

Washington State Board of Education
Regular Board Meeting
ESD 105, Yakima
October 23-25, 2002

MINUTES

Wednesday, October 23, 2002

President Bobbie May welcomed members to the meeting. As she had been out of state for the past few weeks, she asked Vice President Phyllis Bunker Frank to chair the meeting.

Vice President Frank welcomed everyone to her home territory and introduced Bob Tuttle of the Yakima School Board. Vice President Frank then welcomed Supt. Jane Gutting, Educational Service District (ESD) 105, and asked her to say a few words.

In welcoming members to the district, Supt. Gutting provided an outline of the ESD 105 and the districts within the ESD. The ESD does not have the population growth that is seen on the west side of the state. Levy lid has not been reached; levy equalization is very important. In response to a question, Supt. Gutting reported on the work she has been doing with the districts and their individual strategic plans and the nine characteristics of student achievement. Professional development has not been addressed in the districts' strategic plans. Continuous improvement of students is being addressed this year through the strategic plans as a result of the work done by Supt. Gutting.

Mr. Tuttle welcomed members to his district (Yakima). He noted that the Yakima School District used I-732 funds for all day kindergarten. Vice President Frank noted that Jim Bodeen and some of his students will be present at dinner tonight.

Members Present: Kenneth 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, and Student Representative Lacey Androsko

Member Unable to Attend: Student Representative Andrea Naccarato

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

AGENDA OVERVIEW

Executive Director Larry Davis presented the overview of the agenda. He noted that there is a new Tab sheet for Tab 10. There will be a motion to pull Tab 11—Private

Schools. There will also be an amendment to Tab 12—Life Threatening Health Conditions. He also congratulated Carolyn Tolas on being a new grandmother.

APPROVAL OF MINUTES

Motion: Moved by Mr. Gainer and seconded by Mrs. Tolas to approve the minutes of the August 21-23, 2002, meeting as printed. Motion carried.

CONSENT AGENDA

Mrs. Tolas asked to pull Tabs 2, 5, and 6.

Motion: Moved by Mrs. Lamb and seconded by Mrs. May to approve Tabs 3, 4, 7, and 8. Motion carried.

Tab 2—Mrs. Tolas asked that every member be aware that the need to increase the area cost allowance also affects this tab.

Motion: Moved by Mrs. May and seconded by Mr. Smith to approve Tab 2 as corrected. Motion carried.

Tab 5—Mrs. Tolas reviewed the need for Tab 5. Parts of the education construction fund monies were given to higher education; Mrs. Tolas will be asking the Legislature to restore all funding to K-12. In response to a question, Gordon Beck, acting director of Facilities and Organization, Office of the Superintendent of Public Instruction (OSPI), noted that the construction fund was set up as the result of I-728. Mr. Parker reviewed the history of the monies taken from the construction fund that were used for the construction stimulus package promoted by Governor Locke. Ms. Twight provided information from the proposed construction budget on the history of the fund. Mr. Parker noted that there is a cushion in the construction fund of somewhere between \$10M and \$20M after the Legislature took the \$42M out for higher education. Mr. Smith noted that the children we are trying to help are the ones who will be in higher education in the future. In response Mrs. Tolas noted that higher education is allowed to spend \$150 per square foot compared to our almost \$110 square foot.

Motion: Moved by Mrs. May and seconded by Mr. Woldeit to approve Tab 5. Motion carried.

Tab 6—Mrs. Tolas asked for a clarification on Tab 6 and what will happen to the schools listed. Marcia Riggers, Assistant Superintendent, Operations and Support, OSPI, noted that the schools are moving to new sights and the sights have to be checked for health and safety. They are being adopted under the emergency adoption of the private school rule. Mrs. Lamb asked how many of the schools have non-certified teachers in the classroom; Mrs. Riggers will provide the information.

Motion: Moved by Mrs. Tolas and seconded by Mr. Woldeit to approve Tab 6 as printed. Motion carried.

Tab 9—Election Counting Board for State Board Elections.

Larry Davis, Executive Director, reported on the need for the Board to adopt this Tab. Mr. Woldeit reviewed the fact that information sent to him when he was elected stated that his term ended in 2005. The original intent was to elect someone to fill out the unexpired term of Kathleen Anderson whose term ended in 2003. The matter is being researched by Assistant Attorney General David Stoler.

Motion: Moved by Mrs. May and seconded by Mr. Smith to approve Tab 9. Motion carried.

Tab 10—Waiver from 180 Days for Arlington School District

Pat Eirish, State Board staff, presented the background information on the request from Arlington School District to waive two days to work on improving student achievement.

Motion: Moved by Mr. Woldeit and seconded by Mr. Ames to approve Tab 10. Motion carried.

Tab 11—Private Schools

Marcia Riggers, Assistant Superintendent for Operations and Support, OSPI, introduced Don Johnson, Chair of OSPI's Private Schools Advisory Committee, and Dan Sherman, Executive Director of the Washington Federation of Independent Schools. Mrs. Riggers reviewed the three types of education available to children—public, private, and home-based. She provided background information on the private schools revisions being proposed. The current changes were developed to bring into balance with public schools private school teacher hiring. The decision was made to pull Tab 11 from consideration today in order to have a broader discussion on the balance between public and private education.

Don Johnson stated that he drove over here today to express his appreciation to the Board for their consideration of the issue. There is a distinct mission for every one of the private schools as well as the public sector. Dan Sherman expressed the frustration that groups who have no interest in this matter have thrown wrenches into the process. If it comes to changing the RCW, they hope the Board will be with the private schools in going to the Legislature.

Mrs. Lamb asked that the Mandate Review Committee review this rule to make sure that there are no problems before it comes to the Board for adoption with a possible

look by the Professional Educator Standards Board and the OSPI Private Schools Committee.

Dr. Bergeson stated that she was glad it had been pulled from consideration. We need to be very careful in working this through to not destroy the private school choice for parents.

President May noted that the Board has a responsibility to make things work for the private schools. The Board has only a minimal rule authority over the private schools. President May pledged to work with the private schools to help resolve this issue and keep the system viable.

Mr. Parker expressed frustration at the fact that this tab was not being voted on at this meeting. He stated that we need to work together to make sure that the private schools have what they need to complete their mission. Politics have gotten in the way of embracing what the private community needs. Both the public and private sectors need to work together to keep education reform moving forward.

Mr. Smith expressed his appreciation for the frustration being felt by the private school community. We have to stay persistent in making good decisions to help all areas of education.

Mrs. Lamb noted that the Board has only one advisory committee and this could have been avoided if it had been brought through a committee of the Board. Executive Director Davis noted that the Board voted three years ago to have the Private Schools Committee of OSPI be an advisory committee to the Board on issues involving private schools.

Motion: Moved by Mrs. May and seconded by Mrs. Tolas to pull Tab 11 from consideration. Motion carried.

PUBLIC HEARING ON POSSIBLE CHANGES TO STATE BOARD POLICY

Tab 12—Life Threatening Health Conditions.

Executive Director Larry Davis presented background information on the need to adopt this rule on a permanent basis. Mr. Davis did meet with Assistant Attorney General David Stolier and Gail Thronsen, Program Supervisor of Nursing Corps, OSPI, on concerns raised by Mrs. Lamb at the August meeting.

Mrs. Tolas raised the question on whether or not the ESDs provide help to the rural and remote districts. Supt. Gutting stated that the ESDs do have nursing corps for the rural and remote districts. This has only happened within the last two years.

Mr. Stoler related an incident involving a student who needed oxygen and rectal valium. The student was actually qualified for special education designation. He noted that excluding an IEP student is not providing an appropriate education. IDEA supercedes the state law. He presented several amendments to the proposed rules (on file with these minutes). Mrs. Tolas questioned whether or not the Board was setting up a legal mine field by not having the parent sign the nursing plan. There is nothing in law that mandates the parent signing or seeing the nursing plan in advance. Discussion took place on the availability of various districts to provide services to students within their buildings.

Lorraine Wilson, staff, Washington State School Directors Association (WSSDA), presented concerns with the proposed amendments and made suggestions for change based on current court cases and federal law requirements.

