

Washington State Board of Education
Regular Meeting
Wenatchee Educational Services District

MINUTES

September 18, 2007

Members Present: Mr. Jack Schuster, Dr. Kris Mayer, Chair Mary Jean Ryan, Ms. Lorilyn Roller, Mr. Zac Kinman, Mr. Steve Floyd, Dr. Steve Dal Porto, Ms. Amy Bragdon, Ms. Phyllis Bunker Frank, Ms. Linda Lamb, Dr. Bernal Baca, Dr. Terry Bergeson, Dr. Sheila Fox (13)

Members Absent: Mr. Jeff Vincent (excused), Mr. Eric Liu (excused), Vice Chair Warren Smith (excused) (3)

Staff Present: Ms. Edie Harding, Dr. Evelyn Hawkins, Dr. Kathe Taylor, Ms. Loy McColm, Mr. Brad Burnham, Ms. Ashley Harris, Ms. Colleen Warren (7)

CALL TO ORDER

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

Chair Ryan thanked Assistant Superintendent Cindy Duncan for hosting our meeting. Ms. Duncan reported that the ESD 171 represents 29 school districts and thanked the Board for the work being done for the kids and citizens in the State of Washington. She also thanked Dr. Dal Porto for his participation working with the ESD 171.

INTRODUCTIONS

Ms. Harding introduced the following new staff in support of the Board:

- Mr. Brad Burnham came to the SBE from The Evergreen State College as the new Policy and Legislative Specialist.
- Ms. Ashley Harris came to the SBE as the new Secretary Senior and most recently was a member of the US Army serving in the Middle East.

AGENDA OVERVIEW

Chair Ryan brought attention to the Meaningful High School Diploma presentation and asked members to review the information before the discussion during Wednesday's meeting.

APPROVAL OF MINUTES

MOTION was made and seconded to accept the minutes from the July meeting.

MOTION carried.

MOTION was made and seconded to accept the minutes from the August 13, 2007 Special meeting.

MOTION carried.

REVIEW OF RETREAT

Chair Ryan thanked Dr. Dal Porto and Dr. Fox for organizing the Retreat. Dr. Dal Porto expressed his appreciation for the openness of the members during the retreat and said he is looking forward to implementing better ways of working together. Dr. Mayer was thanked for hosting a dinner at her home. Chair Ryan reminded the members about the new process when someone is presenting and that clarifying questions should be asked rather than stating one's opinion. Ms. Harding stated that she is looking forward to doing the work of the Board in a different way, saying that transformational work and the opportunity to shape an educational vision is hard work and important in strengthening our mission.

CHARTER PROPOSALS FOR SCIENCE REVIEW AND END-OF-COURSE ASSESSMENT

Ms. Edie Harding, Executive Director
Dr. Kathe Taylor, Policy Director

During the Retreat, the Board discussed strategies for chartering current projects and committees and brainstormed the structure of the Science Review Charter and End-of-Course Assessment Charter. Ms. Harding and Dr. Taylor presented the draft models to the members.

Science Review Charter

The legislature asked the Board to review K-10 science standards and to provide feedback and recommendations to the Superintendent of Public Instruction on basic science curricula the superintendent will bring to the Board. The work comes from Washington Learns and student performance on the WASL. The ultimate goal is to ensure that Washington students are prepared through their K-12 education to successfully enter the world of work and postsecondary training with the science knowledge and skills needed.

The Science Standards RFP has been written and posted to hire an outside consultant, and a panel of science experts will be created to review the work of the consultant. Focus groups throughout the state will also be held next spring to collect public input. The deliverables will include preliminary, interim, and final reports by June 30, 2008 with curricula review occurring by June 30, 2009. The communication plan is to conduct three focus groups, place reports on the SBE website, and contact editorial boards to publicize the results of the work. Dr. Taylor asked for feedback on the charter.

Clarifying Questions

If we're re-writing science standards aren't we taking on ALL of science?

- We're not extending beyond the standards at this point; however, we will be looking at the 11th and 12th grade standards of other states and countries for ideas.

