

## MINUTES

### WASHINGTON STATE BOARD OF EDUCATION ESD 113, OLYMPIA May 17-19, 2000

Wednesday, May 17, 2000

The meeting was called to order at 8:35 am by President Linda Carpenter.

Members Present: Kathleen Anderson, Linda Carpenter, Phyllis Bunker Frank, Gary Gainer, Jonathan T. Harris, Judy Henderson, Bobbie May, Bob Minnerly, Neal Supplee, Carolyn Tolas, and Student Representatives Carly Cyr, David Peterson, and Zach Miller.

Executive Director Larry Davis reviewed the agenda for members. Tab 10 is being moved to the consent agenda because the amount of each project is under \$1 million.

Tab 1 Approval of the Minutes for October 1999, January 2000, March 2000, April 2000.

Executive Director Larry Davis reviewed the problems in getting the October and January minutes produced. (The January minutes will be adopted at the June meeting.)

#### October Minutes

**Motion:** Moved by Mr. Gainer, seconded by Mr. Supplee, to approve the October 1999 minutes as amended with the addition of the Legislation Committee report.  
Motion carried.

#### March Minutes

Corrections noted below:  
WASA for WSSDA page 3  
Page 3 WASA/WSSDA Legislative Conference

**Motion:** Moved by Mr. Minnerly, seconded by Mrs. Henderson, to approve the March minutes as corrected. Motion carried.

#### April Minutes:

**Motion:** Moved by Mrs. Anderson, seconded by Mrs. Henderson, to approve the April minutes as published. Motion carried.

### CONSENT AGENDA

**Motion:** Moved by Mr. Gainer, seconded by Mr. Supplee, to approve the consent agenda with the inclusion of Tab 10. Motion carried.

**Tab 7** Request for Waiver from the 180-day School Year Requirement from the Garfield-Palouse, Hood Canal, Loon Lake, Mukilteo, Newport, Ocosta, Onion Creek, Pullman, Riverside, Seattle, Tukwila, and Valley School Districts.

Pat Eirish, Program Manager, State Board of Education, presented information to the Board on various waiver requests. Several Board members had questions on the relevancy of the Newport School District with regard to the transportation issue.

Pat Sanders, Seattle School District, reviewed the Seattle request for Board members. She noted that the days provide valuable planning time in dealing with preparation for the WASLs and to help improve student achievement.

**Motion:** Moved by Mr. Gainer, seconded by Mrs. Tolas, to approve Tab 7. Motion carried.

President Carpenter noted that the student representatives had arrived. She asked Mr. Gainer to introduce our new student representative, David Peterson, Shadle Park High School, Spokane School District. Mr. Gainer asked that each Board member introduce themselves.

**Tab 8** Resolution Approving/Disapproving Rules of the Washington Interscholastic Activities Association (WIAA) for the 2000-2001 School Year

Mike Colbrese, Executive Director, WIAA, reviewed the rule making process for the WIAA as well as the amendments passed by the Representative Assembly. The number of ejections of coaches has not really improved to date. Basketball has become more physical, especially girls play. Most of the ejections were of non-varsity coaches. There will be changes put in place.

**Motion:** Moved by Mr. Minnerly, seconded by Mrs. Anderson, to approve the resolution approving/disapproving rules of the WIAA for the 2000-2001 school year. Motion carried.

Mr. Colbrese reviewed legislation being sought by the association over the past two years. The bills will be introduced again this coming session. Executive Director Larry Davis asked if Mr. Colbrese thought the appeal process was working for the association. Mr. Colbrese reported that it was working. The Academic Skills Coalition wants to continue their work with WIAA.

## **SECOND INITIAL DISCUSSION**

**Tab 9** Proposed Amendment to WAC 180-85-030 Continuing education credit hour—Definition

Dr. Lin Douglas, Director, Office of Professional Education and Certification, OSPI, reviewed the background on the Tab.

**Motion:** Moved by Mr. Supplee, seconded by Mrs. Henderson, to bring Tab 9 forward to the June meeting for public hearing and adoption consideration. Motion carried.

