

MINUTES

WASHINGTON STATE BOARD OF EDUCATION October 28-30, 1998

Members Present: Neal Supplee, President; Roberta "Bobbie" May, Vice President; Kathleen Anderson, Millard Battles, Terry Bergeson, Linda Carpenter, Bunker Frank, Gary Gainer, Judy Henderson, Eugene Matsusaka, Bob Minnerly, Erin Hales, and Zach Miller.

Staff Present: Larry Davis, Pat Eirish, Patty Martin, and Carolyn Berger.

A regular meeting of the State Board of Education was held October 28, 29, and 30, 1999, at the Oak Harbor School District, Oak Harbor, Washington.

The business meeting was called to order by President Supplee at 9:34 a.m. with the pledge of allegiance. Dr. Rick Schulte, Superintendent, Oak Harbor School District, welcomed State Board members and gave an overview of the district's current programs and activities, as well as the status of their education reform efforts.

President Supplee announced that in the recent State Board election, members Kathleen Anderson and Gary Gainer were reelected. Millard Battles introduced Carolyn Tolas, newly elected State Board member from the Eighth Congressional District, who will replace retiring member Millard Battles after sixteen years of service.

Larry Davis, Executive Director, gave an overview of the agenda and announced that the Executive Session scheduled for 10:30 a.m., October 28, to hear a teacher certification appeal, was postponed to April 1999.

GENERAL ADMINISTRATION

Approval of Minutes

The approval of minutes from the July and August State Board meetings was postponed to Thursday, October 29.

Tab 2 Request for Approval of the Teacher Preparation Program at Saint Martin's College Under the 1997 State Board of Education Program Approval Standards.

Dr. Ted Andrews introduced Dr. Joyce Westgard, Dean of Education, Saint Martin's College. Dr. Westgard reported that the faculty of Saint Martin's College has been working since 1993 to develop a performance-based program in alignment with the school improvement legislation. Dr. Westgard also gave an overview of the detailed

General Administration continued

documentation provided to State Board members on Saint Martin's teacher preparation program and distributed sample teacher handbooks for Board review.

Bob Westfall, Heidi Westhoff-Gapol, and Vickie Gish, three Saint Martin student teachers shared details of their individual work with middle school students and displayed their personal performance portfolios for the Board and audience.

Motion: Moved by Ms. Anderson, seconded by Ms. May that Tab 2 be approved by the State Board of Education. Motion carried.

REPORT

Larry Davis introduced Cheryl Mayo, newly appointed Associate Superintendent for Learning and Teaching, Office of Superintendent of Public Instruction (OSPI). Ms. Mayo came to OSPI after serving 17 years in the Battle Ground School District. Ms. Mayo gave an overview of the Learning and Teaching Division and what she is doing to pull the division together. The goal of Learning and Teaching staff is to work with the ESD's, Assessment Centers, parents, and community, help support them, and show leadership in working toward education reform, meeting the four student learning goals, and helping all students to achieve. Ms. Mayo also provided current information on teacher recognition and award programs. She thanked Larry Davis for his support and involvement with her and the committees in their preparation to honor teachers this year.

PROFESSIONAL EDUCATION AND CERTIFICATION

Kathleen Anderson gave an historical review of the events and original dream dating back to 1992, that led to the ceremony for recognition of the first recipients of the Professional Certificate. Ms. Anderson also provided information on the representatives and activities of the Washington Advisory Council for Professional Teaching Standards (WACPTS), a group of 13 people that, over recent years developed and recommended the standards.

President Supplee, Superintendent Terry Bergeson and Kathleen Anderson presented the Professional Certificates to each of the participating teachers. Twenty-eight teachers involved in the groundbreaking professional teacher program were present to receive their awards. Several of the certificate recipients commented on their perceptions of the strengths and weaknesses of the professional certificate program and urged the State Board to give careful consideration to the feedback provided to ensure the successful continuation of the program.

Superintendent Bergeson commended Dr. Ted Andrews for his staff leadership and personal contribution to the success of the Professional Certificate Program.

Professional Education and Certification continued

Ms. Anderson stated that the Washington Association of Colleges of Teacher Education (WACTE) submitted a proposal to the State Board of Education to do a university-level evaluation of the courses taught in the professional teacher candidate program during the 1998-99 school year. The Association expressed a willingness to contribute \$2,000 from their fund to the performance of this task and asked the State Board to contribute \$6,000. Superintendent Bergeson offered to include a contribution from OSPI in support of this proposal.