How will this work be carried out?

- Jeff Vincent has agreed to be the board lead for this project. There is no committee.

Will there be a Board committee and advisory group?

- There will be a 16 member science panel advisory group much like the math panel advisory group.

Are you going to invent the 11th and 12th grade standards?

- Given that no 11th and 12th grade standards exist, Dr. Bergeson suggested that OSPI and SBE need to do more work on this.

What is the process for the science panel selection?

- Names were received from the members; however, it is not an all inclusive list. Ms. Harding encouraged members to submit more names to Dr. Taylor to ensure a wide array of people to work on this project.

Comment

The Charter should include ways to relate to the Board's mission and goals because we are not just meeting the legislative requirements. The project was started before the requirement was put in place.

End-of-Course Charter

A briefing on the End-of-Course (EOC) Assessment occurred at the July meeting and Ms. Harding reported that Education First Consulting has been chosen for the study to examine what EOC assessment systems are used by other states, to include: 1) what subjects are assessed and how they align with state standards, 2) what the impact is on EOC for curriculum and instruction, 3) How exams are used for graduation decisions, 4) how exams are integrated, and 5) what the implementation issues, costs and lessons learned are. Ms. Jennifer Vranek is the lead for this project. She and her staff will look at four key items to include:

- Thorough literature review on EOC and other high school systems;
- Look at 50 states and what they are doing;
- In-depth study of eight states and what they are doing;
- A detailed look at four states.

The deliverables include:

- An interim report due on October 26, 2007 with a debriefing on October 30th;
- Final report due on January 4, 2008 with a report due to the Governor on January 15, 2008.

Ms. Harding, Project Manager and Steve Floyd, Board Lead will meet weekly with Ms. Vranek and her team.

Clarifying Questions

Why are you choosing the math lead to do this work?

- We asked Ms. Vranek to do the study throughout the states, which are focused on math and science. Since we are broadening the math standards, we felt that Mr. Floyd would be a good fit.

During the charter process, is it appropriate to talk to the board lead to get clarification?

- Yes

Comments

More work is needed on where we will be with high school requirements because we would not want to make a recommendation until we know what we are testing. The public and stakeholders need to be able to weigh in on the subject before a recommendation is made.

If we make no changes in graduation requirements, we could still recommend the EOC assessment. It's only an assessment tool.

This is a good scope of work and a good contractor. Dr. Bergeson expressed her appreciation for the work being done on the project so far. Another assessment RFP is

currently in place with OSPI, with 16 vendors bidding on the project. OSPI will have a decision that will move forward to the legislature by November 1st.

We have classroom-based assessments. How do those pieces fit into the study?

- We are only looking at EOC assessment. Classroom based assessment is not part of the study.

How does a parallel process fit with this study?

- We will see what other states are doing and their lessons learned so if we go forward we have information on how other states work. Dr. Joe Willhoft is working closely with the vendor on this project.

The charge for this charter comes from the governor and we're doing a fact finding mission for her, which can be a recommendation from the SBE and ends there. Implications are unknown at the present.

It was suggested that the charter be amended and brought back in November for further discussion. The Board is willing to review the report's strengths and weaknesses, but not make a recommendation to the Governor, due to the lack of time between the report's completion (January 4th) and date due to the Governor (January 15th).

SYSTEM PERFORMANCE ACCOUNTABILITY FRAMEWORK AND NEXT STEPS

Dr. Kristina Mayer, Board Lead on Accountability

Ms. Edie Harding, Executive Director

The paper presented today is in draft form and will provide a framework for our work, with some ideas of next action steps and ideas. The three concepts are:

- Performance improvement goals and indicators to measure system progress;
- A tiered system of continuous improvement for all schools; and
- Targeted strategies for chronically underperforming schools.

Together these concepts recognize that all schools can improve student achievement, but some schools need to improve student achievement dramatically. The purpose and rationale for the three concepts was discussed along with key areas for refinement.

