

Corrected Copy

Washington State Board of Education
Regular Meeting
North Thurston School District Board Room
Lacey, Washington
March 28-30, 2001

MINUTES

The meeting was called to order by President Gary Gainer at 8:30 p.m. It was announced that there will be hearing before the Senate Education Committee on Thursday evening, March 29, at 6:30 p.m., regarding the Certificate of Mastery and the accountability legislation.

Members Present: Phyllis Bunker Frank, Gary Gainer, Jonathan T. Harris, Linda W. Lamb, Roberta May, Warren T. Smith Sr., Neal Supplee, Carolyn Tolas, Ron Woldeit, Bill Jordan (representing Dr. Bergeson), and Student Representative Carly Cyr

Members Unable

To Attend: Tom Parker, Terry Bergeson, and Student Representative David Peterson

Staff Present: Larry Davis, Patty Martin, Laura Moore

Approval of Minutes

Motion: Moved by Mrs. Tolas and seconded by Mr. Harris to adopt the minutes of the January 10-12, 2001, meeting as printed. Motion carried.

Memorial Resolution

The State Board of Education adopted unanimously a resolution honoring the late Dr. Frank "Buster" Brouillet for his contributions to education. The resolution was presented to Mrs. Brouillet.

Position Statement on Education Reform Vision

President Gainer presented the position statement for the State Board of Education.

Motion: Moved by Mrs. May and seconded by Mrs. Tolas to adopt the Position Statement as presented.

Motion: Moved by Mrs. Lamb and seconded by Mr. Supplee to amend the first bulleted statement on page 2 to read, as suggested by Mr. Woldeit: "All students learn at different rates and schools should be structured around educational progress rather than grade levels or student age."

Motion to amend the Position Statement passed.

Motion as amended passed.

The Position Statement will be shared with the public and the Senate and House Education Committees.

CONSENT AGENDA

Motion: Moved by Mr. Supplee and seconded by Mr. Harris to adopt the consent agenda. Motion adopted.

PUBLIC HEARING

Tab 12—Proposed Amendments to SBE Policy: WAC 180-79A-155 Good Moral Character and Personal Fitness—Necessary support evidence by applicants

Dr. Lin Douglas, Director, Professional Education and Certification, Office of the Superintendent of Public Instruction (OSPI), presented information on the needed changes to the WAC.

No public testimony was offered.

Tab 13—Proposed Amendments to SBE Policy: WAC 180-79A-130 Fee for Certification

Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, presented background information regarding the fee structure.

No public testimony was offered.

Tab 14—Proposed Amendments to SBE Policies in WAC 180-78A-535 Approval Standard—Program design; WAC 180-79A-145 Levels of Certificates—Initial/residency and continuing/professional; WAC 180-79A-250 Initial/Residency and Continuing/Professional Certificates—Renewal, reinstatement, continuing education requirements; WAC 180-85-075 Continuing Education Requirement

Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, presented information on the needed changes to the certificates. Clarification was requested regarding several items under consideration by Board members including the expense of mentoring; difference between lapsed and expired certificates.

Dr. Douglas provided information regarding what comes directly to the Standards Board before coming to the State Board and what comes directly to the State Board, noting that Professional Education and Certification staff and State Board staff are working with the staff of the Standards Board to facilitate matters.

It was noted by Board members that the Standards Board does not include a member of the State Board on its roster. The Board does have a liaison member who attends the meeting along with staff. The liaison role seems to be the best role for the Board at this point in time.

No public testimony was offered.

Tab 15—Proposed Amendments to SBE Policies to WAC 180-79A-257 Out-of-State Candidates; WAC 180-82-202 Certificate Endorsements; WAC 180-82-204 Endorsement Requirements; WAC 180-82-210 Primary and Supporting Endorsements; Proposed Repeal of SBE Policy of WAC 180-79A-265 Endorsements on Teacher Certificates for Out-of-State Candidates

Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, presented what is currently happening with candidates from out-of-state and how the proposed changes would help districts in their hiring of these candidates. It does not take local control away from the districts in hiring or in assigning teachers' out-of-endorsement assignments.

No public testimony was offered.

OPEN COMMENT OPPORTUNITY

Mr. Frank Penwell and his daughter, Maria, presented their views on the denial of participation of students in activities based on grades in classes other than the one for which the activity is taking place. Mr. Penwell feels that only disciplinary actions should keep students from participating in learning opportunities outside the normal classroom experience.

PUBLIC HEARING

Tab 16—Proposed Amendments to SBE Policies: WAC 180-27-070 Architectural and Engineering Services and WAC 180-33-023 State Assistance in Post 1992 Facilities

Carter Bagg, Interim Director, School Facilities and Construction, Office of the Superintendent of Public Instruction, presented information regarding the technical amendments to WACs 180-27-070 and 180-33-023.

Board member Carolyn Tolas noted that the data that will be generated by these changes will show that 2% is not being spent by districts to maintain buildings. There is time to implement and collect data from the districts to see if this threshold requirement is reasonable.

A question was raised by Board members as to whether or not the district would be penalized for not being able to do the maintenance work due to failure of Maintenance and Operation levies or bond elections. At present, that is not calculated into the changes. Has the Board created a problem with the equalization? Mr. Bagg felt that could be the case.

Bob Collard, Assistant Superintendent for Support Services, Lake Washington School District, presented information regarding the 2% maintenance requirement. If districts pass Maintenance and Operation and Capital levies, there is not much of a challenge. For those districts that do not, the money must come out of program funds (state allocation). If the state is going to require the 2%, then fund the Non Employee Related Costs (NERCs); Mr. Collard is generally opposed to the proposed amendments and to the underlying WAC itself. The proposed changes will require districts to make changes in their accounting systems to track maintenance to the buildings individually.

Dr. Mike Boring, Associate Executive Director, Washington Association of School Administrators (WASA), reiterated the testimony of Mr. Collard. WASA's School Construction Committee has expressed concern regarding these amendments. The ability of districts to maintain older buildings is becoming more frustrating because of the under funded program needs at the local level. This means deferring maintenance costs for the buildings. WASA is asking the whole WAC be reviewed in light of current budget constraints and economic needs.

Clint Marsh, Director, School Facilities, Kent School District, and Chair, OSPI's School Facilities Advisory Board, presented biographical information on himself, the School Facilities Advisory Board, and the proposed amendments to WAC 180-33-023, which is supported by the Advisory Board. Written statements and other documents are on file with these minutes.

