

State Board of Education
Regular Meeting
Enumclaw School District Administration Building
August 21-23, 2002

MINUTES

Wednesday, August 21, 2002

The meeting was called to order by President Bobbie May at 8:32 a.m. President May welcomed Board members and audience members to the meeting.

Board members were welcomed to Enumclaw School District by Superintendent Art Jarvis and High School Principal Terry Parker. Both Dr. Jarvis and Mr. Parker complimented Lacey Androsko on her abilities and expertise. Ms. Androsko related some information about going to school in Black Diamond and Enumclaw.

Members Present: Ken Ames, Phyllis Bunker Frank, Gary Gainer, Linda W. Lamb, Bobbie May, Tom Parker, Warren T. Smith Sr, Carolyn Tolas, Dana Twight, Ron Woldeit, Superintendent of Public Instruction Terry Bergeson, Student Representatives Lacey Androsko and Andrea Naccarato

Staff Present: Larry Davis, Patty Martin, Pat Eirish, Laura Moore, Gene Thomas, and David Stolier

Executive Director Larry Davis welcomed the TVW crew to the meeting. He also announced that former WIAA Executive Director Cliff Gillies suffered a ruptured aorta and is making progress in recovery. He is at Overlake Hospital in Bellevue. He made note of several private schools that need to be removed from approval under Tab 10. He also noted changes to the agenda timelines. Tab 34 is being pulled until the October agenda.

APPROVAL OF MINUTES

Motion: Moved by Mrs. Tolas and seconded by Mr. Smith to approve the minutes as corrected. Motion carried.

CONSENT AGENDA

Motion: Moved by Mr. Gainer and seconded by Mr. Smith to approve the Consent Agenda. Motion carried.

Ron Hertel noted that this is his last meeting with the State Board as the program supervisor for Non Public Agencies. He thanked the Board for their support and Larry Davis for his expertise and help. Mr. Hertel will be working with Readiness to Learn starting Monday, August 26. Dr. Bergeson congratulated Mr. Hertel on his new position and noted that Washington is a bell weather state in readiness to learn activities. Mr. Davis thanked Mr. Hertel for the work on the new non-public agency form and process.

Linda W. Lamb noted that the comments of the schools requesting waivers were directed at improving student learning. It made it easy to approve the waivers.

Tab 11—*North Beach Request for Extension*

Larry Davis presented background information on the history of the North Beach School District loan of which \$591,000 has to be repaid to the State Board. The district had a two-year time period to sell the Moclips property to repay the loan. They are asking for an extension from next month's deadline to April to begin repayment. President May asked that Mrs. Tolas bring Ms. Twilight up to date on the background of the situation.

Motion: Moved by Ms. Tolas and seconded by Mr. Gainer to grant the extension to the North Beach School District to begin repayment of the \$591,000 loan to the State Board of Education to April 2003. Motion carried.

PUBLIC HEARING ON PROPOSED POLICY AMENDMENTS

Tab 12—*Chapter 180-90 WAC Private Schools*

Assistant Superintendent Marcia Riggers, Agency Support, Office of the Superintendent of Public Instruction, asked that Tab 12 be pulled from the agenda and moved to the October Agenda.

Motion: Moved by Mrs. Frank and seconded by Mrs. Lamb to delay consideration of Tab 12 until the October agenda with a time certain vote at that time. Motion carried.

Question was raised about why it was necessary to delay adoption by Mr. Parker. Mrs. Lamb question whether these schools should be accredited at the same level as public schools, and whether or not the same ratio of students to teachers, applied in the public sector, needed to apply to these schools.

Dan Sherman, Executive Director of the Washington Federation of Independent Schools, noted that this issue has been studied for over a year and they are upset that there keeps being a delay for adoption. Private schools are having a problem getting qualified teachers into their buildings. The 1995 Attorney General Opinion does not

allow student interns to do their student teaching in religious schools. Teachers in private schools are not eligible for the alternative routes to teaching program.

A question was raised on how the pilot containing one certified teacher to one non-certified teacher was changed to one certified teacher per building. On the basis of data received from the pilot study the change was made. The Board would not have a problem with one certified teacher per building in a small building, but it would be a concern in the large schools. Concerns were again expressed by the Board members about the number of certified teachers to non-certified teachers.

Mr. Parker expressed his concern that after all the study that had been done that two groups could come in at the end of the process and cause delay not only on this issue but all issues. Dr. Bergeson assured the Board that there would be no delay passed October. Private school teachers are eligible for the alternative routes but funding is the problem. Mrs. Riggers asked that Board to share concerns with her, Mr. Parker, or Dr. Bergeson.

Tab 13—Chapter 180-16 WAC (Support of Public Schools), Chapter 180-18 WAC (Waivers for Restructuring), Chapter 180-53 WAC (Educational Quality—Self-Study by School Districts), Chapter 180-55 WAC (School Accreditation)

Pat Eirish, State Board staff, presented background information on the accreditation rules. The rules were brought to the January meeting for initial consideration and two emergency rule adoptions in March and June. Mrs. Eirish reviewed proposed Amendment A to the rules. Mrs. Tolas raised the question that it looked as though the Board was deviating from a policy body to an implementation body in this matter. The external appraisal remains with the Office of the Superintendent of Public Instruction. In response to a question from the Board, Mrs. Eirish noted that ESDs might be willing to help with the external appraisal for a fee.

Dr. Bergeson stated that the agency will be supporting schools in building their improvement plans but there will be no funding for the external visitations. Mr. Davis expressed concerns regarding the funding for the program and offered several options that could be brought into play including seeking legislative change to allow a fee for the state process. Dr. Bergeson also stated that whether the agency or the Board have the funding in the budget, we need to provide a united front and work together on providing this service. Mr. Parker noted that the state budget could be anywhere from \$1B to \$3.5B in the red coming into the next legislative session. We will need to present a united front to the Legislature.

Tab 14—*School Bus Driver Qualifications (Chapter 180-20 WAC)*

Larry Davis asked that Allan Jones, Director of Traffic Safety, OSPI, introduced several of the transportation coordinators from the ESDs and agency staff. The changes to the Chapter are technical in nature. Terminology was also brought in line with the federal statutes. The amendment will just change the header for the definition session.

Tab 15—*Chapter 180-38 WAC Pupils—Immunization Requirement*

Larry Davis provided background information on the proposed changes based on the mandate review and the changes made by the Legislature during the last session. There are considerable amendments because of the need to file the CR 102 earlier in the summer. The amendments assure that the school will know of any life saving medical needs of the students for medical conditions, allergies, etc. Mr. Davis and David Stolier, Assistant Attorney General for the State Board, reviewed the various amendments to the proposed changes in the WAC. Mr. Stolier noted that amendments are being proposed that will take into consideration of special education students and regular expulsion requirements. There is a logistical problem in making sure that the medical needs to be addressed with the schools to make sure students are safe.

Lorraine Wilson, Legal Counsel, Washington State School Directors Association, suggested some changes to the proposed amendments. She thanked the Board for the work they have done on revising the proposed changes to Chapter 180-38 WAC.

Tab 18—*Principal Preparation and Certification*

Dr. Lin Douglas, Director of Professional Education and Certification, OSPI, presented background information on the proposed changes to the principal preparation standards and certification. Also in attendance were Superintendent Doris Walker, Clover Park; Rainer Houser, Associate Executive Director, and Michele Hendrickson, Program Supervisor, Association of Washington School Principals (AWSP); and Larry Davis, Executive Director, State Board of Education, who worked on the proposed changes. Dr. Douglas handed out copies of the PowerPoint presentation done at the June State Board meeting. These changes are moving toward evidentiary standards for principal preparation and certification. ESA certificate holders will also be eligible for entrance into the principal preparation programs. Graduates will earn the residency certificate followed by the professional certificate.

Dr. Doris Walker, Superintendent, Clover Park School District, shared that her district was part of the pilot project for implementation of the new standards. The principals involved noted that the data gathering was the most helpful to them.

Rainer Houser, Associate Executive Director of AWSP, thanked all the groups involved in the process. AWSP has been working to move the principalship training and work more standards based for the professional development of their jobs. The new system will help train principals to meet the new student standards.

Dr. Bergeson thanked Dr. Douglas for the work she did in moving this process forward and Mr. Houser for the support of the principals' association. Dr. Douglas noted that higher education people have been part of the process from the beginning. In response to a question from the Board, Dr. Walker noted that the test scores were one type of information gathered.

In response to another question, Mr. Houser noted that there will be over 500 vacancies posted again this year with 20% of the TRS 1 people leaving this year. There are about 300 students ready for internships, but the Legislature cut the internship program in half. Of those 300, about half will be ready for the positions of employment; some go back to teaching for a year and some decide is not for them. Applications are down at all levels for the number of positions available.

Public Hearing recessed.

STUDENT PRESENTATION

Enumclaw High School

Student Representative Lacey Androsko introduced Alicia Hoffer and Vanessa Tubbs from Enumclaw High School to talk about the Washington Assessment of Student Learning (WASL). Ms. Androsko related what she had done this year to make the WASL testing time more of a positive event for students and teachers. She met with two administrators and three teachers who would be in charge of the logistics for the testing time. Ms. Androsko volunteered to speak to the students involved and then presented her WASL pep speech. She also helped sponsor a dance on the last day.