Zach Miller handed out graduation announcements for his June 3 graduation. He has been accepted by the Navy, Army, and Air Force Academies, and will decide soon on which one he will attend. (Note: He has chosen the Air Force Academy.)

### **PROFESSIONAL EDUCATION AND CERTIFICATION**

Dr. Lin Douglas, Director, Office of Professional Education and Certification, presented the agenda items for discussion. Staff members present were Joanne Sorensen, Rosemarie Thomas, Connie Riechel, Rick Maloney, and Judy Smith.

What additional items would Board members like to see in future presentations over and above the information presented at this time?

- Practitioners from the field who have gone through the programs, especially with the counselor programs.
- Having the cooperating teacher present as well.
- Involvement of community and parents.
- Excitement and internalization of the standards by staff and the students going through the standards.
- Uniqueness of the program, improvement from what had been.
- Don't limit changes to the presentation by teacher preparation programs, but extend to all the preparation programs.
- Develop with the State Board a rubric to use with the programs so that all the programs are coming in with the same information and then have them highlight what they feel are the strengths.
- During their self-study for the approval process, self-identify areas that need improvement.
- OSPI staff information on what they have done to review the program, i.e., visits, meeting with cooperating teachers, etc.
- What do the colleges need from the State Board to help do their jobs?
- Make sure that there is Professional Education Advisory Board (PEAB) involvement and what that involvement is.
- Need to have a conference for the PEABs/deans to get together and see what each program is going.

With regard to the preparation program presentations slated for the August Board meeting, Executive Director Davis noted that he will be developing questions for the programs that received one-year approvals and will get them to the Board shortly.

- How do you want to review the certification standards for individuals? Each program will have to show their involvement with the core standards published by OSPI each year.
- Look at the rules to make sure that everything is there to back up any Board decisions in case of appeal.
- Need to have a work session on this issue. At the August meeting, have a couple of options for rule changes/additions.

State Board participation in site visits during the 2000-2001 years. State Board members want to be involved in the site visits. Need to coordinate with National Council for Accreditation of Teacher Education (NCATE) visits. Criteria need to be worked on between Mr. Davis and Dr. Douglas. NCATE standards are being changed this year and online by 2002. There needs to be a published visitation list; each board member should attend a review, either State Board or NCATE. Board members need to be part of the process. The Board member must be careful not to vote with the site visitation team.

There are three or four institutions who want to pilot the new special education competency-based standards this fall or in the spring. May need to recreate the pilot for the special education certificate used with the regular pilots now in place.

The old Voc-Tech Council used to approve the vocational certificates. Central Washington University has submitted a program for approval. The Office of Professional Education and Certification will facilitate a review process and submit a recommendation to the State Board of Education.

Kathleen Anderson complimented the staff of the Office of Professional Education and Certification. She has enjoyed working with each of them. Dr. Douglas, on behalf of staff, thanked Mrs. Anderson for her support and direction over the years.

### **ACCREDITATION REPORT AND DISCUSSION**

Bob Minnerly, Pat Eirish, SBE Staff; Nancy Scott, Staff, Accreditation, OSPI; Joe Pope, State Secretary, Northwest Association of School and Colleges (NASC); Rainer Houser, Association of Washington School Principals (AWSP); Lorraine Wilson, Washington State School Directors' Association (WSSDA), presented information on the work of the Accreditation Study Committee. The committee recommends that each school do a self-study process that supports creation of a school improvement plan. There should be a site visit by an external group, and funding should be provide.

Feedback from Board members and guests who participated in the small group discussions at the March and May Board meetings resulted in:

- Voluntary accreditation K-12.
- Site visits important, but no funding or staff time.
- School improvement plan should be required.
- Make the Accreditation Committee a permanent standing committee of the Board.
- Involve the districts in the process, but the Board will ultimately have final approval.

Can the State Board mandate accreditation without a change in legislation? (No.)