Tab 13—Physical Education

Executive Director Davis noted that the tab is the same from the last meeting and suggested that the Board go directly to testimony.

Lori Dunn, PE Teacher in Renton School District and representing the Washington Alliance for Physical Education, Recreation, and Dance, presented written testimony to the Board asking that the Board not make changes to the current rules.

Mary Tredivick, PE Teacher in Renton School District and a Board member of the Washington Alliance, presented written testimony against any changes in the current rules.

Steve Jefferies, Director of the Physical Education at Central Washington University, Vice President of the Washington Alliance, and President of the Ellensburg School Board, presented written testimony. He also raised more concerns about the lack of input from more people on the proposed changes. The content standards have just been developed and are not in place to the point where there is feedback. As a school board member, if the 100 minutes are removed, physical activity will be eliminated.

Lorraine Wilson, WSSDA Staff, noted that school directors do not have a hard and fast position on the changes. The suggestion is to remove .040 and .050 and adding 'health and fitness' to .020. The Legislature was not sure about what the time should be. They left it to the Board and local control.

Lorna Martinson, teacher, Shelton, stated that the time elements in the elementary grades are extremely important. She would not like to see the time component removed, but maybe should be added to the EALRs.

Jane Gutting, Superintendent of ESD 105, noted that she chaired the essential learnings committee on health and fitness. The physical education teachers here are

being supported by principals, curriculum directors, and other teachers to keep their classes going. There is no funding for the health and fitness essential learning requirements or to develop an accountability system. If the seat time goes away, fitness and health will go away.

Gayle Try, parent and registered nurse, presented background information on the children she is seeing during her work day. PE can be cut now when levies fail. She urged the Board not to send the wrong message to districts across the state. There is a federal law being proposed to provide funding for education.

Wayne Morby, retired teacher, asked that the Board not make the changes to the current rules. He asked if the Board was creating another situation as with the master in teaching rules. Don't use this to help keep the WASL afloat by cutting physical education.

Beth Miller, parent and educator in the Selah School District, supported the prior testimony. The district is moving to relate to the EALRs and that waivers not be included.

Trudy (not given by request), parent and teacher from the Yakima Valley, didn't have anything knew to add, but that local control will see the elimination of physical education programs.

Tom Davis, general contractor in Yakima area, reiterated the prior testimony. PE is about everyone becoming fit. It is not about playing sports. It's critical not to leave physical education programs up to local control. If the Board doesn't mandate it, it won't happen.

Gary King, staff of the Washington Education Association, thanked staff for making information available. WEA is concerned about the proposed changes and wants to work with the Board.

Pete Orgay, Health Education Teacher in Yakima School District, stated that he didn't know what was being proposed and that should not be the case with major changes like these. His son's college, when he asked about a health and fitness degree, was told that it was going away and would not advise him getting that degree.

Executive Director Larry Davis provided additional background information for the proposed changes to the current rule. There is a rule on the books that is not being enforced. Mr. Davis asked for permission to put this item on the agenda.

George Brown, citizen, spoke against the proposed changes in the rule. He asked that the time be increased not decreased.

Dawn Gunner, parent and citizen, concerned about the proposed changes. She stated that she wanted her children involved in the physical education in school. It should be important in school.

Michael Henry, Yakima School District teacher, is using physical education class as a means of providing children who don't compete in sports to be successful in school.

Superintendent of Public Instruction Terry Bergeson noted that the Board's intention was a good one. There needs to be an increased focus on the academic skills, and you need increased time to increase skills. Seat time is not in and of itself a bad thing. When the education reform was put into place, everything was to be done by 2001. We are not ready to move to a competency based system at this time. She hopes the Board will not take this to the Legislature. The testimony should end this matter for at least two to three years; this is the wrong time to make changes.

Board Member Linda Lamb suggested that this tab be delayed until the assessments are in place. Then revisit the issue when there is more information.

Board Member Warren Smith stated that the newspaper article was erroneous in the statement that PE would be eliminated. He asked that the people in this room help the Board to think outside the box in finding ways to make physical education a more important part of children's education.

Board Member Gary Gainer echoed the sentiments of Mr. Smith. It's a life style that you have to create in children. He asked for help in getting programs to help children in districts.

Board Member Bobbie May stated that it was never the intention of the State Board to do away with physical education. *Consensus of Board members was not to pursue any legislation to remove the 100-minute requirement from statute.*

SPECIAL PRESENTATION

DISCOVERY LAB SCHOOL PRESENTATION

Susan Harris, Principal, introduced the program. Teachers, parents, and students were introduced and provided information on the program to Board members. The school is on an alternative calendar and the students present are on the last week of their three-week intersession break. There are two national board certified teachers on staff. The school has a site council which governs the school.

SPECIAL PRESENTATION

UPDATE ON PEDAGOGY ASSESSMENT

Margit McGuire presented a written report on the Performance-Based Pedagogy Assessment of Teacher Candidates. She acknowledged the help and support of Dr. Lin Douglas, Director of Professional Education and Certification; and Dr. Andy Griffin, Assistant Superintendent for Higher Education, Certification, and Community Outreach, OSPI. Dr. McGuire noted that during the first run through of the program, problems were found that are being addressed. The instrument is being field tested at every teacher preparatory program throughout the state this year. The instrument needs to be generic enough to be used within any teaching setting. The 'approaching standard' was left blank for the evaluator to fill in to help the student teacher meet the standard. The instrument will be used at least three times during the year. Superintendent Bergeson suggested several people to contact within and without of the state to help refine the instrument.

Mr. Smith noted that in his visitations to several teacher prep programs, classroom management was a concern among students and instructors. Classroom management is part of the instrument.

Mrs. May noted that Mike Riley, Superintendent of Bellevue School District, has been doing something similar to help his principals become better evaluators of teachers and what and how they are teaching students.

In response to a question, Dr. McGuire stated that Dr. Douglas had suggested at the time of the pilot that supervisors go into the classrooms so that they have relevant data to use in working with student teachers.

INITIAL DISCUSSION ON PROPOSED CHANGES TO STATE BOARD RULES

Tab 15—Proposed Changes to WACs 180-78A-530 and 180-78A-535

Dr. Lin Douglas, Director of Professional Education and Certification, OSPI, provided background on changes to WACs 180-78A-530 and 180-78A-535. These changes would eliminate the residency requirement for entrance into the professional certificate program; increase the assistance program; allows the teacher more say in when they will start their professional certificate/growth plan work. Superintendent Bergeson raised questions about the need for the changes in light of the fear in the field concerning the professional certificate. The other part of the tab deals with allowing people working for state agencies in education programs to be part of the program.

Mrs. Lamb expressed the concern that the time element is important and that it may need to be re-directed.

Motion: Moved by Mrs. Lamb and Mrs. May to bring Tab 15 to the January meeting for public hearing and adoption consideration. Motion carried.

Tab 16—Proposed Pilot on Native Language Teacher Certification

Executive Director Larry Davis provided background information on the formulation of the proposed pilot program on certification of native language teachers.

Brian Flett, Tribal Heritage Coordinator, Spokane Tribe, presented the information on the need for preserving native languages. The group has been working since 1999 to develop a certification program for native language teachers. The teachers would also be teaching culture. The program will have benefits for both native children and non-native children. The school on the reservation is 92% native people, but is a public school. The native language is taught, but at tribal expense, no district support for the teachers. This has been a learning experience not only for the tribes, but for a government to government work experience. This has united the tribes on this proposal. There is a very strong sense of urgency for this program. Various tribal members provided information on their programs and what they would like to have for their children.

Mrs. Lamb expressed her appreciation to the First Peoples Language Committee for the work they have done and the collaboration with the State Board on developing this pilot program.

In response to a question to from Mrs. May, the certificate would be specifically to teach native language/culture.

Motion: Moved by Mrs. May and seconded by Mr. Gainer to bring Tab 16 forward to the January meeting for public hearing and adoption consideration. Motion carried.

Mr. Smith noted that the Washington State School Directors Association's DMET Committee is interested in working with the tribes and the districts they have to work with. The State Board is also working on equity issues with OSPI and hopes to bring all groups together in solving the problems inherent in society today.

Ms. Twight asked for a clarification on whether the native language would count towards graduation requirement in those schools where it is taught. It would count.

