

Washington State Board of Education
Regular Meeting
January 15-17, 2003
ESD 113, Olympia, Washington

MINUTES

Wednesday, January 15, 2003

President Bobbie May called the meeting to order at 8:35 a.m. and welcome the new members, Buck Evans and Nancy Fike, to the Board.

Members Present: Buck Evans, Nancy Fike, Phyllis Bunker Frank, Linda W. Lamb, Bobbie May, Tom Parker, Warren T. Smith Sr, Carolyn Tolas, Dana Twight, Assistant Superintendent Marcia Riggers and Deputy Superintendent Tom Kelly for Superintendent Terry Bergeson, and Student Representatives Lacey Androsko and Andrea Naccarato

Member Excused: Kenneth Ames

Guests Present: Bill Panos, Director; Gordon Beck, Regional Coordinator; and Randy Newman, Capital Budget Manager, Facilities and Organization, Office of the Superintendent of Public Instruction (OSPI); Donna Foxley, Region X Representative of the U.S. Department of Education

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

President May read the letter of resignation from Ron Woldeit, 2nd Congressional District Representative.

Motion: Moved by Mrs. Tolas and seconded by Mr. Smith to accept Mr. Woldeit's resignation. Motion carried reluctantly.

New members Buck Evans and Nancy Fike and re-elected members Dana Twight and Carolyn Tolas were sworn in by Superintendent Terry Bergeson. Re-elected member Ken Ames was absent due to illness and will be sworn in at a later date.

Superintendent Bergeson extended her apologies for not being able to stay at the meeting due to other commitments.

ESD 113 Superintendent Bill Keim welcomed the Board to the educational service district facilities. Superintendent Keim provided background information on the educational service district.

APPROVAL OF MINUTES

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

CONSENT AGENDA (TABS 2 THROUGH 9)

Motion: Moved by Mrs. Lamb and seconded by Mr. Smith to approve the consent agenda as presented. Motion carried

TAB 10: WAIVER FROM 180 DAYS

Pat Eirish, State Board Staff, presented information on the Shoreline School District request for a waiver from the 180 days. They are asking for only two years (2 days this school year and 3 days for the 2003-04 school year). Question was raised by the Board if this waiver was in lieu of using levy funding. Mrs. Eirish stated it was not.

Motion: Moved by Mrs. Tolas and seconded by Ms. Twight to approve the waiver request from Shoreline School District. Motion carried.

STATE BOARD BROCHURE

Communications Committee Chair Linda W. Lamb presented the proposed new brochure for use by Board members to the Board. She also suggested a change in the wording for the vision statement by removing "21st Century" and inserting "for their future." President May complimented Chair Lamb and her committee for their work. Nancy Fike suggested moving the footnote to the paragraph it is referencing. Comments should be sent to Mrs. Lamb as soon as possible.

The Board extends its appreciation to Bill Southern, Seattle School District, for the media training provided to staff and Communications Chair Linda W. Lamb. Mrs. Lamb reported that the next meeting of the committee will be April 21. She would also like to see the training for the entire Board as soon as possible.

Consensus was to change the vision statement with the amendment to "for their future."

EQUITY COMMITTEE

Chair Warren T. Smith Sr. reported that the Equity Committee still exists. Mr. Smith noted that the committee is starting to work on synthesizing the presentations to set a common direction for the committee and the Board. Mr. Smith stated that the committee agreed to use the joint policy document as the guiding principal for equity issues in the state of Washington and would begin asking other organizations/groups to use the policy.

The committee will be looking at supporting equity legislation in this session. Senator Jeannie Kohl-Welles will be proposing a bill on equity classes for teacher preparation programs. Mrs. Lamb suggested that the Equity Committee look at developing some publicity on the work it is doing.

President May will be suggesting to the Executive Committee a change in the agenda format to better accommodate committee and liaison reports when it meets on Friday morning. Other items on the agenda will be pre-planning for the May meeting as well as possible legislative issues.

LEARNING SUPPORT AND IMPROVEMENT COMMITTEE

Chair Bobbie May reported on the new name of the Accreditation Committee—Learning Support and Improvement Committee. There are still accreditation issues but the scope of the committee has been enlarged.

Executive Director Larry Davis provided information on the changes/additions to the agenda. President May reported that Phyllis Bunker Frank is attending the Professional Education Standards Board meeting.

OPEN COMMENT PERIOD

Catherine Stickle, parent, presented information on the abuses suffered by her son in his schools. He is presently being home schooled by district personnel. The district was found in violation of several laws with regard to the treatment of Mrs. Stickle's son.

Nancy Vernon, parent, is requesting change to Chapter 180-86. Aversive intervention is a serious problem for students with disabilities. The proposed changes would allow the OSPI Director of Special Education to send cases to the OSPI Office of Professional Practices for investigation.

PUBLIC HEARING

TAB 11—FIRST PEOPLES LANGUAGE AND CULTURE TEACHERS CERTIFICATION (WAC 180-78A-700 PILOT PROJECT)

Executive Director Larry Davis presented letters from Provost Robert Bates and Dean Barbara Couture of Washington State University in support of the proposed WAC. Mr. Davis presented background information on the proposed additions to WAC. Questions have surfaced on the affects of the current *No Child Left Behind Act* might have on this proposed addition to WAC.

The hearing began with a prayer song by the various tribes present at the meeting. Frances Cullooyah, Kalispel Tribe, and Pauline Flett, Spokane Tribe, provided the voice and drum for the prayer song. Spokane, Kalispel, Upper Skagit, Colville, Yakima, Chehalis, Tulalip, Lummi, Mukleshoot, Makah, Lower Elwha Klallam, Nooksack, Skokomish, and Quinault tribes sent representatives to the meeting.

Elder Hank Goliin of the Tulalip Tribe introduced the various speakers and performers.

Martina Whelshula was the primary speaker. Several children greeted members of the Board in their native languages. Ms. Whelshula provided a history of the problems of preserving the native languages and cultures from the time of the arrival of the Caucasian people on this continent. Ms. Whelshula stated that the tribes are committed to insuring that the teachers of the languages are the highest quality available and that programs will be of the highest quality possible.

Blanchard Matt, Makah Tribal Council, expressed the belief that this is an historic moment in the government to government relations and the relations with the education of all children.

Vi Hilbert, Upper Skagit Tribe, spoke about the history of the language and her teaching of the language and research she has done over the last fifteen years in languages and culture.

John Pope, Division of Higher Education and Community Outreach, OSPI, presented the history of Title One and how it affects what is done here in Washington State. We are one of the few states that still allows local control. He advised the Board not to get hung up on what might be, but to allow the tribes to have the pilot and to work out the problems that may arise. He asked the Board to approve the pilot program at this time.

Tim Brewer, Tulalip Tribal Attorney, has been working with the First Peoples Language Committee. He commended the fact that lawyers have not been involved to this point. He has looked at the provisions of the No Child Left Behind Act and finds no provisions that hinder the pilot project. He urged the Board to adopt the proposed pilot program.

Patricia Martin, Yakima Tribe, presented the resolution of the Northwest Tribes of Affiliated Indians urging the passage of the proposed pilot program. She is a former teacher from the Yakima Tribe. She introduced Ella Jim, Rosemary Miller, and Mavis Kindness who are teachers and former teachers from the Yakima Nation. Tribes from Washington, Oregon, Northern California, Idaho, Eastern Montana, and Southern Alaska have adopted the resolution.