Rainer Houser, AWSP, stated that each school should have as its goal improved student learning through a standards-based system. There should be a school improvement plan to help direct the school's work toward the goal of improved student learning.

Joe Pope, NASC, felt that there must be a consistent process across the state.

Mr. Davis pointed out that the State Board, OSPI, and A+ Commission all have a piece of the reform pie and need to work together to make the continuum work. The State Board does have the statutory authority to mandate approval through the Form 1497 process (annual approval of Minimum Basic Education Requirement Compliance). The committee has suggested making elementary and middle school level accreditation voluntary and mandatory for the high school level. There should be a way to make accreditation so attractive that schools would willingly seek accreditation. Do not create an unfunded mandate for the schools.

Mr. Supplee feels that there needs to be systemic changes that will help achieve the improvement of student learning at the local level. Mrs. May feels that accreditation should be based on the outcomes of the school improvement plan. Need to have some of the onus placed on the district to help hold it, as well as the schools, accountable for improved student learning.

Mr. Houser stated that approval or accreditation does not make any sense unless there are standards to be met.

Zach Miller noted that the school improvement days should be connected to the approval/accreditation process. Changes in the curriculum should be linked to the school improvement plan. There should be parent and student involvement in the development of the improvement plan.

Questions from the committee to the State Board:

- Can an approval process be required of all schools? Yes.

- Shall the committee be continued and reconstituted by the chair if necessary? Yes
- Should accreditation involve an improvement plan and site visit, and be voluntary at all levels? Yes

### **TOPICAL WORK SESSION ON SOCIAL STUDIES GRADUATION REQUIREMENT**

Larry Strickland, Supervisor, Social Studies and International Programs, OSPI; Dave Wackerbarth, Social Studies Coordinator, Highline School District, Dr. Walter Parker, Chair, Social Studies Department, University of Washington, gathered a group of 13 district-level social studies coordinators to work on the social studies graduation requirements and standards. The group produced what is known as the “Highline Accords,” an outline of what courses will meet the essential learnings and help prepare students for the testing that happens at the 10<sup>th</sup> and 11<sup>th</sup> grades. Conclusions of the group include:

- Social Studies needs to be included in WASL and CoM.
- Quality of Social Studies and the future of grades 11 and 12.
  - ✓ 11<sup>th</sup> grade test
  - ✓ Senior Project
- Social Studies requirements need to reflect social studies EALRs.
- Teacher education endorsements need to reflect social studies EALRs.
- Major conclusion:            Since the Social Studies Essential Learnings and the WASL tests treat each of the four Social Studies areas equally, it is recommended that each of the areas (history, geography, civics, and economics) be treated equally in emphasis, time, materials, and staff development within a given benchmark.

Rationale:

- Materials not available for other grades.
- Immaturity of students to understand the materials.
- Need to set requirements now.

Mr. Gainer asked how much thinking outside the box has been done by this group. It may come to pass that American history or social studies are broken up into various strands taught at different levels.

Mr. Strickland applauded the development of the senior project and the continuation of contemporary world problems as part of graduation requirements. Public law education will be hard to work into the schedule.

The social studies requirements are not part of the CoM at this point. No funding has come from the Legislature to develop the assessment. Is it practical to keep economics in the CoM or should it be extracted and moved to the 11<sup>th</sup> or 12<sup>th</sup> grade? Extracting the separate disciplines tests the trivial, not the meat of the courses because they are integrated with each other.

If the CoM is kept at the 10<sup>th</sup> grade for social studies, then the Highline Accords (on file at the State Board Office) have a proposed outline as to how history should be taught.

## **TOPICAL REPORT ON GRADUATION REQUIREMENTS**

Bobbie May, Chair, GRAD Committee; and Dr. Gay Selby, Member of the committee, presented the final report and recommendations of the Graduation Requirements and Diploma (GRAD) Committee. Mrs. May thanked members of the committee for their hard work throughout the process.

