

Wednesday, March 20, 2002 .....	2
APPROVAL OF MINUTES .....	2
CONSENT AGENDA .....	2
Reports relating to School construction .....	2
Work Session Relating to Non-Public Agencies and Initial Consideration of Proposed New Policy .....	4
Public Hearing on Proposed Policy Amendments.....	5
Work session relating to school district approval .....	5
Public Hearing on Proposed Policy Amendments.....	8
Work session relating to learning and teaching .....	9
Leave No Child Left Behind Act of 2001 .....	10
Public hearing and initial consideration.....	12
Policy report relating to professional education and certification .....	12
Report relating to basic education assistance .....	13
Policy application relating to basic education assistance.....	13
Legislative Wrap-up .....	13
WEA Meetings .....	15
School Improvement plans .....	15
Thursday, March 21, 2002 .....	16
Report on culminating projects .....	17
Work session relating to professional education and certification.....	18
Work session relating to professional certificate .....	20
Policy application relating to professional education and certification.....	21
Initial consideration of proposed policy amendments .....	24
Comments by Board Members .....	27
Friday, March 22, 2002 .....	28
Adoption consideration of proposed policy changes.....	28
General administration.....	30
General administration.....	32
Professional Educator Standards Board .....	32
A+ Commission.....	33
Achievement Gap.....	34
Reward and Intervention Policies .....	34
Work session on assuring every student learns .....	34
Committee reports .....	36
Liaison Reports.....	38

Washington State Board of Education  
Regular Meeting  
ESD 113, Olympia  
March 20-22, 2002

**MINUTES**

Wednesday, March 20, 2002

President May called the meeting to order at 8:37 a.m.

Members Present: Kenneth Ames, Phyllis Bunker Frank, Gary Gainer, Linda W. Lamb, Bobbie May, Warren T. Smith Sr., Carolyn Tolas, Dana Twight, Marcia Riggers for Dr. Terry Bergeson, and Student Representative Lacey Androsko

Members Excused: Tom Parker, David Peterson

Guest Present: Bill Shapiro, Office of Civil Rights

Staff Present: Larry Davis, Patty Martin, Pat Eirish, Laura Moore, Assistant Attorney General Bill Stephens

Dr. Gary Livingston, Superintendent of ESD 113, welcomed the Board to the Educational Service District.

Executive Director Larry Davis reviewed changes in the agenda for the meeting. Tab 8 is being reduced with the removal of one of the districts; Tab 10 is being pulled as the district is not ready to present.

### **APPROVAL OF MINUTES**

**Motion:** Moved by Mr. Gainer and seconded by Mrs. Tolas to approve the minutes as written. Motion carried.

### **CONSENT AGENDA**

Mrs. Tolas asked that Tab 2 be pulled.

**Motion:** Moved by Mr. Gainer and seconded by Mr. Smith to approve the consent agenda with the exception of Tab 2, Tab 10, and the change to Tab 8. Motion carried.

Mrs. Tolas asked Jim Cooper, Director of School Facilities and Organization, Office of the Superintendent of Public Instruction (OSPI), about the amount of the study and survey grant awards, noting that that the amounts of the awards are to be set by the Board annually. Mr. Cooper will do some research and return with an answer to Mrs. Tolas' question.

**Motion:** Moved by Mrs. Tolas and seconded by Mr. Gainer to approve Tab 2. Motion carried.

## **REPORTS RELATING TO SCHOOL CONSTRUCTION**

Jim Cooper, Director of Facilities and Organization at OSPI, presented information on the development of the inflation factor formula. Inflation, operations, and legislation impact the school construction budget through the area cost allowance. Because of an impact stated in a fiscal note, school construction projects were taken out of a law which would have set the number of apprentices on a project. In response to a question from the Board, school construction projects are not prohibited from using apprentices on a project and are not required to have them. Office of Financial Management (OFM) is looking at putting a 3% inflation factor into the new biennial budget for 2003-05. There is a new energy conservation standard law that will affect construction projects.

Skills Centers—\$5.4 million allocated for construction projects is beginning to be spent by the Skills Centers. North Central's project is on hold as there is some question as to the viability of the Center and whether or not it will be open next year. The Center is not generating enough student interest in attending and is not meeting the threshold enrollment numbers.

Mr. Cooper discussed the federal renovation grant process and that approximately 200-250 schools will receive monies through the program. Greg Lee, OSPI Facilities and Organization staff, has developed a new system for looking at the whole school to see which problems most need fixing; i.e., heating, ventilating, air conditioning (HVAC) systems that need updating or replacing, roof structures, etc. Funds received from the Individuals with Disabilities Education Act (IDEA) were put in the Safety Net program at OSPI and are administered from that program. IDEA is coming up for reauthorization in the next year or two.

Lou MacMillan, Capital Budget Manager for School Facilities and Organization at OSPI, presented a report on the changes to the Capital Budget following the recent legislative session. The Legislature annualized the appropriation and then reduced the amount. There is sufficient funding to cover the July release of funds for known projects. The Legislature did make changes to the Fire Marshall's program. The Legislature also made an appropriation for the renovations to Blair Elementary in the Medical Lake School District. Because it is on a military reservation, Blair is not under the time schedules for the funding and can come in any time after July 1 for approval. Funding was reduced from the Education Construction Fund to the School Construction Fund by \$43 million in order to fund capital projects at the higher education level. There will be a positive cash flow at the end of the biennium, but there could be problems at the end of the next biennium.

Executive Director Larry Davis announced that Lou MacMillan will be leaving School Facilities and Organization to become the budget manager for the renovation of the Legislative Building.

Mary Corso, Director of State Fire Services/Fire Marshall, reviewed fire safety in the state's schools. Ms. Corso noted that there has been an increase in the number of fire departments reporting under a new system and also an increase in the number of

school fires reported. Ms. Corso would like to partner with the State Board and OSPI to do a core study of ten schools statewide to make sure that safety is being addressed. There are nine deputies located statewide plus a core staff in the Olympia area. They do plan reviews for schools and other buildings being built in the state.

In response to Ms. Corso's request for State Board support of the study, President May asked that she work with Carolyn Tolas's Facilities Committee.

**Tab 9—Pending Applications for State Assistance in School Building Construction—Request for Change in Scope from Auburn and Sunnyside School Districts**

Jim Cooper, Director of School Facilities and Organization at OSPI, presented information on the request for changes in scope of 55% for Auburn and almost double in size for Sunnyside. If Auburn fails to pass their levy, they will come off the list for release of funds in 2003. Both districts are seeing increases in student populations. If the local district cannot secure its portion of the funding request, then the state funding is reduced. Question was raised over the language of the Sunnyside original bond request done in 1994 for the funding of this construction project. Sunnyside has a 20-year construction project list for funding both locally and at the state level.

**Motion:** Moved by Mrs. Tolas and seconded by Mrs. Lamb to approve the change in scope for Auburn and Sunnyside school districts. Motion carried.

## **WORK SESSION RELATING TO NON-PUBLIC AGENCIES AND INITIAL CONSIDERATION OF PROPOSED NEW POLICY**

**Tab 11—Final Report of the Non-Public Agency Work Group and Proposed New Chapter 180-37 WAC Pupils—Nonpublic Agencies**

Executive Director Larry Davis and Ron Hertel, Program Supervisor, Interagency/Service Delivery, Special Education Operations, OSPI, presented information of the work done over the last six months. Mr. Hertel presented the background that prompted the revisions to the application for approval. Non-public agencies are employed by school districts to serve special education students. Mr. Davis stated that the Board has never had a rule that implements the statute governing the application for approval of non-public agencies (NPA). It is the opinion of Assistant Attorney General David Stolier that a minimal rule is needed to implement the actions being taken by OSPI. There was discussion as to whether or not the process would create a possible new liability for the Board. The question was asked of Assistant Attorney General Bill Stephens with a request to get back to the Board with an answer. Mr. Hertel noted that there is a requirement for the school district to contract with the NPA once they are approved. Once approved an NPA is added to the statewide list maintained on the OSPI Special Education website. Any district can use the NPA, but they will have to contract individually.

**Motion:** Moved by Mrs. Tolas and seconded by Mrs. Frank to bring Tab 11 to the June Board meeting for Public Hearing and Adoption Consideration. Motion carried.

Following Board discussion, it was felt that the Board should send a letter to the national committee on which Doug Gill, Special Education Director at OSPI, serves requesting funding of special education programs.

President May reviewed the upcoming changes to the accreditation process and the new requirement for a school improvement plan. As some of the panel members for the school improvement plan process have not arrived because of weather conditions, the panel discussion will be delayed to give them a chance to arrive.

## **PUBLIC HEARING ON PROPOSED POLICY AMENDMENTS**

**Tab 13**—Proposed Amendments to SBE Policies: Chapter 180-97 WAC Excellence in Teacher Preparation Award

Executive Director Larry Davis explained the background on the reason for the emergency adoption of the rules. He also provided background information on the need for the changes to Chapter 180-97 WAC. The chairs of the House and Senate Education and Higher Education committees will serve on the selection committees. The funding comes from a general fund appropriation. The availability of the funding will be verified. The preparation program the selected winner comes from will submit a plan for use of the funding.

**Tab 14**—Proposed Amendments to SBE Policies on WAC 180-24-400 Remote and Necessary Small School Plants—Authority; WAC 180-24-405 Remote and Necessary Small School Plants—Purpose; WAC 180-24-410 Remote and Necessary Small School Plants—Criteria; and WAC 180-24-415 Remote and Necessary Small School Plants—Review Committee

Pat Eirish, Program Manager, Basic Education Assistance and Research, State Board of Education, reviewed the proposed changes to the Remote and Necessary rule changes. Ron Woldeit noted that the chair of the Remote and Necessary Committee does support the proposed changes.