Alicia Hoffer related her experiences taking the WASL. One of the students received a call from his mother that disrupted the test taking. Students and parents are not taking the test seriously. She felt that 2008 was too far away; students she has talked to agree with her. Enumclaw High School is going through reinvention and teaching students how to think for themselves. The WASL tests these skills.

Vanessa Tubbs related that she enjoyed taking the test. She reiterated the fact that students don't take it seriously. The test, when it becomes a graduation requirement, will motivate students to do well. The students who take the test need to have scores back in order to help with remediation. Motivation is the key—students have to want to take the test.

Mr. Smith asked the girls their GPAs and asked them how they would help those students who are struggling to make it better for them. Ms. Hoffer noted that there is a literacy class that is helping those students who are struggling with reading. There may be a lack of communication for students and parents. Supportive parents are one of the keys to students working well and doing well on the tests.

Andrea Naccarato noted that her mother found that the writing prompts are not what students are interested in and they didn't seem to want to write well about them. She also felt that the parental awareness is not high on the importance of the test. Sample tests to parents might help parents support the tests and their students' participation in the testing.

Dr. Bergeson noted that Dr. Tim Washburn had just completed a study that shows that WASL is more a predictor of student success than GPA. It comes out as well as the SAT. This might help with the incentive for students to do well on the test.

South Kitsap High School

Board Member Ken Ames introduced Dave Columbini, Principal, South Kitsap School. Mr. Columbini introduced Assistant Principal Esther Albertus and Students Jaymie Orser and Jennifer Whitford. The school has 2500 students in three grades. The decision was made to keep sophomores together in their English classes with smaller class sizes. The entire school is involved along with the community. It takes approximately one hour of volunteer time per student—preparation, wrap-up, and reward party. Ms. Orser reviewed the work of the chairpersons in getting ready to take the WASL test. Food was an important part of the testing process. Ms. Whitford described the assemblies that take place at WASL time. They bring in Dr. Science to help get the students motivated for the test. Class presentations were done in each of the Sophomore English classes.

Mr. Columbini noted that the math scores need work; writing, listening, and reading have made positive gains. The challenges are loss of teaching time, student anxiety, opting out (students not taking the test), remediation (pyramid of intervention), funding, high-stakes test, competency-based test. One of the other challenges is what to do with the juniors and seniors during test week. In response to a concern from Board members, students who need more time are given the opportunity to have the extra time, snacks are nutritious as possible; remediation is a problem that needs to be solved. The school is looking at student learning rather than teaching only.

PUBLIC HEARING ON POSSIBLE POLICY AMENDMENTS

Tab 26—Chapter 180-86 WAC Code of Professional Conduct

Linda Harrison, Director, Office of Professional Practice, OSPI, presented the proposed changes to Chapter 180-86 WAC dealing with the Code of Professional Conduct. Most of the proposed changes are technical in nature. One of the additions is to streamline the appeal process paperwork and issue final orders with much less processing. The State Board is still the appellate body for the appeals of suspension.

Public hearing recessed.

WORK SESSION

Tab 27—*Vancouver School District Pilot Project Report*

Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, presented background and introduced Ed Wilgus, Director of Professional Development, who introduced members of the team: Woody Howard, Assistant Principal; Kathy Winters, High School Teacher; and Carol Arden, Middle School Teacher. Mr. Wilgus presented background on the project in professional development for the teachers in the Vancouver School District. Mr. Howard reviewed the notebook presented to Board members. Mr. Howard was a mentor to new teachers during this past school year. Self-reflection became a very important part of the program. Both Ms. Winters and Ms. Arden provided information to Board members on their experiences in the program. The project has initiated life long learning among the practitioners who were involved. Mr. Wilgus asked the Board for permission to continue the project.

Dr. Douglas noted that there will be a group convened to see how to scale up the project to go statewide. Question was raised about going district wide and what other teachers are feeling in the district. Teachers wanted to continue through the next year. When there is a systemic approach and a learning coach are important components to the program. Having teachers design their own professional development lets them buy ownership and values them for what they have accomplished.

Motion: Moved by Mrs. Frank and seconded by Mrs. Lamb to allow the Vancouver Pilot Project to continue for the next school year. Motion carried.

Tab 28—*WSU Counselor Program*

Board Member Phyllis Bunker Frank presented background information on the problems encountered with the Counselor Program on the Washington State University campus. Dale Anderson, Chair, Educational Leadership and School Counseling Psychology, and Stephanie Bauman, Assistant Professor, School Counseling Psychology, on the Pullman Campus of WSU. Dr. Anderson provided information on his background and his position with the program. Pullman has not been able to find a tenure-tracked staff member for the counseling program on the campus. Both Dr. Anderson and Professor Bauman outlined the program and what they will be doing to improve the program during the next year. Teleconferencing is used to teach some of the classes from the Tri-Cities campus to the Pullman campus. In response to Dr. Bergeson's question on career guidance component, Professor Bauman provided information on some of the course work needed by students in this area. At the present time there are no partnerships with school districts in the Pullman area; counselor students are taught a variety of delivery modes in working with school students.

President May noted that, following a discussion last evening, the October meeting will feature a discussion of needed changes to the counseling program in Washington State. The national counselors conference will feature needed changes in school counseling. New standards are being developed for each of the ESA programs over

which the Board has jurisdiction. Students have to find their own internship sites during the program. There needs to be an increase in communication with students on the availability of people on campus that can help students with any problems. Dr. Anderson could not give a specific date for completion of the changes needed in the program in response to a question from Board Member Warren Smith but hoped to by the end of the year.

Motion: Moved by Mrs. Frank and seconded by Mr. Smith that the Washington State University-Pullman school counselor preparation program be approved for the 2002-03 school academic year. During the period September 1, 2002, through June 30, 2003, the school counselor preparation program at Washington State University-Pullman shall be scheduled to present to the State Board of Education at least one update on progress made toward addressing the following issues: hiring for the Pullman program a full-time, tenure-track faculty member; internships; collaboration with school districts; faculty professional development plan; and the portfolio requirement. Motion carried.

GENDER EQUITY REPORT

Jo Sanders, Project Director, Gender Equity Project; Linda Beath, Professor of Education and Interim Associate Vice President for Undergraduate Studies, Central Washington University, Mark Roddy, Associate Professor of Education, Seattle University; Diane Jones, Associate Professor of Education, University of Washington presented the final report on the Gender Equity Project. The final report was presented to Board members. The project was funded by a grant from the National Science Foundation. The EALRs do not specifically address gender equity.

Why a mandate in teacher preparation programs are necessary:

- ✓ Overcomes the marginalization and invisibility of gender equity issues
- ✓ Promotes a more complex representation of the complexity of equity issues
- ✓ Counters the tendency to concentrate on only single issues
- ✓ Reflects the research indicating continuing problems in achieving gender equity
- ✓ Supports Washington's economic development through enhanced access of women to science and technology
- ✓ Recognizes that it is the right thing to do for educational reform

Recommendations from the Project:

1. Residency Certificate (WAC 180-78A-270 Approval Standard: (1) Teacher. Effective Teaching):
 - (m) Different student approaches to learning for creating instructional opportunities adapted to learners **of both sexes and** from diverse cultural or linguistic backgrounds.

- (o) Effective instructional strategies for students at all levels of academic abilities and talents **with an awareness of the influence of culture and gender on student learning.**
2. Principal and Program Administrator certificate standards (WAC 180-78A-270 Approval Standard: Effective Teaching):
(2)(a)(viii). Instructional program: Envisioning and enabling instructional and auxiliary programs for the improvement of teaching and learning; recognizing the developmental needs of students; insuring appropriate instructional methods **that address students' gender and cultural influences**; designing positive learning experiences; accommodating differences in cognition and achievement; mobilizing the participation of appropriate people or groups to develop these programs and to establish a positive learning environment.
3. Disaggregate Washington State educational data by sex within race (WASL scores, course enrollments, other educational data)
4. Pedagogy assessment of teacher candidates.

Mr. Smith suggested a rewrite of the first recommendation under the residency certificate to make it all-inclusive as the statement as presented may leave out some of the people.

Mr. Davis expressed his thanks to the Board for being part of the project and allowing him to be involved. It was a very good learning experience for him. Mr. Smith presented certificates to the members of the project present at the meeting. Mr. Smith acknowledged the work of Mr. Davis and his passion for the equity project.

A+ COMMISSION REPORT

Executive Director Chris Thompson reported on the research agenda and accountability system study that the Commission has been working on. The Commission has developed a research agenda on the achievement gap problem in the state. The Commission will be looking at the scale scores on the WASL tests to see what is happening with students rather than just looking at "met the standard." They will be looking at race, ethnicity, gender, etc. They are also looking at dropout rate and graduation rate. They will be looking at what rate is acceptable and develop goals for attainment. The Commission is also looking at incentive systems for student achievement. A+ Commission is working with the Education Commission of the States on researching various intervention systems around the country.

Commission members as well as other education associations and legislators went to North Carolina to look at what they are doing in the area of accountability. The Commission is taking another trip to look at three states (Massachusetts, Connecticut,

and Rhode Island) in October. Presidents and executive directors from most of the education associations will be attending. Mr. Thompson asked the State Board give serious consideration to sending a representative. Connecticut has done a lot on teacher certification; Massachusetts has an assessment system similar to Washington State's system; Rhode Island is being looked at for its expectorant system. In response to a question from Mrs. Frank, time and learning did not become part of the research agenda. The trip to North Carolina did include a visit to a Johnson County school on a year around program.