Motion: Moved by Ms. Anderson, seconded by Mr. Battles, that there be a three-way partnership between WACTE, the SBE, and OSPI to form a committee to perform the proposed analysis and synthesis of the Professional Certificate Program field test.

Superintendent Bergeson indicated that the Washington Advisory Council on Professional Teaching Standards (WACPTS) would also like to be directly involved in the partnership of this proposal.

Amended

Motion: Moved by Ms. Anderson, seconded by Mr. Battles, to amend the original motion by stating that the State Board of Education, Superintendent of Public Instruction, Washington Association of Colleges of Teacher Education, and Washington Advisory Council on Professional Teacher Standards partner on a joint analysis of the professional certificate field tests and synthesize the information from all the projects to identify areas of commonality and uniformity that could lead to development of statewide standards for the professional certificate; and that funding be provided by the State Board of Education, Superintendent of Public Instruction, and Washington Association of Colleges of Teacher Education. Each partner group may appoint up to four members. The group shall report its findings and recommendations to the State Board of Education.

PUBLIC HEARING ON PROPOSED RULE CHANGES

President Supplee called for public testimony regarding:

Tab 4 Public Hearing and Adoption Consideration of Proposed Amendments to

WAC 180-78A-225 Acceptance of Alternative Standards,
WAC 180-78A-264 Approval Standards-Program Design,
WAC 180-78A-270 Approval Standards-Knowledge and Skills,
WAC 180-79A-206 Academic and Experience Requirements for
Certification-Teachers
WAC 180-79A-265 Endorsements on Teacher Certificates for
Out of State Candidates,

WAC 180-79A-304 Minimum Preparation for Teachers

Tab 4 continued

Proposed New Section:

WAC 180-79A-299 Transition Policy

Proposed Repeal of:

WAC 180-16-221 Assignment of Classroom Teachers Within Districts

WAC 180-16-222 Exceptions to Classroom Teacher Assignment Policy

WAC 180-16-226 Superintendent of Public Instruction Annual Report to
State Board of Education

WAC 180-16-231 Assignment of Principals and Vice-Principals
Within Districts

WAC 180-16-236 Assignment of Educational Staff Associates

WAC 180-16-238 Assignment of Persons Providing Instruction of
Braille to Students

Proposed New Chapter:

Chapter 180-82 WAC Certificate Endorsements and Assignment of
Certificated Staff

Recommendation: It is recommended that the proposed amendments as listed above be adopted on a permanent basis; the effective date of said adoption to be 31 days after the date of filing with the state Code Reviser, pursuant to RCW 34.05.380.

The impact of the proposed endorsement and assignment policies would be on those persons obtaining endorsements on teacher certificates after August 31, 2000. It would also impact colleges/universities with approved teacher preparation programs and employers of certificated teachers.

The proposed amendments to various sections of Chapter 180-78A WAC and Chapter 180-79A WAC are necessary in order to clarify program requirements or provide for the implementation of the endorsement policies proposed in Chapter 180-82 WAC.

The purposes of new chapter 180-82 WAC are to: align requirements for endorsements with the state's learning goals and essential academic learning requirements and maintain rigorous standards for obtaining endorsements. The major difference between the current endorsement policies and those being proposed is that an individual would need to complete an approved college/university preparation program in each endorsement area. Individuals would no longer be able to obtain an "add on" endorsement without appropriate methodology and field practicum/internship in the endorsement area. A college or university could, however, waive program requirements for a candidate who has previously completed those requirements through course work

or experience. Colleges/universities are also encouraged to accept performance-based demonstration of the established criteria for endorsements.

Public Hearing on Proposed Rule Changes continued

A list of persons providing testimony on Tab 4 is available through the State Board of Education office. The following motions were made by Ms. Anderson and seconded by Ms. May.

Motions on Tab 4:

WAC 180-78A-270 Approval Standards-Knowledge and Skills

(q) The prevention and diagnosis of reading difficulties and researched-based intervention strategies.

WAC 180-82-110 Exceptions to classroom teacher assignment policy.

(3) **After August 31, 2000**, a teacher who has completed twenty-four quarter credit hours (sixteen semester credit hours) of the required special education course work in WAC 180-82-360 shall be eligible for a waiver from the special education office which will allow that person to be employed as a special education teacher. **The remaining credits and all endorsement requirements shall be completed within three years of service as a special education teacher. Teachers who hold certificates endorsed in special education or who have received waivers from the special education office prior to September 1, 2000 shall not be affected by the requirements of this subsection.**

Revisions have also been included in the following language in WAC 180-82-360 Special Education-All Levels-Primary

(See WAC 180-82-110 (3) for information regarding eligibility for a waiver for a candidate who may be assigned to a special education classroom, if he or she has completed 24 quarter/16 semester credit hours of the course work specified below.)