President May closed the public hearing.

## **WORK SESSION RELATING TO SCHOOL DISTRICT APPROVAL**

President May noted that the school improvement plan panel will be presenting information on the new process being developed through OSPI. The Board will be asked to approve the changes to the WACs regarding the accreditation process. The school improvement plan will be required as part of the Basic Education Assistance reporting if the rules are adopted, and part of the accreditation process, which is voluntary. President May welcomed Dan Sherman, Washington Federation of Independent Schools (WFIS); Jan Leth, Centralia School Board; Marcia Riggers, OSPI; and Lorraine Wilson, Washington State School Directors Association (WSSDA), who are members of the State Board Accreditation Committee.

Pat Eirish, State Board Staff, introduced members of the panel: Rob MacGregor, OSPI; Gary Livingston, ESD 113; John Richardson, City University; Ann Sonishi, Tacoma School District; Tom Romero, Wapato School District; Terry Munther and Helene Paroff, ESD 101; Kathy Budge and Dana Anderson, ESD 113; Gary Wall, NWESD 189; Monte Bridges, PSESD 121; and John Nelson, ESD 112.

Gary Livingston presented information on the ESD participation in the school improvement process as well as participation in the accreditation development process. He presented an overhead on the relationship with OSPI in school improvement and school reform. They are also working on the new ESEA requirements including focused assistance. What might the State Board suggest as support for districts so that the new requirements are not an unfunded mandate? Suggestion is to bring on a specialist into the mix as part of the ESD team.

Rob MacGregor presented a written and an oral report to the Board. Focused assistance has been relabeled “school improvement assistance”. The nine characteristics of effective schools are at the core of the assistance program. There has to be parent and community involvement. There has to be strong leadership at the building and classroom levels. There needs to be aligned curriculum along with training on the curriculum. Each of the schools has to have a performance agreement—district commitment, parental involvement, school involvement, OSPI commitment. The agreements will be signed by the superintendent, board chair, and Superintendent of Public Instruction. Each of the schools went through a school audit and are now developing school improvement plans. This is a three-year process.

John Richardson, consultant from City University, noted that he is working with McClure Elementary in Yakima. Mr. Richardson provided information on his background in education, including involvement with a Schools for the 21<sup>st</sup> Century grant. In working with McClure, Mr. Richardson found a hard working and committed staff and leadership. Problems were discovered during the audit. The facilitator deals with the school improvement process rather than the day-to-day running of the school. The process only gets started in the first three years, but the change process, involving long-term growth, is an ongoing process. Mr. Richardson noted that the staff of the building felt they had been through this before with other initiatives that had not worked for them. He had to get the staff beyond that notion and clear the table to start new.

Tom Romero, Principal, Adams Elementary, Wapato School District, has a high free and reduced lunch (85%) school that is mainly Hispanic and Native American in population. All teachers in the school are working hard, but not always in the same direction. It is a daunting process involving teachers to begin working in one direction; looking for best practices that will help all students. Parents and classified staff are also involved. Mr. Romero appreciates having OSPI at his beck and call along with having someone in the building who has not been part of the regular staff to help with the process. His staff is confident and feels there will be changes this year.

Ann Sonishi, teacher, Mary Lyons Elementary in Tacoma School District, noted that her school has a very diverse population with high free and reduced lunch. Less than half the staff have been there less than three years. Well-trained and reflective staff who believe they know how to help the students, but have lacked resources. This is a team effort—no one is in this alone. The staff did not want to participate in the process; very little success; part of the process was in shaking of the pride as educators to truly take a look at what was happening.

Board members suggested that the teachers and principals involved in the program need to talk to their local legislators as they are key in funding the programs. In response to another question, Mr. Romero and Ms. Sonishi reviewed the processes used to bring parents into the process who would not normally be involved in the school setting. In response to a question regarding the Student Improvement Learning Grant (SLIG) days, Mr. Richardson noted that a lot was learned from those grants and the 21<sup>st</sup> Century grants, but that this is a more involved process that uses some of the lessons learned, but has to build new processes to help the schools.

Monte Bridges, PSESD 121, noted that the new process is much more structured than the SLIG grants. Gary Wall, NWESD 189, noted that structure and accountability are part of this process that weren't there in the SLIG grants. Mr. Wall also reported that the ESD formed a study group of superintendents and principals in the ESD to work on the school improvement process. The ESD came in to help with the work and provided resources to make it work.

Terry Munther, ESD 101, stated that the banner on the process should read "bringing it all together" because of the way the State Board, Office of the Superintendent of Public Instruction, the ESDs, and the districts/schools are working together to make sure that all students are able to learn and improve. Helene Paroff, ESD 101, noted that they do not have any schools in the improvement process, but that most of their schools are in class 2 school districts (fewer than 2,000 students). Not all of the schools have content specialists in the districts or the ESD, but the ESD is able to facilitate help for the districts.

Gary Livingston, ESD 113, noted that we are more sophisticated in the way information is gathered on student needs and disaggregating the information to teachers better than before. This process is more student centered than process oriented with more resources to help the process. Kathy Budge, ESD 113, reported that when she was

working as a principal everyone was on their own as to how they worked with the grants/funding available. Now there is a more concerted effort in working for the student.

Jon Nelson, ESD 112, reported that he was working with the SLIG grants since 1993 when HB 1209 passed and helped in the development process of improvement planning.

Dana Anderson, ESD 113, does facilitation for the districts in ESD 113. The smaller districts are gaining most because they are gaining relationships through the ESD and other regional providers as well as building capacity at the local level. It makes the process a living, breathing process rather than a self-study process.

Jan Leth, Centralia School Board, reported that for the last six years they have had school improvement plans in effect. They used poverty as an excuse for lack of progress. The process forced the district, parents, staff, and community to take a look at how they were doing things and how they weren't using data. They have shown improvement. It has also improved staff moral and increased ownership in the process and results.

In response to a question from the Board, resources need to be available to help the ESDs provide support to districts. Districts don't want another layer of accountability but if this is part of the overall reform effort, it will be better.

Dan Sherman, WFIS Executive Director, noted that the private schools go through a process similar to this. The one difference is that the parents choose to come to the schools and are involved. You have to develop ownership in the process to have success.

Marcia Riggers, OSPI, noted that all of the technical and logistical issues are not solved, but that OSPI is very optimistic about the process maximizing resources for everyone.

Terry Munther noted that three items remained in the discussions—local control, flexibility, and a structure with support and resources. These were important items for the committee discussions.

## **PUBLIC HEARING ON PROPOSED POLICY AMENDMENTS**

**Tab 12**—Proposed Amendments to SBE Policies: Chapter 180-16 WAC State Support of Public Schools; Chapter 180-81 WAC Waivers for Restructuring Purposes; Chapter 180-53 WAC Educational Quality—Self-Study by School Districts; Chapter 180-55 WAC School Accreditation

Executive Director Larry Davis noted that these changes are moving toward policy driving dollars instead of the other way around. The school improvement process will



become part of the Basic Education Assistance reporting for every district. The district becomes responsible for each school in the district having a plan and monitoring it. It also becomes the basis for the accreditation of the school if it chooses to apply. Information on how to proceed (examples of best practices) will be posted on the State Board website. There are some proposed changes. The plans are to be data driven plans.

Lorraine Wilson, WSSDA Staff, noted that the alignment with education reform is a very powerful element and is something that can be supported by WSSDA members. WAC 180-16-220 may need to contain examples that schools can check off what is being done by the school and that it isn't an added layer of burden to schools. It was not the intent of the committee to add another layer to the work of school districts.

Marcia Riggers, OSPI, stated that Dr. Bergeson does not want to add, but make ESEA a help to districts and support for district plans.

Warren Smith, Congressional District 9, expressed concern with the math scores for all students and the need to increase them.

President May closed the Public Hearing.

## **WORK SESSION RELATING TO LEARNING AND TEACHING**

President May introduced Mickey Venn Lahmann, Assistant Superintendent for Curriculum and Instruction at OSPI. Ms. Lahmann introduced Eric Wuersten, Science Program Specialist; AnnRené Joseph, Arts Specialist; and Mike Papritz, Social Studies Specialist, who are the newest members of the OSPI Curriculum and Instruction staff at OSPI. Ms. Lahmann presented a visual report, accompanied by written copy. At the present time there is a vacancy in Reading/Language Arts that Ms. Lahmann hopes to fill shortly. She reviewed the goals for the division:

- ✓ Curriculum Helping Mission: revision of standards; revision of frameworks; establish grade-level academic content standards; ongoing review of curriculum, instruction, and professional development materials.
- ✓ Develop a Comprehensive Curriculum Support Plan: define status of curriculum work in each content area; establish Curriculum Advisory and Review Committee; assign staff, budget, and direction to each content area work.

Ms. Lahmann reviewed EALRs and the components which her division is responsible for making sure that districts are helping students achieve at the levels that are grade appropriate. She reviewed the development of Frameworks, which are Grade Level Guidelines to provide support for the development of benchmarks and instructional goals for learning by the end of a grade level. They are a combination of efforts at the state and local levels to ensure that all elements of the Essential Academic Learning Requirements are addressed at each grade level. Ms. Lahmann reviewed the writing

and art frameworks. The documents are available on the website. Booklets on the writing, reading, and arts will be prepared prior to the summer institutes and contain the EALRs and the Frameworks.