Tab 17—Proposed Amendment to SBE Policy: WAC 180-33-042 Replacement Option

Carter Bagg, Interim Director, School Facilities and Construction, OSPI, presented information regarding the requested amendments which would take out of service buildings that the state has paid to replace for at least ten years. This amendment would also allow districts to apply to the State Board for a waiver from the provisions of the WAC.

Robert Wolpert, Director, Facilities, Olympia School District, was asked to review the submission of the district's request for a waiver from the amendments to WAC 180-33-042 (if adopted on Friday).

Tab 18—Proposed Amendments to SBE Polices on WAC 180-57-070 Mandatory High School Transcript Contents—Items and WAC 180-51-063 Certificate of Mastery—High school graduation requirement—Effective date

Larry Davis, Executive Director, State Board of Education, presented information on the need for the changes at this time and the changes being made in the transcript. The address of previous attended schools is not needed as the only school address needed is the one awarding the diploma. The change in date of the Certificate of Mastery will clarify the beginning of notation on the transcript.

INITIAL CONSIDERATION OF PROPOSED POLICY AMENDMENTS

Tab 19—Proposed Amendments to SBE Policies: WAC 180-51-060 Minimum Subject Areas for High School Graduation and WAC 180-51-061 Minimum Requirements for High School Graduation

Larry Davis, Executive Director, State Board of Education, presented background information on the proposed policy amendments.

Wes Pruitt, Workforce Training and Education Board, agreed with the proposed amendments.

Kathleen Lopp, Executive Director, Washington Association for Career and Technical Education, noted that her board is also in agreement with the proposed changes in the State Board policies.

It is noted by Mr. Davis that it is possible to earn occupational education credits through other than vocational education classes.

POLICY WORK SESSION AND DISCUSSION

State Board Member Carolyn Tolas, Chair, School Facilities and Construction Committee, presented background information regarding the reduction in the square footage eligibility in 1984. She noted that the Area Cost Allowance relies on the Boeckh Index of \$103.34 per square foot. Mrs. Tolas reviewed the School Facilities and Construction Committee's recommendations adopted by the Board in August.

Dan Steele, Staff, Washington State School Directors' Association (WSSDA), applauded the work done by Carolyn Tolas and the State Board's School Facilities and Construction Committee. This is supported by the members of WSSDA.

Lorraine Wilson, Staff, WSSDA, noted that the Legislature is saying that they are funding 100% of construction costs. The current funding levels cause people who support bonds and levies at the local level to feel that they are being lied to when the bond or levy does not build the kind of school needed to support the learning of their children. Ms. Wilson asked that there be some way be developed so that districts that have been on the list for a long time can move up the priority list.

Mike Boring, Staff, Washington Association of School Administrators (WASA), presented information from the WASA School Facilities Committee in support of the recommended changes before the Board. It is understood and acceptable that these changes will create a backlog for funding.

Clint Marsh, Kent School District, presented written information from the OSPI School Facilities Advisory Board (SFAB).

1. The SFAB recommends that the State Board change the methodology of determining the Area Cost Allowance (ACA) from the current use of the Boeckh Index to the Washington State OFM inflation factor.
2. The SFAB recommends that the State Board determine an annual Area Cost Allowance instead of the current monthly calculation.
3. The SFAB recommends that if the increases in the Space Allotments and Area Cost Allowance are not fully funded by the Legislature in the biennial budget, that the State Board should not implement these changes for this year's release (FY 2002).
4. The SFAB recommends that if the increases in the Space Allotments and Area Cost Allowance are not funded by the Legislature the State Board should implement these changes for next year's release (FY 2003).
5. The SFAB reiterates its previous position that increasing the square foot per student Space Allotments is necessary to return eligibility to school districts that have been denied state assistance because they have exceeded these artificially low criteria.

Mitchell Denning, Superintendent, Raymond School District, reviewed the construction problems being experienced by the district during the current construction process. The Raymond School Board supports both of the proposed amendments under consideration. The district is asking for a one-year delay in implementation of the changes.

In response to questions, both WASA and WSSDA would not be opposed to a delay in the implementation. If there is a long delay, districts may have to go back to the electorate for more funding or make cuts in existing projects to meet the available funding.

It was noted that the Legislature is not happy with this discussion and is asking for a delay in the decision until 2002. State buildings are built at a rate between \$150–\$300 per square foot.

Motion: Moved by Mrs. Tolas and seconded by Mr. Supplee that the State Board direct staff to develop proposed rule change language for the May Board meeting to implement changes in the methodology of calculating the Area Cost Allowance (ACA) for projects funded in fiscal years 2002 and beyond.

Brenda Hood, Staff, School Facilities and Construction, OSPI, clarified the motion for Board members with regard to the funding implementation of the current proposed budget.

Motion adopted unanimously.

Ms. Tolas thanked the Legislature for all the hard work they have done already this session in considering our request. The proposed Senate budget does include funding for all day kindergarten. The overall Senate budget currently provides \$21.56 million more than the Governor's budget.

Motion: Moved by Mrs. Tolas and seconded by Mr. Supplee that staff be directed to develop proposed rule changes for the May Board meeting that would:

1. Set the square foot per student allocations at:
 - Kindergarten–6th grade at 110 square feet (from the current 80 square feet)
 - 7th–8th grade at 130 square feet (from the current 110 square feet)
 - 9th–12th grade at 150 square feet (from the current 120 square feet)
2. Count kindergarten students as full time students, and not reduce the headcount by half as current rules provides;
3. Set the square foot allocations for special education students as specifically defined in the facilities program (currently referenced in rule as students with disabilities) at 150 square feet.
4. Further, it is the intent at this time that, pending actual approval of rule changes at the May meeting any of the above items in the final legislative budget take effect immediately for all projects funded in the fiscal year 2002 release, and that any unfunded rule changes for the square foot per student allocation not take effect until fiscal year 2003.

Motion adopted unanimously.

Motion: Moved by Mrs. Tolas and seconded by Mr. Supplee that staff be directed at this time to calculate all projects approved by the State Board of Education for the fiscal year 2002 release at an area cost allowance of \$106.72 and for the fiscal year 2003 release at \$110.32. These amounts are currently reflected in both the Governor's and Senate's proposed budgets. It is the intent of the State Board to establish the final Area Cost Allowance for Fiscal Years 2002 and 2003 funded projects at the May Board meeting based upon the final legislative budget and any additional information.

Motion adopted unanimously.