APPRECIATION TO JOANNE SORENSEN

Executive Director Larry Davis read the new "WAC" honoring Joanne Sorensen upon her retirement from OSPI. Adopted unanimously by the Board. Dr. Bergeson thanked Ms. Sorensen for the groundwork she had done on the paraprofessional requirements.

REMARKS

Dr. Bergeson presented information on the budget information she received from the Business Roundtable.

Dr. Bergeson wants to have a work session with the Board on the Leave No Child Behind (LNCB) Act (ESEA) on the role of the Board and its future work. She needs to get a timeline from Deputy Superintendent Mary Alice Hueschel. All of the federal funds under LNCB (ESEA) were approved following submission of the state plan. The new plan is forcing OSPI to look at the way it does things within the agency as well as how it works with the Board, some decisions needed from the Board, and how OSPI works with districts. Decisions need to be made by January on adequate yearly progress, accountability, and looking at repealing the legislation mandating norm-referenced testing (ITBS, etc.) and moving to a WASL like test for math at 3, 5, 6, and 8 grades.

The agency is working on a secure student identifier that will allow attaching information to a specific student and not identify him/her. Dr. Bergeson noted that a new chief information officer (CIO) had been hired from the technology industry—Marty Daybell. The agency is looking at a paperless certification system as well as being able to get information out to the districts on various topics. Mr. Daybell was the CIO at FedEx and created the package tracking system for the company. Senator Patty Murray helped get a federal grant (\$5M) to work on the new systems. Dr. Bergeson would like to have it start with the student and create a portfolio for the student, teacher, and building use.

Dr. Bergeson reviewed the budget information from the Business Roundtable. She noted that the health care industry (long term care, medical assistance payments, Health Care Authority) has grown by over 1500% since the 1991-93 biennium to now. K-12 has grown by 40+% during the same time period. The reserve has gone from

\$1.062B to \$307M between 2001 and 2002. The deficit for the 2003-05 budget could be between \$900M and \$2.3B depending on which scenario you look at. Both I732 and I728 will have to be funded out of general fund monies because of the loss of the reserve fund. There needs to be an increase in taxes to create more funding until the recession is over. K-12 lost \$120M during the last session of the Legislature along with a change in the staff mix ratio—another loss in revenue to the districts.

Dr. Bergeson announced that Ken Kanikeberg, chief lobbyist for OSPI, has taken a job with PSE as their lobbyist at a higher salary. Dr. Bergeson presented the Board with a possible legislative agenda for OSPI for the 2003 Session. One area of focus will be career and funding for teachers and paraprofessionals. There needs to be a mentor certification for veteran teachers who work with beginning teachers. Approximately 400 people have attended the mentor workshops.

Dr. Bergeson noted that she will be working with the Board on its budget. She also said that she would find money in her budget for a Board member to go on the New England fact-finding trip.

Other areas Dr. Bergeson noted on her legislative plan include education reform refinements including a P-16 system, school improvement technical assistance, funding/revenue, ESEA statute changes; safe, civil and supportive schools; and sound management. In the area of dual credit, she is looking at a model college in the high school program (college credit for courses taken in the high school setting). Dr. Bergeson will be working with staff of her office and the Board to define what technical changes need to make to the reform legislation. IDEA students and second language learners will necessitate changes to the reform legislation.

Those schools with problems are volunteering to work with the agency on what type of focused assistance they need to solve their problems. Federal funding under Title I for this program was cut by the federal government. Traffic safety is gone; there is a funding source that is going to be used to help in this area.

ESEA changes: OSPI will be looking at getting rid of the norm-referenced tests and substituting a WASL like instrument. The National Assessment of Education Progress (NAEP) will have to be done at the 4th and 8th grades every two years. NAEP will be how the federal government judges the states.

In response to a question, the Capital Budget will be presented by Brenda Hood and Mike Bigelow during the session tomorrow. Dr. Bergeson noted she is looking for a leader for the Facilities and Organization section that can do funding and think outside the box when it comes to design and improvement to schools. There needs to be a good look at planning and facility needs for schools for the next ten years.

Mr. Parker encouraged Dr. Bergeson to produce a budget that reflects the needs of students, not one based on the gloomy predictions for revenue. Dr. Bergeson noted that if adequate yearly progress is not met by federal standards, more schools will be

identified as failing in this state. Dr. Bergeson will be running for a third term to complete the projects now in the works. She also noted that she had talked with several students who were brought in to troubleshoot a technology system for a conference. They were from Bethel High School and told her what they needed as an education.

Tab 30—*Request by the Regional Committee for Non-high Capital Fund Aid Participation Plan Between Shelton, Hood Canal, Pioneer, and Southside Schools Districts*

Executive Director Larry Davis introduced Keith Lowry and David Steele from ESD 113. Mr. Lowry provided background information on the request from the Regional Committee including recommendation of Plan 1 for the financing of the plan. In response to a question, it was noted that if this plan is approved and a district fails to pass it comes back to the State Board for possible consolidation.

Motion: Moved by Mrs. Lamb and seconded by Mrs. Tolas to approve Plan 1 of the Regional Committee. Motion carried.

REPORT

David Anderson, Assessment Director, Professional Educator Standards Board (PESB), reviewed the assessment project of the PESB. The new basic skills test will have its first administration on August 24. It will be offered six times a year and at nine locations. Once the first test is given, the PESB will determine the passing scores at its next meeting. The PESB has established a panel to make a recommendation to the full Board.

The subject knowledge test will be piloted starting September 1, 2002; it will be available for use in September 2003 but not needed for certification. It becomes attached to certification in 2005. Educational Testing Service is the contractor hired to develop the test. The PESB will be establishing panels to make recommendations for the adoption of the tests. Questions have been raised on how to use the tests for the certification only and Masters in Teaching (MIT) programs. The subject knowledge tests have to be selected before the questions raised by the certification and MIT program people.

Alternative Routes to Certification: there are seven partnerships for alternative routes; each partnership includes at least one college and several school districts. There are 65 state interns (routes 1-3) plus the transition to teaching interns (route 3 only) for a total of 185 interns. Needs include the limitations of the programs, geographic (rural and remote sites; no Eastern Washington partnerships), placement (mentors are needed), higher education program flexibility; costs for stipends, planning and start up; great use of K-20 and online programs. PESB is looking at what needs to happen to meet the needs of the program. They will also be looking at what safe guards need to be in place.

PESB and OSPI have applied for a grant of \$2M to train teacher interns over the 2002-2007 time period. The focus is on Puget Sound ESD and ESDs 101, 105 and 112. There is a concern on whether higher education should be the only provider of certification only programs. In response to a question, a person can use the federal dollars to train and do their internship and then teach in the private sector.

PESB members will be attending State Board meetings.

In response to a question, Mr. Anderson noted that approximately 250 people will be taking the testing on August 24. In response to another question, the Washington Institute for Public Policy will be surveying the graduates for the alternative routes along with the surveying being done on graduates from the traditional programs.

Tab 31—*Waiver from 180 days School Year*

Pat Eirish, State Board staff, reviewed the requests from College Place, Columbia, Everett, Mary Walker, Ocean Beach, Rosalia, and Seattle School Districts. Lynn Evans, Executive Director for K-12 Education, Everett School District, outlined the request from the district for a waiver of three days. Bill Blakeney, Human Resource Director, Seattle School District, reviewed the history of the request for waiver. The district will have two professional development days and nine two-hour early release days.

Motion: Moved by Mrs. Lamb and seconded by Mr. Smith to adopt tab 31. Motion carried.

PUBLIC HEARING ON PROPOSED POLICY AMENDMENTS

Tab 16—*WAC 180-85-025, 033 Continuing Education Credit Hour*

Dr. Lin Douglas, Director of Professional Education and Certification, OSPI, presented the background information.

Tab 17—*WAC 180-77-041 Requirements for Candidates Seeking Career and Technical Education Certification*

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

Tab 19—*WAC 180-82-105 Assignment of Classroom Teachers within Districts*

Dr. Lin Douglas, Director of Professional Education and Certification, OSPI, presented the background information.

With regard to the Gender Equity Report, Dr. Douglas stated that she felt the proposed changes on gender equity be taken to the respective groups before coming to the Board for adoption.

President May introduced Lucinda Young, lobbyist for the Washington Education Association. Ms. Young did her teaching in Nebraska, worked for the Colorado association, and has been with WEA since 1998.

Tab 20—*Chapter 180-08, 010 WAC Practice and Procedures and Access to Public Records*

Executive Director Larry Davis provided the background information on the tab and the proposed amendments for Friday.

Tab 21—*Chapter 180-16 WAC Support of Public Schools*

Executive Director Larry Davis reviewed the proposed changes and the proposed amendment.

Tab 22—*Chapter 180-22, 23 WAC Education Service Districts, ESD Elections*

Executive Director Larry Davis presented the background information on the proposed changes to the chapters and the proposed amendments.

Tab 23—*Chapter 180-43 WAC WIAA*

Executive Director Larry Davis presented the proposed changes, which are technical in nature.

Tab 24—*Chapter 180-97 WAC Excellence in Teacher Preparation Award*

Executive Director Larry Davis presented the background information on the proposed changes.

Tab 25—*WAC 180-37-005, 010 Non Public Agencies*

Executive Director Larry Davis presented background information on the proposed changes.

Tab 29 will be held to the October agenda.