Ms. Lahmann will be forming a Curriculum Advisory and Review Committee. The importance of communicating the information to the classroom teacher is going to be one of the challenges of the committee. Gary Gainer, Congressional District 5 member, stressed the importance especially as it relates to the Certificate of Mastery and its validity and the opportunity to learn for all students. Other Board members echoed Mr. Gainer's concerns, especially with the fact that teachers are being told the Washington Assessment of Student Learning (WASL) is bad.

Ms. Lahmann presented a curriculum review chart that proposes a five-year review cycle. The EALRs for Reading are in need of revision because of new research and the fact that ESEA will require that reading instruction be scientifically based. The committee will be made up of people from around the state. It should include people that were on the original committee, but not exclusively. Ms. Lahmann's division has produced an interim document for reading for the immediate future. Under ESEA the state must develop Grade Level Academic Content Standards for Grades 3-8. The division is also helping to train teachers on how WASL elements are developed and how they are scored in order to help teachers be more effective in their teaching strategies.

Eric Wuersten, Science Specialist, reported on the 8<sup>th</sup> and 10<sup>th</sup> grade pilot in science which will become the basis for the Science WASL test. A smaller pilot study will be done at the 5<sup>th</sup> grade level as not all the pilot items were fully developed. The committee membership was solicited at the January conference as well as through two listserves. The committee is made up of teachers and administrators who work or have worked with the science EALRs. Parents and business people are included on the committee. The essential learnings document is the base for the work that Eric Wuersten and his committee are doing. They have a national committee to review the items on the WASLs; the committee is made up of scientists who are nationally recognized in this area. There is a sensitivity review committee that reviews each of the items before they are added to the assessment instrument.

Social Studies and Arts subdivisions are in development along with the frameworks. Both Mr. Papritz and Ms. Joseph are beginning discussions with the test preparer on what the assessment will look like. Health and Fitness—Pam Tollefson is beginning to work on the EALRs and frameworks. ESEA is also contributing to the work of the division and how it aligns with our EALRs.

Ms. Lahmann reviewed the work of the Curriculum Advisory and Review Committee she has established to help with the work of her division. The scope of the group can be expanded for use by the Board for some of its work.

## **LEAVE NO CHILD LEFT BEHIND ACT OF 2001**

Priscilla Richardson, Director of Consolidated Federal Programs, OSPI, presented written and oral information on the Leave No Child Left Behind Act of 2001 (reauthorization of the Elementary and Secondary Education Act—ESEA).

President May introduced Mike Shapiro, Office of Civil Rights, who was attending to hear the presentation on ESEA.

Ms. Richardson noted that she heads the consolidated review program for the agency. This segways into monitoring and assessing for ESEA applications in the state. The state plan has to be submitted to the Department of Education by May 28. Ms. Richardson reviewed the ESEA performance goals which are very compatible with the work being done in our state for education reform:

1. All students will reach high standards, at a minimum attaining proficiency or better in reading and mathematics by 2013-2014.
2. By 2013-2014, all students will be proficient in reading by the end of third grade.
3. All limited English proficient students will become proficient in English.
4. By 2005-2006, all students will be taught by highly qualified teachers.
5. All students will be educated in learning environments that are safe, drug free, and conducive to learning.
6. All students will graduate from high school.

#### Samples of Performance Targets

- ✓ State assessments will show that the percentage of students in Title I schools, in the aggregate and in each subgroup, who are at or above the proficient level in reading will increase consistent with the annual measurable objectives determined by the computations for “adequate yearly progress”; these annual measurable objectives are “x” for 2002-2003, “y” for 2003-2004, etc.
- ✓ The percentage of Title I schools that make adequate yearly progress will increase from the baseline established in 2001-2002 by “x” percent each subsequent year.

In response to a question, ESEA Performance Goals 3, 5, and 6 do not have deadlines, but all has to be completed within 12 years.

Ms. Richardson reviewed the Power Point slides prepared by Deputy Superintendent Mary Alice Heuschel. There is a CD version of the legislation which is searchable.

Four Pillars of ESEA: Accountability, Flexibility, Research-based Education, Parent Options.

Ms. Richardson reviewed the various parts of the act along with the changes to the current federal Titles. (PowerPoint and Crosswalk are on file with these minutes.)

Adequately Yearly Progress—Ms. Richardson reviewed what causes a school to become a focused school after two years with no achievement gains. First year in focused assistance, parents can opt out of the school. Second year the district must provide supplemental services from private or government providers. Third year in, the district must take corrective action—new curriculum or staff along with the provisions from years one and two. Fourth year in, there will be a take over of the school by the state, private contractor, charter school, or new staff plus all of the first and second years' consequences.

There are many items in the legislation that have not been defined and are still waiting definition by the US Department of Education. The main focus of the act is not punitive, but to be proactive in helping students before punitive action is necessary. The supplemental services provider will have to work with the child's teacher to make sure the child is making progress and meeting standards. There has to be an evaluation of the professional development for teachers to make sure that there are changes in the classroom and teaching methods. Everything in the act is supplemental to state funding.

## **PUBLIC HEARING AND INITIAL CONSIDERATION**

**Tab 15**—Proposed Emergency Amendments to SBE Policies: Chapter 180-90 WAC Private Schools

Marcia Riggers, Assistant Superintendent for Operations and Support at OSPI, presented information on Tab 15. She also noted that the ESEA has very strong language supporting access to resources in public school districts by private school students. Ms. Riggers introduced Don Johnson, chair of the OSPI Private Schools Advisory Committee; Dan Sherman, Executive Director of WFIS; and Susan Ennaro of Montessori Schools. The non-Washington certificated teachers are highly trained and in many cases are certificated in other states. The definitions for non-Washington certificated teachers are much clearer in the revisions of the chapter. The removal of approval has always been in the chapter, but it now provides a way to remove approval prior to coming to the State Board for health and safety as well as low enrollment. Ms. Riggers thanked PSAC for their work.

## **POLICY REPORT RELATING TO PROFESSIONAL EDUCATION AND CERTIFICATION**

Linda Harrison, Manager, Office of Professional Practices and Legal Services at OSPI, presented the annual report. Included in the report is information on the fingerprint requirement. Ms. Harrison reviewed the comparison chart for the year 2000 and the year 2001. She reviewed the number of older cases, which have been brought to closure as well as the increased number of complaints filed by ESD superintendents, school district superintendents, and administrators. In response to a question, a reprimand stays with the certificate for the life of the certificate.

## REPORT RELATING TO BASIC EDUCATION ASSISTANCE

Pat Eirish, Program Manager for Basic Education Assistance and Research for the State Board, reviewed the annual Basic Education Compliance Report including the number and kinds of waivers granted by the State Board. Mrs. Eirish presented some information on the time and learning calendar process. In the past, waivers have been granted for one year only. From now on, due to Board action, waivers may be granted for three years. Mrs. Lamb commented that, since most waivers were for additional learning improvement days (LID), the Board may need to study the costs for additional LID days and see if that is something that will require future legislation; and to highlight in light of the reduction by the current Legislature.

## POLICY APPLICATION RELATING TO BASIC EDUCATION ASSISTANCE

**Tab 16**—Request for Waiver for WAC 180-81-040 Minimum 180 Days School Year from the Adna, Blaine, Colville, Mt. Baker, Newport, Medical Lake, Northshore, Selkirk, Sunnyside, and Wahkiakum School Districts

Pat Eirish, Program Manager for Basic Education Assistance and Research for the State Board, reviewed the waiver requests from the school districts. The number of days requested ranges from 3 to 7 days for staff development and training to conferencing. Mrs. Eirish recommended approval of the waivers. Board asked to have Mrs. Eirish request cohort WASL scores for 4<sup>th</sup>, 7<sup>th</sup>, and 10<sup>th</sup> grade students within the district as part of the back-up materials from now on.

**Motion:** Moved by Mrs. Lamb and seconded by Mr. Smith to approve the waivers for the school districts listed in Tab 16. Motion carried.

Following dinner, Past President Gary Gainer was presented with his gavel by President May.

## LEGISLATIVE WRAP-UP

Patty Martin, Associate Executive Director for the State Board of Education, presented the wrap-up of the 2002 Legislative Session. Mrs. Martin thanked Executive Director Larry Davis for the opportunity to take the lead in working with the Legislature this year. She also thanked Tom Parker, Private School Representative to the State Board and chair of the Board's Legislative Committee; and Brenda Hood, Assistant Director of Facilities and Organization at OSPI, for the work they did on the school construction budget.

Mrs. Martin reviewed her printed report. The \$100,000 for the Certificate of Mastery Study is intact. The construction budget mirrors the presentation by Lou MacMillan at the morning session of the State Board meeting. The A+ Commission received authority to set goals for improvement in performance for certain disaggregated groups of students.

#### Simple Majority

The bill failed in both houses. Lorraine Wilson, WSSDA Staff, noted that there was wide support from editorial boards statewide. It is the feeling that the vote was choreographed to fail. The legislators were quick to remove the 601 restrictions to pass the gas tax and other items to deal with the budget problems.

#### Efficiency Savings

All state agencies are cut by 3%, with the Legislature cut by 5%; all travel is reduced by 10%; all equipment purchases are frozen; there is a safety net of \$3.4 M for those agencies that cannot make the efficiencies.

#### COLA and Health Benefits for State Employees

COLA was eliminated and employees are required to pay more of the health care costs.