Mrs. Tolas thanked the Board for their support of these issues.

Bill Jordan, Deputy Superintendent, Office of the Superintendent of Public Instruction, commended the State Board for their actions and their willingness to take the lead in this area.

BUDGET WORK SESSION

Brenda Hood, Program and Budget Manager, School Facilities and Construction, OSPI, reported on the proposed Senate operating and capital budgets for the 2001-2003 biennium. The Senate capital budget provides more funding than did the Governor's budget for the Fire Marshall program; Skills Centers; Chewelah Peak would be funded for \$2 million, as well as some other adjustments. Revenue sources include trust land transfer, education account, and education construction account (\$154.5 million). There is a net reduction of \$9.9 million in the Dept. of Natural Resources forecast.

Mike Bigelow, Assistant Superintendent, Fiscal Operations, OSPI, noted that in the operating budget school districts fared very well. Larry Davis, Executive Director, State Board of Education, noted that the Senate budget does fund the Certificate of Mastery study at \$100,000.

INITIAL CONSIDERATION OF PROPOSED POLICY AMENDMENTS

Tab 20—Proposed Repeal and Readoption of SBE Policy: WAC 180-52-041 Approval of Standardized Tests for Use by Students Receiving Home-Based Instruction. (A copy of the transcript on file with the minutes at the State Board office.)

Executive Director Larry Davis provided background information regarding the amendment being proposed regarding the listing of the tests in code.

President Gainer reviewed the process for the initial discussion phase and the public hearing to be held in May.

Mia Anderson, Washington Homeschool Organization (WHO), stated that WHO is appreciative that the WAC is being repealed. She also stated that WHO is against adoption of the proposed replacement language.

Valerie Witt, testing provider, is against the language and in favor of the repeal.

Janice Hedin, member of WHO Board and test provider, affirmed previous testimony.

Penny Lum Andrukat, assistant coordinator for a homeschool support group, supported prior testimony.

Kathleen McCurdy, Family Learning Organization, supported the amendment for the repeal and reinstatement of the new language. There is not a test on the list that is available to homeschool parents legally as testing companies restrict use of the tests.

Lynette Anderson, homeschool support group, supports the repeal and reinstatement of the WAC. The two-year review will allow homeschool parents to help update the list.

Sandy White, liaison, Representative Mielke, and co-founder of Clark County Homeschool Education Association, is against the WAC and any implementation in rule. Following a discussion with President Gainer, alternative language will be developed that is amenable to all parties.

Sherry Stacy, Olympia Christian Homeschool Association, provided replacement language. From the repealed WAC, take sections 2 and 5 with the list.

Executive Director Larry Davis suggested an expedited repeal of the current WAC.

Questions from the Board included asking if the various groups work together and what happens when a new test comes up. Home school groups are now beginning to work together.

Motion: Moved by Mrs. Lamb and seconded by Mr. Smith to do an expedited repeal of WAC 180-52-041. Motion adopted.

A group from the home school community will meet with Mr. Davis to develop language concerning the tests for adoption by the Board at its June or August meeting.

Tab 21—Proposed Amendments to SBE Policy: WAC 180-82-130 Assignment of Persons Providing Instruction of Braille to Students

Larry Davis, Executive Director, State Board of Education, presented information regarding the need for the new amendments.

Motion: Moved by Mr. Supplee and seconded by Mrs. Tolas to bring Tab 21 back to the June meeting for public hearing and adoption consideration. Motion adopted.

Tab 22—Proposed Repeal of SBE Policy: WAC 180-79A-311 Specialty Areas of Study

Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, presented background information regarding the repeal of this WAC. Board members requested that the repeal be sent to the Gifted Council.

Motion: Moved by Mr. Supplee and seconded by Mrs. Frank to bring Tab 22 back to the June meeting for public hearing and adoption consideration. Motion adopted.

Tab 23—Proposed Amendments to SBE Policies to WAC 180-79A-250 Initial/Residency and Continuing/Professional Certificates—Renewal, reinstatement, continuing education requirements and WAC 180-85-035 Lapse Date—Definition

Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, presented information regarding the proposed amendments.

Motion: Moved by Mr. Supplee and seconded by Mrs. Frank to bring Tab 23 back to the June meeting for public hearing and adoption consideration. Motion adopted.

Tab 24—Proposed Amendments to SBE Policies to WAC 180-78A-250 Approval Standard—Professional education advisory board and WAC 180-78A-255 Approval Standard—Accountability as well as Proposed Repeal of SBE Policy: WAC 180-78A-125 Annual Reports by Colleges and Universities

Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, presented background information regarding the proposed amendments.

Motion: Moved by Mr. Supplee and seconded by Mrs. Tolas to bring Tab 24 back to the June meeting for Public Hearing and Adoption Consideration. Motion adopted.

Tab 25—Request for Waiver of the 180 Days School Year Requirement from the Central Valley, Colville, Hood Canal, Mansfield, Medical Lake, Newport, Onion Creek, Orient, Sunnyside, and Wahkiakum School Districts

Dan Mueller, principal of Hallett Elementary; Cindy Smith, principal of Medical Lake Elementary; and Wendy Stewart, teacher at Medical Lake Elementary and union representative, Medical Lake School District, provided information on their request for waiver.

Rueben Carrera, Assistant Superintendent, Sunnyside School District, provided information on the district request for a waiver.

Motion: Moved by Mr. Supplee and seconded Mrs. Frank to approve the waivers requested in Tab 25. Motion adopted.

Mr. Carrera invited the State Board to come back to Sunnyside School District for a meeting.

POLICY REPORT RELATING TO PROFESSIONAL EDUCATION AND CERTIFICATION

Linda Harrison, Manager, Office of Professional Practices, OSPI, presented the annual report of the Office of Professional Practices (OPP). The report features a new format showing a comparison of 1999 with 2000. There have been staffing changes and the loss of one investigator with retirement of Adelle Nore. Her position will not be filled next year. There are three investigators—one in Spokane, Vancouver, and one housed at OSPI. Ms. Harrison reviewed the process for opening and investigating cases through office. Ms. Harrison answered several questions from Board members regarding the various cases opened, ongoing investigations, and background checks. The OPP is looking at streamlining as much as possible in light of the staff reductions. She also reviewed the accomplishments for the past year and the goals, which the office has set for the coming year. The 1994 case has been closed as far as the investigation phase; significant reductions have been accomplished in the 1995-1997 cases.