The Legislation Committee will be at 7:00 p.m. at the hotel; Executive Committee will meet at the Kettle Restaurant for breakfast.

Meeting recessed at 6:20 p.m.

Thursday, August 22, 2002

President Bobbie May called the meeting to order at 9:06 a.m.

Members Present: Ken Ames, Phyllis Bunker Frank, Gary Gainer, Linda W. Lamb, Bobbie May, Tom Parker, Warren T. Smith Sr, Carolyn Tolas, Dana Twight, Ron Woldeit, and Student Representatives Lacey Androsko and Andrea Naccarato

Staff Present: Larry Davis, Patty Martin, Pat Eirish, Laura Moore

WORK PLAN REVIEW

Executive Director Larry Davis walked the Board through the status update on Board's Work Plan.

- ✓ All items concerning working with the Professional Educator Standards Board are completed or in ongoing status.
- ✓ Endorsement Assignment Q&A—progress has been made in developing the questions. The document is being reviewed by Rick Maloney, Professional Education and Certification, OSPI; ESD people; and other OSPI staff members.
- ✓ Media training will be given to all staff members through Seattle School District.
- ✓ Capital Budget request—this has been completed. Carolyn Tolas will be making presentations at the WSSDA Legislative Assembly and Fall Conference on the budget request.
- ✓ Graduation Requirements—Larry Davis has been making presentations at all the Summer Institutes and will be presenting in the Battle Ground School District. This will also be presented at the WSSDA Fall Conference. The information is also on the website along with the culminating project information developed by Patty Martin.

President May noted that the presentations done at the OSPI Summer Institutes by Larry Davis and Pat Eirish received very high marks and were commented on by Dr. Bergeson. She asked all the committee chairs to look at their areas to see if anything can be dropped off to a later date. Chairs need to prioritize the items under each of the goals as soon as possible. Mr. Davis will send out a prioritization model to the Board members. President May asked that Board members not make unnecessary requests of office staff. In response to a suggestion from the Board, Mr. Davis stated that face-to-face contact with people in the field helps allay misconceptions and misinterpretations.

CAPITAL BUDGET PRESENTATION

President May welcomed Brenda Hood, Assistant Director, School Facilities and Organization; Mike Bigelow, Director, Financial Services; and Gordon Beck, Acting Director and Regional Coordinator, School Facilities and Organization, OSPI. Ms. Hood presented a handout and reviewed the various points. She asked that Board members hold their questions until she had reviewed the document.

- ✓ Inflation—Recommendation to use the chained price index-state and local construction spending for determining the inflation factor.
- ✓ Projection of Grant Awards—
- ✓ Increasing Study and Survey Grants and Architect and Engineering Reimbursement Rates—This is now tied to the inflation factor with a catch up factor. These should be reviewed prior to the 2005-07 biennial budget to determine appropriate reimbursement rates.
- ✓ Increasing the Area Cost Allowance and Square Foot per Student—If this is adopted and funded by the Legislature, it is only a two-year commitment by the Legislature for funding. If the projected cost meets actual costs, increased by inflation, in the year 2009, the cost will be \$178 for square foot.
- ✓ A Study of Square Foot per Student Requirements—It is recommended that the State Board study not only these questions but request a more broad study to ask how much space per student is needed to meet educational specifications, needed to meet education reform. It is estimated that the study would cost \$100,000 in the 2003-05 biennium.
- ✓ Plan Review and Inspection—It is recommended that the State Board request this funding continue at the current levels. The request for 2003-05 is \$200,000.
- ✓ Summary of State Board 2003-05 Request
 - State School Construction Assistance Grants--\$356M
 - Fire Marshall Plan Review—\$200,000
 - Square Foot and ACA Increase—\$67M addition (\$432M)
 - Space Utilization Study—\$100,000
- ✓ Expenditure and Revenue Requirements, Ten-Year Plan
 - Revenue—Permanent Common School Fund, timber sales, revenue earned from mineral and agriculture leases on federal lands, and legislative appropriation.
 - Expenditure to Revenue—Possible source: general obligation non-debt limit reimbursable bonds. A problem with using a dedicated source for the bond payment is that you lose the funding source from the dedicated source. The division has to anticipate the cash flow needed to cover the grant awards that will be needed each year of the biennium. The recommendation is that the first biennium increase is doable and should be the request from the State Board. These numbers, if the two year plan is adopted by the Legislature, can be reviewed before the next biennial budget request.

Mike Bigelow explained the bonding process to the Board members. It is a solution but is a change for the current practice. The bonds would be retired, to cover today's projects, in 25 years.

In response to a question, approximately 72% of the districts surveyed have buildings that are older than the age requirement for replacement in State Board rules. Most of the buildings have not been maintained as they should have been. Enrollment is again increasing rather than flat lining as they were tending to two years ago. There is a high use of portables; these do not have state matching money for replacement. Going to a simple majority would place a higher demand on the grant award system.

Board members had several concerns on use of bonds, but also expressed the idea that bonding at this interest rate and not using it would be ill advised. In response to a question, Ms. Hood stated that technology is one of the high drivers of the cost of construction rather than a driver for new facilities. Another driver is health and safety issues. Ms. Hood and Mr. Bigelow will provide Board members with the total cost of construction compared with the grant awards. The total cost of construction includes HVAC remodels/repairs, new roofs, land purchases, building remodels/construction, technology needs, etc. The inflation factor proposed by Ms. Hood is one recommended by the Office of Financial Management (OFM). This factor is used statewide.

Motion: Moved by Mrs. Tolas and seconded by Mrs. Frank to adopt the proposed 2003-05 Capital Budget Request including the BEA inflation factor. Motion carried.

PRESENTATION

Carolyn Tolas noted that Brenda Hood will be assuming new duties at OSPI and will not be working with State Board for the near future. Mrs. Tolas and President May presented her with a certificate of appreciation. Ms. Hood thanked the Board for their many kindnesses. Ms. Hood will be developing the five-year plan for environmental education.

Assistant Superintendent Marcia Riggers asked for a work session on health and safe school environments for Washington State students. Mrs. Riggers' section is engaged in a year-long conversation on health issues, engaging learning environments, and safety issues.

STATE BOARD OF EDUCATION BUDGET REQUEST

Associate Director Patty Martin presented the proposed State Board Operating Budget for the 2003-05 Biennium. In accordance with OFM requirements, the budget has been aligned with the State Board's Strategic Plan. The components of the budget request are based on each of the goals, administrative costs, and a decision package of new monies being requested. Mrs. Martin reviewed the 2003-05 biennium decision package (new monies).

Executive Director Larry Davis noted that the request for new staff is a request for new monies but not for a new program but to continue an existing program. It was the suggestion from Board members to add students and parents to the communication goal along with the media. It was noted that one of the criteria for a Class 3 Board is that the members will contribute 100 hours per year (members do that within the first three months of a year).

Motion: Moved by Mrs. Lamb and seconded by Mrs. Tolas to adopt the biennial budget request as presented. Motion carried.

Executive Director Larry Davis presented a Certificate of Mastery for Budget Conductorship to Patty Martin for her work on the biennial budget request.

LEGISLATION COMMITTEE

Chair **Tom Parker** reviewed the meeting of the Legislation Committee that took place on Wednesday evening. The items on the agenda for the Legislature include the Operating, Capital, and Transportation Budgets. This is a 105 day session. Redistricting has created a very even distribution of Republicans and Democrats in the House and in the Senate. The Legislature may have only a 5 seat majority for either party. There is a serious budget deficit. Governance will be an issue with the possibility of elimination of one or more components of the K-12 system (A+ Commission could be on the block again). The Capital Budget is one of the Board's most important parts of the duties. The Certificate of Mastery will be thrown into the mix. It is a very controversial piece of education reform and why is it needed. We have to stay the course and make that known to legislators. Education issues are not partisan issues. We will need to build a grassroots constituency. We will need to be meeting with legislators as soon as the elections are finalized. This could be an extended session, but they will be in town for 105 days at least. Any bill that the Board supports must reflect the Board's stated policy goals. Every policy bill will be weighed in light of its costs. Now may be a great opportunity to change and see about doing things better and smarter. The Board needs to be careful on how thin it spreads itself. We have to develop partnerships.

Suggestion was to be part of the WASA/WSSDA Legislation Conference in February to get the Board's platform to the members present. Also, meet with the PTA Board to inform them about the platform along with the League of Education Voters. Board members also have to help districts promote with legislators and others their needs in building facilities and other needs. Mr. Parker feels that promoting the Capital Budget is more of a key message than working with districts to promote their needs.

Key Message: Education reform necessitates changes in the area cost allowance and the inclusion of the state-of-the-art class rooms in which students can learn.

The real challenge is aligning and presenting the State Board and OSPI budgets as a unified piece for the best learning environment for students. Board members asked for talking points and key messages as soon as possible.

Dr. Art Jarvis, Superintendent of Enumclaw School District, presented Learning by Heart shirts to the State Board members and staff on behalf of the district. President May thanked the district for putting together the Indian Heritage dancers that performed for Board members and staff.

BLUE RIBBON SCHOOLS

President May provided background information on the Blue Ribbon School program of the U. S. Department of Education. The award winners will be honored with a special conference in Washington D.C. in October. The winners are Holy Names Academy, Seattle, and Odle Middle School, Bellevue School District. Principal Elizabeth Swift; Mary Beth Shaddy, Teacher of English and Social Studies; Brett Eckelberg, Vice Principal for Academics, English; and Principal Keith Lyon represented their respective schools and provided information about their programs.