Endorsement-Traffic Safety.

Issue: Traffic Safety was omitted from the proposed endorsement list. PEAC recommends adding Traffic Safety to the list of endorsements.

Endorsement Requirements

In WAC 180-82-204, eliminate: "e.g., using a preparation period for observation of student teaching."

Implementation Date

Issue: The implementation date for the new requirements will create difficulties for graduate level programs (often requiring more than a year to

finish) where students are already completing requirements for admission based on existing requirements.

Motions on Tab 4 continued

Motion: WAC 180-82-215 Implementation Policies. (1) All teachers who obtain endorsements after August 31, 2000 shall meet the requirements in chapter 180-82 WAC: *Provided*, That all colleges and universities may permit an individual accepted into programs on or before August 31, 2000 to obtain endorsements under the requirements in WAC 180-79A-300 through WAC 180-79A-398, if the individual completes the endorsement program on or before **August 31, 2003**, and the college or university verifies endorsement program completion to the superintendent of public instruction on, or before, **December 31, 2003**. *Provided*, further, that the State Board or its designee may waive this requirement on a case-by-case basis.

Designated Arts: Dance-All Levels (primary)
Delete WAC 180-82-302.

Designated Arts: Drama-All Levels (primary)
Delete WAC 180-82-306

Knowledge and Skills-Chemistry Endorsement
Issue: Knowledge and Skills for Chemistry endorsement

(WAC 180-82-(306) should be revised.

(1) General principles of chemistry with lab (i.e., inorganic, physical, and analytical.)

Designated World Language

Issue: Designated world language (WAC 180-82-324) knowledge and skills should be revised. The changes to the knowledge and skills proposed at the August SBE meeting have been made. In addition, the following FLES language has been added to the required knowledge and skills.

PEAC supports these revisions:

WAC 180-82-324 Designated world languages-All levels, primary. In order to receive a primary endorsement in designated world . . .

(5) Appropriate methodological study for all levels, including but not limited to FLES strategies and skills.

Supporting Endorsements-Social Studies and English/Language Arts

Issue: Supporting endorsements in social studies (WAC 180-82-358) and

English/language arts (WAC 180-82-338) should be eliminated.
PEAC supports this recommendation.

Motions on Tab 4 continued

Endorsement-Science

Issue: The word “General” needs to be removed from the science endorsement title. PEAC had recommended using the word science. This is an editorial change. Making this change will result in the rule being renumbered from WAC 180-82-340 to WAC 180-82-355.

Social Studies Endorsement-Credits

Issue: To provide more balance in the requirements for the social studies endorsement (WAC 180-82-356), PEAC recommends reducing the number of required credits of history in the primary social studies from 30 quarter/20 semester credit hours to 24/16 semester quarter credit hours.

Special Education-Supporting Endorsement

Issue: A 24 quarter/16 semester credit hour supporting endorsement in special education should be available (WAC 180-82-360). PEAC supports only a 45 quarter/30 semester credit hour primary endorsement in special education. This eliminates the special education supporting endorsement.

Stem Language

Issue: To clarify the stem language, PEAC recommends adding a reference to Chapter 180-78A-WAC.

Stem Language

Issue: To clarify in the stem language the number of credits in the endorsement area that a candidate would be required to complete. PEAC recommends substituting the words “in the subject areas below” in place of the listing of the specific endorsement title, for example:
WAC 180-82-314 Designated science: Biology-Secondary, primary
In order to receive a primary endorsement in designated science: Biology, the candidate shall have completed a state approved preparation program in designated science: Biology which shall be comprised of the appropriate pedagogy courses and field experiences/internship, **pursuant to chapter 180-78A WAC**, as well as 45 quarter/30 semester credit hours in the subject areas below. Through the completion of this course work and/or an alternative performance-based assessment acceptable to the college/university, the candidate shall have demonstrated knowledge and skills in the following areas:

- (1) Botany with lab.

- (2) Zoology with lab.
- (3) Genetics.
- (4) Microbiology or cellbiology with lab.
- (5) Chemistry with lab.