WALLA WALLA COLLEGE COUNSELOR PROGRAM

Dr. Lin Douglas presented the request from Walla Walla College to drop their counselor program within two years. They are requesting that they be allowed to complete the program for four people. In response to several questions, the graduates of all the programs go to work in denominational schools.

Motion: Moved by Mrs. May and seconded by Mr. Smith to accept the request from Walla Walla College to drop their counseling program within two years and provide information on how the remaining four students would complete their programs. Motion carried.

SPECIAL PRESENTATION

PROFESSIONAL EDUCATOR STANDARDS BOARD

Executive Director Jennifer Wallace noted that a letter from Seattle University on the changes to the professional certificate had just been received in their office. At the Board's request, it will be considered at the November Standards Board meeting.

Executive Director Wallace presented information on the West-B Standard Setting (cut score). The Standards Board accepted the recommendations of the panel and set the score at 240 out of 300 max. The Standards Board decided that all subtests had to be passed in order to pass; unlimited retakes. In writing, more weight is given to the multiple choice over the writing prompts. The cut scores will be revisited after one year and then every five years there after. Individuals are notified on the pass/fail basis and can log in to a secure website to get their scores. They also decide what schools to send the scores. There will be committees matching the competencies to the Praxis tests to make sure the tests are valid. The tests will be available next year, but not mandatory until 2005.

Policy Issues:

Held 2 meetings with MIT/Post Bacc faculty

Panel discussion at PESB January meeting

Issues to Consider/Discuss

- ✓ WEST-B as verification of attainment of knowledge portion of endorsement competencies?
- ✓ Implications for Program Approval?

At the November 12 meeting, the Standards Board will be hearing from the alternative routes interns and their mentors.

The Standards Board has convened a professional certificate study committee. Mrs. Wallace asked if there were any questions/issues posed to the panel from the State Board.

The Standards Board is working with Dr. Douglas' staff to begin the Educational Staff Associates (ESA) standards setting. They are hoping to bring recommendations to the State Board at either the June or August meetings of 2003.

SPECIAL PRESENTATION

CERTIFICATE OF MASTERY UPDATE

Chair Gary Gainer; Bob McMullen, Associate Executive Director of the Association of Washington School Principals (AWSP); and Executive Director Larry Davis presented information on the status of the certificate of mastery study.

Gary Gainer: We are at the stage now where we can draw out, I think, the remaining few meetings of the Certificate of Mastery Committee and the associated decisions that need to be made at each of those meetings. Terry's staff has been remarkable in helping us to get where we are. It's going to be a continuing work in progress. We are not going to be able to take one snapshot and determine the validity and reliability of the system. That isn't possible. You've got to take two snapshots in order to know where it is going to be in 2008. So there are going to be some terms and conditions connected to any final decision, any final recommendation this committee might make. Those terms and conditions regarding retakes, remediation opportunities, and so on are a topic of discussion that's going to consume one of our meetings between now and the end of the year. Terry and her staff have been working on or continuing to work an alternative method of assessment. We felt in the past the need for that. We are all going into this with the understanding that there are going to be IEP kids and there are going to be other categories of kids that are not going to be expected to meet the same level of accomplishment as the majority of the students.

And then there is the student population. There is possibly going to be a gap; there is a gap. We have attempted to determine the present level of drop outs from 8th grade to 12th grade, knowing that when we raise the standard, that drop out rate, I'm not going to call it the failure rate, is not going to get better. It's going to get worse. If we're going to raise the standards, the first shot that you take there at least the same number of kids probably are going to be scared as to what is going to happen with them, or for whatever reasons are not going to complete their 12 years of school. The point is that we don't want to have anybody looking at the result of the 10th grade assessment from the outside and say, "well, 15% of the kids didn't make it, so the system is failing." Presently 20% of the kids who start the 8th grade don't graduate from high school now. This has to be a relative sort of a judgment call. That time factor as to what the trend is and trying to anticipate what the conditions are going to be, what the success rate is going to be in 2006 when the 10th graders take the assessment is a real challenge. It's a crystal ball kind of a deal, but there will be some of those things. We're talking about that.

In the mean time recognizing that there are going to be some kids that in that gap, but hopefully that gap is a really teeny, weenie gap. IEP kids will be in the student body. Hopefully there is not much of a gap there. But whatever that gap is, there has to be some opportunity for those kids to meet standard, to get a diploma. So Terry's (Bergeson) shop has been working on a variety of things—some kind of an appeal process, or some kind of a juried system, committee review with criteria. The criteria we have been talking about, and the committee has taken on some issues or discussions

and recommendations that they don't have any authority to make any decision by. But it is a good group of people and the hope has been that with this group of qualified folk having this discussion, gathering information, and sharing it with everybody, particularly people in Terry's shop who have been directly involved with all of those discussions, it would be helpful to them. They are in the process of doing that.

The two things that they will have to deal with, that we're hoping to be part of, are how you set the floor for that—what criteria do you use to determine which students can take an alternative method of assessment? Now to do that they don't want just everybody raising their hands to do some other process. You want it to be at least as stringent, as least as difficult and challenging as the WASL. From there we turn it over to the experts and Terry's been encouraging them and they have been reporting to the committee. And we will in turn report to you. But it is not part of our mission; it's part of what we need to know, I guess, to report to you how we see the system, but it's not part of our mission.

We are trying to decide what additional evidence we need to have in order to make a meaningful kind of report to you. Terry's Technical Committee that involves a national group of experts that talk about validity and reliability are being called upon to report to us their final, current view of the validity and reliability of the assessment. That will be broken out into its pieces—reading, writing, and mathematics. The communications issue—Terry has reported to the committee that a key piece is a mess because of the limited items and the kind of assessment that can be done on a statewide basis.

We are going to make a decision based on a report we get from the Technical Committee as to the validity and reliability, from our perspective, and we will then refer that to you with a recommendation. What I'm earmarking here are the dates that we're going to try to accomplish this.

Timelines:

December—The meeting in December will be for the purpose of meeting, discussing, evaluating, and deciding information from the Technical Committee.

January—report from Greg Hall on the status of the alternative assessment. We'll hear that and analyze that and try to develop a way to bring that back to you for a report. That is not part of our mission statement, but part of our responsibility to you.

Also, a question on part of our mission statement is whether we should give you our opinion on what you should do with it on the opportunity to learn. Larry (Davis) will talk more about that in a bit. The first challenge we had to meet is what are we specifically mandated to do? What are we currently mandated to do in order to feel comfortable in making the kind of recommendation to you. We determined that was part of what we needed to know about in order to back to you. One of the major pieces that has to be determined there, as well as in the analysis of the technical validity and reliability of the assessment, is a definition of the "sufficient." The statute says that the assessment shall be sufficiently valid and reliable and nobody has a real definition of that. We tried to find. Semantically it doesn't fit. We try to use the same word for what stage of development is

the opportunity to learn and is it sufficient for us to be comfortable in requiring students to meet the secondary WASL for graduation. We want you to be aware of our analysis of that, of the material and information we have been able to gather on that so that we will be better informed to make a decision. They you need to decide what to do with that decision.

We want to bring to you, with Terry's help, the latest scoop on partially blended scoring. Terry's talked to us about that and to the Board as well. It makes a lot of sense. The one thing that we have been discussing that the one really important feature of that, of course, is establishing the floor—the standard below which nobody can go on any of the strands and still be able to achieve the Certificate of Mastery. The question is whether there needs to be called back together some kind of standards setting committee or does there need to be some other method of standards review. That is for you to debate and is not part of our correct mission but we thought we ought talk about it and share with you that it has been six years or more since that standards committee met. At that time they were given their directions/instructions, part of the Commission on Student Learning's words that several of us were involved with, and that committee came back with some judgments. The question is "Yes or No"—should there be a review of that process? We would like to be able to report to you as to how we feel about this.

And then, February or March, the readiness of the various pieces of the system—we need to make decisions on that. In April we need to discuss and decide what our recommendations are going to be on those issues. Always kind of lingering is the Alberta Method of blended scoring. Greg Hall has talked about the method used in Alberta where he is from and has significant appeal and interest. They have an assessment, but it is not the only determiner of graduation. They use a portion of classroom work, scores, reports, and other things to determine graduation.