#### LID Days

The net effect of legislation is the reduction of the Learning Improvement Days (LID) by one day.

#### Flexible Funds

Several programs were placed into block grants and the funding reduced.

The remainder of the report is a summary of the bills that passed and their status at this time. Also included are bills that didn't pass.

SHB 1444 (Bullying and Harassment) was passed and sent to the Governor. This bill stemmed out of the tragedy of Columbine High School in Littleton, Colorado.

The Learning Achievement Calendar bill was heard in committee. The amount of time for the hearing was extended from 5 minutes to 55 minutes. The bill did not pass, but will possibly be pursued.

#### Interim Work

Mrs. Martin stated that the May meeting needs to develop the Board's legislative platform so that contacts can start in June for working during the interim meetings. Jan Storm will be inviting legislators to the August work session for the Northwest Consortium for the Study of Time and Learning. Gary King, WEA, noted that there are several retirement issues that WEA will be working during the interim and the upcoming session.

Executive Director Larry Davis stated that there are three bills, if signed by the Governor, will require action by the State Board—Educational Staff Associates becoming principals, students with life threatening health conditions and school safety.

Mrs. Martin asked for a list of legislators each of the Board members is comfortable in meeting with so that interim work can begin. Board thanked Mrs. Martin for her work.

## **WEA MEETINGS**

Board members shared the outcomes from the WEA/Parent Meetings. Some of the concerns expressed were:

- ✓ one test fits all approach on the WASL (special ed accommodation concerns);
- ✓ is Certificate of Mastery considered a punishment?;
- ✓ WASL concerns (test too long, questions not understandable, teachers unprepared);
- ✓ identify ESD help; different ways to evaluate students;
- ✓ standard error of measurement (WASL); accommodations (WASL); sharing the information from the WASL tests in a timely manner; not understanding the responsibilities of the State Board;
- ✓ publishing scores in the newspaper—does not tell the whole story (WASL); inclusion of ESL students who have never been to school in WASL scores;
- ✓ alternative routes to certification concerns (lowering of standards);
- ✓ using the WASL scores for diagnostic tools ;
- ✓ concerns over the requirement for extra credits for the professional certificate in the face of increased costs to teacher already saddled with student loans;
- ✓ need for flexibility in obtaining the credits—using for content area study;
- ✓ using their national associations' courses toward obtainment of the needed credits;
- ✓ lack of mentor pay; timeline unmanageable; forms from OSPI not user friendly;
- ✓ the process for professional certification is unworkable and not user friendly; targeted growth areas; is there a way to show that the requirement has been meant?;
- ✓ more training for personnel people; interrupted employment; modification of salary system;
- ✓ State Board has the authority to require teachers take more classes but no authority to give them more pay;
- ✓ can principals handle the load when they have a lot of new teachers?;
- ✓ concerns about principals with no teaching experience.

Gary King, WEA, provided background information on the meetings from the perspective of WEA..

## **SCHOOL IMPROVEMENT PLANS**

President May asked what the effective date for BEA reporting of 2003-2004 really means. It was explained by Mrs. Eirish that the Form 1497 is based on the October data

collection for that school year. Discussion followed on extension of the due date beyond the 2003-2004 school year. There is language that will allow extension for one year at a time, up to two years. Mrs. Eirish stated that Rob McGregor, OSPI, may have information regarding who does or does not have the process or plan in place. Consensus of Board members was to keep the language as it is. The form will not contain a check off box for the school improvement plan/process until school year 2003-2004.

Resources—There is a need for resources for help through the ESDs. This needs to be a item for the May planning meeting. There is a great variety of help coming from the ESDs and this needs to be addressed either through OSPI or the ESD superintendents to get resources available. The ESDs are hoping for a person that would be part of a team working through the ESD. There was a heavy emphasis on SIPs at the January OSPI Conference.

Meeting recessed at 8:48 p.m.

#### Thursday, March 21, 2002

President May reconvened the meeting at 9:06 a.m. Past President Gary Gainer presented President Bobbie May with her own gavel. President May welcomed everyone to the meeting.



Members Present: Kenneth Ames, Phyllis, Bunker Frank, Gary Gainer, Linda W. Lamb, Bobbie May, Tom Parker, Warren T. Smith Sr., Carolyn Tolas, Dana Twight, Tom Kelly and Marcia Riggers for Dr. Terry Bergeson, and Student Representative Lacey Androsko

Member Excused: David Peterson

Staff Present: Larry Davis, Patty Martin, Pat Eirish, Laura Moore; Assistant Attorney General Terry Ryan for David Stolier

## **REPORT ON CULMINATING PROJECTS**

Patty Martin, Associate Director of the State Board of Education, introduced her presentation with aerobics for the Board. This was followed by a Power Point presentation on the Culminating Project. She provided information from the culminating project survey. (Copy of the presentation on file with these minutes.) The field is asking for guidelines for starting culminating projects. There is a committee meeting on Monday, March 25, to design the statewide guidelines for culminating projects which will be posted on the State Board website.

Concern was raised with regard to the development of the guidelines. The Board does not want to see anything rigid, but to keep flexibility for schools and students. Teachers are resistive if it is an add on to their curriculum. They have less concern if the project is integrated into the curriculum and started in the freshman year or earlier. Mrs. Martin noted that each of the EALRs is covered in the culminating project. The project has to be student centered, not teacher centered.

Mrs. Martin encouraged Board members to contact districts with projects and become involved in the review panels.

### **Tab 17—Site Visit Report from University of Washington-Tacoma**

Dr. Lin Douglas, Director of Professional Education and Certification with the Office of Superintendent of Public Instruction (OSPI), presented information on the site visits to the University of Washington-Tacoma Teacher Preparation and Principal Preparation programs. Two concerns are:

- ✓ Data Collection System—the systems are not fully developed at this point. This is a change in past practice, but is one that will give better information in the long run.
- ✓ Evidence on Positive Impact on Student Learning—they have the mantra, but preparation students are not sure how to demonstrate that they have the ability to do that.

The fact that the University is located in the Tacoma area has had a very positive impact on the area and having high school students on the campus has had a positive impact on the preparation candidates. The preparation students are dealing with diversity issues and the need for support has become very evident. Diversity of candidates in the preparation program is not only a problem at U of W-Tacoma but statewide.

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. Frank to approve the Teacher Preparation program at the U of W-Tacoma. Motion carried.

**Motion:** Moved by Mrs. Tolas and seconded by Mrs. Twight to approve the Principal Preparation program at the U of W-Tacoma. Motion carried.

## **WORK SESSION RELATING TO PROFESSIONAL EDUCATION AND CERTIFICATION**

Dr. Lin Douglas, Director of Professional Education and Certification at OSPI, presented a 101 session for Board Members.

### *Residency Certificate:*

- ✓ Implemented September 1, 2000
- ✓ Performance-based standards
- ✓ Evidence to support a positive impact on student learning
- ✓ Valid for five years; renewal
- ✓ Draft Professional Growth Plan (PGP)—this did not happen as much as should have in year 2000; this is being corrected

There are recruitment activities going on in high schools to get students ready for teacher preparation programs in colleges. Community colleges have greater student diversity, but there is not as much diversity at the four-year institutions. The content foundation courses need to be identified for use at the community college level. A connection is being built between teacher assistance and the professional certificate standards.

### *Professional Certificate*

- ✓ Implemented September 1, 2001
- ✓ Performance-based standards
- ✓ Requires completion of a State Board of Education approved college/university program
- ✓ Twelve programs approved as of 1/16/02

### *Common Program Format for the Professional Certificate*

- ✓ Preassessment seminar
- ✓ Core
- ✓ Culminating seminar

- ✓ Approximately 15 quarter credits
- ✓ “Cert only” and “master’s” options—colleges/universities are looking at ways to integrate various learning opportunities with doctorate or masters programs.

#### Professional Growth Plan

- ✓ Developed by the college/university representative and the candidate to be reviewed and agreed upon after input from his/her “professional growth team”.— This will align the professional growth plan with district needs and goals.
- ✓ Based on an analysis of the instructional context and teaching assignment(s).
- ✓ Ten common performance indicators that represent good teaching (not “on top of”).

#### Professional Growth Team

- ✓ “A team of persons comprised of the candidate, a colleague specified by the candidate, a college/university advisor, and a representative from the school district”
- ✓ reach consensus regarding the content of the professional growth plan—there is no obligation to go beyond the development of the growth plan

No teacher can enroll in the Core until they have met provisional status. Must be directly related to enhancing student learning. Once the teacher has gone through the culminating seminar, the teacher has the option of specifying what areas they want for future development. There are teacher evaluation pilot projects being conducted to see how evaluation plays into the process.

An out-of-state teacher must be enrolled in a preassessment seminar to earn the professional certificate. They must also provide evidence that they meet the three standards. Evaluation is done by one of the colleges/universities.