Motions on Tab 4 continued

- (6) Ecology.
- (7) Evolution.
- (8) Lab safety, practice, and management.
- (9) Lab, inquiry-based experience.
- (10) Relationship of the concepts of science to contemporary, historical, technological, and societal issues.

Reading-All Levels, Primary

WAC 180-82-352: Delete subsection (9).

Endorsements

The State Board of Education commits to studying further, before taking any action on:

- 1) Reinstating an endorsement in early childhood/special education (using the language approved by PEAC)
- 2) Creating supporting endorsements in the designated science areas (biology, physics, chemistry, earth science) and math; and history and English.
- 3) Creating an endorsement in technology.
- 4) Study a definition of “scientifically validated research on literacy.”

Motion: Moved by Ms. May, seconded by Mr. Battles, to withdraw item #2 under the last motion on Endorsements: “Creating supporting endorsements in the designated science areas (biology, physics, chemistry, earth science) and math; and history and English.”

All of the above-listed motions carried unanimously.

Dr. Terry Bergeson and the Board congratulated Millard Battles for winning the Frank Shrontz Award from the Boeing Bluebills for outstanding retiree volunteerism.

GENERAL ADMINISTRATION

The State Board of Education recessed at 6:00 p.m. for dinner and reconvened at 7:55 p.m. for the annual election of Board President. Neal Supplee was elected to a second term as Board President.

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| Thursday, October 29, 1998 |
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CONSENT AGENDA ITEMS

The following consent agenda items and recommendations were presented to the State Board for approval consideration.

Consent Agenda Items continued

Tab 5 Applications for State Assistance in School Building Construction for the:
Bellevue, Cusick, Mukilteo, North Thurston, Puyallup, Quillayute Valley,
Soap Lake, and Sunnyside School Districts.

Tab 6 Pending Applications for State Assistance in School Building Construction
--Study and Survey for the: Camas, Easton, Finley, McCleary, Mukilteo,
North Beach, Puyallup, Quilcene, Rochester, and Sumner School Districts.

Tab 7 Request for Change in Scope for Projects with State Board Approval for
the: Clarkston, Richland, and Sultan School Districts.

Tab 8 Status of the Common School Construction Fund.

This status report will be provided to the State Board as a consent agenda item at each regular meeting, with an oral report each August. The report has been reformatted in an attempt to provide more meaningful information without being unduly technical. It will be modified as needed in order to be useful. A copy of the status report is available through the State Board of Education office.

Tab 9 Annual Approval of Inservice Agencies—List available through the State Board office.

Tab 10 Waiver Request of WAC 180-44-050(2)-Regulatory Provisions Relating to
RCW 28A.600.010-School Day as Related to the Teacher-Clover Park
School District.

APPROVAL OF MINUTES

Tab 1 Minutes of the July and August 1998 State Board meetings.

Recommendation: If there are no additions or corrections, that the minutes of the July 1998 and August 1998 meetings of the State Board of Education be approved as presented.

Motion: Moved by Ms. May, seconded by Mr. Battles, to approve the July 1998 minutes with one correction to the spelling of President Neal Supplee's name. Motion carried.

Approval of Minutes continued

Motion: Moved by Mr. Gainer, seconded by Ms. Carpenter, to approve the August 1998 minutes as presented. Motion carried.

CONSENT AGENDA

Motion: Moved by Linda Carpenter, seconded by Gary Gainer, to approve Tabs 5 through 10 of the Consent Agenda. Motion carried.

PUBLIC HEARING ON PROPOSED RULE CHANGES

President Supplee called for public testimony regarding:

Tab 11 Public Hearing and Adoption Consideration of Proposed Amendments to WAC 180-79A-231 Limited Certificates and Repeal of WAC 180-79A-236 Instructional Specialist Certificate.

- It is confusing to have two different certificates that serve similar clientele. The instructional specialist certificate and conditional certificate should be “combined.”
- The applicant would need to have a district sponsor; the district would justify the request, choosing from a list of options, including “no certificated person available” and/or the unusual background of the individual. There was some discussion about the advisability of requiring prior experience with children, but no decision was made on that issue. A mentor would be required and 60 clock hours, since the issuance of each certificate would be required for each renewal. The renewal requirements would include a request for renewal from the employer and 60 clock hours completed after the issuance of the certificate.

Tab 12 Proposed Amendment to WAC 180-79A-257 Out-of-State Candidates

The proposed amendment would allow for the acceptance of the National Certification of School Psychologists as qualification for an initial certificate as a psychologist in Washington.