Finally, when we make our recommendations, it has got to be one of three things. It's got to be either couple, decouple, or recouple as a graduation requirement. If we do say "yes", what terms, conditions subject to, etc. do we call. The recommendations from the committee will be a snapshot in time. It may need to be reviewed within a year or two as to what stage the system is at that point; maybe not. You will have to decide that. If the group decides to recommend to you that the graduation requirement remains coupled, then the decision on retakes, if so how many and how they will be paid for has to be made; what remediation needs the districts will be required to have in place for those students who don't make it in all areas.

That's kind of our game plan at this point. We are figuring on one meeting a month between now and April and coming to you in May with recommendations. That's my take on where we are.

Executive Director Larry Davis spoke to the technical validity and reliability of the assessment instruments and the request made for help from Greg Hall and the national technical committee. Geoff Praeger has the survey out and is receiving completed forms back. He should have data by January, February at the latest.

Bob McMullen provided a principal's perspective and what needs to happen, especially with respect to the perspectives of the various communities. There are two areas of concern for principals—validity and reliability and the legal potholes. Principals feel that the Certificate should not be decoupled from graduation requirements. There are more kids doing more and making more progress than ever before.

Superintendent Bergeson noted that the Board has to make a decision on the validity and reliability of the assessment instrument as a graduation requirement. The listening assessment is not reliable but is valid. The listening assessment is being reworked. The WASL, from a study by the University of Washington, is more reliable as a predictor of success than grade point average and as reliable as SAT or ACT. The national technical committee will be providing the data. There will have to be a minimum of four retakes funded for those who do not pass. OSPI is also working on minimum standards for IEP teams working with special education students. Second language learners will have to either stay in the K-12 system or go to the community college for help. Dr. Bergeson is concerned about the survey creating liability where there is none. That liability will rest with the districts. It has to be used right. The alternative routes issue has to be developed and funded.

Chair Gainer noted that a timeline for the Board to make its decision will have to be noted when the committee makes its report in May. He asked that the Board not to reinvent the wheel in these areas.

Mrs. May reported on the trip she was part of to the East Coast. Massachusetts set 2003 for their graduation requirement with passage of MCAS. Next June 12,000 students will not receive their diplomas, including most of the minority groups. Rhode Island does not have it as a graduation requirement; Connecticut has an exit test but it is a local option to have it as a graduation requirement. Help should begin by the fourth grade.

Mr. Woldeit feels that the kids are being made to pay for a system that is not valid and reliable. There needs to be more help at the very beginning.

Ms. Twight asked if retakes were just at the high school level or at all levels—high school only. Ms. Twight also questioned how those students who don't qualify for an IEP or are ESL are going to pass the state assessment. This question is being worked on at OSPI to develop alternative routes.

In response to a question from Mrs. Lamb, there is a committee looking at where the baseline score should be in relation to the achievement score. Superintendent Bergeson stated that the committee will be meeting on the cut scores, particularly if the state goes to a blended model.

In response to Mr. Woldeit's concerns, Bob McMullen stated that there needed to be some meaningful professional development along three corridors—calibration,

relevancy (classroom assessment), and instructional preparation of teachers. The EALRs are the guts of the process, not the WASL.

Mrs. Tolas expressed her concern about the survey. Her concern rests on how the survey will be used. The committee went through an exercise on how to interpret the data from the survey.

President May asked if it would help to have a joint study session with the Certificate of Mastery Committee. The Board would like to have a session but the timing of a January meeting is too soon. The Committee still has work to do before they are ready. Mrs. Lamb suggested that the Board have a dinner meeting for the Board to get its questions in order.

Executive Director Larry Davis stated for the record that he is willing to have the help offered and requested from Superintendent Bergeson's staff.

INITIAL DISCUSSION FOR POSSIBLE CHANGES TO STATE BOARD POLICY

Tab 14—Credit for Work-based Learning

Brian Jefferies, Workforce Policy Analyst, OSPI, and Jay Leviton, Renton School District, presented background information on the proposed changes to WAC 180-50-315—Equivalency Course of study—Credit for Work Experience. Mr. Jefferies reported on the work of the committee over the last two years. Three major issues—work based learning means learning; student safety, liability exposure of districts. Another factor considered by the committee is that the majority of work-based learning is funded by vocational dollars. These changes have been reviewed by practitioners in the field. Information has also been gathered from Assistant Attorney General David Stolier and the Risk Management Association.

Mr. Leviton responded to concerns from the Board the instructors in the career and technical areas, the instructors are certified. In the work-based situation, the student will be connected to a certificated teacher at the school with prescribed duties for the work-place coordinator.

In response to a question from Mrs. Lamb, Mr. Leviton stated that the funding is driven by the student participation in the programs. There is an educational plan for each student; the teacher and the work-place coordinator work with the student or the student ops out of the program.

Mr. Smith noted that over the years, he has had comments come from parents and community members that work place learning is just big business taking over the school. These new rules will make the transition to learning from a job.

Motion: Moved by Ms. Twight and seconded by Mrs. Tolas to move Tab 14 forward to the January meeting for public hearing and adoption consideration. Motion carried.

SUPERINTENDENT'S REPORT

Superintendent Bergeson presented the OSPI 2003-05 Biennium Operating Request for Public Schools and her PowerPoint presentation, *Education in Washington: Leadership for Continued Improvement*. Health care costs need to be brought under control. The pay system for teachers needs to be changed to a knowledge and skill system. There needs to be mentor teachers in every building for the new teachers. Teachers need to drive the system. Dr. Bergeson has a meeting on November 1-2 with eight networks of teachers (a representative number of 100) to look at professional development on a statewide basis. Dawn Billings has been hired to work on statewide professional development for teachers. Beginning teachers need to have their salaries raised so that they can teach and pay off loans.

Retakes need to be established as soon as possible. If the colleges start using the WASL for entrance exams, students will start taking it seriously. Special education funding needs to be reported realistically, not at \$1,500 less than actual need. The nurse corps and safety funding need to be enhanced.

By 2008, schools need:

- ✓ Adequate and well-focused school funding to accelerate rigorous and relevant learning of all students to high standards for citizenship in the 21st century.
- ✓ A P-16 education system that helps kids get ready at the start and supports students to succeed in their post secondary choices.
- ✓ A knowledge and skills-based career and compensation system that attracts, develops and retains highly-skilled educators.
- ✓ Job-embedded professional development (including mentorships and other supports).

Dr. Bergeson noted that 2008, the Legislature, and the budget are the leading issues on her mind at this time.

Listening test—the Governor wants to eliminate it at this point; the Legislature may decide to scrap it during session. When Dr. Bergeson does her state of education address at the WSSDA Conference she will discuss this issue.

Dr. Bergeson announced that William Panos has been hired as the new Facilities Director and will begin the middle of November. At the suggestion of Mrs. Tolas, Brenda Hood will put together a fact sheet on school construction for him. Mr. Panos will be attending the WSSDA Conference on Friday, November 15.

ELECTION OF PRESIDENT

Executive Director Larry Davis reviewed the election process for the new members.

Following a role call vote of 9 votes for, 0 against, and 1 excused to elect Bobbie May as the president for the 2003 year.

BOUNDARY REVIEW INFORMATION

Assistant Attorney General David Stolier reviewed the procedures the Boundary Review Hearing on tomorrow's agenda. There is a very limited appeal process for boundary changes. The only appeal is on whether the regional committee did its job in any way but arbitrary and capricious manner. Mr. Stolier read the definition of arbitrary and capricious for Board members. Riverview School District and the lead citizen petitioners have asked for time to address the Board. Mr. Stolier admonished the Board to ask hard questions as allegations will be flying from both sides. Board members need to look at the context in which statements were taken from the transcript. If information about the school district were lacking, it fell to the school district to make that information available at the time of the hearing.

Gordon Beck, Acting Director of Facilities for OSPI, stated that PSESD 121 is one of the most active in the state and has had training.

Deliberations will have to be made in public, not executive session. The Board needs to give both sides their opportunity to present, then ask questions and call for the vote. If decided it is arbitrary and capricious, the case goes back to regional committee for another hearing. Only one spokesman per group will be allowed to speak.

