

Washington State Board of Education  
Regular Meeting  
Marriott Hotel, SeaTac  
July 28-29, 2006

**MINUTES**

Friday, July 28, 2006

The meeting was called to order by Chair Ryan at 9:05 a.m.

Members Present: Dr. Bernal Baca, Dr. Terry Bergeson, Amy Bragdon, Dr. Steve Dal Porto, Steve Floyd, Dr. Sheila Fox, Phyllis Bunker Frank, Linda W. Lamb, Eric Liu, Dr. Kristina Mayer, Mary Jean Ryan, Jack Schuster, Warren T. Smith Sr., Jeff Vincent, and Student Representatives Tiffany Thompson and Zachary Kinman

Staff Present: Bob Butts, Pat Eirish, Laura Moore, Sarah Bland, and Assistant Attorney General Colleen Warren

Phyllis Bunker Frank asked for a moment of silence for Mary Cooper, slain educator, and her daughter.

Chair Ryan reviewed the agenda for the board members and audience present.

**LEGISLATIVE INSIGHT**

Senator Rosemary McAuliffe, District 01-D and chair of the Senate Early Learning, K-12, and Higher Education Committee, provided information on her vision for the State Board

- ✓ Be bold and thoughtful—public cares deeply for the schools, especially their own schools. Should technology be part of basic education? Something to be considered.
- ✓ Leadership—need to convene legislators, higher ed, and early learning people together to tell them what you are doing and get feedback.
- ✓ Innovation—keep the arts alive and part of the whole.
- ✓ Science—science should be an important part of learning. Retain scientific inquiry.
- ✓ Reward those who are doing well; provide help to those who are not.
- ✓ Accountability for all—seamless education is important. Everyone has to be accountable for the schools.
- ✓ Individual learning styles are important for each student. The opportunity to learn should incorporate the various learning styles of students.

In response to a question from a board member, the purposes are stated in HB 3098. Don't get bogged down by minutia; stay within the duties set by the Legislature. Reward those districts that are doing well—if, for instance, they need more time for professional development, grant them the days. Accountability needs to reward districts as well as help them improve.

Senator Dave Schmidt, District 44-D, reviewed the thinking behind the reconstitution of the State Board—check and balance between the Superintendent of Public Instruction and Legislature. Education is in a transition phase in Washington and across the country. The bar needs to be raised because the jobs are now requiring more to compete in the global economy.

Getting by, as in the past, is no longer acceptable, which is controversial and some people don't like it. The bar has to be raised with more students going on to higher education. Business understands that this is the future to keep them competing with other business around the world. The WASL scores were not a surprise—this was predicted. The Legislature is committed to helping students who need the remediation. In response to a question from a board member, Sen. Schmidt stated that teachers were the ones who kept him going in school and motivated to do well.

Representative Joe McDermott, District 34-D, congratulated and thanked the board members for their willingness to serve. Rep. McDermott was prime sponsor on both the reconstitution bills in the House. The board was immersed in any number of issues, not all of them unimportant, but did not rise to the level of importance of student achievement. Student achievement is the most important item for the board. The world isn't in flat—level playing field—for competing with the global companies and markets. There is a lot of excitement and hope with the work of Washington Learns. He was disappointed in the math scores and is concerned about what can be done to help the classes immediately affected and how to fix the system for all students.

Vice Chair Warren Smith thanked each of the legislators. He noted that trying to work outside the box, teaching to learning styles, and closing the gap all cost money to accomplish. Where is education on the priority list for the Legislature? In response, Sen. Schmidt stated that that was the million dollar question. Three areas—education, social and health services, and prisons—take up the most budget. The public would be willing to pay more if there is system accountability. There needs to be a change in the classroom environment and the way students are taught.

Representative Glenn Anderson, District 5-R, joined the meeting. He stated, from his work on Washington Learns, that trust and money go hand-in-hand. There needs to be a link, seamless in nature, between early learning, K-12, and higher education. If the curriculum is aligned to the Essential Academic Learning Requirements and Grade Level Expectations, we need to make sure that we have a good assessment test available. He doesn't see any tax increase request coming out of Washington Learns.

