

State Board of Education
Regular Meeting
Parker Room, Yakima Valley Community College
August 23–24, 2006

MINUTES

Wednesday, August 23, 2006

Chair Mary Jean Ryan called the meeting to order at 9:06 a.m. She yielded the floor to Dr. Bernal Baca. Dr. Baca welcomed members to the Yakima Valley. He introduced Tomas Ybarra, vice president of Yakima Valley Community College, who welcomed the members to Yakima Valley Community College.

Dr. Baca introduced Mike Morrisette, president of the Chamber of Commerce. Mr. Morrisette welcomed the board to the meeting and encouraged the board members to encourage superintendents to work with their local chambers.

Dr. Baca then introduced Dave Edler, mayor of the City of Yakima, who welcomed members to the community.

Members Present: Dr. Bernal Baca, Dr. Terry Bergeson, Amy Bragdon, Steve Floyd, Dr. Sheila Fox, Phyllis Bunker Frank, Linda W. Lamb, Dr. Kristina Mayer, Mary Jean Ryan, John C. Schuster, and Student Representatives Zachary Kinman and Tiffany Thompson.

Members Excused: Dr. Steve Dal Porto, Eric Liu, Warren T. Smith Sr., and Jeff Vincent

Staff Present: Edie Harding, Bob Butts, Pat Eirish, and Laura Moore

APPROVAL OF MINUTES

Motion: Moved by Dr. Bergeson and seconded by Mrs. Lamb to approve the minutes as presented. Motion carried.

ENGLISH LANGUAGE LEARNERS

Chair Ryan introduced Dr. Alfonso Anaya, director of Migrant and Bilingual Education with the Office of the Superintendent of Public Instruction (OSPI). Dr. Anaya provided information on his background. He presented a PowerPoint that contained statistics on the numbers of Latino and Asian American populations relative to one another. The presentation focused on the statistics for Hispanic learners in the first, second, and third generations both nationally and in Washington State. The presentation is on file with these minutes. His analysis is that the English Language Learners are learning oral English but not the academic language that will help with academic achievement. They need oral language that translates into academic language and teachers need cultural competencies that bring context to the language. Teachers need to learn how to differentiate instruction for English Language Learners to help them be successful. Teacher preparation courses need to be upgraded.

Program, Instructional and Assessment Issues

Effective programs

- ✓ Positive environment
- ✓ A curriculum that is meaningful and academically challenging, incorporating higher order thinking, is thematically integrated, establishes a clear alignment with standards and assessment, and is consistent and sustained over time.
- ✓ A program model that is grounded in sound theory and best practices associated with an enriched, not remedial, instructional model.
- ✓ Teachers in programs who understand theories about bilingualism and second language development as well as the goals and rationale for the model in which they are teaching.
- ✓ The use of cooperative learning and high-quality exchange between teachers and students.

His recommendation to the board was to understand these five key areas to develop policy that will facilitate improvement over these issues. Dr. Anaya is not in favor of lowering the bar, but finding a different vehicle to keep these students on a vigorous path to success. There is no assessment in native language for the minority language learners. There is a problem in the home when the language breaks down between the 2nd and 3rd generations. Mrs. Frank asked to have the Professional Educators Standards Board (PESB) look at these issues around teacher preparation.

Student Panel

Dr. Jane Gutting introduced student panelists Nayeli Mendoza, Luis Delao, and Dianely and Isis Acevedo. Two of the students, Dianely and Isis Acevedo, are sisters and related their experiences starting with home in Mexico and moving to Yakima, attending high school at Davis High School. Neither girl spoke English when they arrived; their father is a pastor of a local church.

Luis' family is still in Mexico. He lives with an aunt and attends Davis High School because of the English Language Learner programs.

Nayeli's parents are farm workers who inspire them to do better in school and spend quality time with them every night.

Interests of the panelists include math, computer class, accounting, Family Careers club, playing guitar, Gates scholarship, and top junior student.