Thursday, October 24, 2002

Members Present: Kenneth Ames, Phyllis Bunker Frank, Gary Gainer, Linda W. Lamb
Bobbie May, Warren T. Smith Sr., Carolyn Tolas, Dana Twight, Ron
Woldeit, Marcia Riggers, Assistant Superintendent, OSPI,
(representing Superintendent of Public Instruction Terry Bergeson),
and Student Representative Lacey Androsko

Members Unable to Attend: Tom Parker and Student Representative Andrea
Naccarato

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

Vice President Phyllis Bunker Frank called the meeting to order at 9:10 a.m. She welcomed guests and members to the morning's session.

WORK SESSION PRESENTATIONS

YAKIMA VALLEY EXPERIENCE

Pat Eirish, staff, State Board of Education introduced Dr. Robert Plumb, Professor, Division of Education and Psychology, Heritage College. Dr. Plumb set the framework for the presentation on diversity and closing the achievement gap. He introduced panel members Sandra Pasiero-Davis, Migrant Education, ESD 105; Delma Johnson, EMPIRE Project, Heritage College; Janet Ozuma, Principal at Garfield Elementary, Toppenish School District; and Dr. Bernal Bacca, Director of Programs and Co-Director of Title II, Yakima Valley Community College (YVCC).

Ms. Ozuma works in a school district which has a high poverty rate and high free and reduced rate. To work with her children and have them successful on the WASL (she considers a middle class test) is more time for preparation of her students. She would like to have a school year that is 20 days longer. Her minority students do not have the home support or the pre-school program that would support them. She would also like to have consistency in teacher quality—maintaining and retaining a quality teaching staff in light of poor test scores. Good teachers are moved to other schools to 'share the knowledge'. In response to a question, the district is reaching out to private day care and pre-school programs along with the Washington Migrant Council. Supt. Gutting noted that there is a disconnect between the K-12 system and the pre-school system. This being worked on by the ESD. They do have an intramural sports program for the students. In response to a question, about a quarter of the parents are involved with the school.

Ms. Davis reported on how the teaching of migrant children has changed and how the training of the teachers has progressed from 10 years ago. Professional development classes were setup for teachers and para-educators to help transition language deficit/language development students from special assistance to the mainstream without taking them off target. Ms. Davis shared the "Magic of Engaging Instruction," a publication that's purpose of the 'components of engaging instruction is to give hope to teachers and principals as they face increasingly diverse populations of students. Effective implementation of any of these components provides access for a variety of learners, including children who do not speak English fluently.'

Dr. Bacca provided information on the transitions going on at YVCC. Dr. Bacca is working with the districts on eliminating the achievement gap before the students come to the college. They are working with sixth and seventh graders in getting them geared for college in the future. They meet with K-14 counselors on a regular basis; the group is committed to eliminating the achievement gap. YVCC has replicated the counselor model with math and science teachers. The college will be hosting a six-week program for six graders in math during the summer. Tutors will receive college credit for work in the high school either through Running Start or through paid tuition. This can lead to a two-year degree and entrance to the teaching program at Central or Heritage Colleges.

Ms. Johnson is the administrator of the EMPIRE Project (Exemplary Multicultural Practices in Rural Education), which has as its goal the reduction of prejudice and promote positive multicultural change. EMPIRE is a consortium of elementary and secondary schools throughout the valley; membership is \$1,000. Some of the activities included:

- ✓ Hosted Pow Wows
- ✓ Sponsored community-service projects
- ✓ Trained teachers to use more inclusive instructional strategies
- ✓ Invited tribal elders to speak to students
- ✓ Held diversity workshops for staff and faculty
- ✓ Revised curricula to include multiple perspectives
- ✓ Conducted classroom discussions on stereotyping and prejudice
- ✓ Trained student leaders in conflict-resolution techniques
- ✓ Developed redeemable coupons to reward positive behaviors
- ✓ Organized cultural exchanges with visitors from overseas

In response to a question, Ms. Ozuma stated that the district is providing full-day kindergarten with the Title I funds at present, which would be eliminated to extend the school year. The funding for summer programs come from other Title programs.

Mr. Smith, chair of the State Board's Equity Committee, invited Ms. Johnson to be part of the subcommittee on eliminating the achievement gap.

TIME-BASED WAIVERS

Pat Eirish, staff, State Board of Education, introduced panel members Jack Adams, Superintendent of Colville School District; Ruben Carrera, Director of Sunnyside School District; and Julie Kaplicky, Public Information Officer for Sunnyside and several other school districts. John Mathis, Superintendent of Grandview School District, was unable to attend the presentation because of a personnel problem.

Mr. Adams stated that if the Board came to Colville and asked what WASL, EALRs, and portfolios are of the citizens, you would find about 60 percent know because of the waiver days granted by the Board. He admonished the Board to hold districts accountable for those days; make them show the data base for what they do. In Colville each one of those days is worth \$34,000. Those waiver days are the best training system for districts. The parent conferences have moved from meet and confer to a training session for parents in order for them to help their children. One of the helps for students has been a full-day kindergarten program, which has produced an increase in test scores. In recent meetings with legislators, levy equalization and the remaining LID days will be tapped to fill budget holes.

Mr. Carrera thanked the Board for coming back to the East side of the state. The district is about 5,600 students/600 employees. The district was granted a waiver of 7 days (173 full days of instruction). The schools in the district compete with each other to get the most parent participation. Increased parent participation has increased student

performance on the WASL and other tests. The four days of the waiver are dedicated to the parent/teacher conferences. Six days are dedicated to staff development. Even though the Legislature removed one of the LID days, the district chose not to lose the day. Parent conferences are also held at the high school level, which include a discussion of portfolios and the fifth year plan. Grandview School District is seeing much the same results.

Mr. Adams stated that the portfolio follows each student from the beginning of the school career through the high school class work. The question now is what to do after mastery is attained at the 10th grade. Mr. Adams stated that people in the field are having success in promoting successful students and parent involvement. There is a need for better language translation of the EALRs and classroom materials to help the influx of students coming from foreign countries. Mr. Adams stated that the teachers he has worked with are very professional in their use of the days. They would like to have the ten days promised by E2SHB 1209.

EDUCATION ORGANIZATION PRESENTATION

WASHINGTON STATE PTA

Lisa Bond, President, and Carol Taylor Cann, Government Affairs Liaison, presented information on the Washington State PTA. By definition, the Parent Teacher Association promotes public education and the support of children and families. They have a state conference each year as well as local conferences. The office staff is very small; most work is done by volunteers. Goals for the state association include:

- ✓ Influence for students and parents
- ✓ Increased parent and family involvement
- ✓ Leadership development
- ✓ Increased funding from outside sources
- ✓ Increased diversity of the association

Nationally, PTAs are under attack from conservative groups and from a national group promoting PTOs. Washington State has the largest membership and the highest dues. Fifty-two percent of schools statewide, K-12, have PTAs. The higher the percentage of free and reduced lunch, the lower the percentage of PTAs. The greatest number of PTAs is in the King-Snohomish-Pierce Counties region. The state organization is looking at ways to increase its presence in low-income areas and in the secondary schools and increasing the diversity of its membership and leadership. Washington has a gay and lesbian PTSA serving the needs of gay and lesbian students and their families. There is also a Samoan PTSA and a request to form a Spanish PTSA. These are not school-based but interest-based PTSAs. PTA has an online survey that schools can take and it will generate a report showing the school's strengths and weaknesses in involving parents and families in school activities.

Carol Taylor Cann reported on the legislative assembly, reviewing the top ten priorities for the PTA. The main focus is on advocacy.

- ✓ Protect I-728 and non-basic education funding
- ✓ Task force created on the basic education act and its funding in a performance-based system
- ✓ State tax structure revision both short- and long-term
- ✓ Simple majority
- ✓ Funding for prevention and early intervention programs
- ✓ Compensation for educators
- ✓ Common school funding system
- ✓ Safety and health issues
- ✓ Full funding of performance-based education system
- ✓ Full funding of the DDS program

The presentation was followed by a question and answer period with Board members that included student/parent conflicts in the secondary schools and facilities construction.