There is a deep sense of urgency around student performance and preparing students for success. To prepare for the 2009 legislative session, the Board will develop key concepts to guide staff work, craft detailed proposals to address funding and state laws, reach out to educators and public for input, and work with the basic education funding committee.

The timeline includes:

- Board will adopt concepts in September 2007;
- Work sessions will be scheduled for October 2007, February 2008, and June 2008;
- Symposium outreach is scheduled in spring 2008;
- Feedback will be sent to the Basic Education Task Force in 2007-08; and
- Board will adopt final recommendations in July 2008.

Dialogue Discussion

- The Board should be responsible for dealing with information. OSPI supports the direction the Board is going by working together with the Professional Educator Standards Board.
- Can we collect data on how essential skills, as part of the graduation piece fits. It was suggested that seeing data using a growth model would be beneficial.
- During school visits, if intervention is used, it is more in a sense of working and collaborating together to identify concerns to see how SBE and OSPI can help them reach their goals.
- We need conversations with people who are trying to make this work and how we can coexist. What's working and what's not.
- We should include all schools that are at level four and begin looking at their school improvement plan.
- This work reflects a lot of input and our commitment is that more work needs to be done. We're looking for ways to strengthen performance and carry out our strategic oversight role. Hopefully, local districts can employ the data using the template. The PESB would be a great collaborator on the data template.
- A symposium of experts, in spring 2008, was suggested to work with other states and learn from each other as a national consortium.

Final Report on Independent Review of K-12 Mathematics Standards

Mr. Steve Floyd, Board Lead on Mathematics

A partnership was formed one year ago with the State Board of Education, Office of Superintendent of Public Instruction, and the Professional Educator Standards Board to examine the condition of math education K-12. As a result of the joint efforts, the Joint Math Action Plan was created to address weaknesses in the system and set forth a plan to improve our math programs. The Legislature and Governor enacted legislation establishing target dates to make reviews and changes previously in our Plan. With the assistance of a diverse panel of educators, business people, and others, the math standards review was completed and the final report was presented to Dr. Bergeson through the SBE with a commitment to the Joint Math Action Plan.

The SBE and APCO conducted media outreach at the Seattle Times, the Seattle Post Intelligencer, the Tacoma News Tribune, the Olympian, and the Tri-Cities Herald, where the Action Plan and the rewrite were discussed.

Presentation from ESD171

Superintendent Rich McBride, ESD 171

Superintendent Glenn Johnson, Cashmere School District

Superintendent John Adkins, Soap Lake School District

The ESD 171 has been working on a Math Leadership Alliance with 29 districts currently involved and four additional districts pending. The Alliance is funded entirely by the member districts with the intent of leveraging staff training and the goal of improving mathematics achievement by 20% across all student demographics.

The District, as a region, is deeply embedded in the Alliance, particularly in ESL, migrant and bilingual programs and strategies. They believe this will develop as an important template that can be adapted to the coming work in science as well.

Proposed Rules Change and Public Hearing on WAC Sections 180-18-030 through 180-18-060

Dr. Evelyn Hawkins, Research Associate, SBE

It was recommended that a revision to the 180-Day Waiver WAC was necessary to make waivers more directly linked to student academic achievement, school and district improvement plans, and to increase accountability for district and school use of waivers. Dr. Hawkins presented the proposed changes as follows:

- Amendment to 180-18-030 and 180-18-040 to refine the purpose of the waivers;
- Amendment to 180-18-050 to reflect the recommendations for a new waiver request process; and
- Repeal of 180-18-060

The draft guidelines and application form will be posted on the website and the Board was asked to consider the proposal and adopt the amended rules during the Business Items discussion on Wednesday. The amendments will become effective 31 days after the date of filing with the State Code Reviser pursuant to RCW 34.05.380.

Public Hearing

Wendy Rader-Konofalski expressed the WEA's support of the amendments to the 180-18 WAC for 180-Day Waivers. The WEA appreciated the SBE asking for their input.

With no further comments, the public hearing was closed at 2:34 p.m. with no further comments.