Advice to the Board—students need to speak up in class and be encouraged to become involved. Family problems also force students to drop out. Teachers need to be more supportive. Students need mentors through the school system. Bilingual counselors are needed to help the students. The bilingual teachers are the best source of help and counsel for the students.

Goals—Nayeli wants to major in civil engineering (transportation) to build a road in Mexico. Luis wants to return to Mexico to help his bothers get an education and avoid gang problems, and help community. Dianely wants to become a dietitian to help her Hispanic community. Isis wants to be an ESL teacher or counselor to help other students.

District Panel

Dr. Jane Gutting reviewed some of the challenges the valley has faced and still faces. The funding for students does not depend on M&O levies as much as federal and state funding. The federal funding comes with a lot of strings and accounting costs. Mathematics is a problem in the valley that they have focused professional develop to help solve it. The teachers need focused professional development.

She introduced Richard Cole, superintendent; Janie Hernandez, principal; Heidi Hellner-Gomez, assistant principal; Sonja McDaniel, migrant education, Sunnyside School District; Patty Schmella, curriculum and assessment coordinator, and Brenda Marler, literacy coach, Toppenish School District;

Benjamin Soria, superintendent, and Vickie Ybarra, school board member, Yakima School District; Kevin Chase, superintendent, and Minerva Morales, curriculum instruction/federal programs, Grandview School District.

The panels addressed the following questions:

1. What actions are you taking to assist your students in meeting the state standards, especially those that have been especially successful?
2. What barriers are facing in assisting your students to be successful, with an emphasis on barriers created by the state?

The panel presented how they are working with parents and students to make sure that the students have the best possible atmosphere to learn. The most important positive has been the outreach to the parents by the school staffs. Sunnyside is being a leader in the parent outreach. Toppenish is using coaches in literacy and mathematics. They would like to have the reading initiative duplicated for mathematics. The Professional Learning Communities are very powerful. Ms. Marler asked for resources to fund more time for teachers to work together as groups to develop strategies to help students.

In response to a question, having a major assessment such as the WASL in the second language is a barrier when the teachers are helping students who have to learn to communicate in their native language before learning English. Washington Language Proficiency Test Two (WLPT2) test is not considered a mandated test and students are refusing to take it. Teachers are having problems using the data. Biggest barriers—time in the day and time for instruction or coaching, professional development, structure of the day between grade levels, and the early exiting of students through the newly modified WLPT2 test without attaining important skills and transitional opportunity.

The most important issue is the relationship between the classroom teacher and the student—without good instruction in the classroom, student achievement will not happen. Needs—building capacity for teachers; professional development, clear perception that all students can learn, quality leadership in the buildings, and a better connection with higher education along with incentives for dual language personnel.

Certificate of Academic Achievement—Dr. Soria asked the board to take a look at where we are. He said that it isn't that the students can't do the work, but that the system is not able to help the students. He suggested introducing them on a graduated basis—reading, writing, science, and mathematics. Mr. Cole stated that the board should focus on the current test data to make its decisions.

Parent Panel

Mrs. Frank introduced the panel members—Graciela Navarro, Columbia Legal Services; Carmen Mireles, Granger parent; Maria de la Luz Balderas, Sunnyside parent; and Sister Mary Rita Rohde.

Ms. Navarro read remarks from the Mattawa (Wahluke School District) parents who were not able to attend because of the harvest. Parents have been trying work with the school district but have not been able to because of the lack of district willingness to have them participate. The district does not have funding to serve the English language learners.

Ms. Mireles, Granger parent, expressed her frustration at not being able to help her children or being welcomed by the school district when she has had a problem.

Ms. Balderas, Sunnyside parent, described the problems that her children and the parents have had going to school in the valley. She has one daughter who does not test well. She is concerned about those who don't do as well as her daughters. She feels that too much money is being spent on the

WASL when the resources could be used in other ways. She would like to not use WASL as a graduation requirement but as a means for the education system to work for all students.