Senator McAuliffe stated that the foundation (basic education act) needs to be solidly in place before the financing can be restructured. We need to look at the technology needs and good learning opportunities for all students.

Mrs. Lamb stated that she hoped dollars would not be taken away from the K-12 system for the early learning. She suggested an annual meeting of the three oversight boards rather than creating another board.

## **MATHEMATICS ACHIEVEMENT**

Chair Ryan provided background information on the discussions that the board has been having and will be having on mathematics achievement and scores. She noted that the board will probably have recommendations later in the fall.

Dr. Michael Riley, superintendent of Bellevue School District, provided a handout to the board on which he based his remarks. Explanations: what is tested does not align with what is being taught; there is no data showing student progress. Recommendations: be clear about what we want students to know and align what is being taught statewide. There needs to be an aligned curriculum that is comprehensive and available to everyone.

In response to a question from a board member, Dr. Riley stated that unit tests would be very helpful in showing where students are and what progress is being made. In response to another question, Dr. Riley stated his district has been working with students from the beginning of their school years to increase mathematics participation and success. There should be sharing of information between all facets of education not just within the K-12 system. In response to a question about post graduate expectations, Dr. Riley explained that his district works with Bellevue Community College. The college provides the “Compass Test”, but Bellevue School District is unable to test the district’s seniors because it cannot get a student identifier to compare data.

Chair Ryan introduced Representative Ross Hunter, District 48-D.

Kristine Lindeblad, Spokane School District and member of the National Urban Math League, stated that the system is beginning to work and that we shouldn’t retreat from the task. She also provided a handout on what is happening in the Spokane School District. There needs to be a change in teaching styles for teaching mathematics. The testing that the schools do at each level gives them data to predict what students will do. No remediation is happening to help students early. Early prevention is needed rather than remediation. There needs to be better professional development for teachers. Administrators need to be taught to be good evaluators. In response to a question, Ms. Lindblad stated that the counselors, and parents, are the best asset for working with students. Spokane has recently adopted *CorePlus* for high school mathematics, which was a hard process. Ms. Lindblad also said that the field needs to see successful programs spotlight to nurture collaboration. She closed with, “The best time to plant a tree is ten years ago; the second best time is today”—an oriental proverb.

MaryAnn Stine, Everett School District, has been providing help to various districts in her area. She is worried about what is happening. They use the same programs as Bellevue and Spokane in the early grades and *Discovery Algebra* and technology programs in the high schools. There needs to be content specialists in the elementary grades. *Bridge to Algebra* is being used to help students who are not successful in pre-algebra classes. She suggested that curriculum needs to be aligned, articulated, and coordinated. They are also using a combination of computer work and group sessions for algebra students and now geometry students—the students are being very successful. Ms. Stine shared that she recently participated in a highly successful gathering for collaboration of 400 teachers from around the state who all taught the same mathematics curriculum. She recommended that this occur annually. More professional development is needed.

Nancy Skerritt, Tahoma School District, introduced Board President Mary Jane Glaser and Board member Didem Pierson. There is a very good reading program aligned with the WASL and it provides help to teachers. There needs to be an understandable mathematics curriculum. There are not parallel programs in mathematics as there are in reading. Professional development is badly needed for mathematics teachers. The textbook becomes the curriculum not a support to it. We need to view mathematics as a universal tool. Teachers have not had the professional development to teach the standards required for the graduation requirement. She favors delaying the mathematics requirement. In response to a question, Ms. Skerritt felt that the system is not yet ready and said the requirement of mathematics should be delayed two to four years to further educate teachers and to align curriculum. In response to another question, Ms. Skerritt felt the professional development was key. Ms. Skerritt stated that the newer mathematics programs use a spiral approach—concepts are revisited. Ms. Skerritt stated that the students in the district are in pre-algebra by the 7<sup>th</sup> grade and algebra in 8<sup>th</sup> grade and geometry in the 9<sup>th</sup> grade. The teachers need to be fluent in vocabulary and concepts as well as problem solving.