Update on P-20 Council and Basic Education Funding Study

Ms. Edie Harding, Executive Director

Ms. Mary Jean Ryan, Chair

Mr. Brad Burnham, Policy and Legislative Specialist, SBE

Chair Ryan reported on the first meeting of the P-20 Council coordinating body with the Governor, saying that the session was very useful and the Governor's staff presented information on the way they look at performance. Most important for us, as a Board, is there will be an effort to identify some of the indicators of performance to look at to help us get better data. The group will also look at math and science. This is a quarterly meeting and the next meeting will include discussion on English Language Learners. We don't have the data to look at ELL currently, but need to be looking at it and how well it relates to the WASL.

Basic Education Finance Joint Task Force

Mr. Brad Burnham, Policy and Legislative Specialist

The Basic Education Finance Joint Task Force was established through SHB 5627 with the first meeting scheduled on September 10th. The meeting included a presentation from Susan Mielke, Coordinator of Early Learning and K-12 Education Committee, to review the bill stipulations for the Task Force to do their work, and what the Washington State Institute for Public Policy will be doing for them as stipulated in the Bill. An initial report is due September 15th for the action plan, with a second report to include options for allocating school employee compensation and final timeline for their work, due December 1, 2007, and the final report due from the Institute due on September 15, 2008. Next steps beyond the 2007-2009 biennium will be to implement a new comprehensive K-12 formula or formulas to finance the K-12 system. Ms. Mielke talked about areas that the Task Force should focus on, to include: professional development, compensation for instructional staff, voluntary all day kindergarten, focused instruction support for students in schools, extended school day and school year. Chairman Grimm proposed a work plan that was adopted, tying the work plan around the timelines in the Bill. Future meetings are scheduled for October 22nd, November 19th, November 20th, and December 13th.

Budget for 2007-08 Year

Ms. Edie Harding, Executive Director

Ms. Harding started with discussion of the source of revenue for the next two years. An appropriation was received for math and science and monies were received from the Gates Foundation and Partnership 4 Learning for the math standards process. Ms. Harding continued with discussion on state expenditures for the next two years and referenced the last fiscal year to compare with this fiscal year to show members where we are now.

Ms. Linda Plattner's contract has been extended to do the three content areas of math. The science standards review is coming in November and money has been allocated for that. There will be additional meetings for the math panel as requested by the Governor. Next April we will be starting the science focus groups. The APCO project ends December 31st and an extension of their contract was recommended.

The meeting was adjourned at 3:00 p.m. by Chair Ryan with the Executive Session to begin at 3:10 p.m. for the Executive Director Performance discussion.

Wednesday, September 19, 2007

Members Present: Mr. Jack Schuster, Dr. Kris Mayer, Chair Mary Jean Ryan, Ms. Lorilyn Roller, Mr. Zac Kinman, Mr. Steve Floyd, Dr. Steve Dal Porto, Ms. Amy Bragdon, Ms. Phyllis Bunker Frank, Ms. Linda Lamb, Dr. Bernal Baca, Dr. Terry Bergeson, Dr. Sheila Fox, Mr. Eric Liu, Mr. Jeff Vincent (via telephone) (15)

Members Absent: Vice Chair Warren Smith (excused) (1)

Staff Present: Ms. Edie Harding, Dr. Evelyn Hawkins, Dr. Kathe Taylor, Ms. Loy McColm, Mr. Brad Burnham, Ms. Ashley Harris, Colleen Warren (7)

The meeting was called to order at 8:33 a.m. by Chair Ryan, who welcomed Rep. Timm Ormsby.

Chair Ryan announced that the Board unanimously commends Ms. Edie Harding for her outstanding performance in the past year.

Meaningful High School Diploma Framework and Next Steps

Dr. Kathe Taylor, Policy Director

Mr. Eric Liu, Board Lead for Meaningful High School Diploma

Mr. Brad Burnham, Policy and Legislative Specialist

Members viewed a video presentation entitled "Shift Happens". Following the video Mr. Bradburn, formerly a high school student in the 1980's, presented a brief synopsis of what things were like during that time, such as:

- No assignments needed typing;
- Copies were handwritten;
- Card catalogues were used for research;
- Presentations were on posters;
- Computers were available in a small room and were not user friendly;
- No emailing, blogging, or texting.