Pauline Hillaire, Lummi Tribe, performed the Star Song in celebration.

President May thanked the tribes for their work and patience on behalf of the Board. This Board would like to begin a new relationship with the tribes and end the years of trouble.

It was noted that the native languages would be approved for entrance to colleges.

TAB 12—PRIVATE SCHOOLS (CHAPTER 180-90 WAC)

Assistant Superintendent Marcia Riggers, OSPI, asked that Don Johnson, chair, Private Schools Advisory Committee, and Dan Sherman, Executive Director, Washington Federal of Independent Schools (WFIS), join her for the presentation. Mrs. Riggers provided a history on the proposed amendments to the WAC. The proposed changes today go back to the original WAC with a couple of changes. She presented the side by side comparison of the proposed changes.

Change 1: Teachers would have a Washington State certificate along with the option of having a certificate from a nationally recognized teacher preparation program.

Change 2: Returns the ratio to 1:25. The Washington State certificated teacher on staff would be supervisory over the other teachers. The other three categories would also be counted in the ratio.

These are the minimum requirements for approval in Washington State. Many of the schools have chosen to be accredited through the Northwest Association of Schools, Colleges, and Universities (NASCU), which means they meet all of the higher standards of accreditation. The proposed changes have been approved by the Private Schools Advisory Committee. Mrs. Riggers thanked Mrs. Lamb for her edits and explained that the reference to the six month period of time is in current language. If a school takes six or more months off, the school is removed from the list of approved schools.

Mrs. Riggers asked that the Board move forward with passage of this WAC to give a basis for further discussion if needed.

Dan Sherman, Executive Director of WFIS, urged members to pass the WAC changes and give the private schools the flexibility and accountability needed. Mr. Johnson echoed the sentiments of Mr. Sherman and Mrs. Riggers.

Concern was raised on the fact that pedagogy is not mentioned in the rules. It was explained that the state has minimum oversight over the private schools.

Senator Rosemary McAuliffe, District 1, expressed concern that the proposed rules are lowering the standard of teaching in private schools. She asked that the Board drop the rule or delay until an attorney general's opinion is requested and received. She also believes that the public has not had an opportunity for input on these rules.

Gary King, Public Policy Center, WEA, was under the impression that this tab would be tabled indefinitely. He finds the language very confusing. He agrees with Senator McAuliffe's concerns. The WEA is only interested in having high quality teachers in each classroom and that they hold Washington State certification.

Private School Representative Tom Parker explained the history of the proposed changes. President May stated that the state needs a strong private school system. She referenced several RCWs which confuse the issue.

Deputy Superintendent Tom Kelly, OSPI, pointed out that there are a couple of instances when out-of-state certificates are not acceptable under the reciprocity agreement (emergency certificate and those issued by a non-regionally accredited program).

Board members asked Assistant Attorney General David Stolier if he could review the proposed changes and advise the Board prior to the vote on Friday. According to Dan Sherman, Washington is the only state that has as many rules for private schools.

Mr. King requested that if there need to be changes that they be done with the RCW and not the WAC.

TAB 13—APPROVAL OF COURSE OF STUDY FOR WORK EXPERIENCE (WAC 180-50-315)

Brian Jeffries, K-12 Transition Coordinator, OSPI, and Jay Leviton, Director of Career and Life Skills, Renton School District, provided background information on the proposed changes to rules. The emphasis is being changed to learning from the strict work experience credit. There is also an emphasis on the safe and healthful work environment and experience for the students. Three items were developed for use by the districts:

1. Standards for worksite learning
2. Glossary of terms
3. Essential elements of the work-based learning experience

Mr. Jeffries asked that the words "paid" and "unpaid" be removed from the proposed changes. School staffs will be engaged in nine trainings between the time of adoption

and September as well as working one-on-one with the OSPI staff to get ready for implementation in the fall of 2003.

Questions were raised on the qualifications of the school-based supervisors and if the experiences would be tied to a school, coordinator, and a progressive work experience. In response to a question from Mr. Evans, Tim Stensager, Vocational Director from Franklin Pierce School District, noted that it is their responsibility to make sure that the students are progressing adequately. In response to another question, Mr. Leviton noted that it will be quite a shift for those districts that are not using the current rules. There should not be a problem with implementation for this fall.

Dr. Gil Mendoza, Executive Director for Career and Technical Education and Grants Management for Tacoma School District, stated that this will affect every student in career and technical education. Dr. Mendoza suggested adding language referencing the guidelines to the amendatory language. Dr. Mendoza suggested that rather removing “paid” and “unpaid”, remove “instructional” and “non-instructional”.

Written testimony from Mike Newman, Business and Operations, Auburn School District, in opposition to the proposed changes was shared with Board members.

TAB 14—WAC 180-78A-505 OVERVIEW—PROFESSIONAL CERTIFICATE PROGRAM

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

No public testimony received.

TAB 15—WAC 180-78A-535 APPROVAL STANDARD—PROGRAM DESIGN

Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, presented background information on the proposed changes to add teachers of programs in other state agencies. In response to a question, Dr. Douglas stated that the colleges of education determine the competency of the students.

No public testimony received.

TAB 16—WAC 180-82-110 EXCEPTIONS TO CLASSROOM TEACHER ASSIGNMENT POLICY

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

No public testimony received.

TAB 17—WAC 180-79A-155 GOOD MORAL CHARACTER AND PERSONAL FITNESS—NECESSARY SUPPORTING EVIDENCE BY APPLICANTS

Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, presented background information on the proposed changes. This would remove requirement that the student present information on why they should receive a certificate if the dean will not sign off.

No public testimony received.

TAB 18—WAC 180-82-204 ENDORSEMENT REQUIREMENTS
WAC 180-82A-204 ENDORSEMEN REQUIREMENTS

Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, presented background information on the proposed changes. Dr. Douglas referred to the new language (in bold) that should be considered by the Board. This will allow more flexibility in adding endorsements after earning National Board certification.

No public testimony received.

TAB 19—STANDARDIZED HIGH SCHOOL TRANSCRIPT
WAC 180-57-050 GRADE REPORTING AND CALCULATION SYSTEM
WAC 180-57-055 DEFINITION—GRADE POINT AVERAGE
WAC 180-57-070 MANDATORY HIGH SCHOOL TRANSCRIPT CONTENTS—ITEMS

President May provided background information on the proposed changes to the high school transcript. She then introduced Marty Daybell, Chief Information Officer, OSPI.

Mr. Daybell outlined the core student records system which will have a statewide student identifier in conjunction with the district identifier. This provides continuity wherever the student moves. They will be collecting 68 data elements, 61 are already collected through various issues. The seven new issues are first, middle, and last name; gender, ethnicity, date of birth, and district identifier. The identifier must be unique and secure. The ten-digit identifier cannot be used, through reverse engineering, used to find out anything about the student. Any identification information on any student is kept in an encrypted folder in the data base. The identifier will be used to track the student's progress through his/her school career. As the state identifier is supplied to districts, there is a chance that the state identifier could show up on a district computer screen. Districts have their own privacy policies.

President May asked that the Board keep three things in front of them:

- ✓ Proposed language
- ✓ Proposed amendments
- ✓ Copy of the transcript

Executive Director Davis reviewed the proposed amendments to proposed new language in the rules. Mrs. Lamb suggested several changes to language on the transcript. Mr. Davis will be reviewing the proposals before Friday.

No public testimony received.