Assistant Superintendent Marcia Riggers congratulated both schools on their award and outlined the role of the Office of the Superintendent of Public Instruction in the selection process. Tom Parker, Private Schools Representative to the State Board, offered his congratulations to the staff at Holy Names. Warren T. Smith Sr congratulated the staff members of Holy Names and asked Dr. Swift to make a presentation to the Equity Committee of the State Board.

Dr. Lyon provided information on his school and its program along with showing a four-minute video on the school's program. In response to a question from the Board, the curriculum is tied to the EALRs, which makes the testing of the WASL much easier. Snacks are provided. There are 35 different languages represented in the school; the school teaches three languages that 65% of the students take. Academic Support works with students who are in need of extra support academically.

CHANGING ROLE OF THE SCHOOL PRINCIPAL

Student Representatives Lacey Androsko and Andrea Naccarato presented their perspective on the changing role of the principalship. Ms. Naccarato noted that she had never had much interaction with her previous principals, but talked to her new principal and to the leadership teacher who was on the interview team to get background information on what the school looked for in a new principal. Changes Ms. Naccarato found in talking with her principal: safety concerns, pressure from the standardized tests, changes in federal law, more collaborative relationship between students and teachers, working with the people he works for and those he works with, treating people

with respect. Her new principal seems to be a very caring and involved in the everyday working of the school. Mike Hittle is the new principal at Central Valley High School.

Lacey Androsko related her experiences throughout her school years and her preconceived ideas of a principal when she started school. She began tutoring students when she was in the sixth grade at the request of her principal. She considers her high school principal, Terry Parker, as the best role model for what the principal should be. He is very supportive of students and staff. The role of the principal is going to keep evolving into a nurturing, supportive role as well as that of a protector.

Terry Parker, Principal, and Joe Kristof, Assistant Principal of Enumclaw High School, presented the perspective of the high school principal. Enumclaw High School received a Gates Foundation Grant for school improvement. The school has gone through a reinvention process to improve student learning. This involved a culture of shared leadership and governance. *Guiding Principles of the Reinvention Planning Process* was established to help guide the changes at the high school. The basic elements of the reinvention include focus, structure, time, and high performing staff. The culture of the school is changing from one of isolation to one of collaboration. The governance structure included the design team, full staff, research teams, lead team, summer design institute, revision teams, and ad hoc committees. In order to bring out the leadership of the entire school, the collaboration has to be modeled from the top leadership.

The initiatives for reinvention of Enumclaw High School are anchored around four important ideas: high academic expectations, personalized student learning, continuous staff development, and performance accountability. The school will be awarding credits on the basis of performance rather than seat time. The school will be breaking into seven personalized learning environments including Adventure School, Enumclaw Cooperative Hands-on Experiential School (ECHOES), Design and Production, Culture and Performing Arts, Global Studies and Business, Innovation and Technology, Discovery and Human Resources, and Advanced Studies Institute. The administration is very supportive of the changes being made. There is a three tiered accountability system for the school and its staff. In response to a question, Mr. Parker stated that the emphasis has changed from one of management to one of leadership.

Dr. Ken Lyon, Odle Middle School, said that student success is the most important focus. Changes in his district include evaluation of staff (what did students learn; 70 evaluations per year); focused teaching; working as an educational leader with diminishing resources; finding quality teachers in the areas of math and science, need for principal to understand the different cultures in the school; empowering staff and then keeping them focused; using time effectively and efficiently; site based management; being in middle management in the district; communication; modeling; adaptive and technical changes; data management and collection/analysis; assess school improvement; making school fun and meaningful for students. In response to a question, Dr. Lyon provided information on where they can use donations and what a

new teacher would have from talking to Dr. Lyon—ability to talk to the principal at any time.

Susan Arbury, Principal, J.J. Smith Elementary in Enumclaw, presented the view of an elementary principal in a world of change. Ms. Arbury became a teacher at the age 40 and then moved into the principalship. Her school has moved from the isolated culture of the teacher in the classroom to one of looking at the students and seeing what they need. The hardest part is getting teachers to learn to want to learn and then teach. In order to motivate her staff to make changes, Ms. Arbury had them begin with reading “Schools that Work” by Covington et al. The principal has moved from managing to facilitating/participating in the staff learning. This year her staff is organized into learning teams with their students and this allows for a two-hour block each for staff development. Her role has become one of instructional learner to her staff. In response to a question, Ms. Arbury said that the teacher has to be a master learner who knows his/her style as well as all the learning styles of the students.

Rainer Houser, Associate Executive Director of the Association of Washington School Principals (AWSPP), congratulated the Board on having the principals present before the Board today in light of the possible adoption of the new criteria for principal preparation and certification. There was a consistency in what was said by the students and the principals: vision, caring, student learning, etc. Mr. Houser provided two handouts on the changing role of the principalship—“How the ISLLC Standards are Reshaping the Principalship” and “The Principalship: ‘Only God Need Apply’”. Principals have changed from management to a learning leadership role. Today, the Board has seen principals who understand what it takes to see that all students learn; not all principals are in the same place and there is work to be done to get those principals to the same place so that all students will succeed. The new principal certification process is performance based and is where the principalship needs to be for the immediate and long-term future. In response to a previous question, the new professional certificate process for teachers will be a greater consumer of time for principals, but it is where the principal should spend the time and effort.

CERTIFICATE OF MASTERY

Chair **Gary Gainer** of the Certificate of Mastery Study Committee updated the Board on the work being done on the Certificate of Mastery. The National Technical Advisory Committee has been asked to help with the validity and reliability of the WASL assessment from a technical perspective. The next part of the charge is to make sure the system is ready to provide the opportunity to learn for all students. Geoff Praeger has been hired through ESD 101 to create and conduct the opportunity to learn survey this fall to help the Board make its decision on whether or not the system is ready to go. The committee will also be making recommendations on what to do with the students who cannot pass the WASL (IEP, students needing accommodation, students who can't pass no matter what). What will be needed to help these students; what type of

assessment is appropriate? The committee is to report to the Board next May. There will be a report to the Legislature. Mr. Gainer does not feel that the committee will be able to say that the system is ready to go. The committee will probably be able to make a prediction on its readiness based on the information gathered from the survey and other information.

Bob Butts, Policy Coordinator, OSPI, provided background on his involvement in the project and provided some reinforced history of the Board's decisions regarding the 2008 graduating class. There is concern among students, parents, school staff, and legislators about what will happen with the class of 2008. Mr. Butts provided the updated laws on education reform, assessment, and accountability in Washington State.

Routes to obtain a Certificate of Mastery for Purposes of Graduation: Assumptions

- ✓ State Board makes "valid and reliable" determination for each assessment; writing assessment is double scored.
- ✓ Performance standards (cut scores) are evaluated to ensure they are appropriate for graduation.
- ✓ At least four retake opportunities are available.
- ✓ Graduation requirements for Special Education students will be identified in their Individual Education Plans as per state guidelines. Routes for Limited English Proficient students need to be further explored.

Board comments:

- ✓ Remediation has to take place at the fourth grade—students cannot get out of elementary school without being able to read.
- ✓ Parents have to be involved early to help their students.
- ✓ In response to a question involving sight deprived students, what is done to help them? This is an accommodation for testing.

Mr. Butts provided a sample of a possible student profile that included:

- ✓ GPA, earned credits, attendance record
- ✓ Culminating Project, High School+ Education Plan, Educational Pathway
- ✓ Other Assessments: SAT, AP, IB, ASVAB
- ✓ Certificate of Mastery attainment
- ✓ Endorsements

It was noted that student honors and activities should be included on the profile. In response to a question, Mr. Butts stated that the right side of the profile needs to be standardized from the state level. The left hand side could be more discretionary at the district level under criteria developed at the state level. Running Start notations as to the attainment of the Associate Arts Degree.

Others with items to be considered include:

- ✓ Cut scores—A+ Commission, OSPI, and the State Board of Education
- ✓ Assessments—OSPI, State Board, local schools, Principals Association, Legislature

Questions: What defines an opportunity to learn and defines intensive, high quality assistance opportunities? Is student baggage considered when defining an opportunity to learn and the high quality assistance? If you get to the point of keeping the Certificate of Mastery, do you go to a two-tiered diploma?

Gary Gainer: Let me try to put it in perspective a little. I'm sorry, and I'll apologize more later, I'll explain what I've been doing. Was there a discussion already about the distinction between the moral and legal issues of Opportunity to Learn? Let me just hit on that real quick. First of all, the process the Board and the committee are working through right now is to come to a level of evidence gathering to make a judgment whether the assessment piece and the system are sufficiently valid and reliable to hook a high stakes test to graduation. Where that has been done before, from a legal perspective, involves Opportunity to Learn and Opportunity to Learn has had some definitions, like in the Florida case; and the issue of time and notice. So from a legal perspective we need to allow enough time, which we have done, more than the four years the Florida case determined. We need to provide notice, which we have done, as best we can do by publishing the essential learnings and the guidelines and so on.

Now the other feature required of the Opportunity to Learn has a whole collection of pieces to it obviously. The research that was done in Florida by Jim Popham, who was the witness who testified for the state school system, included \$3 million worth of research into classrooms and teachers, but it was after the fact. This was a lawsuit that was ongoing and he was hired by the state to gather evidence to demonstrate that they had and hired as a professional expert witness to testify on their behalf. And he did so successfully.