During the lunch recess, the Eisenhower High School Jazz Band, under the direction of Dave Walter, performed a selection of 1930s and 1940s jazz pieces to the delight of the State Board members and staff.

BOUNDARY REVIEW HEARING

The Board heard the appeal of the Riverview School District transfer of property as allowed by the Puget Sound ESD 121 Regional Committee. Official transcript is on file in the Office of the State Board of Education.

Motion: Moved by Mrs. May and seconded by Mr. Woldeit to uphold the decision of the Puget Sound ESD 121 Regional Committee in allowing the transfer of property from Riverview School District to the Northshore School District. Motion carried on a voice vote (6 votes yes, 1 no, 1 abstained, 1 excused [Yes—Dana Twight, Carolyn Tolas, Bobbie May, Gary Gainer, Warren T. Smith Sr., Phyllis Bunker Frank; No—Kenneth Ames; Abstained—Linda W. Lamb; Excused—Tom Parker)

SCHOOL FACILITIES REPORT

Gordon Beck, Acting Director of Facilities, OSPI, presented information on Tab 18—Annual Review and Report on the Area Cost Allowance and the Report on Construction Costs for the 2001-02 School Year.

The area cost allowance has remained fairly stable for the last three years after some years of dramatic rises. Mr. Beck reviewed the projects that have been bid in the past year. Questions were raised on the Federal Way and Davenport bids because of the low bids that were submitted. These are for additions under 10,000 square feet. In response to a question from Ms. Twight, Mr. Beck stated that Eastern Washington seems to bid lower than the Puget Sound area. The fact that Blair Elementary is on a military base, the bids could have been lower in the hope of getting other government contracts at a later date.

Mrs. Tolas had asked Superintendent Bergeson for a one-page information sheet to be prepared by Brenda Hood yesterday. The sheet was distributed to the State Board at this afternoon's meeting. Mrs. Tolas stated that this page was a good preparatory statement for Board members to use in getting ready to meet with legislators. Mrs. Lamb asked that the Board get statements in writing from the education organizations.

In response to a question from Mrs. Lamb, Mr. Beck stated that, on paper, the match looks like 50/50 but in fact is about 30/70 on the state match.

Tab 19—Request for Change in Scope (greater than \$1M) for Project with State Board Approval from the Tacoma School District

Gordon Beck, Acting Director of Facilities, OSPI, presented background information on the request for change in scope from the Tacoma School District for Mount Tahoma High School.

Motion: Moved by Mrs. Tolas and seconded by Mr. Smith to approve the change in scope for the Mount Tahoma High School Project in Tacoma School District. Motion carried.

Tab 20—Request for Approval from Northwest Educational Service District 189 to Purchase and Alienate Property.

Gordon Beck, Acting Director of Facilities, OSPI, introduced Mr. Colby, Board Chair of NWESD 189, and Dr. Jerry Jenkins, Superintendent of NWESD 189. Dr. Jenkins reviewed the application for the sale of the property and the projects that are underway in the district. It has been established that, while it does need approval for sale of property, the ESD does not need Board permission for the sale of bonds or certificates of participation (COPs).

Motion: Moved by Mr. Woldeit and seconded by Mrs. May to approve the sale of the property. Motion carried.

Mr. Colby stated that the ESD is fortunate to have Dr. Jenkins on board to help with the construction of the new facility and other projects.

INITIAL CONSIDERATION OF PROPOSED POLICY CHANGES

Tab 21—Proposed Amendments to SBE Policies:

WAC 180-57-055 Definition—Grade Point Average

WAC 180-57-070 Mandatory High School Transcript Contents—Items

Executive Director Larry Davis provided background information on the proposed changes to the transcript. Mr. Davis thanked Newell Rice, Everett School District,⁴ for his work on the physical changes to the transcript made by a group of technical people under his direction. There is a possibility of a uniform course code and description system coming out of this work.

In response to a question, Mr. Davis and Bob Ames, Principal of Eisenhower High School in Yakima School District, stated that several items (W, NC, etc.) will be defined. There is no privacy issue as the student controls the release of the transcript. Honors courses were not designated. Consensus of the Board was to list Honors designations. Assistant Superintendent Marcia Riggers raised the question about transfer credits being added to the transcript or maintained on a separate transcript. In response Mr. Davis stated that, if the courses are more than one page can handle, it will wrap around to a second page; higher education people would like to have only one sheet per student. In response to a question from Mrs. Frank, Mr. Davis stated that last year the Board changed its policy so that the higher of two scores in a retake situation is counted in the GPA. Ms. Twight asked the relevance of 'gender' listed on the transcript.

Motion: Moved by Mrs. Tolas and seconded by Mr. Woldeit to remove 'gender' from the transcript and 'sex' from the WAC language. Motion carried on a five-four vote.

Motion: Moved by Ms. Twight and seconded by Mr. Woldeit to remove the student identification number and the WAC language.

Advice from Assistant Attorney General David Stolier, in regard to privacy, was that if the information is not needed on the transcript, it shouldn't be there.

Ms. Twight withdrew her motion, with consent of the Second, with the caveat that the committee look at all of the privacy issues on the transcript. Staff was directed to find out what personal information is needed and what is not and should be removed.

Bob Ames, Principal, Eisenhower High School in Yakima School District, complimented the Board on its deliberations, but his main concern is putting the WASL, Culminating Projects, and Fifth-Year Plan on the transcript as soon as possible—2004 or before. Delaying the implementation of the new transcript is not an option to keep credibility of teachers, students, and parents.

Mrs. Lamb stated the honors classes should be noted on the transcript. Also IB and AP should be designated for those classes as they are universally recognized.

Absences are not noted on the transcript at the behest of the Accreditation Committee.

Motion: Moved by Mrs. Lamb and seconded by Mrs. May to include 'gender' in the discussion of personal information on the transcript. Motion carried.

Board members will have the option to attend the Accreditation Committee meeting on November 6. Mr. Gainer asked that ID number be considered as the only identifier of the student.

GENERAL ADMINISTRATION

Approve List of Examples of Standardized Achievement Tests for Use by Students Receiving Home-Based Instruction

Executive Director Larry Davis provided background information on the proposed list of tests. It will be put on the State Board and OSPI websites as well as in the Pink Book published by OSPI.

Motion: Moved by Mr. Gainer and seconded by Mr. Smith to approve the list of standard achievement tests for use by students receiving home-based instruction. Motion carried.

Assistant Superintendent Marcia Riggers announced that Governor Locke suggested at an Issaquah meeting that the Listening WASL be removed, science be added and arts and health and fitness be classroom assessments.

ELECTION OF VICE PRESIDENT

Phyllis Bunker Frank was elected as Vice President for the 2003 year on a role call vote of 9 for, 0 against, 1 excused

ELECTION OF PAST PRESIDENT

Warren T. Smith Sr. was elected as Past President for the 2003 year on a role call vote of 9 for, 0 against, 1 excused.

ELECTION OF MEMBER AT LARGE ON THE EXECUTIVE COMMITTEE

Carolyn Tolas was elected as Member at Large on the Executive Committee for the 2003 year on a role call vote of 9 for, 0 against, 1 excused.

LEGISLATION COMMITTEE

Patty Martin, staff, State Board of Education, reported that Tom Parker and Ms. Martin will conduct a work session on the Legislature in January. Mrs. Lamb ask for some information to work with her legislators prior to the January meeting. Mrs. May noted that Mr. Parker felt the two biggest items to work with the Legislature are budget and school construction. Reclassification is also an issue.

Mrs. May reported that Senator McAuliffe would like to have the Governor appoint at least four additional members to the Board. President May told Senator McAuliffe that this is a working body and would need an increase in budget. One of the questions for Senator McAuliffe in a future meeting would be how would the change improve student learning/achievement in Washington State? Several options were discussed by the Board members. Mrs. Lamb suggested that election of the State Board members should be done by the Secretary of State's elections division. Senator McAuliffe suggested that the Board write the job descriptions for the four appointed positions. She also suggested the Board make suggestions for those positions.

1. How does this affect student learning?
2. How will this affect the outcomes of this Board?
3. How will this affect the work with the Governor's office?