Zachary Kinman, student representative from Oroville High School, presented the student perspective. The curriculum needs to be aligned to what is being tested. The students need more mathematics time and students are realizing the problems that have been created by not paying attention. He has been working with students to let them know the reason for Washington Assessment of Student Learning. He shared the "WASL 101" booklet he discovered at his school, unused. He felt that students should be taken out of their comfort zones earlier—coping with stress and failure. Teachers need to be qualified for what they teach—he had math teachers who were actually PE teachers. Mr. Kinman wants to remain strong with the WASL and keep the mathematics portion. It may be two tough years, but students will get better. He pointed out the "amazing" 4<sup>th</sup> grade scores in 2004-05, with a 79.5% pass rate in reading.

Bev Neitzel, Mathematics Initiative, Assessment Section at the Office of Superintendent of Public Instruction, provided information on the mathematics efforts under way at the agency. The agency would like to have the board and Legislature look at a systemic response to the mathematics development. Recommendations: Professional Development for teachers; Time on Task at all levels; Quality Mathematics Instruction. She would not like to see a specific curriculum for the whole state, but a rich selection of programs. There needs to be better publication from OSPI to districts on what is available. In response to a question, Ms. Neitzel stated when memorization is the only learning avenue, and not learning concepts, then learning loss will occur. If concepts are taught, learning loss does not occur. Ms. Neitzel reviewed First Steps, a diagnostic and intervention program out of Australia. Dr. Bergeson talked about what is happening with professional development area for mathematics teachers. In response to a question, Ms. Neitzel state that we should look into time and learning but use the time we have to make instruction as pertinent as possible. She urged members to read the Mathematics Initiative Team report provided and to email questions to her.

Mr. Floyd asked for an explanation of why mathematics is so hard to teach.

### **APPROVAL OF MINUTES**

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

### **EXECUTIVE DIRECTOR**

**Motion:** Moved by Dr. Baca and seconded by Dr. Bergeson that the State Board offer the position of executive director to Edie Harding and that the chair be empowered to negotiate the contract. The terms and conditions, as appropriate, will be reported at the August State Board meeting. Motion carried.

### **DISCUSSION WITH TRIBAL LEADERS ON HB 1495 AND MEMORANDUM OF AGREEMENT**

Interim Executive Director Bob Butts provided background information on the discussion. He introduced Representative John McCoy, Suzi Wright, Tulalip Tribes; Evelyn Jefferson, Lummi Tribe; and Anna Bluff-Pope, Kalispel Tribe; and Denny Hurtado, director of Indian Education with OSPI.

Representative McCoy, District 38-D, provided information on the impetus for the legislation. The legislation states that if a district has a tribe within its boundaries, the district must teach about that tribe. If no tribe is within the district, the district will go to OSPI for information. Indian law will be on the BAR exam starting this fall.

Ms. Jefferson provided information on the relationship between the Lummi Nation and the Ferndale School District. She stated that they would like to work with the State Board to help educate about what works with native children. They were able to graduate 36 tribal members from Ferndale High School this year.

Ms. Bluff-Pope talked about the needs of the native children. This will be a way to reach children who were part of the Indian Relocation Act and removed from the reservation. They do have a Salish language class in the local school district.

Mr. Hurtado stated that the native peoples want to make sure that their students succeed. The native students have the greatest drop out/push out rate. The three top reasons are boredom, do not see "self" in the curriculum, and not valued as human beings. The native peoples are here today to begin a new relationship with the new State Board.

In response to a question, Representative McCoy stated that the funding for materials is a problem. The bill states that the inclusion happens when the districts make changes to their history/social studies curriculum. Funding is being sought through the tribes, foundations, and through the federal government. In response to a question, Ms. Wright stated that there is a template for local agreements for the project and several are in effect. In response to another question, Representative McCoy stated that Seattle and Tacoma will be the biggest challenge as there are several tribes, not native to the Northwest, who must be considered.