Where we are is on the kind of horns of the moral dilemma as to whether we stop with demonstrating or being satisfied that in fact the technical requirements of Opportunity to Learning are there or if we go further than that to determine in fact the children that we are all concerned about, and that Warren (Smith) describes very well, if all of those kids have in fact had a real Opportunity to Learn. So the distinction is between the legal requirements and the moral requirements that we all feel. That dilemma is, how realistic is it to expect that we will withhold the establishment of a high stakes graduation requirement that will hopefully be a learning and teaching tool and forego putting that anticipatory validity into place like Massachusetts discovered where their net results were almost twice as good when they made it a high stakes assessment versus not a high stakes assessment. All of the effort from 20 years ago that something needs to be done to improve the performance of our students. The challenge with Warren's issue is that's our constant job, always has been, always will be to improve the system so that kids, all kids, have a real opportunity to do their best to the best of their abilities. We need to decide whether that is distinct from this project of graduation requirements exit

exam or if it is part and parcel to that. That is the underlying question. Is it or is it not? So this Board needs to thrash around with that a whole lot and make that decision. If it is decided that there is not going to be a high stakes graduation requirement until all the children Warren describes have had a realistic opportunity including outside the classroom, family related stuff and so on, you have got to make that decision. If you are going to go that route, you are going to be a long time in getting an exit exam.

So maybe there is a line there someplace—how much of an effective system has to be in place to the total maximum that we are talking about that we would all dearly love to have and would open a vein for or to something less than that so that we can accomplish one of the other purposes, may be the main or not main purpose of high stakes exit exam which is to jack up the improvement of students and use that assessment process as a learning tool for intervention as early as possible? If the intervention isn't there, how finely does it need to be defined as to what that intervention is and how much of it is in place to be part of the analysis, the judgment as to whether the system is fully ready to go? My answer "no" to the survey is that it will never be fully ready to go. We'll never develop a system in this country that gives each and every child, through a high standard and out into the world, there are so many variables involved with that. There is year around learning—is that going to be a piece of that? Is that going to be required throughout the whole country? All of the teacher preparation; all of the essential learnings and curriculum tie up, tie together.

So I'm just asking you to shine the light of realism on what our purpose is. Somewhere we need to draw a line that may be wavy and we may not have enough information yet to do that as to how far we have to go realistically before we can attach the graduation requirement to our kids with an assessment. Let me just stop right there.

Warren Smith: For me it is more than a passion as I am sure it is for all of you. It's a reality and again, when you look at that gap, let's look at math, let's not even talk about the gap. If I talk about math where no subgroup is doing well, what we have to recognize is that those children who are not meeting the standards in math on the WASL deserve to have us, as we look at ed reform, they deserve to have us work on something that is not separate from ed reform but that is part of ed reform, that is hand-in-hand with ed reform in terms of addressing their needs so they can pass that standard in math. Because I don't believe there is a person in this room that doesn't understand how important math is to these children's future. I'm talking about all of our kids, in math, all of our kids are doing poorly. So we can't say, well let's go ahead and move on and we're going to work on something and get these kids on board by golly because we have a passion and love for it, and they won't be there forever. We're going to get to them. It may not be while we're doing the rest of this stuff, but we're going to get to them.

I'm not trying to demean what you are saying, Ken, I understand what you are saying, but there are a whole lot of folks out there that think that way and we'll be a hundred years from now and those kids will still be there unless some of us do something about it now, because ed reform means every child, no child left behind. It means no child left

behind. And you know the guilt trip I'm having here is when I make a vote on what we do, it's almost like court. I'm either condemning some of these kids to a less than prosperous life, to something less than I would want for my own children, based on my decisions, or I'm going to make a decision regardless of what the circumstances are, for how hard it is, I'm going to make a decision that's going to be in line with making sure that these children have at least the same opportunity to have a prosperous life, the same as I want for my children—college, good education, good jobs, take vacations every year, and I want that for my great-grandchildren all down the line. We're passing, I won't say we are passing judgment on them, but we're making decisions that are going to determine the quality of life for these kids. I'm saying it's not separate, it's part of ed reform to figure out how the heck we are going to get these kids on board and where they need to be. It's not separate, it's got be part of all of this. And if that throws a monkey wrench in it, we either address the monkey wrench today or address the monkey wrench somewhere down the line, but sooner or later we address the issue. And I'm not talking about kids who are not mentally capable of passing the WASL, I'm talking about kids who are as capable as any of your kids, but because of circumstances and environments that they are in, they're not meeting those WASL standards and they're not passing those tests. That is all I have to say for today.

Bobbie May: We are a policy Board and what we have to do is do our policies with respect to some of what you are saying. I am hopeful that what this Board has done via the requirements on the school improvement plan (SIP), before they get their basic education school money, will be a great step in this direction. We put some requirements on that SIP, starting in 2003, we're not talking about now, we're not talking about 2008, we put some conditions on that SIP that, there is wonderful research on those nine characteristics and every school in the state is going to have to prepare a plan. We can prepare it for them, but through our policies, we required that and we are going to expect that in 2003, we've also done the bottom line of those SIPs has got to improve student learning. It's not just I'm going to have all the classes, I'm going to give more professional development to teachers, the bottom line has to be that they show improved student learning. I'm hopeful that this is going to be a positive step, as a policy Board, for what we can do, and that these are lining up to help districts put those plans together, and I'm hopeful that colleges will have the people trained who can get in there and do the kinds of work that several of you are suggesting around this table. We can't be the ones saying what has to happen, we can set the policy and do what we can to make these things happen. Warren, do you feel that part of what we are voting on tomorrow, to put the school improvement plan into practice, will help?

Warren Smith: You have just given me a question so I must respond. Maybe answering that question will get across what I am trying to say. I voted for the school improvement plan and I support the school improvement plan 100 percent. But the school improvement plan is like giving a person who bakes donuts for a living a wrench that is used for the space shuttle and saying, "go in there and bake donuts and use this tool". The school improvement plan is a tool, Bobbie, but unless the folks who are writing that plan, who are responsible for those students that I'm talking about, unless there is a change in the pedagogy or in their hearts or in their minds about those students who are

not passing, the school improvement plan, none of this stuff will work. It's more than just fixing the system. It's working with the people within the system just as important as it is going to homes of these students where their parents are not involved in their education, and we can't do that—I know that, but if we could, we would go in a lot of those homes and we would still find parents that would not help those kids. We know that there is a tremendous advantage to children, that children do better when parents are involved in their lives—parents or guardians or significant person outside of the four walls of the school. So the improvement plan and everything else that we do in our best wisdom is good for the system. But it takes human beings to make the system work.

Another part of the issue is, how to do we work those human beings to get them on board to make them accountable for teaching every child in an equitable way, because they are our children in this state? I support the school improvement plan, but there is more that has to happen.

Bobbie May: And by having that SIP in place, Warren, this may be the first time, along with combining that with the professional growth plan for teachers, they are going to be able to say, "I'm not meeting what I want to do in student learning. Because my teachers prepare their plans, I can now emphasize, as part of that pre-assessment seminar, that these are the kinds of things this individual teacher needs to bring these kids to where they need to be."

Our plan is to align all of this stuff and not to have this piece and that piece. We have been trying really hard over the years to bring it all together.

Warren Smith: Now it has to do with accountability. If the kids are going through your class and they don't come out, they are not learning, then there are a number of people held accountable. That's what we are talking about and we go from there.

Gary Gainer: I think it's time for a reality check. Our purpose, by statute, was to make a judgment call at some point in time as to whether or not the assessment system, I think is the word that is used, is sufficiently valid and reliable to leave it as a graduation requirement for the class of 2008. Those are the limits of our statutory responsibility and authority. In the meantime, we can go into all kinds, say hopefully part of it and as we determine where the shortcomings are in the system, we know where to apply the pressure and help, and hopefully at the same time, not at a later point in time, as part and parcel of that project, deal with the problems and hopefully solve the problems that Warren is referring to. Now, the sufficiently valid and reliable project that we have, that we should try to focus on if we possibly can, does include recognizing that the WASL is supposed to be a learning tool, a teaching tool. It helps us in finding out where these kids are in the fourth grade or kindergarten and where their shortcomings are and then we need to talk, as Dana and Bob were referring to, about knowing where to intervene. But the sufficiently valid and reliable charge to this Board, that the committee is hopefully going to be able to work with, develops the need for a method of making that judgment call. One of the pieces of evidence is maybe a survey. We can't go out and talk to every teacher and every kid and every parent. So you do some kind of instead,

sort of a spot check of where they are, and most of it is subjective. You will see some of the stuff tomorrow. It's not scientific stuff, it's more opinion kind of stuff, judgment stuff as to where you are, where your system, do you. . ., have you. . ., can you. . ., will you. . . those kinds of things. It's not empirical evidence.

The other piece that we need to remember is that we are not determining whether the kids are ready. We are not determining whether they have learned. We are determining whether or not they have had an opportunity to learn. That's our job. Now we can take it further than that if we choose to do so, but the question is whether they have had the opportunity to learn.

Meeting recessed at 5:56 p.m.

Friday, August 23, 2002

President May called the meeting to order at 8:40 a.m. President May and Board members thanked Carolyn Tolas for the hospitality extended for dinner on Thursday night. President May and Board members also thanked Lacey Androsko and Andrea Naccarato for all they had done to make the meeting extra special. Lacey Androsko thanked for the Board for coming to Enumclaw.