Mr. Davis asked if there was a way to streamline the complaint process. Most of the complaints come from the districts. Ms. Harrison feels that a lot of the frustration comes from not being able to help in areas outside of the Code of Professional Conduct.

COMMITTEE REPORTS AND DISCUSSION

Professional Development and Certification Committee

Bunker Frank reported on the meetings held by the committee to date, including the problems regarding Western Governors' University (WGU). Mr. Davis provided background information for members regarding the problems with WGU. He noted that Northwest Association of Schools and Colleges (NASC) has them as a candidate for accreditation and that the HEC Board recognizes the candidate status.

Professional development and certification issues going before the Standards Board needs to be standardized. We need to have a representative at their meetings and copies of their minutes on file in our office.

"Sole" advisory committee was put in legislation at the request of the Legislature/Governor. They are sole advisory for those items the Standards Board has jurisdiction

over. In response to a question, we can give them tasks/items for them to provide advice to the State Board and they should not be considered “our” committee. Mr. Supplee reviewed some of the past history of the accreditation cycle with regard to teacher preparation programs and how it was ended by the time the Standards Board was instituted. The cycle took six years to complete. The State Board needs to start using the Standards Board for advice on various items.

Legislation Committee

Patty Martin, Staff, State Board of Education, reported on the Senate operating budget.

- ✓ State Board operating budget \$541,000 (including \$100,000 for the Certificate of Mastery study and monies for the school district/ESD training); \$441,000 for the second year.
- ✓ A+ Commission—\$323,000 each year.
- ✓ Alternative Routes—\$74,000/\$2.9 million
- ✓ Safety Programs are also funded
- ✓ WASL development—\$11.5/\$11.2 million
- ✓ Standards Board—\$431,000 for each year of the biennium

Accountability will also be heard during the discussion on the Certificate of Mastery by the Senate Education Committee. There is a proposal to allow students who wish to transfer to another school from a failing school and are denied to appeal to the State Board.

Legislation Committee Chair Jonathan T. Harris asked that members, if they would like, share information from their visits with legislators.

- ✓ Linda W. Lamb noted that she had talked about the reclass bill, student achievement, the construction study committee; legislators she met with the second time were more receptive.
- ✓ Carly Cyr reported that some of legislators gave the “pat on the head” and some asked a lot of pertinent questions. The WASC Council has talked about the bullying legislation and is split on the issue. In response to a request from Rep. Don Carlson, the WASC Council is finding out what types of leadership classes are being used across the state and hold a workshop at the WASC conference on the best models.
- ✓ Jonathan T. Harris and Warren T. Smith met with several legislators, including Rep. Talcott. There are communications problems that have to be solved.
- ✓ Roberta May reported on her meeting with Sen. Finkbeiner on the main issues from the talking points. The toughest meeting was with Rep. Talcott who feels that the Legislature should control of WASL and the CoM. She had a productive meeting with Rep. Phil Rockefeller, including what should be in statute and what should be in rules and the governance issue.
- ✓ Carolyn Tolas reported that she spent more of her time talking to capital budget committee members. Most of the contacts were very productive. Mrs. Tolas stated that school directors from Sen. Fairley’s area need to contact her.

- ✓ Gary Gainer reported on his contacts with Lisa Brown and Lynn Schindler. Mr. Gainer reported on his and Tom Parker's meeting with Governor Locke. The Governor did not know what the State Board had been doing; Mr. Parker and Mr. Gainer explained what had been happening as well as what is coming down the line. Mr. Gainer was impressed by the Governor's new aide, Kristin Bunce. In response to a question from the Board, Ms. Bunce noted that the Governor felt the Common School Manual was too cumbersome based on complaints received from various groups. Board members pointed out to her that the Board goes through a Mandate Review process to see what WACs are outdated and can be removed, and that each time the process is started, the Board receives requests from districts not to remove certain rules. There seems to be a lack of communication between the Governor's office and the State Board that the Board hoped elevated now that Ms. Bunce had joined his staff. She was asked her opinion as to what would the Governor think about the stance the Board took on school construction.

Teacher certification/preparation; graduation requirements (culminating projects and education plan); capital funding—are items that the Board has dealt with over the years.

An evening dinner session was held with OSPI Cabinet members.

Thursday, March 29, 2001

President Gainer called the meeting to order at 8:36 a.m.

Members Present: Phyllis Bunker Frank, Gary Gainer, Jonathan T. Harris, Linda W. Lamb, Roberta May, Warren T. Smith, Jr., Neal Supplee, Carolyn Tolas, and Student Representatives Carly Cyr and David Peterson; Bill Jordan represented Dr. Terry Bergeson, who was unable to attend

Members Absent: Tom Parker, Ron Woldeit

Staff Present: Larry Davis, Patty Martin, Laura Moore

POLICY WORK SESSION AND DISCUSSION RELATING TO PRIVATE SCHOOLS

Marcia Riggers, Assistant Superintendent Designate, Operations and Support, Office of Superintendent of Public Instruction, presented background information on the private school approval process. She introduced Don Johnson, Superintendent of Cascade Christian School and Chair of the OSPI Private School Advisory Committee; and Dan Sherman, Executive Director of the Washington Federation of Independent Schools. Ms. Riggers reviewed the various options available to students outside the public school

system (private schools or home schools). In response to a question, a public school student isn't able to be home schooled or private schooled during the day under current regulations, even though it is happening. Private education students can attend public schools for parts of the day. Ms. Riggers explained the extension program:

1. The parent, guardian, or custodian is supervised by a person certified under Chapter 28A.410 RCW and who is employed by the school;
2. The planning by the certified person and the parent, guardian, or person having legal custody includes objectives consistent with this subsection and other subsections;
3. The planning certified person spends a minimum average each month of one contact hour per week with each student under his or her supervision who is enrolled in the extension program.
4. Each student's progress is evaluated by the certified person; and
5. The certified person does not supervise more than 30 students enrolled in the approved private school's extension program.

Health and safety issues are addressed by the approval process. When complaints are filed, they are addressed by OSPI. Students attending a nonapproved private school are considered truant under the law.

Don Johnson provided information on the membership of the private school consortium. Dan Sherman noted that the approximately 500 private schools employ approximately 4400 certificated persons. Washington is one of the most regulated states with regard to private school.