Meaningful High School Diploma Policy Paper

Dr. Kathe Taylor, Policy Director

The Policy Paper presented at the meeting provides background to assist the Board in moving forward with its Meaningful High School Diploma work and is intended to be a catalyst for discussion of three key policy questions:

1. What is the purpose of a diploma?
2. Does the purpose of a diploma apply to all students?
3. What guiding principles will shape the Board's decisions about the content of diploma requirements and the methods used to measure student performance?

Staff is seeking preliminary agreement on answers to these questions and in November, the Board will have an opportunity to consider the input received before responding to the legislature.

The paper also proposes a set of six guiding principles for the Board to consider and possibly endorse, as follows:

1. Endorse graduation requirements that broaden a student's experience;
2. Balance prescription with flexibility to increase opportunities for students to pursue multiple pathways to earn a diploma;
3. See ways to expand opportunities to meet graduation requirements before high school;
4. Strengthen and integrate the High School and Beyond Plan and Culminating Project so that students see all of the graduation requirements as one coherent whole;
5. Consider ways to increase opportunities for competency-based learning; and
6. Select a framework(s) that will serve as a guide for the work of choosing requirements.

The Board's task is to propose a revised definition of a diploma to the legislature by December 1, 2007.

Meaningful High School Diploma: Key Concepts for Proposal Development

Dr. Kathy Taylor, Policy Director

Mr. Eric Liu, Board Lead for Meaningful High School Diploma

Ms. Edie Harding, Executive Director

The new definition of the Basic Education Act Goal (RCW 28A.150.210) to include:

- Opportunities to become responsible and respected global citizens;
- Explore and understand different perspectives;
- Strengthen educational achievement of all students; and
- High expectations for all students.

The Key Concepts for proposal development are: 1) broad purpose of diploma; 2) one diploma or differentiated diploma; and 3) proposed principles and critical elements.

A diploma is intended to signify that a student is ready for success in postsecondary education, ready for successful and gainful employment in the 21st century workplace and ready to assume the responsibility of a participating member of a democratic society.

Clarifying Questions

What do we mean by personalized education if everyone walks out the door with the same piece of paper and how does the personalized diploma indicate that they've met the requirements?

- There will be basic education requirements and students will have opportunities to choose other interests to fit their needs.
- How do students ensure that colleges and employers know that they have a personalized diploma?
- It's not only about subject matter course requirements but is always about a truly meaningful high school learning path.

PUBLIC COMMENT

Mr. Jim Kowalkowski, Rural Education Center

Mr. Kowalkowski expressed the importance of acknowledging the good work that high schools are doing and that a differentiated diploma should not be dismissed. “Kids need a hook and sometimes that’s with a differentiated diploma.” Mr. Kowalkowski suggested including college credit in the high schools. He is supportive of increasing graduation requirements and said that raising the bar is the right thing to do.

Rep. Timm Ormsby

Rep. Ormsby thanked the Board for the work they are doing and said he is encouraged and enlightened by the many different viewpoints. It is the recommendation of Rep. Ormsby, Rep. Pat Sullivan, and Rep. Skip Priest to move forward with the differentiated diploma for students.

Wendy Rader-Konofalski, Washington Education Association **and Linda Zaccanti**, Teacher Ms. Rader-Konofalski introduced Ms. Zaccanti, who teaches in a high poverty district and is on the school board for that district as well. Ms. Zaccanti explained that due to the low poverty area that she works in, children enter Head Start with much lower academic skills and most kindergarten students don’t have social skills or other skills because they’ve never attended preschool. Many students don’t have the support of parents to assist with homework because the parents don’t speak English and there are many latchkey kids in the first grade in this district. The district runs on a very small budget; however, the federal government provides grants and Ms. Zaccanti expressed the need for resources to help fund these kids and stop pushing academics down.