Chair Ryan asked Dr. Baca to chair a committee of the board to look at the Memorandum of Agreement and report back to the board at the August meeting in Yakima. Dr. Bergeson stated that the box in the MOA is an important part of the work and needs to be looked at closely. In response to a question, Mr. Hurtado and Ms. Jefferson noted that some tribes have their own materials. There are also materials available through the OSPI website.

**Motion:** Moved by Dr. Baca and seconded by Dr. Bergeson to appoint up to three members for discussion of the memorandum of agreement and report at the August meeting. Motion carried.

## **COLLECTION OF EVIDENCE**

Interim Executive Director Bob Butts laid the ground work for the meeting today, providing a decision at the Yakima meeting. He introduced Dr. Lesley Klenk and Anton Jackson with Mathematics Assessment at OSPI. Over 1000 copies of the draft Guidelines have been sent out statewide. Dr. Klenk presented a PowerPoint on the Collection of Evidence and the responses being received from the field. This is a living document that will change with time. In response to a question, a scoring rubric will be given to the students. Work samples will be available on the web site. There will be professional development on the collection of evidence for teachers in general and for teachers who have students providing collections. Chair Ryan expressed concern about the notification of students who fail the summer retake and that there be a strong person who can help the student produce a collection that will pass with high marks. There should be a mandate that any teacher who works with one of the students has to take the training. This is an equity issue for the disadvantaged students for the collection and for a larger issue of the WASL. Questions were raised on the logistics of getting a teacher trained who

would be able to help the students and how teachers who need to be in the classroom will find time to be training in October.

## **PUBLIC HEARING ON COLLECTION OF EVIDENCE**

Bonnie Bashaw, citizen/educator, congratulated the board on its work and the passion presented. Definitions need to be more specific. Where is the parent guideline for the collection? She indicated concerns for the extra work for teachers, counselors, alternative schools, etc. What does it mean for a principal to sign?

Mary Lindquist, WEA and a Mercer Island teacher, stated that the WEA opposes a single high stakes test for graduation. The WEA believes the collection of evidence is a viable option.

Concerns:

- ✓ Students should not have to fail the WASL twice before accessing the collection.
- ✓ The timeline is a concern—too much is going on between November and March to have sufficient time to collect evidence.
- ✓ There is concern about what the signature means when signed by a teacher.
- ✓ There is a concern about the validity of the student work and what is the teacher's liability?
- ✓ What happens to students who do not have adults who are advocates? What part of a counselor's or teacher's current duties are they going to be able to let go?
- ✓ There will be a critical number teachers that will need to be trained. There is a concern over the dollars available.
- ✓ Where is the capacity going to come from and the teachers to help them? She spoke of the current expected capacity for 600 students with 16,000 expected to take the retakes.

Mary Kenfield, PTA, commended everyone for the work done. The response from the survey of their members was that it was terribly complex from a parent perspective; a broad array of assessments for students is needed, along with timing and capacity.

Nick Straley, Columbia Legal Services, stated that more work needs to be done with the instructions and definitions. Mr. Straley feels that this falls under the administrative procedures act necessitating rule making and it should commence immediately. There also needs to be an appeals process.

Christie Perkins, Washington State Special Education Coalition, presented results of a poll of their constituents. There needs to be clear information that this is just another way to achieve standards. There needs to be training now for teacher the area of leadership. There needs to be a broader base of diversity of scorers; the pilot was an attempt at diversity. How do you know that students know the content? Some of the writing assignments might not be culturally appropriate. Ms. Perkins supports the additional way to show a student can meet standards, but is concerned about the multi-page documentation—more pages do not mean better results.

Michael Tate, SBCTC, noted that the GPA and Collection may not be appropriate for the high school completion program. They have staffs that may not be able to handle to collection in the program. Community and technical college staff should be on the scoring panels.