All tabs heard today will be brought forward for Adoption Consideration on Friday, January 17, 2003.

POLICY APPLICATIONS RELATING TO PROFESSIONAL EDUCATION AND CERTIFICATION

TAB 20—SITE VISIT REPORT ON EVERGREEN STATE COLLEGE

Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, presented the report on the site visit to Evergreen State College prior to reapproval of their program. There are some target recommendations, but they are not significant to deny reapproval of their program. Executive Director Davis was very complimentary of the program which has two cohorts including two sessions of student teaching.

In response to a question, Scott Coleman, Director of Teacher Education at Evergreen State College, stated the students this year are doing their student teaching in more diverse schools.

Motion: Moved by Mrs. Frank and seconded by Mrs. Lamb to re-approve the program at Evergreen State College. Motion carried.

TAB 21—SITE VISIT REPORT ON ST. MARTINS COLLEGE

Dr. Lin Douglas, Director, Professional Education and Certification, OSPI, presented the report on the site visit to St. Martins College prior to reapproval of their program. There are some target recommendations, but not significant to deny reapproval of their program. Dr. Douglas introduced Dr. Joyce Westgaard, Dr. Dan Windisch, Director of MED Guidance and Counseling; and Dr. Lillian Cady, Interim Vice President for Academic Affairs, St. Martins College. She reviewed the teacher preparation program report first, followed by the teacher preparation report.

Motion: Moved by Mrs. Lamb and seconded by Mrs. Fike to re-approve the teacher preparation program at St. Martins College. Motion carried.

TAB 22—INFORMATION ITEM

Dr. Lin Douglas, Director of Professional Education and Certification, OSPI, reviewed the use of a grace period for 156 teachers who were caught in a lapse of their initial certificate before converting to a continuing certificate.

TAB 23—REQUEST FROM SOUTH SEATTLE COMMUNITY COLLEGE FOR APPROVAL OF THE OCCUPATIONAL TEACHER EDUCATION PROGRAM

Phyllis Lawson, Program Specialist, Professional Education and Certification, OSPI, introduced Shep Segal, Chair of Advisory Program, South Seattle Community College; Richard Gartrell and Allan Stowers presented information on the request for approval of the Occupational Teacher Education Program through Career and Technical Teacher Education. Handout on the program particulars is on file with these minutes.

Students are required to take 40 hours of classroom management and work with a mentor teacher during their student teaching. The program is articulated with City University.

In response to a question, Dr. Douglas stated that her staff is looking at how to integrate site visits for the Plan 2 programs. Suggestion from Mr. Evans was that instructional goals should be matched with student evaluation at the end of the course.

Motion: Moved by Mrs. Frank and seconded by Mr. Smith to approve the South Seattle Community College Occupational Teacher Education Program. Motion carried.

INITIAL CONSIDERATION OF PROPOSED POLICY CHANGES

TAB 24—PROPOSED AMENDMENTS TO SBE POLICY: WAC 180-79A-231 LIMITED CERTIFICATES

Dr. Lin Douglas, Director, Professional Education and Certificate; and Dr. Doug Gill, Director, Special Education Operations, OSPI, provided information on the need for the changes being requested on the entry level qualifications for those people receiving certification in special education. All teachers must have a baccalaureate degree. Speech pathologists can be given a conditional certificate, but eventually must have regular certification.

WORK SESSION ON LEAVE NO CHILD BEHIND ACT

LEAVE NO CHILD BEHIND ACT OF 2001 (ESEA)

Mary Alice Heuschel, Deputy Superintendent, OSPI, presented an update via PowerPoint (on file with these minutes) on the *Leave No Child Behind Act of 2001*.

Testing Requirements

- ✓ Same for all students
- ✓ Aligned to state standards
- ✓ Performance=Basic, Proficient, and Advanced
- ✓ Be valid, reliable, and consistent
- ✓ Involve multiple measures
- ✓ Provide reasonable adaptations and accommodations
- ✓ Annual English proficiency assessment
- ✓ NAEP: biennially grades 4 & 8 only

If ITBS is used for the testing, it must be augmented to the state standards. This could be a problem for teachers.

Adequate Yearly Progress (AYP) Elements

- ✓ All students proficient within 12 years
- ✓ Separate, measurable goals in reading and mathematics (state uniform bars)
- ✓ Must provide separate, measurable objectives; disaggregated data and goals for several categories.
- ✓ Must measure reading language arts and mathematics separately
- ✓ Must include at least one other indicator
- ✓ Graduation rates for high schools
- ✓ 1 academic indicator, for elementary, middle schools
- ✓ 95% of students in each group must be tested
- ✓ determination of personally identifiable and statistically reliable numbers
- ✓ personally identifiable=10
- ✓ statistically reliable=30 (proposed)

The A+ Commission on Monday voted to repeal all of their criteria and normed referenced tests.

Question was asked about using the supplemental services before the school gets into AYP problems. It can be done now with the federal dollars received. Washington is collaborating with Alaska and North Carolina on finding best practices that will help children. Once identified it is up to the local districts to use the federal funding to implement those practices.

Meeting recessed at 5:35 p.m.

Thursday, January 16, 2003

President May called the meeting to order at 9:09 a.m.

Members Present: Buck Evans, Nancy Fike, Phyllis Bunker Frank, Linda W. Lamb, Bobbie May, Tom Parker, Warren T. Smith Sr, Carolyn Tolas, Dana Twight, and Student Representatives Lacey Androsko and Andrea Naccarato

Member Excused: Kenneth Ames

Guest Present: Gary Gainer, Chair, Certificate of Mastery Committee; Donna Foxley,
Director of Region X, U.S. Department of Education

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

President May reviewed the Potlatch events of Wednesday evening with the Northwest Tribes. President May was presented with two CDs of songs in native languages.

PRESENTATION

WASHINGTON STATE SCHOOL DIRECTORS ASSOCIATION (WSSDA)

President Ann Golden of Walla Walla School District; Executive Director Martharose Laffey, and Assistant Executive Director Lorraine Wilson presented information on WSSDA.

- ✓ State agency that is self-governing; all school directors must belong to WSSDA by law.
- ✓ Budget of \$2.7M.
- ✓ Sixteen member board of directors; 20 staff members.
- ✓ Present regional meetings and invited Board members to attend the meetings in their areas.
- ✓ They are advocates for school legislation and develop a legislative platform through a legislative assembly. Platform on file with these minutes.
- ✓ Belong to the National School Boards Association and the Federal Relations Network.
- ✓ One major emphasis has been on closing the achievement gap. They have just published a report on diversity in schools.
- ✓ Will be sponsoring a conference with the school board associations in Idaho, Oregon, and Nevada for Hispanic students.
- ✓ WSSDA was pleased how the "Day of Action" was handled. There could be more strike actions later in the year.

- ✓ WSSDA is remodeling their headquarters building. They are also looking at their committee structure.
- ✓ In July they will host the Pacific Region meeting of the National School Boards Association.

Executive Director Laffey complimented President May on her article in “WSSDA.org.” In response to a question, Executive Director Laffey felt that WSSDA may have fallen down this fall in making sure school directors vote in the State Board elections. It was suggested by Board members to have regional meetings prior to the balloting for a State Board member. Executive Director Laffey stated that Washington is fortunate to have an elected Board rather than one appointed by the governor.

In response to a Board question, WSSDA President Golden stated that it is good practice for an organization to look at its committee structure, especially with the legislation and resolutions committees. You also need to look at the growth of potential leadership within the organization. They will also need to look at the constitution and bylaws to update them.