Sister Mary Rita Rohde provided her background. She is now working with Spanish-speaking women. She is upset at the WASL. Most English language learners are five years behind in language development when they begin kindergarten. District meetings are not translated into Spanish for the benefit of Hispanic parents. Many Hispanic parents have either not completed school or got through 3rd grade.

1. How ethical is it for a state to require one test for graduation?
2. How ethical is it for a state to require two failures before the alternative is accessible?

In response to a question, Ms. Balderas stated that her children have not missed more than five days. It hurt her to have her daughter not pass the WASL and then think she wasn't smart enough. Children should not be punished for what parents and teachers have not done.

Ms. Mireles stated that she encourages parents to be involved in the schools.

In response to another question, the parents are not able to help because of language problems. There needs to be more parent involvement.

Seattle School District

Michelle Corker Curry, Associate Academic Officer, and Linda Host, Bilingual Program Manager, Seattle School District

Ms. Corker-Curry provided information on the bilingual programs in the Seattle School District which serves 129 languages to 6142 students. They translate materials into several languages to help parents understand. The district needs help in evaluating transcripts for students coming in from other countries.

Most Pressing Challenge in the Education of English Language Learners (ELL) Students:

- ✓ Assist students achieve a level of English proficiency in the classroom so that academic comprehension is NOT impaired by the students' limited English proficiency.
- ✓ Assist ELL students to remain on grade level academically while he/she achieves a level of English proficiency in the classroom. There is a problem with transcript interpretations.

Needs:

- ✓ Full funding including translation
- ✓ State adopted textbooks
- ✓ Assessment
- ✓ Clearly articulated program guidelines
- ✓ Housing allowance assistance for new employees
- ✓ Summit across state on immigrant refugee issues
- ✓ Funding to support before and after school program for ELL learners

In response to a question, Ms. Host stated that the language proficiency test should be for that only, not as an exit exam. Having students who have been in the state for only one year with language problems is not realistic.

In response to a question, Ms. Corker-Curry stated that the language assistants are the first contact with many of the families.

In response to a question, all teachers and principals take culturally responsive classes to work with the different cultures in their buildings and classrooms. But there are not enough language proficient teachers to share the academic load.

COMMISSION ON HISPANIC AFFAIRS

Dr. Baca introduced Uriel Iniguez, executive director of the Commission on Hispanic Affairs.

Mr. Iniguez reviewed the work on the Commission on Hispanic Affairs. He focused mainly on the early education of children as well as adequate pre-natal care. Because the number of Hispanic children is increasing, culturally competent training for educators and child care providers is essential. SB 6618 will lead to identifying cultural biases. Alternatives for graduation need to be available for WASL-discouraged language-learner students. The commission supported the establishment of the Education Ombudsman. Institutional capacity must be built into our school districts. It is recognized that increased competency within K-12 education will better provide for our diverse school populations. We must work together to provide all our students the financial resources and support that will foster equality within education. Mr. Iniguez met with the principals association and school directors after the Mattawa incident with Latino parents.

Dr. Bergeson stated that we may be looking at a standardized curriculum for the state in several subjects. Mr. Iniguez stated that if we are going to use the WASL, let's use it to improve the system.