- ✓ Effective teaching
- ✓ Professional development
- ✓ Leadership

#### College/University Programs

- ✓ Partnerships created
- ✓ Portability addressed
- ✓ Will monitor capacity—okay so far; may look at other options in the future
- ✓ Out-of-state process
- ✓ Addressing access—online access, etc.
- ✓ Greatest fear: State Board of Education will rescind the professional certificate

March 15 meeting of superintendents, higher education, school administrators, Professional Educator Standards Board had the following concerns and recommendations:

#### *Concerns:*

- ✓ Role of the colleague on the team
- ✓ Ways to integrate district goals

- ✓ Role of the principal
- ✓ Coordination with evaluation
- ✓ Communication
- ✓ Who has the lead responsibility
- ✓ Models for small districts
- ✓ Balance of flexibility with consistency
- ✓ Consistency across the programs
- ✓ Working with multiple providers
- ✓ Size and members of team

*Recommendations:*

- ✓ Contact person for each district
- ✓ Descriptions of district processes
- ✓ Colleague selected by teacher in consultation with association/district
- ✓ Share models
- ✓ Also clock hours for colleagues
- ✓ ESDs facilitate sharing of district programs
- ✓ Chelan WASA Conference—presentations of programs during the conference

Based on the new requirements, there will have to be changes in the salary schedule for teachers. There is a team working on a possible change to the schedule based on experience and activities such as mentoring.

In response to a question from the Board, Dr. Douglas stated that the tuition rates at the colleges/universities vary across the state; candidates are now paying for 15 credits as opposed to 45 credits in the past.

The division held two videoconferences targeted for teachers with residency certificates to give them an overview of the professional certificate and had the colleges present information on their programs. One conference was held on the east side and one in the Puget Sound area.

President May noted that, in order to relieve the fear factor, the State Board is committed to the certification process and, as long as the Board has jurisdiction over the process, it will remain.

## **WORK SESSION RELATING TO PROFESSIONAL CERTIFICATE**

A panel consisting of Lee Goeke, Vancouver School District; Eleanor Martino, North Thurston School District; Charles Atkinson, Western Washington University; Ian Grabenhorst, Goldendale School District; Paula Quinn, North Thurston School District; and Lisa Bjork, Seattle Pacific University, presented information on the professional certificate concerns and solutions. Concerns/solutions included the timelines, cost, useful and practical for teacher's everyday life in the classroom, capacity, quality—the 15 credits are more intense than the old 45 credits (more defined), possible agreement

with the districts involved, inservice training of the university training staffs, alignment between the districts and higher education institutes; expanded endorsements; length of school year/day; identify roles of principal/mentor teacher; keep meaningful; context with other items going on within districts; out-of-state teachers applying in districts; TAP program; salary improvements; increase the contract length for all employees to 240 days; communication between the classroom/building and the preparation university; consistency in teacher preparation; involve the principal early in the planning; integration of the district goals into the professional development plan; location of district in the state for participation in staff development; not becoming a cookie cutter plan; substitute problems; training mentors and evaluators; provide models for teachers; make professional development affordable; disconnected system (residency, TAP, professional certificate); change from credit-based to performance system—impacts entire infrastructure; offer limited services; leverage partnerships; create a fee-for-program; work with NCATE; keep the revisions simple and don't reopen the entire plan, need flexibility in the provisional status.

In response from a question, it was noted that the loss of TAP funding is going to hurt the ability of districts to help beginning and other residency certificate teachers. Time is another critical issue for the mentor and/or colleague.

President May thanked the members of the panel for coming and sharing information with the Board.

## **POLICY APPLICATION RELATING TO PROFESSIONAL EDUCATION AND CERTIFICATION**

**Tab 18**—Request for Approval of the Professional Teacher Certificate Program from Central Washington University

Joanne Sorensen, Program Specialist, Professional Education and Certification at OSPI, introduced Dr. Jim DePaepe, Director of the Center for Teaching and Learning at Central Washington University (CWU).

Dr. DePaepe introduced Lael Wright, PEAB member for the Program at CWU. Dr. DePaepe presented an overhead presentation on the program at CWU involving the preassessment seminar (4 credits), the core (9 credits), and the culminating seminar (2 credits). The university is looking at a service area of a 1,000 candidates potentially across the five years.

### *CWU Responsibilities:*

- ✓ Confirm candidate responsibilities
- ✓ Identify district partners
- ✓ Collaborate in the development of the Professional Growth Plan (PGP)
- ✓ Maintain records
- ✓ Provide preassessment and culminating seminars

- ✓ Affirm candidate completion of the program

Ms. Wright reported that the PEAB has been involved since the beginning and will continue to monitor the program.

**Motion:** Moved by Mrs. Frank and seconded by Mrs. Tolas to approve the Central Washington University Professional Certificate Program. Motion carried.

**Tab 19**—Request for Approval of the Professional Teacher Certificate Program from Gonzaga University

Joanne Sorensen, Program Specialist, Professional Education and Certification at OSPI, introduced Dr. Debra McDonald, Acting Dean of the School of Education at Gonzaga University. Dr. McDonald introduced Kristeen Davis, PEAB Member, and Paul Cooley, Director of Student Teaching. The university will be keep the numbers small and will be using a variety of technology to work with the teachers. The university is to try to get scholarship monies; they are using reduced tuition in the summer time.

The PEAB was brought on board in the fall of 2000. The PEAB advised adding the portfolio to the student teaching experience along with a discussion of the professional certification process. Other recommendations included timeline flexibility; leadership component during the latter stages of the process.

As teachers go through the program, they can choose to apply the work to another degree. The university is trying to keep their program very individualized.

*Program Design*

- ✓ Collaboration with districts
- ✓ Professional growth team
- ✓ Preassessment seminar (levels of awareness, documentation, presentation in portfolio form)
- ✓ Core courses (Core I—staff development, classroom inquiry; Core II—leadership, supervision by the university)
- ✓ Culminating seminar (knowledge, skills, accountability)

**Motion:** Moved by Mrs. Frank and seconded by Mrs. Tolas to approve the Professional Teacher Certificate Program from Gonzaga University. Motion carried.

**Tab 20**—Request for Approval of the Professional Teacher Certificate Program from Washington State University

Joanne Sorensen, Program Specialist, Professional Education and Certification at OSPI, introduced Dr. Judy Mitchell, Dean of the School of Education, Washington State

University. Via phone hook-up was Ed Helmstetter, Director of Teacher Certification. Dr. Mitchell presented the information regarding the various components of the program. There will be four locations initially staffed with a full time person to manage the programs. There will be two options: certificate only; masters' program. This is a common thread with the other programs presented. The program has all of the elements of the programs presented earlier:

- ✓ Preassessment seminar (professional growth plan, portfolio)—offered as stand alone classes on campus or within a district to handle all of the district's new teachers
- ✓ Core courses
- ✓ Culminating seminar—summer experience; finalize the portfolio, presentation by candidates, plan for professional growth and development, introduce the possibility of National Board certification

The institution looks at this as a way to partner with districts in mentoring young teachers. The directors located at each of the campus will be working with each other along with admissions, partnerships with districts, may conduct the preassessment seminars, process students from other institutions. Gerdean Tan, Lenore Schmidt, Dr. Mary Shaw-Price, and Dr. Rick Sawyer are the directors of the four campus programs. The professional growth team will review materials from the candidates, sign off on the standards as met, and sign off on the recommendation for the certificate.

**Motion:** Moved by Mrs. Tolas and seconded by Mrs. Frank to approve the Professional Teacher Certification Program at Washington State University. Motion carried.

**Tab 21**—Request for Approval of the Career-Technical Teacher Certificate Program Based on Business and Industry Experience from Eastern Washington University

Phyllis Lawson, Program Specialist, Professional Education and Certification at OSPI, introduced Dr. Pam Weagan, Director of the Career and Technical Program at Eastern Washington University (EWU). Other members are Dr. Jerry Logan, Robert Beam (student in the program), Susan Christian Furhman, Spokane School District; Mike Pearson, Assistant Superintendent, Central Valley School District.

This is a Plan Two certification program. The program has six courses—three from education and three from business. The sequence for the program was driven by district input. This is an evening program. The program is structured for people coming from both industry to the classroom and those who are already in the classroom but who need to complete their certification requirements for the professional certificate.

**Program Development**

- ✓ Program standards integration
- ✓ Pilot course and 1<sup>st</sup> year
- ✓ Entrance process and portfolio

### Program Strengths

- ✓ University sanctioned
- ✓ Flexible for students
- ✓ Credit conversion to degree program
- ✓ Allows districts to teach “just in time” courses for students who have attained the Certificate of Mastery

Mr. Beam is teaching in the same classroom where he received his high school photography education. He brought in some of his work in to motivate his students on the first day.

**Motion:** Moved by Mrs. Frank and seconded by Mrs. Twight to approve the Career-Technical Teacher Certification Program based on Business and Industry Experience from Eastern Washington University. Motion carried.

In response to a question, the program has not been widely publicized to this point. The numbers will be low to begin. The opportunity to work with the post Certificate of Mastery students in high school will only grow in the future. This is an alternative route, but there are different standards for alternative routes recently passed by the Legislature.

## INITIAL CONSIDERATION OF PROPOSED POLICY AMENDMENTS

**Tab 22**—Proposed New SBE Policy: New Section WAC 180-52-050 Approved standardized tests for use by students receiving home-based instruction—Criteria—Examples—Assistance

Executive Director Larry Davis presented background information on the proposed WAC for standardized tests for homeschool tests. Language was suggested at the January meeting which was placed into the tab. Language has since been developed to clarify the WAC so that there will be ample choices for homeschool parents to use.

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. Tolas for staff to prepare the language presented for review for Public Hearing and Adoption Consideration at the June 20-21 meeting. Motion carried.

Mia Anderson, Chair, Washington Homeschool Organization, answered questions posed by Board Members: WASL is not a normed test; there is a cost for using.