SPECIAL PRESENTATION

Lacey Androsko, Senior Student Representative on the State Board, reported on her participation on the OSPI Educational Technology Advisory Committee. The committee had eight meetings during the past two years, including two video conferences. The committee had to make recommendations on educational technology needs for schools/students. Some of the committee members felt there should be EALRs for technology. The committee started with 70 recommendations and pared them down to 12 (on file with these minutes). The committee looked at professional development, impact on student learning, and resources. The committee would like the Board to work with Dr. Lin Douglas and Jennifer Wallace to incorporate technology into teacher professional development and teachers using technology as a teaching tool.

Ms. Androsko also recommended that school computer labs be open to the public and students after school and that computer technology be taught all the way through school starting in elementary grades in order to have students doing presentations of assignments in high school.

Mrs. Tolas thanked Ms. Androsko for her work on the committee and her work on behalf of the Board. President May also thanked her for her work.

President May introduced members of WACTE—Carol Merz, University of Puget Sound; and Kathleen Martin and Pat Lawson from the University of Washington. State Board members will receive invitations to the policy makers and leaders forum.

SPECIAL PRESENTATION

President May noted that Ms. Androsko's presentation was a good lead to the digital presentation by representatives of the Governor's Task Force on Digital Education. This has potential for education throughout the country.

DIGITAL EDUCATION INITIATIVE

Presenters: Kristin Bunce, former Education Liaison for the Governor; Fred Morse, Governor's Science and Technology Advisor; and Marty Smith, Chair of the Governor's Digital Education Task Force. Mr. Smith provided information on his background (member of the law firm of Gates, Preston, and Ellis representing technology clients, chair of the Smart Technology workshops, grew up in Eastern Washington). He also provided information on the initiative (copy of the presentation on file with these minutes).

Overview of research

- ✓ Forums and focus groups in 6 Washington State communities
- ✓ Telephone interviews with 200 Washington State students and 200 parents
- ✓ Research on initiatives in 10 other states and foreign countries

Research topics

- ✓ Washington state demand for digital education
- ✓ Some primary reasons for that demand
- ✓ General characteristics of what the public wants
- ✓ Washington state's new students
- ✓ Rural/urban differences
- ✓ Initiatives in other states

Demand for digital learning in Washington State

- ✓ Strong statewide demand for online learning
- ✓ Willingness for parents to pay
- ✓ Strong demand for all kinds of courses
- ✓ Strong demand for digital tools and resources

General support for development of online education

- ✓ Strongly approve=43%
- ✓ Somewhat approve=30%
- ✓ Neutral=11
- ✓ Strongly disapprove=10%
- ✓ Disapprove=6%

Some primary reasons for that demand

- ✓ Students and parents want choice and flexibility that traditional ed cur lacks
- ✓ Technology and the internet are viewed as up to date as opposed text books and other classroom resources

General characteristics the public wants

- ✓ Quality quality quality
- ✓ High bandwidth access in schools
- ✓ Customizable and responsive
- ✓ Media rich and interactive

The task force has completed its work and initial state funding has been put into the Governor's proposed budget. Funding has been sought from foundations. A board is being assembled; a State Board member is being requested for participation. It is hoped that they will be up and running by February with two full school years of pilot program. There will be some control over the commercial aspect of the services. The private foundations are supplying \$3M; government \$2M. The state will take over more of the funding as the economy improves. Ms. Androsko stated that it is imperative to have a student representative on the board even in an ex-officio role. Mr. Smith and Mr. Morse explained where the funding will be used. Board members asked that there be representation from the colleges of education on the governing board.

President May reminded the presenters that the State Board does have authority over graduation requirements and accreditation of online schools. The Board is most willing to work with the initiative to make this happen. Mr. Parker congratulated the Governor on his initiative especially in tough economic times.

CERTIFICATE OF MASTERY

Chair Gary Gainer reviewed the history of the committee for new members on the Board. Mr. Gainer noted that there will not be the type of information flow that has taken place in the past. Mrs. Frank will be updating the Board and Mr. Gainer will make regular reports on the work of the committee. The 3rd Annual Report to the Legislature was presented to the Board. Mr. Gainer noted that the Certificate of Mastery is a lightning rod for both sides of the question. The Board will be bombarded before its decision is made. The committee can probably make the determination that the test is sufficiently valid and reliable, but the moral issue is going to be tougher. Once the committee finishes its work, the Board will begin its deliberations with a decision prior to the fall of 2004.

Mrs. Frank noted that there are 12,000 law suits in Massachusetts. The State Board of Massachusetts has decided that if a student passes all classes and taken the 10th grade assessment five times, the student receives his/her diploma. Mr. Gainer admonished the Board to talk among themselves and express their frustrations, because it will help when it comes to making the final decision. Preparation has to begin in kindergarten if all students are going to be prepared for the 4th grade WASL. Mr. Evans noted that intervention has to happen during the school day and not after school or during the summer. If a student is not prepared to move on, they should not be moved forward. Mr. Parker noted that there is a bill in the Legislature to charge K-12 for remediation done at the postsecondary level. He also noted that teaching will have to change to get out of

the remediation mode at postsecondary. In response to a question, Mr. Gainer stated that the business community is pushing an agenda; WEA is pushing their agenda; the committee is feeling the effects of both groups and finding its way through. Mr. Gainer is more aligned with the business community because of their push for higher standards.

Following the noon recess, Vice President Frank called the meeting to order. President May, Executive Director Davis, and CoM Chair Gary Gainer left to make a presentation to the House and Senate Education Committees.

LEGISLATION WORKSHOP

Tom Parker reported on the proposed Capital Legislative Strategy. The Governor wants to bond out 25% of the lottery monies with 80% of the \$25M going to higher education and 20% to K-12 construction. Mr. Parker presented the key messages for the K-12 funding need.

- ✓ State match does not recognize actual needs—support the State Board of Education’s six-year strategy to bring state match funding for school facilities into alignment with educational requirements.
- ✓ K-12 building is an investment in children and preservation of assets—support and fund recommendations from the Capital Budget Committee’s Capital Budget K-12 Construction Workgroup.
- ✓ School facilities support student learning—restore \$53.2 million dollars removed from K-12 building fund in the Governor’s proposal and pay for it by reallocating funds from Education Construction Account bonding.

There is a proposal by former Governors Gardner and Evans to increase the statutory limit of bonding to 7.9% and putting it all toward higher education. It would raise \$1.7B and lock up construction funding for the next 30 years.

Patty Martin reviewed the mission of the Wine Cellars group (legislative liaisons and governmental relations people from all the education organizations). Mr. Parker and Bill Panos, Director of Facilities and Organization, OSPI, will be meeting with the group to try to build the coalition to work on this issue. This is a statewide issue that effects all districts, buildings, and students.

Mr. Parker—My feeling about it is this, if the PTAs, the WSSDAs, and the teachers truly care about education and don’t care about this, if they’re not willing to come in and put their political capital behind helping us, we will not, as a board, we don’t have the clout, we don’t have the political capital, we don’t have the connections to make shift that this takes. So, we’ve got to build a coalition. My feeling about it is that it is our responsibility to provide the information, to get it out to them, and this can’t be any simpler. We’re going to have just a couple of very clear charts.

Mrs. Martin stated in response to a statement by a Board member that information will be sent to all school board members, superintendents, and principals.