The Governor should be invited to be a player at the table of the Learning First Alliance. Senator McAuliffe will be re-elected but may not be chair of Senate Education. We still need to work with her on any proposed legislation. We need to educate Senator McAuliffe on the work of the Board and what will the appointment of four members by the Governor affect what we do for students. Mrs. Tolas wants staff to keep the Board members informed about what is happening. Dr. Bergeson should be included in the discussions. Mrs. Riggers reaffirmed that this governance issue is much larger than has been stated.

Friday, October 25, 2002

Members Present: Kenneth Ames, Phyllis Bunker Frank, Gary Gainer, Linda W. Lamb, Bobbie May, Warren T. Smith Sr., Carolyn Tolas, Dana Twight, Ron Woldeit, Marcia Riggers, Assistant Superintendent, OSPI, (representing Superintendent of Public Instruction Terry Bergeson), and Student Representative Lacey Androsko

Members Unable to Attend: Tom Parker and Student Representative Andrea Naccarato

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

Vice President Phyllis Bunker Frank welcomed members to the meeting at 9:10 a.m.

ADOPTION CONSIDERATION OF PROPOSED POLICY CHANGES

Tab 12—Proposed Amendments to SBE Policies: Chapter 180-38 Pupils—Immunization Requirement and Life-Threatening Health Condition

Executive Director Larry Davis presented the revised amendments to the proposed changes to Chapter 180-38 WAC.

Motion: Moved by Mrs. May and seconded by Mr. Smith to adopt Tab 12 regarding proposed changes to Chapter 180-38 WAC.

Mrs. Lamb expressed concern with the proposed changes outlined in Amendment A. She is concerned that parent responsibility has been taken out by the language.

Proposed Amendment A died for lack of a second.

Motion: Moved by Mr. Woldeit and seconded by Mrs. May to adopt Amendment B—"Nursing plan" shall mean a current plan of care developed for the student consistent with the standards of nursing conduct or practice set out in department of health regulations, WAC 246-840-700. The nursing plan implements the medication or treatment order. Motion carried

Motion: Moved by Ms. Twight and seconded by Mrs. Tolas to adopt Amendment C—In case of a life-threatening health condition, due to failure to submit a medication or treatment order, unless the school district is required to provide the medication or equipment as a related service under federal law. Motion carried.

Motion: Moved by Mr. Woldeit and seconded by Ms. Twight to adopt Amendment D—"Parent" shall mean parent, legal guardian, or other adult in loco parentis. Motion carried.

Motion: Moved by Mrs. May and seconded by Ms. Twight to adopt Amendment E—The initial attendance of every student at every public school who has a life-threatening health condition is conditioned upon (a) presentation by the parent of a medication or treatment order addressing any life-threatening health condition the child has that may require medical services to be performed at the school and (b) formulation of a nursing plan to implement the order. The parent shall also provide any medication or equipment identified in the medication or treatment order necessary to carrying out the order, unless the school district is required to provide the medication or equipment as a related service under federal law. Following discussion, motion carried.

Motion: Moved by Mrs. May and seconded by Mr. Woldeit to adopt Amendment F The chief administrator of each public school shall prohibit the further attendance of each student already in attendance for whom a medication or treatment order has not been provided if the child has a life-threatening health condition that may require medical services to be performed at the school. Any such exclusion shall be preceded by written notice as set forth in WAC 180-38-050. If written notice has not been provided, any exclusion shall be stayed until notice is received by a parent [strike "guardian or other adult in loco parentis"]. The school shall continue to prohibit the child's presence until the school (a) receives a medication or treatment order and any medication or equipment identified in the order necessary to carry out the order, unless the school district is required to provide the medication or equipment as a related service under federal law, and (b) has a nursing plan in place. A new medication or treatment order must be submitted whenever there are changes in the medication or treatment needs of the child. The nursing plan shall be amended accordingly. Motion carried.

Motion: Moved by Mrs. May and seconded by Mr. Gainer to adopt Amendment G—Strike the words ", guardians, or adults in loco parentis". Motion carried.

Concern was expressed by Board members regarding the responsibility of the parent to choose the appropriate medical provider to sign the medical treatment order.

Motion: Original motion adopted as amended adopted on a role call vote of 9 for, 0 against, 1 excused.

YAKIMA SCHOOL DISTRICT PRESENTATIONS

PRINCIPALS PANEL ON BEST PRACTICES IN THE YAKIMA SCHOOL DISTRICT

Patty Martin, staff, State Board of Education, introduced Cheryl Mayo, Assistant Superintendent of Yakima School District. Mrs. Mayo introduced Karen Campbell, Past Principal of Whitney Elementary; Sherry Adams, Principal of Ridgeview Elementary; and Luz-Juarez Stump, Principal of Martin Luther King Jr. Elementary in the Yakima School District. Each principal described their buildings for Board members, providing written statistics and graphs. A slide show was presented by the principals on the various programs (copy on file with these minutes). The panel answered questions posed by Board members on the various programs, parent/student incentives, reading programs, etc. One of the biggest hurdles for the schools is ESL students with parents who do not speak any English. The schools have to make extra efforts to reach these parents and involve them in the school programs and their children's learning. Ridgeway was fortunate to receive a grant to pay for their after school programs and enrichments. The other schools have realigned their resources to provide the services.

Assistant Superintendent Marcia Riggers, OSPI, announced that Gayle Thronsen, Nurse Corp Director at OSPI, called to say that the statewide school health issues task force, meeting at OSPI, absolutely affirms the amendments adopted by the State Board.

EISENHOWER HIGH SCHOOL—THE FOUR PS (PLAN, PORTFOLIO, PROJECT, PATHWAY)

Cheryl Mayo, Academic and Program Improvement Officer for the Yakima School District, introduced Yakima School District Board Members Marta Harris and Bob Tuttle. Dr. Mayo introduced Bob Ames, Principal; and Stacey Locke, Vice Principal, Eisenhower High School, Yakima School District.

Mr. Ames provided background information on the high school and the development and funding of the Four Ps Project. Mr. Ames and Ms. Locke presented a PowerPoint presentation (copy on file with these minutes). The actions taken by the State Board have helped Mr. Ames and Ms. Locke reinforce with teachers and students that these programs are important. Work began one year ago and they began implementing the plan this year.

Some of the statistics

- ✓ WASL scores in 2002: 14.2% met all the criteria for listening, reading, writing, and mathematics
- ✓ 14-20% Freshman dropout rate last 5 years
- ✓ Approximately 100 full/part time faculty
- ✓ 36-47% free and reduced lunch
- ✓ 40% minority
- ✓ Approximately 1850-2000 depending on transfers and family moves

Preparation for the Program

- ✓ Presentation by Leroy Werkhoven
- ✓ Year-long scheduling for students
- ✓ Committee of 30 people work with Ms. Locke; 23 of 85 full time staff wanted to be involved
- ✓ Got staff involved in a ropes course as the beginning
- ✓ Freshman Focus is the first phase of the program

Elements of Freshmen Focus

- ✓ All freshmen will be in a series of class session
- ✓ Sessions are 30 minutes twice weekly
- ✓ Session will be graded A/pass/fail with elective credit
- ✓ Our Freshman Focus Curriculum is developed by Eisenhower teachers and will be evaluated and adjusted as needed
- ✓ Curriculum is divided into five areas: social skills, orientation, human relations, study skills, and 4P career preparation
- ✓ Students are randomly selected for classes at approximately a 1/24 ratio
- ✓ Freshman are placed with Cadet Connection Mentors (staff) at the end of their freshman year; freshman teachers want to loop with the students for the next four years
- ✓ Link Crew—135 students helping other students

Cadet Connections

- ✓ Students (10-12) will retain the same Cadet Connection Mentor for 3 years
- ✓ Similar to the Freshman Focus
- ✓ Will be a three-year program

The portfolio is in hardcopy but each student has the opportunity to burn a CD for their use later. The school board gave the school the opportunity to develop the program before building the policies needed to support it. Eisenhower will be using a Plan+2 for students rather than the Plan+1 as required now. The culminating project will be done during the final three years at Eisenhower.

School to work funding is a critical element to making this work; career centers will be extremely important to the near future. The school is beginning to work hard to recapture students who are on the edge and have problems learning due to language or other problems. Intervention is really beginning at the middle school level now.