Ms. Rader-Konofalski directed attention to the packet of information that was distributed to the members to explain what WEA is and what they do. She asked how the System Performance Accountability Plan will avoid the pitfalls of the NCLB. She also asked if the WASL will be personalized. The WEA is encouraged by the Board opening work sessions up to the public and is concerned about the next steps. Ms. Rader-Konofalski asked if the Board is voting on this as a baseline and asked if the Plan will be open for public comment. She indicated that it looks like the work plan shows an implementation plan and that the WEA members will not have the opportunity for public comment. The WEA supports meaningful accountability but expresses serious concerns about the current statewide, top down accountability approach.

Wes Pruitt, Workforce Training and Education Board

Mr. Pruitt suggested backing off of the recommendation of the four year alignment for a diploma. He indicated that when saying we want to align with the four years, we’re perpetuating a myth because it doesn’t align with the real job market and how kids learn, as well as it doesn’t align with the public policy that is in place currently with the legislature. The legislature is really trying to step up to additional options for kids such as opportunity grants and programs like Running Start.

Ted Thomas, WSSDA

In relation to the Meaningful High School Diploma Plan, we're talking about what we want to set for the goal. When we asked students if their work is interesting and useful only 49% in the Longview School District said yes. All students need the same level of expectations set out for them whether they are college bound or not. The building trade's employers are asking schools to work on math skills for students so they are ready for work. In the area of language as a requirement - it's about the culture and being able to understand other cultures. There are other ways to get cultural competency without requiring language. In the area of the System Performance Accountability Plan, the WSSDA can agree on a lot of the positives in the tiered system that will help us direct additional resources to those areas that need additional help. Regarding the targeted strategies for underperforming schools – there are some concerns about mandates and words still in the current draft regarding mandates and locally elected authority.

Jerry Bender, AWSP

Mr. Bender commented on the Meaningful High School Diploma and the alignment with postsecondary education minimum entry requirements as a four year college, saying he was thinking about Washington Learns and tying the minimum requirements to a two year college. There is a large population that we could better serve with entry requirements to a two year college.

Dennis Schatz, Co-Director of Washington State LASER

LASER thinks science provides a context that can be personalized. As we move forward, we need to think about the graduation requirements and how the science definition should be broadened. Science helps students learn to ask important questions, collect evidence, propose explanations, and apply new knowledge in a personal and societal context which is a basic skill for becoming an effective member of the work force. LASER looks forward to being part of the discussions in the future.

Linda Hillman, Soap Lake School District and Site Director for the 21st Century

Ms. Hillman and her staff provide after-school services and pre-school in the morning for students. Her team is seeing that student activities are limited during the day. Ms. Hillman sees serious progress with kids and is in total support of raising the bar and going after students' talents and abilities.

Mike Brophy, Bethel School District

Mr. Brophy commended Dr. Bergeson for her work with the districts to celebrate successes. Principals have a challenge meeting and working with students to personalize their education. The question is, "Will higher education have room for all college-eligible, college-ready students?" He said that online and distant learning, in the future, will be good opportunities.

BUSINESS ITEMS

✓ Math Standards Report

Motion was made to approve the Math Standards Report and recommendations, as prepared by Strategic Teaching and approved through the Math Committee; to deliver the report to Dr. Bergeson at OSPI; and to deliver the letter that was drafted stating our request on how the recommendations are to be used.

Motion seconded

Motion carried

✓ Meaningful High School Diploma

Chair Ryan presented the preamble for the Meaningful High School Diploma and System Performance Accountability motions as follows:

This motion is meant to provide direction to staff as they work to develop proposals for the State Board of Education's future review. The Board wants to be clear that these are preliminary, draft concepts that will receive extensive and formative public input and refinement. The Board, in advancing these concepts, is not endorsing specific details at this point. In addition, the Board acknowledges the magnitude of the implementation challenges that these proposals may present and asks our staff to be especially sensitive to identifying potential implementation barriers as well as strategies for dealing with them as they bring forward proposals for our review.