### **Recommendations:**

- Students will achieve a Certificate of Mastery by demonstrating proficiency in the state competencies through a Washington Assessment of Student Learning.
- Students will demonstrate they meet the components of the Essential Academic Learning Requirements (EALRs) not assessed by state-level assessments. Those EALR components not assessed by state-level assessments are the responsibility of the local school districts.
- Students will demonstrate proficiency in Goals 1-4 through a culminating project or exhibition based on a chosen educational pathway and/or a personal education plan.
- In our export-oriented and increasingly culturally diverse state, we recommend the Office of Superintendent of Public Instruction develop essential learnings and benchmarks to allow the topic of world language/culture to be included as a graduation requirement.
- Allow districts/schools to award high school credit on the basis of performance instead of hours.

### Decisions needed:

- Allow districts to waiver culminating project.
- How do you allow credit for performance achieved outside the classroom.
- Making certain elective credits required.

### Questions raised:

- What is the CoM and how do you attain it? Definition needed.

- What does a performance-based system look like in light of the new EALRs.
- What will the high school of the future look like?
- What options will there be in the 11<sup>th</sup> and 12<sup>th</sup> grades look like for students?
- How can the decision process be streamlined to eliminate the frustration in the field?

One of the items needing work is how to help students make the transition from K-12 to the postsecondary system.

In establishing graduation requirements we need to look at the total system. At one time, Mr. Minnerly felt graduation requirements should be linked to accreditation. Graduation with meaningful work at the 11<sup>th</sup> and 12<sup>th</sup> grades for all students no matter what their pathways.

President Carpenter thanked Mrs. May for her leadership of the committee and the expertise and persistence in working through the process.

One of the issues generated at the forums was the development of an alternative certificate. There is a movement in the state, through a public/private partnership, to raise funds so that every student who passes and achieves the CoM is given a college education. The goal is to have 100 percent of students pass the CoM and WASLs to have the right to the education.

A question was raised on how we are going to help students who do not pass the WASL10/CoM get the remediation so they can pass the CoM/WASL10? This was not addressed by the committee. Districts are structuring their curriculum so that teachers incorporate remediation into their curricula.

### **TOPICAL WORK SESSION ON GRAD COMMITTEE RECOMMENDATIONS**

President Carpenter noted that the small groups will deal with the following items:

- Culminating project
- Credit issue (i.e., award on basis of performance?)
- Alignment of curriculum

Executive Director Larry Davis reviewed the draft of the minutes from the Graduation Frameworks Group meeting on January 4, 2000. GED will have to be discussed at some point in time.

#### Group Reports

##### *Culminating Project*

#3 Pro with plan; minimum level requirements; others available via web page



- #1 Pro linked with Contemporary World Problems (CWP) and/or Pathways; what about the transitory student
- #2 Pro; integration of learning; local control; kids don't like, but learned from it
- #4 Pro, integration through leadership or CWP; begin as freshman

*Credit by performance*

- #3 Yes, authorize
- #2 CoM=6 credits of the core=x% of total credits required to graduate; performance-based
- #4 CoM=6 credits when all sections passed; performance of the EALRs in other sections; meeting Benchmark 1 in Art and Fitness/Health; pathways cover the rest of the classes.

If these things are critical for graduation, what does the language look like to give the districts flexibility? At the June meeting we will have time to discuss social studies content area. There will be an initial discussion of how the graduation requirements could look.

- Should a piece be broken out of the traditional social studies package to be assessed at the local level?
- What should be broken out?
- Where should it be assessed—state or local level?

Maybe the offset of social studies, art, etc. at the 5<sup>th</sup> and 8<sup>th</sup> grades would be the greatest argument for going to the Legislature and changing the CoM to the 11<sup>th</sup> grade. Is the CoM the core or is it all of the subjects? Maybe there should be a window of taking the test, linked to a particular grade level,, but when the student is ready.

There are essential learnings for art, health/fitness, and the State Board can determine that they will be part of the minimum curriculum.