GENERAL ADMINISTRATION

Linda W. Lamb, Chair of the **Communications Committee**, expressed her discomfort at the lack of knowledge of the meetings throughout the general public. School public information officials in the various districts are another resource. The next meeting is November 21 at South Kitsap School District. The December meeting was to meet with the Legislation Committee to prepare for the January session. Jocelyn McCabe will be

presenting information to the committee on December 12. The three key messages from the August meeting were included in the *OSPI News Digest*. Mrs. Lamb shared what she is doing to communicate with her various districts and liaison groups.

Patty Martin, State Board staff, previewed the communications training that will be provided by Bill Southern, Seattle School District. Staff and Mrs. Lamb will have the experience of being interviewed by a panel of reporters. Staff will be able to do some trainer of trainers' exercises with other Board members.

Mrs. Lamb stated that web page is looking very good. They will also be tackling a new brochure. Accessing other education associations and their newsletters has also been discussed.

Phyllis Bunker Frank, Chair of the **Professional Development and Certificate Committee**, reported on the last meeting of the committee. Staff members attended that last Professional Education Advisory Board conference. The next meeting will be on October 31. First People's Language WAC will be refined. Mrs. Frank encouraged members to participate on the committee.

Carolyn Tolas, Chair of the **Facilities Committee**, announced that Cass Kincaid is the new president of the SFAB committee. Mrs. Tolas and Executive Director Larry Davis met with Superintendent Stan Pinnick of North Beach on the repayment of funds. Repayment will not begin until next April when they begin receiving levy monies. This is repayment of monies from the settlement which should have been paid to the State Board.

Bobbie May, Chair, **Student Learning and Improvement Committee**, reported on the last meeting of the committee. There are new members on the committee. The next meeting of the committee will be November 6.

Warren T. Smith Sr., Chair of the **Equity Committee**, reported that he, Larry Davis, and Patty Martin had met and put together a strategic plan for the next steps of the committee that will address the achievement gap and diversity issues. Mr. Smith reported on his attendance at the National Association of School Boards of Education (NASBE) Conference in San Diego. The networking was invaluable to Mr. Smith. A regional conference has been looked at by NASBE. One of the topic discussions he attended was on Trust Lands. The session on ESEA would have been more meaningful if someone like Mary Alice Hueschel had been the presenter. Mr. Smith also attended the WASMA Conference at the University of Washington. Mind mapping is something that can help with the achievement gap and with ESL learners. It is his hope that the Board can hear the presentation by Cynthia Clausen on mind mapping.

Bobbie May reported on her trip to the New England States. There were 21 people from Washington State on the trip. The relationships formed were one of the best parts of the trip for Mrs. May.

- ✓ Massachusetts—they face litigation. Litigation was a good thing for them as it brought more funding to the state. The key to education reform is professional development that is classroom based. Students are being asked to shoulder the accountability rather than teachers or administrators. Attendance correlates to failure on the exit exam. Students can accumulate points through portfolios and substantive demonstrations. GED is becoming the option for taking the exit exam. GED qualifies for financial aid; certificate of achievement does not. They have an appeals board for those students who are close to achieving. 12,000 students will not receive diplomas. They have several retakes available. Communities are becoming involved. They believe that an argument can be made for continuous improvement and setting cut scores. Each district is expected to spend \$125 per student on professional development of staff. Litigation focuses on the fact that the test discriminates. The test is not causing the achievement gap, but identifying it. Needed: multiple retakes, resources, appeals board, etc. Redevelop test annually. You have to have skin in the game to come to the table.

- ✓ Rhode Island—does not make the test a graduation requirement. They are looking at making participation in the test a graduation requirement. SALT Process—evaluation of and development of school improvement plan. The state chose the NAEP and TIMM standards for students; not good for graduation requirements. Is the test reliable on the individual level? Scores should be part of the grading system for classes. We should consider exempting a quarterly exam in a class for passing a part of the WASL. Students don't take the test seriously because the adults don't. You need consequences for the adults. Over and over the group heard about resources. A strong message was heard about not dropping arts, science, etc. Can the system move the child forward? Testing has to support capacity building. Freshman dropping out because of high non-attendance rates, needing to go to work, missing courses—looking at other ways of delivering courses.

- ✓ Connecticut—Legislators pushed for high stakes testing; State Board decided to let the local districts figure it out. Students receive a stamp on their diploma. If students learn in different ways, why are we asking students to pass the same test? If you cannot fund and sustain it, don't take such big steps. Court cases were used to drive funding. Tests are raised every seven years; tests used to change teaching and professional development. Some districts were asked to develop competencies for students to demonstrate including writing projects. Heavy emphasis on early childhood education. Early childhood programs are open to anyone providing child care.

Dana Twight reported on the meeting of the Washington Interscholastic Activities Association (WIAA). WIAA is very proactive on their liaison activities. Ms Twight and Mrs. Tolas can be on the agenda of the PTA for the January 11 meeting.

Linda W. Lamb reported on the conference of the Washington Association of School Administrators. She tried to impress on President Mack Armstrong the importance of acknowledging the presence of the State Board member. There was a presentation on the brain research as well as presentations from California and New York. She attended a middle school presentation by Mount Baker Middle School on school improvement.

Carolyn Tolas reported on the last meeting of the Washington State School Directors Association which took place during the Learning First Alliance. At this meeting she was able to secure backing of WSSDA in support of our construction budget proposal.

Gary Gainer, Chair of the **Certificate of Mastery Committee**, reported on the next meeting on November 19 and the December meeting on either the 12th or 13th or both. Mr. Gainer complimented Executive Director Larry Davis on the work he does on the agenda and the other work he does for the Board as well as the work of the other staff members.

Mr. Gainer noted there are some things not being done by the Board. The Board needs to work more in the specific rather than the conceptual. There were items mentioned in the meeting such as remediation that need to be worked on and soon. OSPI is working in the conceptual at this point in time that not much is getting done on the specifics. The committee is at the point of demanding things from OSPI in areas such as assessment. We need to find out what is going on with remediation/acceleration. Where is the development of pathways at this time? The Board needs to help with replication of good ideas. The Board needs to find out what is going on in their congressional districts and letting the office know so it can be disseminated. You need to find a way to track individual students to make sure they are succeeding. When the Board makes its decision in a year, there will have to be a definition of the dropout rate and then set a benchmark of acceptability. If there are benchmarks for PE, why can't they be assessed and give districts flexibility making it part of the curriculum.

The good news is that this group is a heartfelt bunch and the expertise is awesome. Mr. Gainer complimented the Board on their strengths and stated that he will miss working with each one. In addition to the conceptual involvement of the Board on the state and national level, the Board can and should have more precise activities to help students achieve.

Mrs. Frank stated that she hoped Mr. Gainer would take with him the pride of culminating projects, fifth year plan, graduation requirements, etc. that are the best of the policy decisions.

Mr. Smith stated that he appreciated the words of Mr. Gainer in helping him become a better Board member. Mrs. Twight shared the sentiments of Mr. Smith and stated that she appreciated the last question asked by Mr. Woldeit of the last panel presentation. Mrs. Lamb and Mrs. May noted that the skills of both Mr. Gainer and Mr. Woldeit will be missed.

THREE MESSAGES

- ✓ Immunization and Life-threatening conditions
- ✓ Credit for work based learning
- ✓ School Construction

Mrs. Frank noted the email from Newell Rice on his experience in working with Executive Director Larry Davis on the high school transcript.

Mr. Smith stated that when we have presentations from various schools, they should be identified as meeting one of the goals of the State Board.

STATE BOARD ELECTIONS RESULTS

2nd Congressional District—runoff election on November 25 between Frances Coverson and Buck Evans

5th Congressional District—Nancy Fike won with 81%

6th Congressional District—Ken Ames was elected with 70.77%

7th Congressional District—Dana Twight was elected.

8th Congressional District—Carolyn Tolas was elected.

Subsequent to the Board meeting, Buck Evans was elected as the member of the 2nd Congressional District during the run-off election held in November.

Meeting adjourned at 1:35 p.m.

Adopted as corrected: January 15, 2003