Motion was made to adopt, with the preamble incorporated, the key draft concepts for proposal development on the Meaningful High School Diploma work as follows:

- Broad purpose of diploma,
- One diploma for all students, and
- Proposed principles and critical elements.

More specifically, this includes a draft definition for the purpose of a diploma. The diploma should signify that students are ready for success in postsecondary education, gainful employment, and citizenship, and at the same time address the personalized education needs of students as well as society's needs.

One diploma for all, meaning that the purpose and expectations of a diploma apply to all students (with exceptions for special education students on IEPs). Requirements for the diploma send a clear message to all students about what they need to succeed after high school, and ensure that students have met a common set of standards.

Several proposed principles will provide guidance to staff in building a revised set of high school graduation requirements. Those principles are:

- Establish overarching expectations/essential skills needed for student lifelong learning,
- Explore equivalency or competency credits, particularly, but not exclusively, in the area of career and technical education,
- Create a comprehensive integrated graduation requirement package, and
- Align with postsecondary education minimum entry requirements.

Motion seconded

Motion tabled

Members were asked to review each concept and discussion followed.

Motion carried

✓ System Performance Accountability

Motion was made to adopt the three concepts for System Performance Accountability as set forth in the draft paper dated August 31, 2007, with the inclusion of the preamble, and that the Board and staff will further refine as the details of these contracts are developed, with the exception of the preamble presented by Chair Ryan. The concepts include:

- Performance improvement goals and indicators to measure system and student progress,
- A tiered system of continuous improvement for all schools, and
- Targeted strategies for chronically underperforming schools/districts "Summit Schools".

Motion was seconded

Motion carried

✓ 180-Day Waiver

Motion was made to adopt the revised rules and regulations as presented to the Board on Tuesday for the 180-Day Waiver process and in addition, the approval of amendments to WAC 180-18-030, WAC 180-18-040, and WAC 180-18-050 and the repeal of 180-18-060.

Motion seconded

Roll call vote carried with 12 ayes

✓ Private Schools

Motion was made to accept the Private Schools for approval as presented in the SBE packet of requirements as approved by the State.

Motion seconded

Discussion

It was suggested that staff provide the certified teacher to student ratio, in the future, to fulfill our obligation from the rule change several years ago.

Motion carried

✓ Science Charter

Motion was made to approve the Science Charter as amended by the discussion on Tuesday, with the inclusion of a board lead from our organization and the ability to interconnect the science work with the other charges.

Motion seconded

Motion carried

✓ End-of-Course Assessment Charter

Motion was made to approve the End-of-Course Study Charter, with a board lead, up through the submission at the State Board meeting, January 2008, and minus a specific recommendation to the Governor.

Motion seconded

Motion carried with one opposed

Board Outreach and Legislative Strategies for 2008-2009

Ms. Edie Harding, Executive Director

Ms. Sara Jones, APCO

Ms. Jones explained the process for the Outreach meeting as a series of meetings that will be held statewide, inviting both public and state stakeholders to look at the standards, looking at where we are today and where we are going. There will be a report back to the Board for their input. Ms. Harding expressed the importance of the members going out in to the communities from mid-October to mid-November to focus on a Meaningful High School Diploma. The format will be similar to the math focus group format to get feedback from others. The second step will be public input and a final outreach will be done in the spring with final recommendations coming next summer. Locations for outreach meetings will be sent to the Members when they are confirmed.

Board Work Plan Priorities

Ms. Edie Harding, Executive Director

At the Board Retreat in August, staff distributed several documents that presented an overview of the Board's work, such as what has been completed, what is still in progress, and what is yet to come. In addition, staff reviewed the state and private sources for the agency budget. Edie explained the work plan and asked Members to contact a member of the Executive Committee who directs the work of the Board, and see if they have something they would like to have completed.

WASC Conference

Ms. Lorilyn Roller, Board Member

Ms. Roller invited the members to attend the WASC Conference scheduled for October 12-14, 2007 at Stadium High School in Tacoma.

The meeting was adjourned at 1:37 p.m. by Chair Ryan