Mr. Parker—I want to make a comment about that as well. This is something to think about. You are a lot closer to this than I am as most of you have been on a school board. What's the pride in a community? Look at what happens in terms of economic development around, let's take Lewis and Clark High School in Spokane. Look at what that has meant to that community. That is just one example I am familiar with. They talk about economic development and so forth. When you build a new building for a school, it has incredible rippling effect, not just in the building itself, but in the community around it—amongst the students, amongst the parents, teachers—it's quite a . . . we haven't talked about it. What I like about this, it is an incredible community asset. We haven't thought about it as preservation of our assets. We have simply watched the assets decline and, in terms of our role as a board, I think we have to take some responsibility. We have not paid attention as those assets are declining in our state. The other thing about this proposal we are making, it's not just in Seattle, it's not just in Spokane, it's in Tonasket, it's in Walla Walla, it's in Sunnyside, it's in Bellingham, it's everywhere. If you had a 25 percent, a 30 percent kid match, imagine what you could have done in terms of technology, imagine the other things that could have been with that asset if there had been a different distribution which there should have been. Now we are talking about assets that many of them are over 30 years old. If you go into a new building, it's a whole different feeling than if you go in a building where the tiles are coming off. If those who are managing the asset don't take pride in it, how are you going to get those who are coming to it to take pride in it?

Mr. Smith asked if the executives of the education associations are still meeting as a group; this has been replaced by the Learning First Alliance. There was a time when executives could get together to discuss issues and common ground especially during the legislative session. The ethics of districts and ergonomics of buildings need to be conducive to learning. Not having adequate buildings and classrooms affects how students learn. K-12 needs to take care of K-12 so students will be prepared to go to college.

Ms. Androsko thanked Mr. Parker for going over the materials as she can relate it to the situation in her school. They have not been able to pass levies for maintenance of the buildings.

Mr. Parker asked that if Board members are meeting with legislators that Board members talk with State Board staff member Patty Martin, himself, or Carolyn Tolas before they go. Mrs. Martin reviewed the contents of the Resource Guide for Board members. She also reviewed the current protocol for visiting the Legislature during the current renovation of the Legislative Building.

SPECIAL EDUCATION FUNDING

Dr. Doug Gill, Director of Special Education Services, and Cal Brodie, Director of School Apportionment and Financial Services, OSPI, presented an overview of the special education funding in the state of Washington.

Legal Aspects

- ✓ 1983—Judge Doran ruled the state must fully fund special education programs as part of the state's constitutional duty.
- ✓ 1988—Upheld the state funding based upon averages; directed the state provide supplemental funding (Safety Net) for districts that could demonstrate that their programs were under-funded; established standards of need for supplemental funding.
- ✓ 1994 Legislative Study—special education enrollment was growing twice as fast as basic education; the existing formula promoted counting students in higher cost categories; actual special education services had changed significantly from the assumptions of the state funding formula.

The funding formula is now based on the age of the students involved. Special Education Funding total:

Basic Education	\$3,865
Special Education	\$3,598
Federal Part VII B	<u>\$1,014</u>
Total Funding	\$8,477

Approximately 107 districts were in Safety Net last year; 135-140 districts applied for Safety Net. Washington is one of the few states that has Safety Net for special education funding. When you increase the federal funding for special education, you have a corresponding increase in those students eligible for special education services. In response to a question, 504 is the presence of a disability; IDEA requires a disability, special services, and a specific teaching strategy/teacher. There are a number of students labeled special education who are really curriculum casualties. Dr. Gill and Mr. Brodie supplied the Board with a copy of their presentation (on file with these minutes).

In response to a question, Dr. Gill stated that there may be a bill introduced for the reauthorization of IDEA. Dr. Gill has met with the president and he understands the implications of the mislabeling of students.

WASHINGTON INTERSCHOLASTIC ACTIVITIES ASSOCIATION (WIAA)

Executive Director Mike Colbrese, Dean Naffsinger, President and Principal of Napavine High School, and Kyle Attchison, Intern from WSU, presented information on the WIAA.

Mr. Colbrese reviewed the Coaches Standards and the corresponding proposed amendment to the teaching of coaching standards. He also reviewed the eligibility report to the State Board. Most of the appeals deal with the transfer rule where students change districts without the parents moving to the new district. If appeal is denied, the student can appeal to Mr. Colbrese where a hearings officer hears the case. Mr. Colbrese can only rule on cases in which there is new evidence or an error in procedure.

Question was raised about the affects of ESEA on the transfer rule. At the present time, Mr. Colbrese has not contacted OSPI on the problems with ESEA Choice provisions. WIAA will be looking at the whole process.

Mr. Naffsinger reviewed the participation numbers, the WIAA budget, out of season participation (three week rule for coaches working with athletes), and the public/private school relationships (discussion will be held at the small schools conference).

Mr. Colbrese reviewed the Women in Sports Conference which will be held on February 4 at the Shoreline Center.

There are 24 proposed amendments to the rules of WIAA. The proposals drawing the most attention are the out-of-season rule and the classification proposed changes.

In response to a question, Mr. Colbrese stated that it depends on where you are in working with Title IX. Mr. Colbrese feels comfortable about the services provided to member schools.

COMMITTEE AND LIAISON REPORTS

Equity Committee Chair Warren T. Smith Sr asked that the committee's subcommittee have a two-day conference to work on a single issue to focus the committee work. The conference would be limited to the groups that have presented to the committee. The committee is looking into getting outside funding.

Motion: Moved by Mr. Evans and seconded by Mrs. Twight to authorize a two-day workshop of the groups who have presented to the committee. Motion carried.

Communications Committee Chair Linda W. Lamb reviewed the top three priorities of the committee:

- ✓ Educate State Board members and staff on who the Board is
- ✓ Prepare a brochure
- ✓ Educate State Board members and staff on media contacts

The Resource Notebook has been reviewed and reworked by the committee and staff. The next meeting is April 21. If you see items in the newspaper, please let the committee and office know. Please send a thank you note to the newspaper for their coverage.

Professional Development and Certification Committee Chair Phyllis Bunker

Frank reported on the last two meetings of the committee. There is only one section of rules to be reviewed. One of the struggles is with the application of Western Governors University, which wants to certify teachers online; this has been assigned to Dr. Lin Douglas for further research. The First Peoples Language pilot program took several sessions. They have been working on the new certification rules and the pilot program and what will happen when it is scaled up. This has been sent to the Standards Board for research. WEA developed a 13-point paper on their concerns; the Board looked at it from the K-12 point of view without higher education input.

Mrs. Lamb stated that the Western Governors University proposal does not address areas of need; it is limited to elementary teaching certification.

Facilities Committee Chair Carolyn Tolas reported on the following items:

- ✓ North Beach—Mrs. Tolas reviewed the North Beach situation for the new Board members.

Motion: Moved by Mrs. Tolas and seconded by Ms. Twight that the North Beach School District becomes eligible for state matching funds linked to successful passage in 2003 of a proposed bond measure relating to Ocean Beach Elementary and Pacific Beach Elementary. Any such state matching funds shall be released in full to the district, subject to the availability of state matching funds and in compliance with regular State Board of Education policies and administrative procedures of the Office of Superintendent of Public Instruction.

No such matching funds, in whole or part, will be withheld from the North Beach School District for the purpose of applying toward repayment of the outstanding emergency loan grant agreement between the district and the State Board, adopted in 2000, and as long as previous agreement's provisions remain in effect. Motion carried.