### **NORTH BEACH SCHOOL DISTRICT**

The State Board of Education met with the North Beach School District Board of Directors in evening session. The purpose of the meeting was to provide an opportunity for both boards to present overviews of their perspectives of contract repayment issues before the State Board of Education. The State Board will have a time on its June agenda for discussion and, hopefully, resolution. A transcript of the meeting is available at the State Board Office.

Meeting recessed at 7:30 p.m. until 9:30 a.m., Thursday, May 18.

Thursday, May 18, 2000

President Carpenter called the meeting to order at 9:30 a.m.

### **GENERAL ADMINISTRATION**

#### Washington State Institute for Public Policy (WSIPP)

Edie Harding and Barbara McLain, Staff, Washington State Institute for Public Policy, provided information on the high school study commissioned by the Legislature. They presented a written outline on their study (on file with these minutes).

- The study will examine current high school educational programs, student enrollment, and student outcomes. It will serve as a baseline to document the changes that are occurring in high schools across the state.

Several Board members offered suggestions for improvement to and the scope of the study and the questions to be asked.

#### Professional Educator Standards Board

Barbara McLain presented background on the legislative charge to study the role of the Professional Educator Standards Board in relationship to educator preparation and the scope of authority of the Professional Education Standards Board (PESB). Ms. McLain asked the Board for input. (Transcript available at the State Board Office.)

### **STUDENT RECOGNITION**

Melissa Case, Junior, Federal Way High School, winner of the first place award for Original Oratory and first place award in Lincoln-Douglas Debate in the state forensic competitions, presented her winning oratory on the "Pursuit of Happiness." Ms. Case will be competing in the national debate competition in Portland, Oregon. (Written copy on file in State Board Office, following national competition.)

President Carpenter noted some changes in the agenda for the remainder of the day and tomorrow in order to adjourn by 2:00 on Friday, May 19.

#### Zach Miller

Mr. Miller read an article he wrote for the WASCNews about his experiences as a student representative to the State Board of Education (Copy available through the State Board Office). Mr. Miller thanked the Board for their many kindnesses and patience extended to him. Board members presented Mr. Miller with several gifts and many words of advice.

## **PLANNING SESSION**

### **Facilities Committee**

Chair Carolyn Tolas of the Facilities Committee recommended that there be no change in the D10 for Clarkston School District, concurring with Director Mike Currie's recommendation. The Board agreed with the Facilities Committee recommendation. President Carpenter will send a letter to Clarkston outlining the Board's position.

The legislative package will be held until the August meeting along with the mandate review.

## **PLANNING SESSION**

Executive Director Larry Davis outlined the accomplishments of the 1999-2001 Work Plan. He noted that 6 of the 11 external goals have been completed successfully. (Review on file with these minutes.)

The Facilities Committee likely will be recommending a change in the square footage allotment for school construction. The committee will be looking at indices other than the Boeck Index for the square footage allotment base. The allotment should reflect the real cost of construction.

Suggestion was not to reduce the support for liaison relationships with Governor-appointed boards. It was also noted that our credibility with the press has increased over the last year. Suggestion by the Board was to have a breakfast meeting with Legislators and/or staffers during the second week of session. Mrs. Tolas noted that Sen. Frank Chopp has requested a meeting with the State Board regarding school construction.

Phyllis Bunker Frank and Pat Eirish, SBE Staff, presented information to Board members on year-around schools/calendars. There is a distinct difference between year-around school and extended school year.

Patrick Patrick, Chair, A+Commission, joined the Board deliberations. The Commission will probably be recommending year-around schools for those in trouble. Schools offering intercession may be a better way to look at year-around schools. Terry Bergeson, Patrick Patrick, and President Carpenter will be touring the state speaking to various groups.

### **Validity and Reliability WASL**

Executive Director Larry Davis presented the CoM Study Committee roster. The study committee will be taking advantage of the work done by the OSPI state and national testing committees for advice. There is some field work that needs to be done during the next biennium to get ready for the 2004 determination of validity and reliability of the WASL10. Executive Director Davis feels that there should be a three-way budget proposal to the Legislature to acquire the funding to conduct the appropriate research. The A+Commission is charged with establishing the cut scores on the tests.