REFLECTION ON ENGLISH LANGUAGE LEARNERS

- ✓ Recommending to Professional Educator Standards Board regarding an upgrade in teacher preparation for bilingual educators.
- ✓ Time and graduation requirements should be part of the work plan.
- ✓ Conversations with other entities on the problems discussed here.
- ✓ Discussion with either executive committee or whole board of PESB and SBE on working together on several issues.
- ✓ Need more relationship between curriculum in the classroom and encouragement of students by teachers.
- ✓ How do we use what has been learned to help students?
- ✓ Recommendation to dissolve the myth that Hispanics cannot learn or are not doing well.
- ✓ Issue of gangs and the role it plays in engaging students in school and what districts are doing about it.
- ✓ Where are we having the huge problems—why are students dropping out in the sixth grade? What generation is this—2nd or 3rd?
- ✓ Disconnect in some areas between the districts and the parents/communities.
- ✓ Statewide common curriculum could be a slippery slope to be careful of.
- ✓ Are the programs discussed today really doing what they say they are doing?
- ✓ Barrier issue—districts having to come up with extended resources to serve students.
- ✓ We need to fix the problems in the system. This is the future for the entire economy of our state.
- ✓ What can we bring down to the policy level?
- ✓ Bring together parents, students, and district people to bring the data alive.
- ✓ Time and learning and teaching—to restructure the day or the year.
- ✓ Share the information—breaking down the silos.

Future Items

- ✓ Early learning for English language learners
- ✓ Disconnect between WLPT and WASL and exiting students early
- ✓ Evidence based alternative
- ✓ Remedial models—how are ELL students being handled
- ✓ Over identification of ELL students.
- ✓ Funding system

COLLECTION OF EVIDENCE

Bob Butts provided information on what has happened since the July public hearing. He noted that the decision by the board must be made on professionally accepted validity and reliability standards.

Joe Willhoft, assistant superintendent for Assessment with OSPI, reviewed the process to adopt the guidelines for the collection of evidence.

Overview of Process

- ✓ National TAC recommends development of a framework that it can endorse and forward to State Board
- ✓ Taylor framework is identified as starting point
- ✓ Taylor framework presented to Alt-TAC in May and National TAC in July
- ✓ Framework is re-worked and presented to Alt-TAC in August; revision is endorsed for submission to National TAC
- ✓ National TAC endorses framework and forwards to State Board (October)
- ✓ After National TAC endorses the Taylor framework, staff will develop a checklist of COE design features that address each of the ten validity and reliability standards ("Taylor and Willhoft" paper)
- ✓ Checklist will be sent to the State Board for review to assist with their decisions that the Collection of Evidence meets professionally accepted standards for reliability and validity.

In response to a question, Dr. Willhoft stated that the board could adopt the process for bringing the guidelines to final approval; adopt the guidelines, or tentatively adopt the guidelines.

Dr. Bergeson suggested sending the Taylor & Willhoft paper to the National TAC for approval and approve the likelihood that these guidelines will be adopted.

Board Discussion

Dr. Fox sees parallels between the early stages of the professional certification in that there is no clear rubric that school districts can use. Dr. Willhoft stated that they have the same concerns. The scoring protocols are being developed. It was suggested that a clarifying sentence should be at the beginning. In response to a suggestion, Dr. Willhoft stated that this document was meant for the field to use, not parents. Concern was raised regarding the timeline for a student to complete the collection. It was suggested to change the registration date to November 1. Concern was raised about the fact that the students have moved to Junior English, having in essence failed Sophomore English. There are not reading specialists at the high school level. There is no requirement for the teacher signing the forms to have the correct endorsement.

There needs to be some adult taking responsibility for each student and the sign off on the collection. If someone is working with students but has not had the training, there needs to be a sequence online to help them work with the students. It was suggested to have the principal, superintendent, or school board sign off. There needs to be capacity building to help the students through the collection of evidence. It was suggested to use the Educational Service Districts to help with the collections or Sylvan Learning Centers. The suggestion was that the sign off was too late in the process as the collection was completed. Dr. Willhoft suggested moving the closure date to an earlier time and make sure that the principal be responsible. It was suggested that this will be handled by a lot of counseling departments.

Dr. Bergeson suggested having a mentor available through the Educational Service Districts to help the buildings. The responsibility is going to lie with the school and the district to help the students.

Dr. Willhoft stated that they will make the revisions in the guidelines. They will seek the approval of the National TAC and bring the final product to the October meeting for approval.

In response to a question, there will be rules adopted to implement the process. It was the consensus of the group to allow assessment to post the revised guidelines as the likely guidelines to be adopted.