The Private School Advisory Committee has reviewed the approval process as a committee of the whole rather than breaking into small subgroups. There is only one area in the approval process that causes concern. Dan Sherman presented information regarding the ratio of certificated staff to students. The private school community is after the same pool of teachers that the public schools are attempting hire. The private school community wants to maintain quality programs, but needs help with teachers' ratio to students.

Proposed recommendations:

- ✓ Revision—1 (c) The school employs a noncertified teacher or teachers pursuant to this subsection (Chapter 180-90 WAC) employs at least pursuant to rules of the state board of education or one person authorized under subsection (2) to every 20 FTE students enrolled in grades kindergarten through 12.
- ✓ New—1 (d) A school shall provide one certified teacher for each noncertified teacher subject to the provisions of subsection (3).
- ✓ New—2 (c) A person employed as a teacher by a school may be considered as satisfying (a) or (b) of this subsection if they hold a valid, current teaching certificate from another state.

- ✓ Delete—3 (c) Is not eligible for initial or continuing teacher's certificate in the state of Washington.

For the private schools, the conditional certificate provides too many obstacles. Under the proposal, there would be one certificated teacher for each noncertificated teacher. The private school community wants to pilot the program until this fall and bring language back to the Board at that time for initial discussion.

Ms. Riggers presented information on Learning Centers and how they are approved. They do not have a full time student enrollment; students come for credit catch up; students can come from the public or private schools. The learning centers are basically an outgrowth of the educational clinics/education centers. They do not meet the current standards for private school approval.

The Board will be going through a mandate review process of the RCWs and WACs. This process may be the way to help the learning centers as well as the private schools achieve more flexibility. Internal controls would provide information on the quality of the noncertificated teacher and the supervising certificated teacher. The issue of a noncertificate registry will have to be addressed for the future to insure quality of the people involved in the private schools.

CONSENSUS of the Board was to allow the pilot program to proceed and to have Larry Davis and Marcia Riggers prepare language to that effect to be part of the official record of the Board.

COMMITTEE REPORT AND DISCUSSION

Accreditation Committee

Roberta May, Chair, Accreditation Advisory Committee, provided information on the history of the accreditation committee and the various accreditation processes. The committee is being reorganized. Still there is no person from OSPI to serve on the committee. There are several schools wanting to do their accreditation through the State Board process at the current time. We need to work with OSPI to help these schools.

Mr. Supplee feels that accreditation and accountability should not be connected—one is the look at the system for achieving the outcomes desired as part of the reform effort; the other is the outcomes from having that system. Discussion followed on the viability of the State Board process within the OSPI system. It was noted by Mr. Supplee that accreditation is mandated in RCW 28A.305.130.

Suggestions:

- ✓ Follow-up with Dr. Bergeson with regard to the State Board accreditation process.
- ✓ There are schools waiting to be accredited that need to have their site visits.

- ✓ The Accreditation Advisory Committee meeting will be held on April 16 at OSPI.

POLICY WORK SESSION ON DISCUSSION ON TEACHER SHORTAGE ISSUES

Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, introduced Randy Hathaway, Executive Director, Washington School Personnel Association; Margo Holland, Seattle School District; and Bill Hulteen, Renton School District. Randy Hathaway provided background information on the Teacher Shortage Study done last year. The focus of the study was on supply and demand issues.

- ✓ Considerable shortages in the fields of special education, chemistry, physics, Japanese, bilingual education, mathematics, and technology education
- ✓ No teaching fields indicate a surplus of candidates; all remaining fields were either in the categories of slight shortage or balanced
- ✓ Areas of considerable shortage in support staff include psychologists, occupational therapists, physical therapists, speech-language pathologists, and school nurses
- ✓ Approximately 20% of principals will be eligible to retire in next 5 years; approximately 36% of superintendents will be eligible to retire.

Dr. Douglas provided information on the Difficult to Fill Position Survey Results, the teacher Preparation Program Enrollment, and the Annual Report (1999-2000) Certificates Issued and Certificated Personnel Placement Statistics. Dr. Douglas reviewed several of the charts and information contained in the report. The elementary education prepared teacher group is still high, but it is shrinking. Superintendents are beginning to work with their teachers to keep them in their districts. Tracking has not been by endorsement but by category. About 82% of candidates from last year are employed as regular or substitute teachers. Dr. Douglas noted that OSPI has invested in the WAteach Web Site, which lists jobs in the various districts in the state.

Margo Holland, Seattle School District, reported that the shortage of teachers in Seattle is extremely high and they are struggling to fill positions. Bill Hulteen, Renton School District, echoed the sentiments of Mr. Hathaway, Dr. Douglas, and Ms. Holland. The complexities of secondary staffing will be growing over time as those with multiple endorsements on the old certificates and being replaced with staff holding the new certificates. The substitute pool is also shrinking.

Board Member Jonathan T. Harris presented three options for getting more teachers:

- ✓ Troops to Teachers—it was noted that this program is not currently funded.
- ✓ Provisional certificates while taking education classes and working full time.
- ✓ Revisions to the retirement systems.

Several items have surfaced at both the state and federal level to help with easing the problems. Washington needs to have higher beginning teacher salaries.

Ms. Holland reported that Seattle School District has been hiring for next year. They have problems hiring substitutes. The contracts that have been signed for next year do not guarantee that the person will teach in the position stated, especially if they have more than one endorsement. The district, when it goes out of state to talk to candidates, cannot offer signing bonuses and has a high cost of living to contend with as well as traffic if the teachers live outside of the city. Both Ms. Holland and Mr. Hulteen felt that the cost of living and traffic problems are the biggest concerns. Collective bargaining can also be a stumbling block in raising beginning teacher salaries.

Larry Davis, Executive Director, State Board of Education, asked for help in the math of how the number of special education certificates issued equates with the number shortages and the number of waivers requested. Special education has a high number of turnovers in teaching staff because of the high burn out rate and the extreme problems of the clientele.

In response to a question, there would have to be some creative solutions to going to a full year school including job-sharing, changing the certificate requirements, etc. In response to a question from Bill Jordan, Deputy Superintendent, OSPI, regarding a person coming into the state from another state who has a degree and work experience, can the OSPI or the State Board address this issue? This is an area for further study.

President Gainer thanked the group for coming and expressed the concern of the State Board of Education for the problems. He asked for help and suggestions from the group in what the Board can do to help with the problems being experienced.