The law is unclear as to which group, A+ or OSPI, will bring the next standards for science online. Before any other standards come on board, learning opportunities have to be provided for students. The testing has to be secure which will make it valid. The CoM is not a diploma; to graduate, students need to complete the CoM and complete other requirements. We should not make the test so difficult that a student cannot achieve what needs to be accomplished. The Commission is trying to get help from OSPI to get information to parents on what has been gained between the 4<sup>th</sup> and 7<sup>th</sup> grades.

There needs to be core graduation requirements set by the State Board which are tested by WASL, but also other requirements which should be assessed at the local level. An open testing period may be one solution.

#### Professional Standards Board Relationship

The Board needs and wants to build a working relationship with the Professional Educator Standards Board (PESB).

The PESB is the sole advisory group to the State Board and an advisory group to OSPI. The State Board is left without any advisory committees and incomplete work. Executive Director Davis reviewed some of the work completed by WACPAS, PEAC, and WACPTS.

Dr. Bergeson noted that the Governor is ready to appoint as soon as he has the names from all the affected groups. The State Board needs to move ahead with the items it needs to take care of until the PESB is in place and a meeting is held between the two groups.

The pilot programs on professional certification need to be moved to permanent status. Executive Director Davis was asked to work with Dr. Lin Douglas, Director, Office of Professional Education and Certification, OSPI, on language.

President Carpenter suggested that Bob Minnerly, Neal Supplee, and Bunker Frank meet with Mr. Davis and Dr. Douglas on what needs to be done to make sure the process is working. The Board needs to take proactive authority and make this situation work. The other issues can be placed into a holding pattern.

#### Election of the Vice President

Following a unanimous nomination and unanimous roll call vote, Gary Gainer was elected vice president of the State Board, taking over for Kathleen Anderson whose resignation from the Board is effective at the end of the meeting.

Friday, May 19, 2000

## **DISTANCE LEARNING**

Pat Eirish introduced Don Young, Principal, Forks Junior/Senior High, Quillayute Valley School District. Ms. Eirish also presented background on the uses of distance learning. The challenges include:

- ✓ Enhance/supplement academic opportunities for students.
- ✓ Accrediting stand-alone vendors.
- ✓ Quality assurance.
- ✓ Student accomplishment.
- ✓ Policy and rules regarding the acceptance of courses/credits.
- ✓ Develop a process to recognize Northwest Association of Schools and Colleges (NASC) accreditation of distance education programs and/or Commission on International and Transregional Accreditation (CITA) accredited schools.
- ✓ Funding to schools (i.e., FTEs).

### Don Young

Mr. Young presented information on the Virtual High School Program of which they are a charter member. There are 200 schools world-wide involved in the consortium. Two of his teachers instruct online. Because of the time differences, the classes are taken at different times. Mr. Young approves all programs before students are allowed to take the classes. Some classes are supplemented at the local level to make sure they meet local standards. All of the classes they use are from accredited schools, taught by certified teachers, and meet state and local guidelines for credit.

### Washington Virtual Classroom Consortium (WVCC)

A consortium of nine schools who pool resources to offer classes not available in each of the schools. This is a K-20 interactive consortium; there are eight curriculum strands and growing. They are looking at including the Kenai Peninsula schools in Alaska into an environmental studies course using federal funding.

They are using the K-20 system to teach technology classes between White Salmon Valley School District and Quillayute Valley School District to jointly provide specialty computer classes. This is a very fast growing area. They are using technology to provide speech therapists for students through Swedish Hospital in Seattle. The whole community will be wired to Digital Subscriber Line (DSL) capability which will provide high-speed, full time internet and video access.

The consortium has written guidelines and standards along with a group which provides quality assurance to the programs involved. Rather than more rules, guidelines were suggested from the state level to make sure that schools require quality assurances for the programs.

The meeting adjourned at 2:00 p.m.

Adopted as published: June 8, 2000