- ✓ Shelton School District—Mrs. Tolas reviewed the situation with the small non-high districts around the district. Southside School District and Pioneer School District have levies up for passage this spring and have not been successful in the past. If these fail, consideration will be given to consolidating these districts with the Shelton School District.
- ✓ Regional Committees—Several boundary reviews are being worked through the process. Two more have taken place involving Riverside School District and have been denied.
- ✓ Mrs. Tolas and Mr. Panos have conducted a school construction 101/202 sessions for Martharose Laffey and Dan Steele of WSSDA.
- ✓ She reviewed the meeting with OFM budget writers on the Capital Budget. She also reviewed the meeting with Representative Kathy Haigh on school construction 101 and some of the questions that she raised.
- ✓ Mrs. Tolas stated that she will be attending the agenda setting meetings whenever possible. She found out that the higher education had a JLARC study done of the buildings—only 10% of buildings are in need of repair and they have no maintenance policies.
- ✓ She has met with Senator Stephen Johnson and he asked for a school construction 101 put on by Kent School District. Senator Johnson was very receptive of the information.
- ✓ Mrs. Tolas presented information on the construction spending over the last few years. She also reviewed the packet presented by Tom Parker. It is important that State Board members as well as members of WSSDA, WASA, etc., get on board and start pushing this issue.

President May requested that the subject line of emails, sent by Board members and staff, provide the essence of the message.

Meeting recessed until 9:00 a.m., Friday, January 17.

Friday, January 17, 2003

President May called the meeting to order at 9:08 a.m. She apologized for the late start of the Board meeting.

Members Present: Buck Evans, Nancy Fike, Phyllis Bunker Frank, Linda W. Lamb, Bobbie May, Tom Parker, Warren T. Smith Sr, Carolyn Tolas, Dana Twight, and Student Representative Lacey Androsko

Members Excused: Kenneth Ames and Student Representative Andrea Naccarato

Guests Present: Donna Foxley, Region X Representative of the U.S. Department of Education

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

Tab 11—First Peoples Language and Culture Pilot Program

Motion: Moved by Mrs. Frank and seconded by Mr. Smith to approve the First Peoples Language Pilot Program. Motion on a roll call vote of 8 for, 0 against, and 2 excused.

It was noted that there are hurdles to overcome with respect to the Federal Government. Executive Director Larry Davis noted the receipt of a letter from Dr. Judy Mitchell of the Education Program at WSU in support of the program. A receiving song was sung by Pauline Hillaire in gratitude for the opportunity to begin the pilot.

Tab 19—Standardized High School Transcript

Motion: Moved by Mrs. Tolas and seconded by Mr. Smith to accept the recommended changes to the high school transcript.

Motion: Moved by Mrs. Lamb and seconded by Mr. Evans to approve amendment 1—on page 172 (WAC 180-57-050) line 2 of subsection (1), after “follows” strike “; provided that there is no requirement” and insert “It is not required” and on line 4 of subsection (1) after “uses” strike “minuses or” and insert: “minuses or” and after “to report” strike “minuses or” and on line 5 of subsection (1) after “pluses” insert: “or minuses”, and after “transcripts” strike “:”. Motion carried.

Motion: Moved by Mrs. Tolas and seconded by Mrs. Lamb to approve amendment A—On page 172 (WAC 180-57-050), line 4 of subsection (2), after “.” Insert a new sentence to read as follows: “A mark/grade of ‘W’ shall be used to indicate a withdrawal from a course”. Motion carried.

Motion: Moved by Mrs. Tolas and seconded by Mrs. Lamb to approve amendment B—On page 173 (WAC 180-57-055), line 1 of subsection (4)(b), strike “The lowest” and insert: “Only the highest”. Motion carried.

Motion: Moved by Mr. Evans and seconded by Mrs. Frank to approve amendment 2—On page 173 (WAC 180-57-055), line 4 of subsection (1), after “attempted”, insert “,”

On page 173 (WAC 180-57-055), line 2 of subsection (3), after “rounded to”, strike “three” and insert “the third” and after “decimal” strike “places” and insert “place”. Motion carried.

Motion: Moved by Mrs. Tolas and seconded by Mr. Evans to approve amendment C—On page 174 (WAC 180-57-070), line 3 of subsection (7), strike “comprised of” and insert: “comprising”. Motion carried

Motion: Moved by Mrs. Tolas and seconded by Mr. Evans to approve amendment D—On page 175 (WAC 180-57-070), line 7 of subsection (7), after “.” Insert a new sentence to read as follow: “Credits attempted for courses taken more than once to improve a grade/mark may only count once toward the number of credits required for graduation.” Motion carried.

Motion: Moved by Mrs. Tolas and seconded by Mrs. Frank to approve amendment E—On page 175 (WAC 180-57-070), line 3 of subsection (11)(a), after “on” insert “each of”.

On page 175 (WAC 180-57-070), line 3 of subsection (11)(a), before “secondary” insert “required”.

On page 175 (WAC 180-57-070), line 4 of subsection (11)(a), change “assessment” to “assessments”.

On page 175 (WAC 180-57-070), line 2 of subsection (11)(b), after “on” insert “each of”.

On page 175 (WAC 180-57-070), line 2 of subsection (11)(b), before “high school” insert “required”.

On page 175 (WAC 180-57-070), line 3 of subsection (11)(b), change “assessment” to “assessments”. Motion carried.

Motion: Moved by Mrs. Tolas and seconded by Ms. Twight to approve amendment F—On page 175 (WAC 180-57-070), line 7 of subsection (7), after “.”, insert a new sentence to read as follows: Credits attempted for courses taken more than once to improve a grade/mark may count only once toward the number of credits required for graduation. Credits attempted for

courses take more than once to improve a grade may count toward the number of credits required for graduation on the condition that the letter grades earned for all attempts are included in the calculation of the student's grade point average. Districts and schools shall not convert letter grades to nonnumerical grades/marks for the purpose of this subsection."

Motion carried.

Motion: Moved by Mrs. Tolas and seconded by Mr. Smith to approve amendment G—On page 175 (WAC 180-57-070), line 2 of subsection (8), after “school” insert “±”. Motion carried.

Motion: Moved by Mrs. Tolas and seconded by Ms. Twight to approve amendment H as revised—On page 175 (WAC 180-57-070), line 1 of subsection (10), following “courses” insert “, for which college credit can be earned,”

On page 175 (WAC 180-57-070), line 5 of subsection (10), after “with” strike “a 1” and insert “an RS”.

On page 175 (WAC 180-57-070), line 7 of subsection (10), after “with”, strike “a 2” and insert “an AP”.

On page 175 (WAC 180-57-070), line 9 of subsection (10), after “with a”, strike “a 3” and insert “CHS”.

On page 175 (WAC 180-57-070), line 12 of subsection (10), strike “a 4” and insert “an IB”.

On page 175 (WAC 180-57-070), line 15 of subsection (10), after “with a”, strike “5” and insert “TP”.

On page 175 (WAC 180-57-070), line 15 of subsection (10), after “designation.”, strike “Courses completed and credits earned through an honors option shall be noted with a “6” designation.”

On page 175 (WAC 180-57-070), line 17 of subsection (10), before “Courses”, insert “(b)”, and on line 19 of subsection (10), strike “(7)”, and insert “(HC)”. Motion carried.

Mrs. Lamb felt that unexcused absences should be noted on the transcript. There was not support for the recommendation by other Board members.