POLICY APPLICATION RELATING TO SCHOOL FACILITIES

Northwest ESD 189 Application for Sale of Property

Superintendent Jerry Jenkins of Northwest ESD 189 presented background information on the request to sell property owned by the ESD. Supt. Jenkins asked for variance in the recommendations in that the ESD not have to come back to the Board for approval of the sale price. The commercial appraisal on the property is \$2.4 million. If the appraisal price is reached, the ESD Board will sell at or above that price. The State Board felt that the sale should take place within 18 months unless a deal is in the offering and an extension could be granted.

Motion: Moved by Mr. Harris and second by Mrs. May to allow ESD 189 to sell the property, giving them an 18 month timeline to sell the property without reappearing before the Board. Motion adopted.

[NOTE: A copy of the appraisal packet is on file at the State Board of Education office.]

While the power point presentation on the WAVES project was being set up, Mary Alice Heuschel answered more questions on the training of teachers in scoring the WASL tests. There is not a specific leadership component in the OSPI training, but OSPI is working with the Association of Washington School Principals (AWSP) to provide training to their members. Ms. Heuschel will be providing training to administrators at the OSPI/AWSP Summer Institutes.

TOPICAL REPORT AND PRESENTATION ON TECHNOLOGY

WAshington Virtual Education Space (WAVES)

The purpose of WAVES is to use emerging technologies to support educators, students, and parents in achieving the goal of Education Reform—high student achievement.

Pete Knopf, Director, WAVES Professional Development, OSPI, introduced the members of the presentation team—Mary Alice Heuschel, Assistant Superintendent for Curriculum/Instruction/Assessment, OSPI; Joe Clark, Manager, Interactive Technologies, OSPI; and Chris Held, WAVES Educational Liaison, OSPI; and introduced the program. Classroom Practice and Classroom-based Assessments are in place and based on the EARLs. Large scale testing is based on district testing and the WASL. Assessment archives, assessment planning, etc. are spokes of the “wheel” that can be provided through the web.

Chris Held provided a review of WAVES from the teachers’ point of view—a tool that helps teachers utilize assessment information aligned to district and state standards so they can improve instruction design and student achievement. *Phase 1* A tool that allows students to access resources, plan their own learning, create, and publish an electronic portfolio on line for teachers and parents. *Phase 2* A comprehensive plan would include learning systems, student information, financial system, human resources system. The learning system should include curriculum, instruction, and assessment. Curriculum management tools include state standards, district objectives, and school goals. Instructional design includes course access and design, unit access and design, lesson access and design, learning activity access and design, and instructional resources. Student performance assessment tools include state level assessments, district level assessments, and classroom-based assessments.

Teacher’s Desktop—curriculum management, instructional design, assessment, student portfolio. What has been learned: invite stakeholders in at the beginning, be clear about goals of project, establish governance early, and adopt system thinking.

Mary Alice Heuschel explained her role and the use of technology to develop a new desktop for teachers to use. It could include classes, information on the district, reminders, course standards, course curriculum, etc. WASL is one indicator of student

achievement. All the information will be available in an instant on the teacher's classroom computer. It includes mapping of strategies for lesson plans.

Joe Clark presented information regarding the background pieces, the unique student identifier code (USIC) and the security system. The USIC is being piloted around the state at this time. OSPI will be using a lot of the migrant education system in the new system as well as WSIPC and others. Access will be at the local level; transfer will use the latest safety measures.

POLICY APPLICATION RELATING TO PROFESSIONAL EDUCATION AND CERTIFICATION

University of Washington-Tacoma Principal and Program Administrator Preparation Programs

Joanne Sorensen, Program Manager, Professional Education and Certification, OSPI, introduced the background information on the proposal from the University of Washington. Dr. Ginger McDonald, Director, Principal and Program Administrator Preparation programs, University of Washington-Tacoma. Program components include leadership, management, and instruction. The themes include information collection, critical thinking skills, communication, community, ethics, diversity, and technology. The program will be using the intern principals to evaluate the student teachers. Both the training of teachers to administer the WASL and school safety issues will be taught during the courses. In response to a question on the amount of time a candidate should have in the classroom prior to becoming a principal, the time is needed in the classroom to make effective principals.

Motion: Moved by Mr. Supplee and seconded by Mrs. Tolas to approve the Principal and Program Administrator Preparation Program for the University of Washington-Tacoma. Motion adopted.

Conceptual Continuum of Professional Development of Principals

Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, provided information regarding the development of new standards for principal professional development. Members from the original WACPAS group and the educational groups met to begin working on the timeline for professional development for principals. The group will be working for a presentation at the OSPI/AWSP conference this summer. The group will bring a fully evolved system to the State Board within one year. In response to a question, Dr. Douglas felt the new program at the University of Washington-Tacoma is a step in the right direction and will tie in with work of Dr. Douglas' group.

Development of a Pedagogy Assessment Process by WACTE

Michael Vavrus, Director, Master in Teaching, Evergreen State College; and Margit McGuire, Director and Professor, School of Education-Master in Teaching Program, Seattle University, presented information on the work they are doing with regard to the development of a pedagogy assessment process for the colleges to use in the preparation of teachers. A written report is on file with the minutes; information can be downloaded from www.wacte.org. The group is open to suggestions as they prepare the next draft.

PROFESSIONAL EDUCATION AND CERTIFICATION

Western Governors' University

Chip Johnstone, Provost; Dr. Marti Garlett, Senior Academic Officer; and Dr. Sam Smith, President Emeritus of Western Governors' University asked for approval of their program for the advancement of teaching through the internet classes. There are problems with these classes counting toward salary increases because Western Governors' University is not accredited.

Larry Davis, Executive Director, reminded the Board that there cannot be an administrative interpretation of the current rule. He presented a proposed adoption of an emergency rule.

Dr. Smith noted that the university has gone to four regional accrediting bodies for accreditation. The regional groups put together a four-party process that the university has to comply with for accreditation.

Motion: Moved by Mr. Supplee and seconded by Mr. Harris to amend WAC 180-78A-0010(6) to add the language "a candidate for accreditation or is fully/initially" and adopting the changes on an emergency basis. Motion adopted on a vote of 8 for, 0 against, and 2 excused.