Members Present: Ken Ames, Phyllis Bunker Frank, Gary Gainer, Linda W. Lamb, Bobbie May, Warren T. Smith Sr, Carolyn Tolas, Dana Twight, Ron Woldeit, Assistant Superintendent Marcia Riggers for Superintendent of Public Instruction Terry Bergeson, Student Representatives Lacey Androsko and Andrea Naccarato

Member Excused: Tom Parker

Staff Present: Larry Davis, Patty Martin, Pat Eirish, Laura Moore

ADOPTION CONSIDERATION OF PROPOSED POLICY CHANGES

Tab 12—Private Schools is being delayed to the October meeting.

Tab 13—*School Accreditation (Chapters 180-16, 180-18, 180-53, and 180-55 WAC)*
Executive Director Larry Davis reviewed the proposed amendment to Tab 13 language.

Motion: Moved by Mrs. Frank and seconded by Mrs. Lamb to approve Tab 13.

Motion: Moved by Mrs. Tolas and seconded by Mr. Woldeit to amend
Motion carried

Motion as amended carried on a role call vote of 8 for, 0 against, 2 excused

Tab 14—*School Bus Driver Qualifications (Chapter 180-20 WAC)*

Executive Director Larry Davis reviewed the proposed amendment to Tab 14 language.

Motion: Moved by Mrs. Lamb and seconded by Mrs. Frank to approve Tab 14.

Motion: Moved by Mrs. Lamb and seconded by Mrs. Frank to approve the amendment to Tab 14. Motion carried.

Motion carried on a role call vote of 8 for, 0 against, and 2 excused.

Tab 16—*Continuing Education (WAC 180-85-025 and WAC 180-85-033)*

Motion: Moved by Mrs. Lamb and seconded by Mrs. Tolas to adopt Tab 16.

Motion: Moved by Mrs. Lamb and seconded by Ms. Twight to adopt the proposed amendment to Tab 16. Motion carried

Motion as amended to adopt Tab 16 carried on role call vote of 8 for, 0 against, 2 excused.

Tab 17—*Requirements for Candidates Seeking Career and Technical Education Certification on the Basis of Business and Industry Work Experience (WAC 180-77-041)*

Motion: Moved by Mr. Woldeit and seconded by Mrs. Tolas to adopt Tab 17. Motion carried on a role call vote of 8 for, 0 against, 2 excused.

Tab 18—*Principal Preparation and Certification (WAC 180-78A-010, 100, 200, 250, 270, 326, 400, 500, 505; WAC 180-78A-507; WAC 180-78A-535, 540; WAC 180-79A-131, 140, 145, 150, 211, 250; WAC 180-82-120; Repeal of WAC 180-79A-015, 020, 022)*

Motion: Moved by Mr. Woldeit and seconded by Mrs. Frank to adopt Tab 18. Motion carried on a role call vote of 8 for, 0 against, 2 excused.

Mrs. Lamb noted that the Board had agreed to add “gender” to the principal preparation and certification WAC at some future time. This will be taken to the appropriate groups for consideration.

Tab 19—*Assignment of Classroom Teachers (WAC 180-82-105)*

Motion: Moved by Mrs. Frank and seconded by Mr. Woldeit to adopt Tab 19 on a role call vote of 8 for, 0 against, and 2 excused.

Tab 20—*Practice and Procedures (Chapter 180-08 WAC) and Access to Public Records (Chapter 180-10 WAC)*

Motion: Moved by Mrs. Lamb and seconded by Mrs. Tolas to adopt Tab 20.

Motion: Moved by Mrs. Lamb and seconded by Mrs. Frank to adopt Amendment A. Motion carried.

Motion: Moved by Mrs. Lamb and seconded by Mrs. Frank to adopt Amendment B. Motion carried.

Motion: Moved by Mrs. Lamb and seconded by Mrs. Frank to adopt Amendment C. Motion carried.

Motion as amended carried on a role call vote of 8 for, 0 against, 1 excused.

Tab 21—*State Support of Public Schools (Chapter 180-16 WAC)*

Motion: Moved by Mrs. Frank and seconded by Mrs. Lamb to approve Tab 21.

Motion: Moved by Ms. Twight and seconded by Mr. Smith to adopt Amendment A. Motion carried.

Motion: Moved by Ms. Twight and seconded by Mr. Smith to adopt Amendment B. Motion carried. Motion withdrawn with consent of second.

Executive Director Larry Davis reviewed the language contained in Amendment B.

Motion: Moved by Ms. Twight and seconded by Mrs. Tolas to adopt Amendment B as amended. Motion carried.

Motion as amended carried on a role call vote of 9 for, 0 against.

Tab 22—*ESD Elections (Chapter 180-22 and Chapter 180-23 WAC)*

Motion: Moved by Mrs. Lamb and seconded by Mr. Smith to adopt Tab 22.

Motion: Moved by Mrs. Frank and seconded by Mrs. Tolas to adopt Amendment A. Motion carried.

Motion: Moved by Ms. Twight and seconded by Mrs. Frank to adopt Amendment B. Motion carried.

Motion as amended carried on a role call vote of 9 for, 0 against.

Tab 23—WIAA (Chapter 180-43 WAC)

Motion: Moved by Ms. Twight and seconded by Mrs. Tolas to adopt Tab 23. Motion carried on a role call vote of 9 for, 0 against, 1 excused.

Tab 24—Teacher Award (Chapter 180-97 WAC)

Motion: Moved by Mr. Gainer and seconded by Mrs. Frank to adopt Tab 24. Motion carried on a role call vote of 9 for, 0 against, 1 excused.

Tab 25—Non-Public Agencies (WAC 180-37-005 and 010)

Motion: Moved by Mr. Woldeit and seconded by Mrs. Tolas to adopt Tab 25. Motion carried on a role call vote of 9 for, 0 against.

Tab 26—Code of Professional Conduct (Chapter 180-86 WAC)

Motion: Moved by Mrs. Frank and seconded by Mrs. Tolas to adopt Tab 26 on a role call vote of 9 for, 0 against, 1 excused.

Tab 15—Pupils—Immunization Requirement (Chapter 180-38)

Executive Director Larry Davis noted that this would be an emergency adoption of the proposed tab and amendments with permanent adoption of the rules.

Motion: Moved by Mr. Woldeit and seconded by Ms. Twight to adopted the new language proposed as a striking amendment plus the additional language supplied for clarification.

In clarification, David Stolier, Assistant Attorney General for the State Board, explained the language regarding exclusion of students following filing of a treatment order and with/without a nursing plan. Board members asked for clarification on several points involving the nursing plan and liability to the district either in not having the nursing plan

or in excluding the child for an unreasonable period of time. It was suggested that the Board might want to amend the rule at some time to make sure that the plan is current and that a new plan be filed when there are changes in treatment needs.

Motion to adopt the striking amendment on an emergency basis carried on a role call vote of 9 for, 0 against, 1 excused.

INITIAL CONSIDERATION OF PROPOSED POLICY CHANGES

Tab 32—WAC 180-82-110 Exceptions to Classroom Teacher Assignment Policy

Dr. Lin Douglas, Director of Professional Education and Certification, OSPI, thanked the Board for their adoption of the changes to principal preparation and certification language. She then provided background information on the proposed changes of the teacher assignment policy with regard to special education assignments.

In response to a question, Dr. Lin Douglas noted that provisional status for new teachers is two years. Clarification was requested on what assistance districts are providing to the teachers in out-of-endorsement assignments. Pat Eirish, State Board Staff, noted that districts and the teachers involved must develop a plan of action for additional coursework needed by the teacher.

Motion: Moved by Mrs. Lamb and seconded by Mrs. Tolas to bring Tab 32 forward to the October meeting for Public Hearing and Adoption Consideration. Motion carried.

Tab 33—WAC 180-79A-155 Good Moral Character and Personal Fitness—Necessary Supporting Evidence by Applicants.

Dr. Lin Douglas, Director of Professional Education and Certification, OSPI, presented background information on the proposed change requiring the dean of the program sign a statement as to why they would not sign the affidavit for good moral character.

Motion: Moved by Mr. Woldeit and seconded by Mrs. Tolas to bring Tab 33 forward to the October meeting for Public Hearing and Adoption Consideration. Motion carried.

Tab 35—WAC 180-50-135 Physical Education—Grade School and High School Requirement

Executive Director Larry Davis provided background information on the proposed changes to this WAC. The proposed rule will not eliminate physical education but move to a performance-based instruction under the new EALRs for health and fitness.

Julie Peterson, Public Affairs Director for Comprehensive Health Education Foundation (CHEF), reviewed the various charges and programs of CHEF. CHEF feels that the adoption of these changes would be premature and not in the best interest of children.

Ruby Sanborn, Community Cancer Coordinator, American Cancer Society, presented a written statement against any changes to or elimination of the physical education requirements for students.

Patricia Benevitus, Physical Education Teacher, Bethel School District, asked that changes not be made to the requirements for physical education requirements for students. Ms. Benevitus noted that physical education helps to get students motivated to do better on tests and assignments. The physical education requirements should have been among the first requirements improved rather than some of the last.

In response to a question, Ms. Benevitus stated that she meets with 3rd through 6th grade students twice a week and Kindergarten through 2nd grade once a week, but does not know of any movement or research to eliminate recess. Teachers want more structured physical education time.