## **RECOGNITION OF LARRY DAVIS**

Former Executive Director Larry Davis was honored by members and staff of the State Board of Education. He was presented a clock plaque, a special rule for adoption, and a poem from Student Representative Tiffany Thompson. He wished the board "Godspeed" in its work and congratulated Edie Harding on becoming the new executive director.

## **STAKEHOLDER PRESENTATIONS**

**Gary Kipp**, executive director of the Association of Washington School Principals, complimented the board on its honoring of Larry Davis, stating that a lot of his work was away from the board with stakeholders.

Mr. Kipp reviewed the charges to the State Board. He discussed principal leadership in a credit-based system. The wheel looks much different in a standards-based system. Coaches now meet with teachers on teaching styles and student achievement along with the wheel as it existed 10 to 15 years ago. The old wheel allowed conversations during prep times; the new wheel does not because prep times for teachers are at differing times. Personalizing a student's education takes more time. When looking at the policies and procedures for the system, look at the time constraints in the system. Having assessment centers at Educational Service Districts for Saturday testing when students are ready—probably won't happen, but it is an idea to consider. Disassociating sports from schools won't happen. He stated the need for meaningful teacher preparation time and time to collaborate; that accountability for a school is not fair to the school as the testing is done now. AWSP wants to advocate with the board and other education associations for education today.

In response to a question, Mr. Kipp asked if the results from 3, 5, 6, and 8 grade testing will become as public and important as 4, 7, and 10. The other measure of a high school is on-time graduation. Mr. Vincent stated that, if you want a quality product, time becomes important with limited resources. In response to a question, Mr. Kipp stated that testing students in the 11<sup>th</sup> grade will help students who need extra help get another year of mathematics. What needs to be accomplished needs to be well defined.

**Paul Rosier**, executive director of the Washington Association of School Administrators (WASA), focused on the success of the K-12 system, adequate funding of the system, and instructional leadership. Within ten years, the system has accomplished an amazing feat in getting 80% of the students passing the reading and writing portions of the WASL and that needs to be celebrated. The State Board of Education, OSPI, and the education associations need to work together to develop a comprehensive, well-developed professional development program. Additional funding is crucial. Key points: additional resources; instructional leadership; vocal support.

Dr. Rosier stated that in Kennewick he felt the district could be at the 95<sup>th</sup> percentile in reading and writing by 2008. The system is not ready for the "leap in 2008". The math would only be at the 75 percentile by 2008—is it fair to make the students suffer for what the adults cannot do? In response to a question, teachers are not ready to teach the students and get them where we want them to be. He suggested looking at the standards and see what can be done, where we are before we change.

## **WASHINGTON LEARNS RECAP**

Judy Hartmann described the next steps for Washington Learns whereby the subcommittees are presenting their recommendations to the steering committee. The steering committee asked the advisory committees to present big ideas; 177 were presented. The steering committee wants early learning and higher education to look at building accountability or more accountability into their systems. The steering committee will begin working on its plan and pilots in early August. Washington Learns will be looking to support the board's work on

accountability. Ms. Hartmann stated that there may be a group formed to look at transition issues. When asked about the possible creation of a P-20 board, she replied that the group is looking at a seamless system to bring all parties together. She was asked if "accountability" is defined and what happens with failing schools. When it comes to funding, there needs to be total transparency and accountability for the current funding. Mr. Vincent stated that we can't wait for the answers to come, we have to develop the answers.

Meeting recessed at 5:37 p.m.

#### Saturday, July 29, 2006

The meeting was reconvened at 8:05 a.m. by Chair Ryan.

Members Present: Dr. Bernal Baca, Dr. Terry Bergeson, Amy Bragdon, Dr. Steve Dal Porto, Steve Floyd, Dr. Sheila Fox, Phyllis Bunker Frank, Linda W. Lamb, Eric Liu, Dr. Kristina Mayer, Mary Jean Ryan, Jack Schuster, Warren T. Smith Sr., Jeff Vincent, and Student Representatives Tiffany Thompson and Zachary Kinman

Staff Present: Bob Butts, Pat Eirish, Laura Moore, Sarah Bland, and Assistant Attorney General Colleen Warren

### **CUTSCORE PRESENTATION**

Interim Director Bob Butts provided background information on the board's responsibilities in the area of setting cutscores for the 3, 5, 6, and 8<sup>th</sup> grade tests. He introduced Dr. Joe Willhoft, assistant superintendent for Assessment and Research with the Office of the Superintendent of Public Instruction, and Dr. Tom Hirsch, Assessment and Evaluation Services.