The PSAT, SAT, and ACT discussion will be held in September.

PUBLIC COMMENT

Martha Rice, Professional Educator Standards Board member and Yakima School Board member, appreciated that there were parents and students who were willing to come to talk to the board. She has heard some of the comments before, but she also heard some comments that the Standards Board will need to deal with. Speaking as a parent and school board member, Ms. Rice is very concerned about the timeline for the collection of evidence. The timeline comes close to the end of quarter and almost the end of the first trimester for those schools using those systems. She expects to have many questions from confused parents. Ms. Rice is afraid that the collection is cumbersome for people to use. There is also the concern that the collection is a watering down of the standards.

Ms. Bragdon stated that the timeline is so short that there needs to be marketing on the collection. There needs to be a bilingual counselor working with the Hispanic students. Time is also a major issue.

WASHINGTON LEARNS REPORT

Edie Harding provided information through a PowerPoint on the Washington Learns Steering Committee.

Ideas that Pertain to the SBE

- ✓ Mathematics & Science—eliminate general math requirement at middle and high schools, define content required credits, add more mathematics and science, students take a diagnostic college placement to assess readiness by the 11th grade
- ✓ Technology—examine ways to fund technology
- ✓ Investments—re-engineer and personalize schools based on research driven and evidence-based investments tied to accountability for the use of new resources. Add five new system goals to the definition of basic education. Align curriculum and instructional supports to grade level expectations and rigorous graduation requirements. Support additional learning time—longer day and school year.
- ✓ Access—expand strategies to assist K-12 students who need extra help in meeting state standards.
- ✓ Accountability—establish 10 year goals for educational outcomes and align all activities/programs to student outcomes. Establish P-20 Educational Council. Establish and maintain a robust data system to allow evaluation of student progress and other indicators necessary to achieve educational goals.
- ✓ P-20 Council—purpose: raise overall educational attainment in Washington through a world class, learner-focused education system. Monitor: specific measures of educational outcomes using longitudinal student database. Measure and evaluate progress toward goals. Coordinate with other entities with accountability responsibilities. Recommend improvement strategies. Make education expenditures more transparent. Communicate results to policy makers and citizens. Identify ways to improve transfer and matriculation across all sectors.

P-20 Council could be a great vehicle for making a seamless system. It cannot become another accountability vehicle for dictating to the various boards. The Governor still has to be involved. Concern was expressed over creation of yet another education governance agency.

Dr. Bergeson noted that they did layout a funding formula to replace the current formula at yesterday's meeting of the Washington Learns K-12 Advisory Committee.

Ms. Bragdon stated that the board's strategic plan should reflect some of the Washington Learns language and thoughts.

Meeting recessed at 6:10 pm.

Thursday, August 24, 2006

Chair Ryan called the meeting to order at 8:15 a.m.

Members Present: Dr. Bernal Baca, Dr. Terry Bergeson, Amy Bragdon, Steve Floyd, Dr. Sheila Fox, Phyllis Bunker Frank, Linda W. Lamb, Dr. Kristina Mayer, Mary Jean Ryan, John C. Schuster, and Student Representatives Zachary Kinman and Tiffany Thompson.

Members Excused: Dr. Steve Dal Porto, Eric Liu, Warren T. Smith Sr., and Jeff Vincent

Staff Present: Edie Harding, Bob Butts, Pat Eirish, and Laura Moore

STRATEGIC PLAN

Executive Director Edie Harding provided a frame of reference for the work on the strategic plan and budgeting process for today's work.

Mary Campbell discussed the work to be done today including the consensus cards. The work will focus on the mission, goals, vision, and objectives. She asked the ad hoc group to present the plan. The vision will be for the K-12 system with the goals supporting that vision. The mission is the State Board's mission with the objectives supporting that mission for its work in the near future.

Policy board—authorized to make specific policy that others have to implement. (policy = rules of the road)

Under its "oversight" provision in the statute, the board has some administrative responsibilities in the K-12 system—convening authority, making recommendations, etc.