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

Tab 13—Workbased Learning Experience

Motion: Moved by Mrs. Tolas and seconded by Mrs. Lamb to accept Tab 13 recommended changes.

Motion: Moved by Mrs. Tolas and seconded by Mr. Smith to adopt Amendment A— On page 150 (WAC 180-50-315), line 4, after “meets the” strike “following” and insert: “(~~following~~)” and after “standards” strike “;” and insert: “(~~;~~) under subsections (1) through (5) of this section. Schools and school districts are strongly encouraged to review the non-binding work based learning guidelines on the website of the superintendent of public instruction in their consideration of making this credit option available to students.” Motion carried.

Motion: Moved by Mrs. Tolas and seconded by Mrs. Lamb to adopt Amendment B— On page 151 (WAC 180-50-315), line 2 of subsection (4), strike “(~~nonpaid~~)” and on line 4 of subsection (4), strike “(~~paid~~)”. Motion carried.

Motion: Moved by Mrs. Tolas and seconded by Mr. Smith to adopt Amendment C— On page 151 (WAC 180-50-315), line 4 of subsection (4), strike “noninstructional” and insert: “cooperative”

On page 152 (WAC 180-50-315), line 1 of subsection (b), strike “noninstructional” and insert: “cooperative”

On page 152 (WAC 180-50-315), line 1 of subsection (b)(i), strike “noninstructional” and insert: “cooperative”

On page 152 (WAC 180-50-315), line 1 of subsection (b)(ii), strike “noninstructional” and insert: “cooperative”

On page 152 (WAC 180-50-315), line 1 of subsection (5)(g), strike “noninstructional” and insert: “cooperative”. Motion carried.

Motion as amended passed on a roll call vote of 7 for, 0 against, 2 excused.

WORK SESSION

CLOSING THE ACHIEVEMENT GAP—OSPI

Sue Shannon and Pete Bylsma, Research Office, Office of the Superintendent of Public Instruction (OSPI) presented information on the publication, Addressing the Achievement Gap—A Challenge for Washington State Educators. They presented an oral and written report on their findings.

Strategies for Closing the Achievement Gap

1. Changed beliefs and attitudes—caring, expectations, efficacy, persistence
2. Cultural responsiveness—acknowledge legitimacy of cultural heritages, build bridges of meaningfulness; use wide variety of instructional strategies; teach students to know and praise their own and each other's cultural heritages; incorporate multicultural information across school subjects.
3. Greater opportunity to learn—extended learning time; rigorous curriculum; enriched and varied programs
4. Effective instruction—use core learning principles; balance basic and advanced skills; teach for understanding; use standards for high quality intellectual performance; support students to insure they learn; involve adults who share children's culture; develop and maintain coherence in systems.
5. Family/community involvement—parenting; communication; volunteering; learning at home; decision making; collaboration with the community.

Implications/Next Steps

- ✓ Changing by individuals, schools, and communities
 - ✓ changing attitudes and beliefs;
 - ✓ providing access to rigorous curriculum;
 - ✓ rethinking instructional approaches;
 - ✓ building professional learning communities;
 - ✓ using data in decision making;
 - ✓ promoting family and community outreach.

Mrs. Twight raised a sense of urgency about what can be done now in schools to help these children. Reports are fine but now we need solutions. Dr. Shannon and Mr. Bylsma noted that Chapter 4 and the last appendix show what can be done in districts now.

CLOSING THE ACHIEVEMENT GAP—WASHINGTON STATE SCHOOL DIRECTORS ASSOCIATION (WSSDA)

Connie Fletcher, Martharose Laffey, and Lorraine Wilson presented information on the WSSDA study on closing the gap. Ms. Fletcher noted that the children who are behind will not catch up, with proper resources and available teaches, until 2010. Without the resources and teachers available, the gap will widen.

Key Policy Issues: Closing the Gap

- ✓ Allocation and alignment of fiscal resources
- ✓ Quality teaching and assignment of qualified staff to low-achieving students
- ✓ Teaching and learning
- ✓ Cultural competence
- ✓ Time and opportunity to learn
- ✓ Learning environment
- ✓ Readiness gap and early intervention
- ✓ Parent involvement and community collaboration

- ✓ Assessment and accountability

The report was developed for use by school board directors to use in their districts. Mr. Smith complimented WSSDA for using the word “racism” in their presentation and bringing the need for change to the forefront. We need to look at the system in terms of opportunity to learn and an equity in the type of education provided. WSSDA will be using regional meetings as training sessions for board members in various areas of the report. Mr. Smith noted that when he says “students of color” he includes white students who are failing schools; “students of hue” are the traditional minority students.

CLOSING THE ACHIEVEMENT GAP—A+ COMMISSION

Elise Huggins, University of Washington, presented information from the A+ Commission report for accountability of schools. Although there has been improvement, the improvement is not fast enough to close the gap within the next five years. Copy of the report on file with these minutes.

Promising strategies

- ✓ Design policy with equity in mind
- ✓ Invest in capacity
- ✓ Target low-performing schools and students

Promising policies

- ✓ Expand access to preschool
- ✓ Funds school equitably
- ✓ Staff low-performing schools with qualified teachers
- ✓ Ensure all students access to rigorous coursework
- ✓ Reduce school and class sizes in low-performing schools
- ✓ Enhance capacity for school improvement focused on equity
- ✓ Support research

Accountability

- ✓ Produce/use data in ways that increase awareness of persistent low achievement
- ✓ Measure improvement and growth
- ✓ Measure gaps as well as changes in achievement
- ✓ Ensure that the conditions of teaching and learning are present
- ✓ Help educators improve instruction
- ✓ Provide comprehensive support and assistance
- ✓ Ensure that assistance builds school capacity

SPECIAL REPORT

FOSTER HIGH SCHOOL

AnnRene Joseph, Director of Arts Education at OSPI, introduced Cynthia Chesak and Priscilla Zimmerman, teachers at Foster High School in Tukwila School District. Ms. Chesak and Ms. Zimmerman presented information on Arts Education—Meeting Academic Standards, focus on achievement, Washington State learning goals. Arts education integrate all for of the learning goals—reading, writing, math, and thinking. Art students at the school have produced a large mural for the high school.

What is needed?

- ✓ Acquisition of quality arts instructors
- ✓ Keep the arts graduation requirement
- ✓ Don't buy the line that arts programs are expensive and need to be cut
- ✓ Arts education is part of basic education
- ✓ March 14-15 is the Arts Time Conference and encourage administrators and board members to attend.

TRUMAN HIGH SCHOOL

State Board staff member Pat Eirish introduced Karen Dickinson, Assistant Director of Curriculum and Instruction; Maribeth Steincipher, Parent; Pam Morris-Stendal, Principal; Teachers Joyce Hartnet and Mike Hartley; Students Anthony Adams, Carman Starr, Retten Steincipher reviewed the program at Truman High School and how the waiver has helped with the education of students in the school. Written materials were provided to the Board and are on file with these minutes. The students presented information to Board members on how the curriculum at Truman High School has helped increased their academic success. Students have to do exhibitions on their work. Internships are part of the students curriculum.

Mrs. Steincipher provided a parent's perspective on how the curriculum at Truman High School has helped her son. Parents have gone from being the helicopter parent and drill sergeant to being coaches, collaborators, friends, mentors, and fans.