TOPICAL REPORT RELATING TO PROFESSIONAL EDUCATION AND CERTIFICATION

Final Report Partnership for Excellence in Teaching (PET)

Larry Davis, Executive Director, presented information on the formation of PET and the work it has done. Mr. Davis and Board Member Bunker Frank presented the NCTAF recommendations as background to Board members. PET came out with a report advocating an improved governance system. The goals of PET:

- ✓ Reorganize K-12 schools to support teaching and learning
- ✓ Prepare and support teachers with the knowledge and skills they need throughout their careers to help all students

- ✓ Attract and retain greater numbers of high-quality educators with diverse backgrounds
- ✓ Create an evaluation and reporting system that will inform future policies and practice regarding teaching quality
- ✓ Improve system governance

Peer mentor program needs funding; changes are coming for teacher evaluation; there has been an overhaul of the teacher preparation program standards; other options for teacher leadership opportunities are being looked at; LEAP salary schedule does not reflect performance standards as yet—summary of the first report.

“A Great Teacher for Every Child” is the second report. Teacher quality is being looked at as the first line of help for the child in the classroom. Mrs. Frank asked Board members to look at specific parts of the report in preparation for work at the May meeting. Mr. Davis noted that the Board does not help fund schools to help with reorganization, but does help through the waiver process from the 180 days of instruction. Many of the eight action goals of PET have been introduced as legislation during this session. The retiree legislation to keep them working to alleviate the shortage problem.

PET surveyed 400 teachers via phone and asked them what would constitute a quality teacher. Policy implications:

- ✓ New standards for student learning in Washington are changing instruction
- ✓ Teachers need regular time during the school day for professional development
- ✓ Teachers need more high quality opportunities to learn about student assessment
- ✓ Higher education can help
- ✓ Compensation matters
- ✓ Teachers support the Partnership for Excellence in Teaching’s policy proposals to improve student quality

Board members asked for information on the cost of an extra hour per day and adding extra days. To add an extra day would cost about \$32 million per year.

Following the meeting, Board members attended the accountability and certificate of mastery hearings held by the Senate Education Committee.

Friday, March 30, 2001

President Gary Gainer called the meeting to order at 8:48 a.m. He reviewed the meeting with the Education Committee(s) on Thursday, March 29, dealing with the Certificate of Mastery and accountability.

Members Present: Phyllis Bunker Frank, Gary Gainer, Jonathan T. Harris, Linda W. Lamb, Warren T. Smith Sr., Neal Supplee, Carolyn Tolas, and Student Representative Carly Cyr and David Peterson

Members Absent: Terry Bergeson, Roberta May, Tom Parker, Ron Woldeit

**ADOPTION CONSIDERATION AND
PROPOSED POLICY AMENDMENTS**

Tab 12—Proposed Amendments to SBE Policy: WAC 180-79A-155 Good Moral Character and Personal Fitness—Necessary supporting evidence by applicants

Motion: Moved by Mr. Harris and seconded by Mr. Supplee to adopt Tab 12 as presented. Motion adopted on roll call vote.

Tab 13—Proposed Amendments to SBE Policy: WAC 180-79A-130 Fee for Certification

Motion: Moved by Mr. Harris and seconded by Mr. Supplee to adopt Tab 13 as presented. Motion adopted on a roll call vote.

Tab 14—Proposed Amendments to SBE Policies in WAC 180-78A-535 Approval Standard—Program design; WAC 180-79A-145 Levels of Certificates—Initial/residency and continuing/professional; WAC 180-79A-250 Initial/Residency and Continuing/Professional Certificates—Renewal, reinstatement, continuing education requirements; WAC 180-85-075 Continuing Education Requirement

Motion: Moved by Mr. Harris and seconded by Mr. Supplee to adopt Tab 14 as presented. Motion carried on a roll call vote.

**TOPICAL REPORT RELATING TO
THE TIME AND LEARNING STRATEGIC INTENTION**

Board Member Phyllis Bunker Frank reported on the annual conference of the National Association of Year Round Education. Mrs. Frank was one of the candidates for the open position on the national board. Mrs. Frank complimented Pat Eirish on her

knowledge on the year round education topic as well as her work with the waiver process. There were 56 people attending the conference from Washington State. She met with several groups from our state who were working on changing their calendars and whose plans have been put on hold because of administrative changes.

What we are learning:

- ✓ Time does matter
- ✓ Timing is important
- ✓ Learning gaps must be addressed in timely ways to make a difference
- ✓ Sustained support is essential for continuous learning

Dr. Elaine Arm, Principal, San Diego City Schools, calls the learning box of Labor Day to Memorial Day “Brain Jail.” Mrs. Frank presented information regarding Dr. Arm’s school in San Diego that has been able to insure that more students with limited English proficiency have an opportunity to increase their test scores by going to a year-around system.

Greg Gelderman, Principal of Cedar Wood Elementary in Everett School District, had stated to her that they are enthused about the year round school concept, but that they cannot justify the change based on the WASL scores.

Mercer Island School District is facing a major over crowding situation in their schools and is beginning to look at different options for their students attending school.

The PTA Conference will have a panel presentation, facilitated by Mrs. Frank, on year around education in Washington and elsewhere.

COMMITTEE REPORT AND DISCUSSION

Certificate of Mastery Committee Report

Chair Gary Gainer reported on the work of the State Board’s Certificate of Mastery. Greg Hall reported on the Alberta, Canada, education system which has a province-wide curriculum and textbooks are focused on the essential learnings being taught in the classrooms. Alberta started their reform effort in 1983 and they are not finished at this time.

Cathy Taylor, University of Washington Psychometrist, presented information regarding the cut score, standards, and the assessment process. The A+ Commission feels they have the responsibility with establishing the cut scores. The committee is looking at bringing in Bill Merans or Joe Ryan to speak to the committee. The next meeting is Tuesday, May 1, at the Burien Conference Center, from 3:00 p.m. to 7:00 p.m. The purpose of the committee is to have the technical people prove to the committee that the WASL is valid and reliable and tests what it is supposed to. The committee has to make sure the legal issues are taken care of. The committee has to make sure that the textbooks are teaching to the essential learnings and that teachers are prepared to

teach to the essential learnings and prepared to give the tests. We will need to form a partnership with the Association of Washington School Principals to help principals become better able to prepare their teachers to give the WASL.

Hearing Decision

In the matter of the revocation of certificate of Shawn Wright, the decision of the State Board:

Motion: Moved by Mr. Supplee and seconded by Mrs. Tolas that Findings of Fact 1-17, Findings of Law 1-4, the Final Order of Administrative Law Judge David G. Anderson be affirmed and adopted and entered into the official record; that Shawn Wright's Certificate be revoked and stay revoked. Motion adopted on a hand count of 7 yes, 0 no, and 3 excused.