With what has happened since the reconstitution of the board, other factors are coming to bare that create an interdependence that the board needs to get a handle around.

There needs to be a look at where the board is getting into the administrative areas that they do not have authority to do. We need to keep a broader perspective and possibly use the bully pulpit for some of its work.

Dr. Bergeson supplied some of the history of the relationship between the state superintendent and the board. She noted that in the area of accountability—neither the board nor the state superintendent has needed authority. The board will need to go to the Legislature for that authority.

Dr. Baca stated that the ad hoc committee came together to accomplish what was needed and develop a contact plan to solicit input from the rest of the board. Ms. Thompson provided information on the structure of the meeting. The basis for the discussion was the document presented at the July meeting.

Dr. Mayer asked the board to use the concept of “gracious space” and ask the board to look at the document in a conceptual manner. The concepts included accountability, individual growth, students equipped to succeed in work and life. It was suggested to use “state education system” instead of K-12.

Concepts from the Washington Learns vision include learner focused, world class, integrated, and thrive locally. It was suggested to substitute “learner-focused system” in place of K-12.

Vision—the State Board envisions a state education system or learner focused system that is accountable for the individual growth of every student are equipped to succeed in a competitive global economy and in life.

Are we on board with Washington Learns in the big picture? There needs to be more aspirational words in the vision. In the bullets, there is nothing about leadership which will be added.

Goals—discussion was held on needed revisions to the goals which support the vision. Ms. Campbell will take the suggestions and revise the goals and present them later in the afternoon.

Mission—as with the goals, considerable discussion was held on the wording of the Mission statement. It will be reworked and presented later in the afternoon.

Objectives and Activities—several suggestions were made regarding the objectives and activities that support the mission statement. They will be reworked and two of the proposed objectives will be collapsed into one.

Chair Ryan stated that there needs to be something on graduation requirements, whether a separate objective or under student achievement. The board will probably be looking at graduation requirements to clarify and strengthen. There is a whole area of mathematics that needs to be addressed.

Dr. Bergeson asked that the board look at the data after September 8 to help with the needs of the special populations.

Ms. Bragdon suggested only having one goal related to student achievement. Ms. Campbell will try to rewrite to reflect this idea. There does not seem to be a decent objective for the system goal of coordination for P-20.

Resources—Gates Foundation

Chair Ryan provided some background on possible funding from the Gates Foundation. There is a possibility of getting some for the large pieces of work such as mathematics and accountability. When the biennial budget is developed, the board will know better what the current budget can support or not. There is a lot of philanthropic interest in the work that the board will be dealing. It was suggested that the board might want to have Gates Foundation education people present to the board.

MATHEMATICS PLAN

Bob Butts, State Board staff, presented the mathematics plan. He is looking at the December 4 hearing whereby the State Board and a couple of its partners would present a plan for increasing student achievement. This would be an action plan to present recommendations to the Legislature and will recommend funding and implementation.

Dr. Fox related the conversation regarding the joint State Board/Standards Board due to the Legislature this fall. Some of the items discussed were a standing meeting between the executive directors, an annual meeting of the executive committees/boards, and ad hoc committees working on projects.

Process

Establish a Mathematics Achievement Committee to convene state-level decisions makers to develop policy recommendations and identify actions needed to improve mathematics instruction. Membership includes three board members, three state and/or nationally recognized educators, and appointees from OSPI, PESB, Governor's office, House/Senate Education Committees.

Dr. Bergeson has some angst about another group being convened to deal with the mathematics. She feels that the board should tell the Legislature that the board will be dealing with the policy issues this year. There are new grade level expectations in mathematics and it is being held back from publication because of the new report coming out from the National Council of Teachers of Mathematics.

It was suggested that the timeline is crucial for this plan; the right people need to be at the table. The board needs to take a position. It should be earlier than the proposed December date. There are discussions taking place now as the board will have policy implications for any statute changes.

