest in STEM-related fields. We look forward to working with you in our collective efforts to best serve the students of this state.

Sincerely,

Mary Jean Ryan, Chair

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Comparison of SPI Preliminary Recommendations with
SBE Official Comment and Recommendations

SPI Preliminary Recommendations	SBE Recommendations
No Initial Recommendations at the Elementary Level.	Recommend the three elementary curricula that received the highest composite scores: • *Science Companion* (Chicago Science Group) • *Science and Technology for Children (STC)* (Carolina Biological Supply) • *Full Option Science System (FOSS)* (Delta Education)
At the middle school level: • *Science Explorer*—Pearson (Prentice Hall) • *Middle Level Modules in Life, Earth and Physical Science* (Holt McDougal) • *Full Option Science System (FOSS)* (Delta Education)	At the middle school level: • *Science Explorer*—Pearson (Prentice Hall) • *Middle Level Modules in Life, Earth and Physical Science* (Holt McDougal) • *Full Option Science System (FOSS)* (Delta Education)
High School Life Science: • *Biology: A Human Approach (BSCS)* (Kendall Hunt) • *Insights in Biology* (Kendall Hunt)	High School Life Science: • *Biology: A Human Approach (BSCS)* (Kendall Hunt) • *Insights in Biology* (Kendall Hunt)
High School Earth and Space: • *EarthComm* (It's About Time Publishing)	High School Earth and Space: • *EarthComm* (It's About Time Publishing)
High School Physical Science: • *Active Physical Science* (It's About Time Publishing) • *Foundations of Physical Science* (CPO Science)	High School Physical Science: • *Active Physical Science* (It's About Time Publishing) • *Foundations of Physical Science* (CPO Science)
High School Physics: • *Active Physics* (It's About Time Publishing)	High School Physics: *Active Physics* (It's About Time Publishing)
High School Chemistry: • *Active Chemistry* (It's About Time Publishing) • *Chemistry* (Kendall Hunt)	High School Chemistry: • *Active Chemistry* (It's About Time Publishing) Look again at the recommendation to include *Chemistry* (Kendall Hunt).
High School Integrated Science: • *Science: An Inquiry Approach* (Kendall Hunt)	High School Integrated Science: • *Science: An Inquiry Approach* (Kendall Hunt)

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• *Coordinated Science* (It's About Time Publishing)	• *Coordinated Science* (It's About Time Publishing) Add a caveat that districts using *Coordinated Science* would be advised to supplement the curriculum with one of the recommended biology programs.

In addition, the SBE made the following three general comments:

- The instructional materials review process was strong.
- The instructional materials recommended will need supplementation, both to align with standards and to address the needs of students seeking advanced study in science.
- A state plan is needed to help districts purchase instructional materials that are current and can be updated readily.

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Draft Revision language to Recommend to OSPI for Rule Change

August 24, 2009

WAC 392-109-120 Vacancies and special elections. (1) Whenever a vacancy among members elected by public school boards of directors occurs on the state board of education, from any cause whatsoever, it shall be the duty of the ~~remaining members representing public school boards of directors~~all the board members to fill such vacancy by appointment consistent with the appropriate regional position being vacated, and the person so appointed shall ~~continue in office~~hold that office for the unexpired term of the member whose position was vacated. ~~until his or her successor has been specially elected~~.

(2) Whenever a vacancy of the approved private school elected member occurs on the state board of education, from any cause whatsoever, it shall be the duty of the private school advisory committee to fill such vacancy consistent with qualifications in RCW 28A.305.102 and the person so appointed shall continue in office until his or her successor has been specially elected.

(3) When a vacancy occurs, the superintendent of public instruction shall include such a position in the call of election the following year; a special election to be held in the same manner as other elections provided for in this chapter~~, at which election a successor shall be elected to hold office for the unexpired term of the member whose position was vacated.~~

(4) Special elections provided for in RCW 28A.305.102 shall

be conducted in accordance with this chapter.

[Statutory Authority: Chapter 28A.305 RCW and ESSB 5732. 05-22-007, § 392-109-120, filed 10/20/05, effective 11/20/05. Statutory Authority: RCW 28A.305.020. 96-08-001 (Order 96-05), § 392-109-120, filed 3/21/96, effective 4/21/96. Statutory Authority: 1990 c 33. 90-16-002 (Order 18), § 392-109-120, filed 7/19/90, effective 8/19/90. Statutory Authority: RCW 28A.04.020. 80-07-038 (Order 80-20), § 392-109-120, filed 6/17/80.]

THE WASHINGTON STATE BOARD OF EDUCATION
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Old Capitol Building, Room 253
P.O. Box 47206
600 Washington St. SE
Olympia, Washington 98504

August 24, 2009

TO: Board Vacancy Candidates

FROM: Edie Harding
Executive Director

SUBJECT: CRITERIA FOR MEMBERS OF THE STATE BOARD OF EDUCATION

Congratulations on your candidacy for the vacancy on the State Board of Education. I am sending you the guidelines that you will need to follow, if you are appointed to fill the position.

1. If you are employed in any public or private school, college, university, or other educational institution or any educational service district superintendent's office or in the office of the superintendent of public instruction you are not eligible for membership on the state board of education. Nor can you serve as a member of a board of directors of a local school district or private school. (Revised Code of Washington 28A.305.021)

2. You will need to run in the fall of 2010 as a candidate to fill the unexpired term of the current vacancy, which expires January 2012. If you desire to run for a new four-year term, you will run as a candidate in the fall of 2011 and take office in January 2012. The school board directors from all the Western Washington districts will vote in these elections. The Office of Superintendent of Public Instruction runs these elections. (Washington Annotated Code 392-109-120)

3. Under the Governor's Expectations for Participation on State Boards and Commissions, we will ask that you keep the following in mind:

- Board members must be familiar with and operate within the board's governing statutes and bylaws, and state and federal laws at all times.
- No board member may make unilateral decisions or take action without the consent of the board as a whole.
- At industry or professional gatherings, individual board members must use discretion to avoid the appearance of speaking for the board, unless specifically authorized to do so.

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- Board members must keep in mind that their mission is to serve the public, and that it is inappropriate to use board membership to create a personal platform.
- Board members are restricted by the Washington State Ethics in Public Service Act from accepting or soliciting anything of economic value as a gift, gratuity, or favor if it could reasonably be expected that the gift, gratuity, or favor would influence the vote, action, or judgment of the officer or employee, or be considered as part of a reward for action or inaction.
- Questions about board issues should be directed to the board's executive director, who will see that all board members are kept apprised of such issues.
- Board Members must not disclose business lawfully discussed at closed executive sessions authorized under the Washington State Open Public Meetings Act.

We will provide our new appointed member with a resource book that contains our by-law, key statutes and important information about the State Board of Education's work. We will also be happy to meet with our new member and assist with an orientation that is tailored specifically to his or her interests.

Please feel free to contact me if you have any questions about this information. I wish you the best in your interview tomorrow.

(360) 725-6025 • TTY (360) 664-3631 • FAX (360) 586-2357 • Email: sbe@k12.wa.us • www:sbe.wa.gov