Capital Budget Discussion

Information was presented that the Senate is threatening to pull money from school construction if the Board passes any language on the Area Cost Allowance and the square footage per student.

Board members were requested to check with Brenda Hood or Gary Gainer before talking to legislators. Larry Davis was requested to keep members informed by email.

Action taken April 4

In action subsequent to the Board meeting, the State Board of Education, on Wednesday, April 4, in a telephone roll call, voted to rescind action taken on Wednesday, March 28, requesting that staff develop proposed rule language which would have been brought to the May meeting for Public Hearing and Adoption Consideration. The vote was 9 for, 0 against, and 0 excused.

The State Board reconvened at 1:00 p.m. with Vice President Jonathan Harris presiding. President Gainer had an appointment with several legislators.

POLICY APPLICATION RELATING TO PROFESSIONAL EDUCATION AND CERTIFICATION

Joint Post-Masters School Psychologist Preparation Program from Washington State University and Eastern Washington University

Judy Smith, Program Specialist, Professional Education and Certification, OSPI presented Dr. Mahlon Dalley, Co-Director of the Post Master's Program in Psychology, EWU. Other presenters include Fritz Erickson, Dean of the College of Education and Human Development; Steve Hirsch, Co-Director, Post-Master's School Psychology program, WSU; Bill Gray, Director, Riverpoint Campus, WSU.

Dr. Dalley presented background on the program as well as the number of school psychology programs. School psychology certification programs exist in the Seattle area (3 programs), one at Central Washington University, and one at Eastern Washington University. This program is unique in the state because of the collaboration. Dr. Dalley reviewed the role of the school psychologist and the changes in the role over the past few years.

The program is based on the National Association of School Psychology (NASP) guidelines. Courses will be offered summer and evenings; completion date is determined by the advisor/student; courses offered over WHETS at several sites across the state. The course will be tied to the EALRs through the practica and internship; class discussions, written assignments, inclusion of questions on learning goals/EALRs on comprehensive exams.

In response to a question from the Board, Eastern Washington PEAB for School Psychology will act as the PEAB for the joint program. WSU members will be there to work on their program; EWU will work on their program. They have not addressed the possibility of WSU nominating members to the PEAB. In response to a question, each district has a school psychologist, but not known if they have enough. Most of the work is done in working with special education students. A question was raised on how the program deal with the disproportionate minority representation in special education.

Motion: Moved by Mr. Supplee and seconded by Mr. Smith to approve the post-masters program in school psychology through Eastern Washington University and Washington State University. Motion adopted.

REPORTS AND DISCUSSIONS

Professional Educator Standards Board (PESB)

Jennifer Wallace, Executive Director of the PESB, provided background information on the board and its members. The short term charge to the board was to develop two alternative routes to teacher certification. Ms. Wallace presented the recommendations presented to the Legislature. All the routes contain:

- ✓ On-the-job training
- ✓ Guided by a Teacher Development Plan
- ✓ Rely heavily on high quality mentoring
- ✓ Completed when demonstrate competency

Two bills were put in the Legislature—SB 5695/HB 1607—alternative routes partnership grants. The Senate budget provides \$2.9 million for 138 candidates for the biennium. Districts can move more into the programs at the district's and candidates' expense.

Next steps for the PESB

- ✓ Teacher assessments for certification
 - Basic skills—required 9/2002
 - Content—required 9/2003

- ✓ Other advisory duties in
 - Recruitment/retention
 - Preparation
 - Certification
 - Mentoring and support
 - Educator evaluation
 - Professional growth

They are developing an RFP on the teacher testing and will have the first testing ready for the 2002 school year.

Next steps—how we see our role:

- ✓ Advisory/at the table—value-added only, not an additional hoop
- ✓ System focus—bringing together the pieces of the puzzle/convener of dialogue on educator quality
- ✓ Specific short-term policy initiatives, e.g., all routes for administrators, statewide recruitment strategies, pay for experience/responsibility/performance, evaluation

Governor's Office

Kristin Bunce, Governor's Executive Policy Advisor on K-12 Education, introduced herself to Board members, providing background on her training and previous professional experience. Board members introduced themselves to Ms. Bunce. Board members invited Ms. Bunce to be part of the Board meetings to bring the perspective of the Governor to the Board and to take information from the Board back to the Governor.

Ms. Bunce reviewed the Governor's education program for the current session.

Priorities

- ✓ Safe and personalize learning environment
- ✓ Quality teacher in each classroom
- ✓ Quality principal in each building
- ✓ A flexible system to provide the learning opportunities that is also accountable.

The Governor wants to move toward a performance based pay system for teachers. Pilot projects were suggested during this session along with a national board certification bonus. The Governor also proposed the retire/rehire program for teachers. The Governor is still working hard on the accountability bill to make districts accountable and provide intervention models. There is not money in the Senate budget for targeted assistance for struggling schools.

The Board feels that there is a need to strengthen the role of the principal. Board members reviewed their involvement with culminating projects and the fact that students find the project very worthwhile in their education.

In response to a question, Ms. Bunce said that the Governor had heard from different sources that the Title 28A RCW needed to be reviewed from the stand point of a zero slate and then add rules back in.

Academic Achievement and Accountability Commission

Chair Patrick Patrick reported on the current work of the A+ Commission. Mr. Patrick asked for a designee to help with the review of cut scores and standards for accountability in the schools. Cathy Taylor, University of Washington, will be asked to join the subcommittee.

The commission is meeting in executive session to come together with the players to get an accountability legislation this session. With regard to fourth grade reading, 2/3 of the districts have improved by 43% over the last two years. The new goals will require an increase of 25%. The scores will include math; a dropout goal will be established for middle school and high school. Guestimates range from 4% to 20%; the actual may be closer to 1/3. A disproportionality goal will be set shortly. The commission wants to make sure they are in concert with what the State Board is doing.

If the Commission's intervention model finds that a school is not performing, a student should have the right to transfer out of the school. The Superintendent of Public Instruction shall have the right to allow students the opportunity to change schools and/or districts. Language has been added to make the State Board the appellate body.

In order to succeed, schools need to move students from Level 1 to Level 2 to Level 3 to Level 4. Drop outs will not be tolerated, especially if they are being forced out to raise the scores of the other students. The commission is using WASL and ITBS as indicators that a school may have some needs. The commission is a strong supporter of the Certificate of Mastery for graduation and that students have the abilities to make it in the adult world.

Meeting adjourned at 3:45 p.m.

ljm

Approved as amended: May 9, 2001