Mr. Butts suggested another configuration for the group to present to the Legislature—Dr. Bergeson, Chair Ryan, the chair of the Professional Educator Standards Board, and the Governor's office. This has to be done in a collaborative way and started as soon as possible. There is something coming out of Washington Learns on a mathematics and science initiatives.

WASHINGTON LEARNS

Dr. Bergeson presented her PowerPoint to Washington Learns on Effectiveness + Efficiency = Productivity (on file with these minutes). Steps needed to achieve the end product.

1. Define basic education around our students' learning goals and connect these goals to our funding and accountability system.
2. Implement a state curriculum menu aligned to standards with support for teachers to deliver effectively.
3. Support educators—compensation and professional development
4. Invest in quality early learning and full-day kindergarten and add value to primary and intermediate grades.
5. Make the focus of secondary schools student preparation for college and work.
6. Collaborate with postsecondary education and training partners to create multiple pathways to students' post high school success.

In summary, align early learning, K-12 and higher education around the skills for student success. Then we would be a seamless system.

Talking Points for Washington Learns

- ✓ Note the seriousness of their mission and the board's respect.
- ✓ Applaud the vision of Washington Learns; strongly agree to the whole system approach.
- ✓ Strengthen system accountability—we are the reconstituted State Board and are looking at this issue seriously.
- ✓ Something strong on mathematics and science. Mention the mathematics action plan with OSPI and PESB.
- ✓ Bold on the resource issue.
- ✓ Teacher preparation and certification issue. The board is working with PESB to make sure teachers are well trained.
- ✓ Something on the English language learners and closing the achievement gap for all students
- ✓ P-20 Council

Dr. Bergeson wants Chair Ryan to state clearly that we take serious the role of accountability and are willing to help in any way with the work of Washington Learns.

P-20 Council—support the whole system approach; support convening the education community for seamless communication. The governor needs to facilitate the council, it will probably work. There doesn't need to be another accountability layer. Need to lay out what the council will be doing. The length of the life of the P-20 Council is yet to be determined.

The board should be seen as a high quality place for implementation of the recommendations from Washington Learns for the K-12 system.

ANNUAL PRIVATE SCHOOL APPROVAL

Bob Butts introduced Marcia Riggers, assistant superintendent for Student Support and Operations; and Dr. Judy Jennings, executive director of the Washington Federation of Independent Schools. Ms. Riggers and Dr. Jennings presented the schools who have submitted applications for approval as private schools. Ms. Riggers presented the criteria for approval of private schools. Only approved private schools can participate in federal programs through the public schools, such as Title I services. The federal funding has to be directed to the students. Part of the seamless system is the ability for students to move back and forth between public and private schools.

Jack Schuster provided information on the working relationship between Kennedy High School and Seattle Christian with the Highline School District. The private schools are very mission specific and not in competition with the public schools. The approval is a health, safety and learning integrity approval. There is nothing in the regulations that says how many of the students needed to make-up the school. Washington is one 13 states with an approval process for private schools.

Washington Federal of Independent Schools (WFIS) is the umbrella organization for the approved private schools. It has its own board of directors and takes positions on education. Dr. Jennings listed the various groups who are members of WFIS.

Motion: Moved by Mr. Floyd and seconded by Dr. Bergeson to approve the list of private schools presented to the board. Motion carried.

STRATEGIC PLAN

Dr. Mayer reviewed the proposed revision to the strategic plan. Mrs. Lamb suggested adding opportunity to learn to the vision statement.

Goal 2—“Enhance the quality of education provided to our students. Invest our education resources in the curriculum, methodology, opportunity to learn, and educator development that equip students for work, life and future learning in a dynamic world economy.

Goal 3— “Build a system of shared accountability for results within K-12. Increase transparency and accountability in the alignment of resources. Use data intentionally to assess the progress of students and the effectiveness of each part of the system.”