**Tab 23**—Proposed Amendments to SBE Policy: WAC 180-79A-240 Initial/Residency and Continuing/Professional Certificates—Renewal, Reinstatement, and Continuing Education Requirements



Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, presented background information on the need for the changes. Question was raised about the three sections and need for the third section. If the third section applies, the person would have to come to the State Board of Education for a waiver to renew his/her certificate.

**Motion:** Moved by Mrs. Frank and seconded Mrs. Tolas to bring the proposed changes to WAC 180-79A-250 to the June meeting for Public Hearing and Adoption Consideration. Motion carried.

**Tab 24**—Proposed Amendments in SBE Policies:  
WAC 180-79A-206 Academic and Experience Requirements for Certification—  
Teachers  
WAC 180-78A-505 Overview—Professional Certificate Program

Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, presented background information on the need for the changes.

**Motion:** Moved by Mrs. Tolas and seconded by Mrs. Frank to bring the proposed changes to the June meeting for Public Hearing and Adoption Consideration. Motion carried.

**Tab 25**—Proposed Amendments to SBE Policies:  
Chapter 180-08 WAC Practice and Procedure  
Chapter 180-10 WAC Access to Public Records (repeal chapter and incorporate into Chapter 180-08)

Executive Director Larry Davis presented background information on the technical corrections and repeal of the chapter.

**Motion:** Moved by Mr. Gainer and seconded by Mrs. Lamb to bring the proposed changes forward to the June meeting for Public Hearing and Adoption Consideration. Motion carried.

Several technical corrections were suggested to staff for incorporation into the proposed changes for adoption at the June meeting.

**Tab 26**—Proposed Amendments to SBE Policies: Chapter 180-43 WAC Interscholastic Activities

Executive Director Larry Davis presented background information on the technical corrections. The proposed changes have been run by Mike Colbrese, Executive Director, WIAA.

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. Tolas to bring the proposed changes forward to the June meeting for Public Hearing and Adoption Consideration. Motion carried.

**Tab 27**—Proposed Amendments to SBE Policies: Chapter 180-38 WAC Pupils—Immunization Requirement

Executive Director Larry Davis presented background information on the technical corrections.

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. Tolas to bring the proposed changes to the June meeting for Public Hearing and Adoption Consideration with additional consideration of recently passed legislation. Motion carried.

**Tab 28**—Proposed Amendments to SBE Policies: Chapter 180-16 WAC State Support of Public Schools

Executive Director Larry Davis presented background information on the technical corrections. Mr. Davis presented several changes suggested by OSPI staff.

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. Twight to bring the proposed changes to the June meeting for Public Hearing and Adoption Consideration. Motion carried.

**Tab 29**—Proposed Amendments to SBE Policies:  
Chapter 180-22 WAC Educational Service Districts  
Chapter 180-23 WAC Educational Service Districts—Election of Board Members  
(repeal chapter and incorporate into Chapter 180-22).

Executive Director Larry Davis presented background information on the technical corrections and repeal of the chapter. Mr. Davis reviewed several of the changes for Board members.

**Motion:** Moved by Mrs. Lamb and seconded by Mrs. Tolas to bring the proposed changes to the June meeting for Public Hearing and Adoption Consideration. Motion carried.

**Tab 30**—Proposed Repeal of Chapter 180-34 WAC Real Property Sales Contracts

Executive Director Larry Davis presented background information on the repeal of the chapter.

**Motion:** Moved by Mr. Gainer and seconded Mrs. Frank to bring the proposed repeal to the June meeting for Public Hearing and Adoption Consideration. Motion carried.

### **COMMENTS BY BOARD MEMBERS**

Mrs. Frank presented information about “Team Up” program of WIAA and the teaming of high school teams with local middle and elementary schools during the high school sports tournaments. The article on the program appeared in the Yakima Herald.

There is a possible initiative being formed to return spending to the 601 limits. It will bear watching by the Legislation Committee and the Board as a whole.

President May asked that Board members fill out the evaluation forms. Finding the balance of time for each item on the agenda is difficult to judge. She also noted that the Board had heard many statements about not giving districts or schools or teachers/administrators more to do. The Board and its committees are very aware of the work loads and are not trying to add to the work load but to incorporate it into the whole of education reform. It takes a long time to move change forward. Certification was one of the huge projects and now the benefits are starting to be seen. One of the important things to remember, we are a lay Board and yes, there are changes but not the wholesale changes that can be seen at the state or federal government levels.

Mrs. Lamb asked for more input from the Board on the direction of the Communications Committee.

President May recessed the meeting at 5:00 p.m. The meeting reconvened at 6:00 p.m. at the WestCoast Hotel for a planning session with Buck Evans of Selah School District, who will be the facilitator at the May planning meeting.

Friday, March 22, 2002

President May opened the meeting at 8:40 a.m.

Members Present: Kenneth Ames, Phyllis, Bunker Frank, Gary Gainer, Linda W. Lamb, Bobbie May, Tom Parker Warren T. Smith Sr., Carolyn Tolas, Dana Twight, Dr. Terry Bergeson, and Student Representative Lacey Androsko

Members Excused: Tom Parker and David Peterson

Staff Present: Larry Davis, Patty Martin, Pat Eirish, Laura Moore, Assistant Attorney Generals Bill Stephens and Terry Ryan for David Stolier

## **ADOPTION CONSIDERATION OF PROPOSED POLICY CHANGES**

**Tab 12**—Proposed Amendments to SBE Policies:

Chapter 180-16 WAC State Support of Public Schools

Chapter 180-18 WAC Waivers for Restructuring Purposes

Chapter 180-53 WAC Educational Quality—Self-Study by School Districts

Chapter 180-55 WAC School Accreditation

**Motion:** Moved by Mr. Smith and seconded by Mrs. Tolas to approve the proposed changes to Chapters 180-16, 180-18, 180-53, and 180-55.

Proposed Amendments

**Motion:** Moved by Mr. Smith and seconded by Mrs. Tolas to approve Amendment A to WAC 180-16-220 by adding “safe and supporting learning environments” after “schools”. Motion carried.

**Motion:** Moved by Mr. Smith and seconded by Mrs. Tolas to amend WAC 180-55-005(1)(f) by adding the following language:  
In WAC 180-55-005(1)(f) [second line], after “WAC 180-51-050,” in “shall”  
In WAC 180-55-005(1)(f) [third line], after “earned from” strike “other accredited” and insert after “schools or programs”, “accredited by the state board of education, the Northwest Association of Schools, Colleges and Universities, or other accrediting body as may be recognized by the state board of education pursuant to WAC 180-55-150.” Motion carried.

**Motion:** Moved by Mr. Smith and seconded by Mrs. Tolas to amend WAC 180-55-020 by adding the following language:  
In WAC 180-55-020(5)(b), add a new sentence to read as follows: “The appraisal shall give weight to the district’s school approval process and focus on, but not be restricted to, an appraisal of the progress and impact of the school improvement plan or process.” Motion carried

**Motion:** Moved by Mr. Smith to amend WAC 180-55-020 by adding a new subsection to read as follows:  
”(6)(a) An accredited public school that has not met its performance goals under RCW 28A.655.100 shall have its accreditation status revoked until such time as it meets the performance goals under RCW 28A.655.100.  
  
(b) An unaccredited public school that has not met its performance goals under RCW 28A.655.100 may not apply for accreditation recognition by the state board of education.”

A discussion was held on the need to back away from this amendment for the time being until the federal ESEA requirements are defined and the A+ Commission finalizes its disproportionality language. Staff will continue to monitor the work with ESEA and the A+ Commission and rewrite the amendment for later consideration by the Board.

Motion died for lack of a second.

**Motion:** Moved by Mr. Smith and seconded by Mrs. Lamb to amend WAC 180-55-034 by adding the following language:  
In WAC 180-55-034(1)(b)(ii) [second line], after “Schools” strike “and Colleges (NASC)” and insert “Colleges and Universities (NASCU)”  
  
In WAC 180-55-034(1)(b)(ii) [last line], after “of its” strike “(NASC)” and insert “(NASCU)”. Motion carried.

**Motion:** Moved by Mr. Smith and seconded by Mrs. Lamb to repeal WAC 180-55-075 Standards—Elementary and secondary—Professional preparation of staff. Motion carried.

Amendment G gives the committee time to look at third party accreditation options.

**Motion:** Moved by Mr. Smith and seconded by Mr. Gainer to amend WAC 180-55-150(2) by adding the following language:  
In WAC 180-55-150(2), strike “June 30, 2002” and insert “the board’s fall 2002 meeting”  
  
In WAC 180-55-150(3), strike “June 30, 2002” and insert “January 31, 2003”. Motion carried.

**Motion:** Moved by Mr. Smith and seconded by Mr. Gainer to amend WAC 180-16-195 by adding the following language:  
In WAC 180-16-195(3)(a), third line, after “certify” insert “by motion”.  
Motion carried.

**Motion:** Moved by Mr. Smith and seconded by Mrs. Frank to amend WAC 180-16-220, following subsection (3) by inserting a new subsection to read as follows:

”(4) School involvement with school improvement assistance under the state accountability system or involvement with school improvement assistance through the federal elementary and secondary education act shall constitute a sufficient school improvement plan or process for the purposes of this section.” Motion carried.

**Motion:** Motion as amended carried on a role call vote of 9 yes; 0 against.

**Tab 13**—Proposed Amendments to SBE Policies: Chapter 180-97 WAC Excellence in Teacher Preparation Award

**Motion:** Moved by Mrs. Tolas and seconded by Mrs. Frank to approve Tab 13. Motion carried on a role call vote of 9 yes; 0 against.