Mrs. Lamb would like to see the rule amended to have on file how the health and fitness plan will be met outside the school setting if the student is not able to take physical education. Ms. Twight noted that all of the research, including the President's Council on Physical Fitness, show that physical fitness is a time based activity. She would be unable to support the tab at this time.

Mr. Davis noted that he has been told by elementary principals that they are not offering physical education that they are preparing for the WASL. The current rule is not working and a change is needed. Mr. Gainer stated that, in the messages he is getting from health and fitness teachers at the high school level, there needs to be some flexibility in how it is administered.

Mr. Woldeit stated that he will vote against the motion and asked where this fit into the work plan, that there are more important issues for the staff to be working on. Mrs. Frank would like the committee to look at the alternative ways of looking at movement and exercise. Mrs. May noted that the Tab would fit under the Graduation Requirements goal of the work plan.

Motion: Moved by Mr. Gainer and seconded by Mr. Smith to bring Tab 35 forward to the October meeting for Public Hearing and Adoption Consideration. Motion carried.

REPORT

Charles Hasse, President of the Washington Education Association, presented background information on his position and his teaching career. He shared WEA priorities for the coming year.

- ✓ Competitive compensation to attract and retain quality educators in the state of Washington; the real crisis is in retention of teachers not just the beginning salary. In a spring poll, 65% of those polled supported a 10% increase in compensation for educators.
- ✓ WEA will support changes in the testing and assessment reforms. They will support the delinking of the 10th Grade WASL from high school graduation requirements. Also, WEA does not believe that only one test should be used to determine what a student knows or has learned. The reform law calls for a series of assessments rather than a single assessment; WASL is not a series of assessments. They are also asking that zero scores not count against a school or district. An outside study be done on the cut scores. WEA is asking that those students who fall within the measurement error of the tests be counted as proficient. WEA would like to see those students who are not proficient in English be exempted from the testing.
- ✓ WEA wants to look at what it would take in the state for all students to succeed; what resources are really needed. This would be looked at from a business model. The study should be finished by September; the study is being done through the Rainier Group. WEA is committed to making progress in eliminating the achievement gap.
- ✓ WEA does believe in the new professional standards for certification. Funding is needed for this model; there is not money for the system advocates needed or for the school districts. WEA is asking the State Board ask the Legislature for adequate funding for the new certification program. If funding is not achieved, a moratorium be put in place until funding is allocated.

In response to a question, being ranked at 25th in pay puts Washington State below the national average; \$40,000 starting salaries in California are the norm. The survey did ask if people were willing to pay for the increase in support for education. WEA does believe that all students can learn. In exempting second language learners, there be an alternative method for testing those students who have not reached a proficient level in the English language. Mrs. Tolas asked for the background information on the class size issue. In response to a question, WEA has a task force looking at the achievement gap and will be publishing a position paper report this fall. Teachers have control over what happens in the classroom. In response to a question from Ms. Androsko, Mr.

Hasse stated that the test, if found valid and reliable, it should be retained as one measure of how students are doing.

President May presented flowers to Mrs. Tolas in thanks for the dinner on Thursday evening and a gift from the Board to Ms. Androsko for her hard work.

REPORT

Geoff Praeger, Survey Manager, presented a brief history on the development of the survey. He also discussed the work done with the focus groups and the pilots that have been done. After the pilot, questions were revised. Mr. Praeger noted that he had the opportunity to review the various tests with W. James Popham who has a lot of experience working with the opportunity to learn from legal aspect. The survey will be administered during the first two weeks in October.

Legal Issues:

- ✓ Evidence that EALRs were taught—can be shown in the curriculum; teachers have the training to deliver; assessed regularly
- ✓ Notification—tell students requirements 4 years before graduation; assess student needs and tell them where they stand
- ✓ Provision for second changes—retesting opportunities; remediation

The survey is based on the some of the work of the WASL development. The surveys are derived from the student sample. The survey is representative not a random sampling. The students being sampled will be at the 5th, 8th, and 11th grades because they took the test this spring. There will be sampling 30 parents in each building selected. Principals will be surveyed randomly as the numbers involved in the selected schools would not yield enough information. Information will be disaggregated by district size, racial/ethnic group (students), and grade level/subject area (teachers).

There needs to be a great deal of publicity about importance of returning the surveys to Mr. Praeger. At the September 19 meeting of the Certificate of Mastery Study Committee, committee members will be providing information on what other types of proof do they want to see that the opportunity is there. Mr. Praeger reviewed the various test questions on several of the tests. Considerable discussion was centered on the need for questions dealing with the year around calendar and its influence on the opportunity to learn. In response, Mr. Praeger stated that he had worked with Dr. Popham to make the survey more relevant. There are several other educational practices that are not addressed in the survey.

Brian Jeffries, Workforce Policy Analyst, OSPI, asked what other evidence the Board is going to use to determine the validity and reliability of the Certificate of Mastery. President May felt that should lie with the committee. Mr. Jeffries stated that the committee, itself, has not made the determination of what other evidence is needed. Mr.

Davis stated that the committee has not determined other evidences, but has three more meetings prior to the release of the survey results to select other evidences. Mr. Jeffries took issue with the fact the Dr. Popham reviewed the survey and eliminated several items. Also, if a court case come up, trend data will be needed and there is no provision for continuing the survey. President May questioned calling it an Opportunity to Learn survey. President May asked for a summary of what the committee has looked at over the last year or so on possible other evidences. Board members asked that if OSPI has other evidences that should be considered, they should get them to the Certificate of Mastery Study Committee as soon as possible.

GENERAL ADMINISTRATION

Chair **Linda W. Lamb**, Communications Committee, reviewed the development of the protocols for publicity, legislative updates, and website for the State Board. There must be a relation to the goals of the work plan. The committee is working on the publicity for the meeting in Yakima in October. The web page is looking very well. The committee is working on protocols for Board members to use in working with constituents and liaison groups. The committee is looking at meeting with editorial boards around the state. Mrs. Lamb asked to be included in the staff training on communications. President May asked Mrs. Lamb to reprioritize the work of the committee to make sure it is in line with the work plan and necessary to be done. Mrs. Lamb suggested using an intern during the legislative session to help with the communications and work on the hill. Mrs. Martin noted that Ms. Androsko and she had worked on the publicity for the meeting and it was published in Enumclaw newspaper.

Chair **Phyllis Bunker Frank**, Professional Development & Certification Committee, noted that the committee is beginning work on its mandate review process. There are two more programs to review this year—Evergreen State College and St. Martin's College in October and November respectively. They are still working with the First Language group on establishing a program for teacher certification for native languages. There should be a proposed new rule for initial consideration on this proposal.

Chair **Carolyn Tolas**, Facilities and Boundary Committee, reviewed the need for a new Facilities Director and updated the Board on what has taken place. She also reviewed the legislative ideas that she and Tom Parker have been brainstorming. Mrs. Tolas will be presenting to the WSSDA Legislative Assembly and at the WSSDA Fall Conference. Ms. Tolas has been working with Brenda Hood on the Capital Budget request over several days. Mrs. Tolas will need someone who works with numbers and the budget to meet with legislators. She is concerned that the help will not be adequate. Ms. Twight noted that she will make contact with the PTA to see how we can contact their membership including writing an article for "The Advocate". Mrs. Tolas will be meeting with the WSSDA Executive Board and talking to Seattle Securities Company (John Rose).

Chair **Bobbie May**, Student Learning Improvement Committee, noted that the committee is in the process of revamping and she will provide more information later.

Chair **Gary Gainer**, Certificate of Mastery Study Committee, noted that they will be meeting with legislators on September 19 as well as holding a committee meeting. (The committee meeting has been moved to ESD 113.)

Chair **Warren T. Smith Sr**, Mandate Review Committee, presented a final status report on the work of the committee.

Chair **Warren T. Smith Sr**, Equity Committee, reported that Jo Sanders had brought the opportunity for a grant to study math and science opportunities for students. The committee has decided to apply for the grant but will need to find a grant writer for the project. The committee is still in the interview process for the achievement gap and equity in education. The committee is going to start writing a report that will help get everyone on the same page in closing the achievement gap. They will be working on legislation for the 2003 Legislative Session. Sen. Jeanne Kohl-Welles is working on legislation that will mandate civil rights training in the college of education programs. There is a lot of interest from legislators and others on the work of the committee. Mrs. Frank would like to make a presentation on year around calendar at the next meeting of the Equity Committee.

Chair **Ron Woldeit**, Remote and Necessary Committee, reported that the committee had finished its work for the year.

President May reported on the Learning First Alliance Conference on September 20-21, 2002, at the SeaTac DoubleTree Hotel. She presented written information regarding the upcoming conference. It is open to education family leadership.

President May congratulated Executive Director Larry Davis for his submission of the topics for the WSSDA Conference in November. All four sessions were selected. The survey from the House Education Committee should be filled out and returned to Susie Morrissey, Senior Analyst.

Three Messages:

- ✓ School Facilities
- ✓ Principal Preparation and Certification
- ✓ Immunization, clock hours for teacher certification team members, expansion of the Vancouver project for teacher development, CoM survey, or health and fitness. *CoM survey will be the third.*

Meeting evaluations will be sent and done electronically.

Meeting adjourned 2:27 p.m.

Adopted as printed: October 23, 2002