Tab 12—Private Schools

President May shared an opinion written by Assistant Attorney General David Stolier on the language contained in the proposed amendments in Tab 12. President May stated that she is conflicted when only one RCW is sited and the private schools are mentioned in several RCWs. Mr. Parker stated that he and Dan Sherman, Executive Director of the Washington Federal of Independent

Motion: Moved by Mrs. Lamb and seconded by Mrs. Frank to adopt the private school recommended changes in Tab 12.

Motion: Moved by Mr. Parker and seconded by Mrs. Tolas to adopt the recommended technical change of substituting “career and technical education” for “vocational education”. Motion carried.

Motion as amended passed on a roll call vote of 7 for, 0 against, and 3 excused.

Assistant Executive Director Patty Martin provided copies of the press release for the First Peoples Language/Culture Teacher Certification Pilot Program adoption. This is now in the hands of the media.

SPECIAL REPORT

PROFESSIONAL EDUCATOR STANDARDS BOARD

Dennis Sterner, Dean at Whitworth College and Karen Rademaker Simpson, Speech Pathologist in Spokane School District join Executive Director Jennifer Wallace of the Professional Educator Standards Board (PESB) for an update on the work of the Board at its meeting this week.

Professional Certificate Study Committee (charge from the Board)

- ✓ Six PESB members on committee
- ✓ Existing information/documented discussion on Pro Cert (e.g. PEAB conference, SBE panel, WEA recommendations)
- ✓ At November PESB meeting, held panel discussion with higher ed and districts well underway in implementing
- ✓ Examined specific programs, including online
- ✓ January meeting—initial findings of committee/breakout group discussion
- ✓ March—continued discussion/refinement of recommendations
- ✓ May—forward recommendations to State Board of Education

Dr. Sterner stated that some of the concerns raised by WEA are valid but that the process needs to be moved forward while those concerns are addressed.

Executive Director Wallace presented information on the WEST-B testing program for teachers. The Board make the following decisions:

- ✓ Must pass all three subtests
- ✓ Unlimited re-takes
- ✓ Weighting of Writing subtests—multiple choice (67%); writing prompts (33%)
- ✓ PESB will revisit cut scores after 1st year.

The WEST-B is a four and a half test; can be taken in sections.

The WEST-E comes online this coming fall and will be required in the fall of 2005.

- ✓ Teacher certificate endorsements=33 tests
- ✓ Not instructional methodology

- ✓ Vendor=Education Testing Services-Praxis II series
- ✓ Pass scores set by PESB
- ✓ January—selected core content tests for validation

Alternative Route Partnership Grant Program

- ✓ Governor's budget—request for carry-forward funds
- ✓ Continue exemplary/expand to new regions
- ✓ Policy brief—what's been learned and next steps
- ✓ WSIPP interim evaluation
- ✓ House and Senate Education Committees

Executive Director Wallace presented the policy briefs recently developed by the Standards Board, including one on the salary disparity.

Mrs. Twight asked for a snapshot of the candidates going through the alternatives routes compared to the traditional programs in the area of diversity.

GENERAL ADMINISTRATION

Remote and Necessary Committee Chair Linda W. Lamb reviewed the work of the past committees. She noted that Secret Harbor School may be making application for remote and necessary designation. There are several questions that need to be answered prior to a trip to the site.

President May reported on the meeting of the **Executive Committee** and the planning for the May retreat meeting. There will be several agenda items that will need to be discussed including how the Board will address the Certificate of Mastery report and its implications. There will not be a special facilitator for this meeting; the Executive Committee will talk with Mr. Evans to see if he would be willing to help if needed.

WASA Liaison **Linda W. Lamb** reported on the new superintendent training given for the 35 new superintendents this year. The next meeting of the WASA Board is February 25. She also reported on the new report of the *Work Force Training Board*. They don't see any need for policy changes from the State Board.

Dana Twight reported on her work with the *PTA*. She has been trying to join and they now have a membership category for state level people. She has contact with several of the officers. She also reported on the *WIAA* meetings in October and November. They have budget challenges of their own; she has been an advocate for Title IX at the meetings.

Carolyn Tolas reported on her attendance at the WSSDA Board meetings. The next meeting is January 25-26.

President May noted that in order to be on the official agenda of the Higher Education Coordinating (HEC) Board you have to request months in advance. She shared the need for incentives for the WASL, she also expressed the fact that K-12 will be working for our construction needs. She also shared that the Washington State Institute for Public Policy did a study of the HEC Board which was almost all negative, that another group (Council of Presidents) could do the job of the Board. Financial aid was the one area where they excelled. The statement was made that the branch campuses were over enrolled and \$600M was spent on the branch campuses.

President May presented the proposed language to give the Board authority to accredit online programs. There needs to be funding attached to the legislation.

REPORT FROM GOVERNOR LOCKE'S LIAISON

Judy Hartmann, Governor's Education Liaison, presented the press release from Monday, a summary of his proposed budget, and a summary of the higher education proposed budget. Ms. Hartmann reviewed the Governor's proposal for K-12 education and the proposed delays and cuts. He is proposing freezing I-728 until 2005-06 and then begin phasing in funding to the \$450 per student level. With I-732 he is suspending the automatic COLA until 2005-06. He is also proposing eliminating listening from WASL assessment. He would also like to see alternative assessments and retakes, neither of which are authorized by statute. Governor Locke would also like to see changes in the Learning Assistance Program funding program, the levy lid (raise to 36%), allow a for a simple majority for passage of levies, reward teachers for national board certification.

The Board expressed concerns to Ms. Hartmann that the proposed bond legislation severely limits construction at the K-12 level. The Governor has also requested a funding study of basic education and compensation for teachers.

A+ COMMISSION

Dave Fisher, Vice Chair of the A+ Commission, provided an update on the work of the Commission. The Commission is working on developing an accountability system for the state of Washington in line with the Leave No Child Behind (ESEA) Act of 2001.

- ✓ Current system looks at accountability from the district's baseline; feds have a uniform baseline.
- ✓ Twenty-five percent increase in advancement; federal is about 2% higher over three years.
- ✓ Graduation rate goals for high school; elementary goals.
- ✓ Disaggregate information on various subgroups.
- ✓ Track subgroups in all schools; federal aid only for Title I schools.
- ✓ Not clear that OSPI has the statutory authority to intervene in schools that are in trouble under ESEA.

- ✓ Timing—ESEA requires certain timelines to have programs into the federal government.

Mr. Fisher stated that A+ Commission is ready to help work with the State Board and other groups in developing the retakes, alternative assessments, etc. for the class of 2008.

Mr. Fisher noted, in response to a statement from the Board, that at its meeting on Monday, the Commission was looking at the wording in statute that requires a student to receive a regular diploma from a regular high school in the regular amount of time. This may not work for all students. It was suggested that the Commission meet with members of the Washington Alternative Learning Association (WALA). In response to a question, Mr. Fisher noted that they have rule making authority with the caveat of the Legislature having the right to preempt the A+ Commission rule.

President May thanked Donna Foxley, Director of Region X of the U.S. Department of Education, for her attendance at the meeting. She will be in attendance at other meetings.

Mrs. Frank asked for acknowledgement of the obituary of a 35 year teaching veteran, Dallas Wendall Finch who had his education with service in World War II. He served at SHAF working with maps scrutinized by Eisenhower and Churchill and typed the cease fire language via teletype when Germany surrendered.

Two messages from the meeting:
Passage of the First People's Pilot Program
School construction funding

Meeting adjourned at 3:25 p.m.

Adopted as corrected: March 19, 2003