**Tab 14**—Proposed Amendments to SBE Policies on WAC 180-24-400 Remote and Necessary Small School Plants—Authority; WAC 180-24-405 Remote and Necessary Small School Plants—Purpose; WAC 180-24-410 Remote and Necessary Small School Plants—Criteria; and WAC 180-24-415 Remote and Necessary Small School Plants—Review Committee

**Motion:** Moved by Mr. Woldeit and seconded by Mr. Smith to adopt on an emergency basis Tab 14. Motion carried on a role call vote of 9 yes; 0 against.

**Tab 15**—Proposed Emergency Amendments to SBE Policies: Chapter 180-90 WAC Private Schools

**Motion:** Moved by Mr. Woldeit and seconded by Mrs. Tolas to adopt on an emergency basis Tab 15. Motion carried on a role call vote of 9 yes; 1 excused, and 0 against.

## **GENERAL ADMINISTRATION**

Superintendent of Public Instruction Dr. Terry Bergeson presented information from her Roundtable and Superintendents meetings. She would like to discuss with the Board at its next meeting the new agreement on the need for a seamless mode for students moving from the K-12 to the higher education systems. The community colleges do not use the WASL tests to admit students to higher education. Higher education uses the Asset Test to place student into college classes. Of the 51% of students going to

community colleges, 46% are taking mathematics courses. This information was taken to the Business Roundtable with a request for help and cooperation from them.

ESEA—Dr. Bergeson has just returned from a meeting of Chief State School Officers. The major discussion was on Adequate Yearly Progress (AYP). Core issues:

- ✓ The goal of HR1 is “proficiency” for all students in 12 years. This is a laudable but extremely challenging goal. It will be undermined if unfair state-to-state comparisons are made as we move into the implementation phase. NAEP will be used as an audit tool for comparing results state-by-state.
- ✓ “Proficiency” will be defined by each state in unique ways through cut scores or performance standards on their state assessments.
- ✓ States will determine the number of students tested and reported accountability using different numbers for what is considered to be “statistically significant” and for personal protection of students (i.e., “personally identifiable information”). This will add to the unfairness and inaccuracy of state-by-state comparisons. Will be looking at using WASL type tests in the 3-8 grade rather than normed-referenced tests.
- ✓ Four subgroups (racial/ethnic, disadvantaged, special education, and limited English proficient) separately identified to reach proficiency within 12 years. It was noted that “gender” was left out of the subgroups.

The first two subgroups are bonafide demographic groups. However, special education and limited English proficient students are, by definition, in programs because of special learning challenges. These two groups should be treated differently, as we calculate AYP.

There are major regional differences in the numbers of LEP students, thus further complicating fair and accurate state-by state comparability.

- ✓ Fair and accurate state-by state comparisons are important. State will be judged within 2 to 3 years on a national report card. Citizens won't understand underlying inequities. These problems will also plague districts and schools.
- ✓ The implication of the first five issues is that states, districts, and schools will feel that the accountability system is unfair and unworkable.

That, we believe, will cause many negative, unintended consequences. Ultimately, we believe that these structural problems are serious enough to undermine our ability as a nation to “leave no child behind.”

We think these issues can and must be addressed.

#### *Defining AYP*

- ✓ State must define adequate yearly progress. Starting point: 2001-02.
- ✓ Using 2001-2002 assessment

Washington will be using 2002 data as the starting point. Washington will have to make 3.9% increase in reading and 6.9% increase in mathematics each year to get all students to proficiency in 12 years. If you average across grades, the percentages are

lower for elementary and high school, but higher for middle schools. Wherever the schools are now, they will have to go to the state line.

OSPI and the State Board are going to have to work together to help students in all the districts around the state make adequate yearly progress after the levels have been set. The state plan has to be filed by May 28 with the US Department of Education. Dr. Bergeson has met with the Washington State delegation. They do not realize what they have created and may have to make some modifications during the next year.

### Legislative Session 2002

Dr. Bergeson was quite concerned about the block grants in the Senate budget because of the loss of programs. The most important cut was in the Teacher Assistant Program (TAP) and her office is trying to use any monies coming from the federal government to supplement. Dr. Bergeson is looking at going after the military budget to get funding.

Dr. Bergeson was disappointed that the Legislature did not listen to the education community in where the cuts should have been made. The Legislature took out one of the LID days and made them not part of basic education. The LID days have been negotiated into district contracts and many districts don't have reopeners.

## **GENERAL ADMINISTRATION**

### **Professional Educator Standards Board**

Executive Director Jennifer Wallace presented a PowerPoint presentation on recent legislation affecting the Standards Board and the State Board.

- ✓ Enacted legislation and implications for State Board rulemaking  
SHB 2415—both a teacher and educational staff associates (ESA) may be hired as a principal or principal if they hold or have held a valid teaching certificate or ESA certificate. WEA would like to see, in WAC, that there be language regarding a letter of recommendation from the employing district regarding the classroom experience of the principal/vice principal candidates.

Years of experience required—ESAs must have “demonstrated successful school-based experience”, while teachers must have 3 years. Superintendent certification requirement—candidates for superintendent’s certificates must hold a valid teacher, educational staff associate, program administrator, or principal certificate. The Board can add a specified number of years for ESAs. The principal work group will be making recommendations to the State Board regarding this issue.

- ✓ SHB 2414: extends the timeline when subject knowledge tests will be required for residency certification from 2003 to 2005. The test will be made available in 2003.



- ✓ Washington Educator Skills Test—Basic (WEST-B)  
National Evaluation Systems selected as vendor  
Advisory committee  
August will be the first run of the test.

The Standards Board is looking at an exemption from the testing policy for out-of-state candidates. Legislative intent—uniform measure; gatekeeper tests. Alternatives/Reciprocity—validity—appropriate for use; comparability; recency. Disincentive to entry—out-of-candidates—time extension.

The recommendation of the technical advisory committee is to be conservative—everyone takes the test. The decision will be made at the May meeting. The fee for the test is \$81 (\$17 for each component and a \$30 registration fee). Cut scores are not set until the first tests are taken.

Paraeducators—under ESEA paraeducators will have to have 2 years of college, associates degree, or pass local or statewide basic skills test. Paraeducators will be discouraged from taking the basic skills teaching test. Very few teachers have the training or expertise to oversee paraeducators or other volunteers in working with students. This effects Title 1 classrooms only.

By this fall there will 185+ interns in Washington classrooms. Early questions:

- Truly performance-based/competency based?
- Differ substantially from traditional?
- Impact subject and geographic shortages?
- Geographic reach?
- Online? K-20?

Alternative Route Providers

- No Eastern Washington proposals
- Alternative providers such as ESDs, etc.
- Funding for these programs on a state, regional level

The Standards Board is looking at a possible fourth alternative route to certification.

### **A+ Commission**

Executive Director Chris Thompson updated the Board on work of the A+ Commission. Legislation—SB 6456 has been signed by the Governor and was supported by the Board, OSPI, and others. It authorizes the Commission to adopt other performance goals for students. It adds graduation rates and dropout rates; adds limited English proficiency and special education students into the mix. This is not a complete mimic of ESEA; not as rigged as the federal legislation. Whenever the Commission develops a goal, the Legislature must be presented a draft in order to suggest or make changes to the draft. The Commission might want to take a closer study of the limited English

proficiency and special education students if they are to make the same progress as other students and what it will take to get them to those levels.

Mr. Thompson presented the 2002 Workplan for the Commission along with the Research Agenda:

### Achievement Gap

1. What is the size and nature of the achievement gap in Washington State?
2. What schools and districts have significantly narrowed or closed the gaps?
3. What practices have been employed in those successful cases where the gap was narrowed or eliminated that may explain the results obtained?
4. What steps may need to be taken to overcome any barriers to widespread implementation of the identified best practices?
5. Does the research contain implications for the goals the Commission is seeking authority to establish (for racial/ethnic groups, economically disadvantaged students, LEP students, and students with disabilities)?

### Dropout Rates

1. What remaining barriers must be addressed in order for the state to have access to accurate data regarding high school completion, graduation, and dropout rates?
2. What is known about dropout rates in other states and how does Washington compare?
3. What programs are being employed currently to prevent Washington State dropouts?
4. Is there research-based evidence regarding best practices?
5. How do other states use dropout information in their accountability systems?
6. What barriers are there to use of effective practices?
7. Does the research contain implications for the goals of the Commission?

### Reward and Intervention Policies

1. What rewards are given in other states?
2. What programs or systems of state intervention are in use in other states?
3. What state-conducted interventions, or district interventions, have been implemented?
4. What have been the results?
5. Is there any high-quality research available on rewards?

## **WORK SESSION ON ASSURING EVERY STUDENT LEARNS**

Executive Director Larry Davis introduced panel members: Lisa Pemberton-Butler (White Earth Ojibwa), Policy Analyst/Communications Specialist of the Governor's Office of Indian Affairs (GOIA), and Martina Welshula, The Healing Lodge of the Seven Nations (includes the Colville Confederated Tribes). Ms. Butler invited Board members

to attend the Government-to-Government training. The tribal directory is available on the website. GOIA serves as the liaison between the tribes and the state government. There are 29 federally recognized tribes in Washington State.