Dr. Willhoft provided information on the history of the cutscore process with regard to the Washington Assessment of Student Learning (WASL) tests at grades 4, 7, and 10. The information presented today will not be the final numbers released by Dr. Bergeson later in the summer. The board was only able to talk about the numbers in generalities because of the confidentiality requirements. The cutscores need to be adopted before the score sheets can be printed. The board will not have to re-approve the scores next year. This is the same process used for 4, 7, and 10. At the present time there is no timeline for review of the scores.

Dr. Bergeson stated that the board will be the group that sets the review time table. Growth scales, vertical scales, etc. show how the students grow from year-to-year.

Dr. Willhoft reviewed the make-up of the scoring team of 72 people from districts from around the state. During the process, the team looked at adjacent tests, i.e., 3<sup>rd</sup> grade looked at the 4<sup>th</sup> grade assessment. The team also looked at the performance level descriptors. Once individual grades had met and talked about the descriptors, they met to discuss the descriptors as a group of the whole. The group then decided where the break points would be on the tests. Dr. Hirsch and Dr. Willhoft explained the process used by the committee to develop the proposed scores. The reference points provided a score and percentages similar to those in the adjacent grade tests. There is an evaluation of the process done by the scoring committee.



## PANEL PRESENTATION

Dr. Willhoft introduced the panelists—David Tudor, Washougal School District; Linda Laville, Native American representative; Dan Herforth, Tacoma School District; Christine Anderson, Auburn School District; and Claire Alexander, Glenwood School District. The panelists talked about their experiences and what they contributed and what they are taking back to their home districts. Ms. Laville stated that, being Native American, she came into the process with a blank slate, not knowing what the educators knew going in. She came away knowing that the process involves “heart” and is done with great care and concern for the students. Although she still has not changed her thoughts about the use of the WASL.

Dr. Bergeson would like to see all teachers in the residency certificate and professional certificate go through the standards setting process. It would help the teaching process.

Dr. Willhoft described the cutscore determination and presented the recommendations of the panel and the articulation committee. There is only about a 2 point difference between grades. The trend is not perfect, but the data from the next two years should stabilize the scoring.

**Motion:** Moved by Dr. Fox and seconded by Dr. Dal Porto to approve the cutscores as recommended by the scoring panel and the articulation committee. Motion carried.

## STRATEGIC PLANNING

Mary Campbell introduced herself and provided background information on what took place at the last meeting. She noted the changes in the plan for what was presented.

Mr. Vincent suggested that basic education needs to be redefined and the board should redo the definition and have the debates with the legislators and other stakeholders. There should be someone who owns the definition and periodically reviews the definition and updates it. Dr. Fox felt that there is a connection between the graduation requirements and basic education. The courts gave the Legislature the power to define basic education and fund it. Washington Learns may be the vehicle to give the State Board the authority to recommend to the Legislature changes to the definition.

Suggestion: strike last two paragraphs of the vision statement. Stay away from references to percentages or references to numbers in the statement. Break down the silo barriers between Pre-K and higher education. First paragraph seems to be all over the place and needs reworking. Suggestion to change the fourth paragraph. A vision states what the goal is for the group as a whole.