Goal 4—“Link the early learning, K-12 and postsecondary systems so that students experience seamless transitions.”

Objective 2—needs word smithing—all graduation requirements need to be reviewed. “Ensure that the curriculum and graduation requirements prepare students to succeed in work or in further studies.” Will be struck.

Objective 3—Identify strategies and practices that are most likely to ensure good student outcomes. Advocate for the adoption of proven and promising practices in curriculum, graduation requirements, teacher preparation, and other aspects of quality education.

Objective 4—“designated” becomes “designation”.

Objective 5—Build the board’s capacity to serve as a credible, independent, catalyst for positive impact on student learning.

MEMORANDUM OF AGREEMENT

Dr. Bernal Baca provided background information on the work done with the Memorandum of Agreement (MOA). He reviewed a timeline for understanding and signing the memorandum. He asked the board to serious look at the memorandum and provide feed back within the next week. The committee will meet with the members of Tribal Leaders Congress on Education. There are timelines built into the memorandum that need to be looked at.

Dr. Baca introduced Joe Jay Pinkham, Yakima Nation; Patricia Whitefoot, Yakima Nation; and Karen Condon, program manager for the Archives Section for the Colville Confederated Tribes. Ms. Condon extended an invitation for members to attend the next Tribal Leaders Congress meeting. Ms. Whitefoot shared information on what they are doing in the Toppenish School District with Yakima language for students. She has encouraged the state superintendent’s office to include environment in social studies and economics. Mr. Pinkham provided some of his tribal history and some of the problems he had growing up, the type of education he received.

180 DAY WAIVERS

Pat Eirish, State Board staff, presented the waiver requests from Granite Falls, Highline, and Lake Stevens School Districts. The waivers will be for one school year only.

Granite Falls—asking three days district wide; no TRI days.

Highline—asking for 3 days; 10.5 days with a third being used for professional development; 10 early release days. The school has been in AYP since 2001.

Lake Stevens—asking for one day; no TRI days.

It was suggested that information resulting from the Granite Falls’ math summit be shared. Concern was expressed over the additional request of days from Highline, considering the number of days they already receive for school improvement process.

Motion: Moved by Mrs. Lamb and seconded by Mr. Schuster to approve the waiver requests from Granite Falls (3 days), Highline (Chinook Middle School—3 days), and Lake Stevens (1 day) School Districts. Motion carried.

BUSINESS ITEMS

Organizational Liaisons—Board members do not have to attend every meeting of the liaison groups. Letters will be sent out next week.

Executive Director Contract—Chair Ryan reviewed the contract points for board members.

Motion: Moved by Mrs. Lamb and seconded by Mr. Schuster to approve the following employment provisions offered by the State Board of Education to Edie Harding as executive director of the State Board:

- 1) Salary start at \$90,960 with a 1.6% increase to take effect on September 1, 2006 as authorized by the Legislature.
 - 2) Merit pay will be considered by the board as warranted.
 - 3) The board will support appropriate professional development opportunities.
 - 4) The position of executive director serves at the pleasure of the State Board of Education.
- Motion carried.

MINIMUM BASIC EDUCATION COMPLIANCE

Pat Eirish reviewed Basic Education Compliance along with Form 1497. Legislative changes have allowed the board to remove several items from the form including current and valid certificate. She provides technical assistance to those districts who are not in compliance so that the districts can be approved and receive their state basic education funding.

Chair Ryan feels that this could be a major reason why we need to ensure district accountability and why basic education funding will need to be revised. Money is the driver for accountability.

JOINT STATE BOARD/STANDARDS BOARD REPORT

Executive Director Harding provided an update on the report due October 15. Dr. Fox will be asked to review the report as the liaison to the Standards Board. Items will include mathematics, bilingual issues, teacher certification, etc.

GED STUDY

Chair Ryan appointed Dr. Baca to serve on the GED study committee with office staff.

Meeting adjourned 3:18 p.m.

Adopted as corrected:

September 15, 2006