#### *Key education issues*

- ✓ Ability to establish their own school districts
- ✓ State certification for Native language programs and teachers along with preservation programs
- ✓ Lowering dropout rates and increasing academic achievement for Native American high school students
- ✓ Creation of Joe DeLa Cruz and Sue Crystal memorial scholarships
- ✓ Continued funding for Indian Education office at OSPI
- ✓ Desire to present the Multi-Ethnic Think Tank (METT) paper to the Legislature
- ✓ Continued support for early childhood education programs
- ✓ Increased cultural relevance in public education
- ✓ Mandatory Fetal Alcohol Syndrome Awareness training for teachers and school staff
- ✓ Individual tribes have specific concerns (on file with these minutes)

#### *Next steps:*

- ✓ GOIA is forming youth and education workgroups to address these issues.
- ✓ GOIA will be hosting a Tribal Technology Visioning Conference, May 1-3, at the Quinault Beach Resort.
- ✓ Organizing a Native American Youth Leadership Conference in September.
- ✓ Continuing to offer the government-to-government training.
- ✓ The focus of this summer's Centennial Accord Work Session will be education. They want to utilize the meeting to bring tribal leaders, Governor Locke, Superintendent Terry Bergeson, educators, and policy makers from across the state to prioritize and address educational issues.

In response to a question, Ms. Butler and Martina Weshula stated that the quality of the schools on reservations run by public school districts is very racist and the tribes feel the need to have their own school districts to make sure their children are well educated.

Martina Welshula greeted the Board in her native language. She has been involved in education since a teenager who felt that the schools were not providing an adequate education for Indian children. Title IV monies were used to buy shades for the English room and a cement playground rather than using the monies for the education of the children. She has received her doctorate. Dr. Welshula provided extremely good insights into the world of education for Indian children past and present. "Kill the Indian, save the child" was a government policy in this country. The Colville tribe is actually made up of 12 tribes known as the Colville Confederated Tribes with three distinct languages. The tribes look seven generations into the future for what they want for their children. One of the paradigms for the tribes is relationships. National companies are looking at social change based on native cultural experiences. The METT is asking for a

paradigm shift for working with native children. The native peoples are losing their culture and language because of the need to compete with schools and jobs of parents and students.

In response to a question, districts don't seem to want tribal involvement in the schools which serve Indian children. The ways and programs of the past do not work for the culture and children of native peoples. The writing of the METT paper was a journey in cultural diversity.

Mrs. Frank reported on the meeting with Suzie Wright from the Tulalip Tribe on first language certification. There are few native language speakers left in the tribes. Mrs. Frank asked how the fetal alcohol syndrome child will be helped in the proposed new school districts. There are cultural approaches for working with those children.

The tribes would like to certify teachers and have them recognized by the state. There are some tribes in Washington State without any native language speakers. The Indian Affairs Think Tank information is available on the WEA website.

## **COMMITTEE REPORTS**

Equity Committee—Chair Warren T. Smith Sr., reported his committee is working to find ways of closing the achievement gap and looking at the inequity of treatment of students of ethnic diversity. The committee is looking at ways to help all students no matter what ethnicity—students having problems learning. Mr. Smith invited both Ms. Butler and Dr. Welshula to join the committee to help present the native peoples point of view.

*Certificate of Mastery Study Committee*—Chair Gary Gainer reported on the recent meetings of the Certificate of Mastery Study Committee. There are three responsibilities: technical validity and reliability of the WASL; Geoff Praeger was contracted with to develop a method for assessing that the system is providing students needed opportunities to learn the EALRs—is the secondary assessment system limited to the Washington Assessment of Student Learning (WASL)?; looking at alternative methods of assessment for those student who cannot pass the WASL for whatever reason.

Mr. Praeger is basing his survey on the opportunity to learn (OTL) for every student. He will be surveying educators (administrators, teachers, etc.), parents, students, and community leaders. The survey and the results will be shared with Board members.

The Committee is looking at the juried system (Oregon), portfolios, etc. for those students who are not IEP students, are not going to pass the WASL for various reasons. There are several other items relative to these students that will need to be studied.

The Board members on the Committee with Mr. Gainer will help develop a meeting schedule and agendas for the remaining time for the study. In response to a question, Mr. Praeger is very well grounded in the way in which he selects the groups that will be surveyed. The results will be supportable. The Committee is looking at various accommodations to taking the tests. Mr. Praeger's advisory group includes Larry Davis, Bob Butts, OSPI; Greg Hall, OSPI; Mary Alice Hueschel, OSPI; Mickey Lahmann, OSPI, Bob Silverman, OSPI; and Joe Wilhoft, Tacoma School District.

Mr. Gainer described some of the deliberations being done by the Committee revolving around a differentiated diploma, blended scoring, cut scores, etc. A motion from the committee was presented to the Board. In discussing the proposed motion, it was noted that Dr. Bergeson's national advisory committee is raising concerns about the scoring model. The Board held discussion on the motion and the implications of passing the motion. Some concern was expressed regarding the adoption of the motion by the Board. Consensus of the Board was to have the Committee discuss and determine the validity of the approach, not the Board, at this point in time. The next meeting of the Committee is April 23, location to be determined.

*Legislative Committee*—Chair Tom Parker stated that the session could be described as band-aiding and punting. The operating budget was about \$1.6 billion short. The budget analysts believe that the budget is \$1 billion short going into the next biennium. The capital budget was reduced by \$42 million; there will be at \$29 million at the end of the biennium. 601 was suspended to get at the reserve accounts. There is still a \$40 million dollar shortfall. The governance issue will be a big item next session. The Washington State Institute for Public Policy will be studying the governance situation. The Senate wants to make the State Board the leading entity for education. We need to meet with the key legislators (McAuliffe, Finkbeiner, Talcott, Quall) during the interim. What helps us is the autonomy we have as an elected body. There will be retirements—Dan McDonald, Ruth Fisher, Harold Hochstatter—so there will be changes; redistricting will play a part. There is a major state tax study underway, chaired by Bill Gates Sr.

*Professional Development and Certification Committee*—Chair Phyllis Frank noted that Linda Lamb and Carolyn Tolas are Board members on the committee. Mrs. Frank feels that, with the adoption of the professional certificate programs, we are moving in the right direction. WSSDA Conference Committee will be meeting in March; Sue Kerber is the conference lead on preparation. At the last committee meeting, there was a presentation by the First Peoples Language Committee—Susie Wright (consultant with the Tulalip Tribe), Karen Conden (Colville Tribe), Marsha Wynkoop (Spokane Tribe)—regarding certifying teachers of native languages by the tribes and recognized by the State Board. Larry Davis introduced Denny Hurtado, Indian Education Director for OSPI. They will be presenting to the committee again.

*Facilities and Boundaries Committee*—Chair Carolyn Tolas reported that Dana Twight is the new member of the committee along with Tom Parker. Mrs. Tolas took a tour of Stadium High School with Gordon Beck, OSPI Field Coordinator. Stadium is on the national registry of historical buildings and is being renovated. Mrs. Tolas reviewed the

meeting of the OSPI School Facilities Advisory Board (SFAB). Mrs. Tolas and Brenda Hood, Assistant Director, OSPI School Facilities and Organization, made a presentation to the Legislative Committee of the state PTA. The committee will meet this month to begin mandate review.

*Communications Committee*—Chair Linda Lamb reviewed some rules of communication for Board members. The committee has not had a complete meeting. They will be working on a simple identifier of the State Board for use with meeting with various groups. The committee is asking for three ideas for work from the Board at the May meeting. Media communication will probably be one item. Replies need to be sent to all messages received. President May asked for the committee to look at media visibility on budget savings after the end of the biennium. The committee is also charged at looking how to get people to the August and October meetings which will be outside the Olympia area.

*Remote and Necessary Committee*—Chair Ron Woldeit announced that Pat Eirish and he will be taking a committee to Point Roberts Elementary, Blaine School District, for determination as a remote and necessary school. The visit is scheduled for April 23.

*Executive Committee*—President May announced that the State Board and about 15 other education groups are part of the national Learning First Alliance. They will be bringing all the groups together in a fall summit on September 20-21 at the SeaTac DoubleTree. It will be a facilitated meeting. The core groups have been asked to contribute funding of \$4,000 each. It may be possible to take it out of this budget. The Alliance is going to be soliciting grant funding for the summit. Next fiscal year (2003) the Board budget will take a \$15,000 cut.

*Liaisons*—A letter has been sent to all of the education groups outlining the State Board's expectations for its liaisons and the expectations of the groups to the Board liaisons. Concern was expressed about the lack of participation at the Board meeting by liaisons from other education associations.

Main messages from the Board meeting:

1. School improvement plans must be part of BEA approval and based on the nine characteristics, basis for site visits for voluntary accreditation.
2. Professional certification approvals
3. Suggested guidelines for culminating projects will be added to the State Board website.

## **LIAISON REPORTS**

*AWSP*—Linda Lamb reported that the principal from Federal Way High School spoke about the problem with the beating of the special education teacher and concerns over such issues. He could not debrief the teacher because of the lawyer.

WSSDA—Carolyn Tolas reported that WSSDA had looked into the Hilton for its conference but it is not usable because of size considerations.

ETAC—Lacey Androsko reported on the last meeting of the Education Technology Advisory Committee, an advisory committee to OSPI to update the 1994 technology plan.. The group is working on a position and mission statement—a lot of wordsmithing is going on. She attended the student competencies subgroup meeting and was poorly received by members of the committee.

*Meeting with Congressman Brian Baird*

Linda Lamb and Larry Davis met with Congressman Baird on the subject of ESEA. The letter will be updated to include the six items from Dr. Bergeson's presentation today. Congressman Baird wants Board members to contact their congressional members.

Meeting adjourned at 3:30 p.m.

Approved as Corrected: May 15, 2002