Considerable discussion was held on what the board wants the system to look like in the coming years. Comments included: accountability is the “seam” linking P-20; helping kids become human beings tolerant of others; high quality education for every child for choices in their future—successful means taking part in the American Dream; it’s opportunity. Members were asked to look over WAC 180-51-001 to see how the board has identified its vision for education reform as of October 2000. Discussion was also held on the process and moving to the goals as a first step. Suggestion was to form a group to work on the strategic plan and made up of representative voices being heard in the room at this time. Ms. Campbell suggested a process change—vision would look at the K-12 system as a whole; mission would be the board’s role in ensuring that vision; goals would be the implementing the mission. There needs to be a document that could be used with other groups for discussion but that is tied to the

statutory requirements developed from HB 3098. The process needs to be thought out in the realization that Washington Learns will hand the board some wants and needs to implement.

### **Vision—for K-12 system**

Data points—state statute, Washington Learns, OSPI, PESB, Ed Family members.

Goals—come from Washington Learns and statute

Data points—state statute, Washington Learns, OSPI, PESB, Ed Family members.

Mission—our view and work with K-12

Working goals—how we want to make the system work.

Ms. Campbell suggested leaving the vision work to later and work on the mission and goals. Chair Ryan feels that we should work on the whole. One flows into the other and the top drives the work in the mission and goals.

### Drafting group

Eric Liu

Steve Dal Porto

Tiffany Thompson

Kris Mayer

Mary Jean Ryan

Bernal Baca

Suggestion was to invite Edie Harding to participate in the planning process.

The vision and goals will be developed but not flushed out; mission and objectives will form the basis for the budget request.

## **COMMUNICATIONS**

Communications Director Casey Corr discussed communications in light of the strategic planning process. He encouraged the board to synthesize as quickly as possible the role of the board and have it so that “Aunt Mabel” can understand it. He talked about the recommendations in the communications plan.

- ✓ With the news coverage, the board is coming on the radar screen—the new sheriff in town. The board needs to be defined by good research, thoughtfulness, and well coordinated internal communications. As the board achieves things, the credibility of the board increases.
- ✓ The board has the power of the bully pulpit. Speak in plain language—get rid of the education jargon. Think about a communication calendar so that the board can shape what is happening.
- ✓ Pick your battles—be careful what you are working. Keep the mission or vision statement before the public at all times. The board should become the “go to” place for K-12 education.
- ✓ The board, especially the chair, should be visible to the public and the news media. WSSDA Conference in November is a great opportunity for communication. The chair and superintendent need to comment on the governor’s budget as well as during the release of the final report from Washington Learns.
- ✓ Report on education on an annual basis.

Chair Ryan asked Mr. Corr to develop a cheat sheet for members to use in communications with the media, etc. Ms. Bragdon shared her experience with the op ed piece she did concerning Washington Learns and the help she received from Washington Learns staff in writing the piece.

### **LIAISONS TO ED FAMILY GROUPS**

A sign-up sheet was circulated among members to have them indicate their preferences in working as liaisons with the different groups. Mr. Vincent felt that the Roundtable should have a representative. The Association of Washington Business is also showing interest in education and should be considered.

### **SCHOOL FACILITIES CITIZEN'S ADVISORY PANEL**

Steve Floyd presented information on the School Facilities Citizens Advisory Panel. He thanked Pat Eirish, State Board staff, for her work.

Nominations are Quentin Goodrich, WSSDA president and Chimacum School Board member; Kathleen Anderson, Coupeville School Board member and former State Board member; Tom Bates, architect; Ray Tobiason, former superintendent; Diane McMurry, parent representative; Patty Minihan, former School Facilities Advisory Board member.

**Motion:** Moved by Mr. Floyd and seconded by Ms. Lamb to accept the nominations to the School Facilities Citizens Advisory Panel. Motion carried.

### **MISCELLANEOUS**

Letters of thanks should be sent to presenters.

Interim Executive Director Bob Butts updated the rules transfer process for board members.

### **JOINT REPORT OF STATE BOARD/STANDARDS BOARD**

Dr. Sheila Fox updated the board on the status of the joint report of the State Board and the Professional Educator Standards Board.

### **AUGUST MEETING**

Interim Director Butts reviewed the August agenda as it stands right now for members.

Meeting adjourned 1:00 p.m.

Adopted as presented: August 23, 2006