Tab 13 Public Hearing and Adoption Consideration of Proposed Amendments to WAC 180-77A-170 Program Area Studies

The proposed amendment ensures that individuals completing programs in marketing education will be able to plan and implement a marketing program that follows national and state guidelines.

Tab 14 Proposed Amendments to:

WAC 180-79A-145 Levels of Certificates, Initial/Residency and Continuing/Professional

WAC 180-79A-250 Initial/Residency and Continuing/Professional Certificates—Renewal, reinstatement, and continuing education requirements

Public Hearing on Proposed Rule Changes continued

WAC 180-85-020 Effective Date and Applicable Certificates

WAC 180-85-075 Continuing Education Requirement

The proposed amendments are technical in nature.

Tab 15 Proposed Amendments to:

Chapter 180-78A WAC Approved Standards for Performance-Based Preparation Programs for Teachers, Administrators, and Educational Staff Associates

Chapter 180-79A WAC Standards for Teacher, Administrator, and Educational Staff Associate Certification

WAC 180-77-122 Appeal Procedures

The proposed amendments are technical in nature.

No public testimony was offered on Tabs 11 through 15.

Interim Report on Student Learning Improvement Under Waivers from the 180 Day School Year Requirement: Pat Eirish, Manager, Research and Assistance Program, State Board of Education

Since 1995, the State Board of Education and the Office of Superintendent of Public Instruction have been authorized to grant waivers to school districts from the provisions of statutes or rules relating to: the length of the school year; student-to-teacher ratios; and other administrative rules that may need to be waived in order for districts to implement a plan for restructuring their educational program or the educational program of individual schools within the district.

Ms. Eirish shared with the Board how grateful school district personnel are to have the 180-day waiver option so that they can support their teachers with more effective and intensive training opportunities and quality planning time. Data is being collected from

school districts on improved student learning and benefits to schools as a result of utilizing waivers from the 180-day school year requirement. These waivers have definitely benefited school district staff, but at the same time, the improvements have been difficult to measure.

State Board members expressed their ongoing concern about achieving an effective balance of teacher contact time with students. The State Board of Education recommends that school districts thoughtfully consider how a waiver of the 180-day requirement and related contact time will contribute to student learning and have Interim Report continued

requested State Board staff to share the Board’s position papers on “Time and Learning” and “Focus on Learning” with those districts applying for waivers. (Copies of these position papers are available through the State Board office in Olympia.)

Superintendent Bergeson complimented Pat Eirish on the positive way in which she works with districts. Ms. Bergeson said that comments from district staff speak of the flexibility of the State Board and Pat’s interest and willingness to work with districts in problem solving on a variety of issues. President Supplee added his commendation of Ms. Eirish’s work.

Tab 16 Waiver Request of WAC 180-18-040—Minimum 180 Day School Year for the Hoquiam and Liberty School Districts

Recommendation: That the State Board of Education approve the waiver requests of the minimum 180-day school year and continuing through the 2000-2001 school years.

Motion: Moved by Ms. May, seconded by Ms. Anderson, that Tab 16 be approved. Motion carried.

PUBLIC HEARING ON PROPOSED RULE CHANGES

Tab 17 Proposed Amendments to:

WAC 180-29-080 Construction Documents—Bids and Contract Provisions

The existing rule requires that districts provide fire insurance. Districts should provide “commercial all-risk property” insurance for their facilities and not be limited to fire. This amendment suggests replacing the word “fire” in two places with “commercial all-risk property” (the standardized term for comprehensive insurance). In terms of providing “evidence” of insurance, staff requests that districts provide a “certificate” of insurance.

WAC 180-29-090 Construction Documents—Other Governmental Agency Approval

This proposed amendment will reduce plan review costs for districts that have local electrical departments by eliminating the cost for a duplicate Labor and Industries' review. It also amends the rule to require the State Fire Marshal to review and approve qualifications of local fire officials similar to the Labor and Industries' process.

Tab 18 Proposed Amendment to WAC 180-27-056 Funding During the Period of A Priority Approval Process Ordered by the State Board of Education.

On July 23, 1998, the State Board adopted the proposed amendment to WAC 180-27-Public Hearing on Proposed Rule Changes continued

056 under emergency rule procedures per RCW 34.05.350. The amendment became effective immediately and remains in effect for 120 days. Permanent adoption of the amendment is required prior to the expiration of the emergency period. The proposed amendment represents an effort to provide for the maximum number of projects released within a funding cycle under legislative appropriation authority as reflected in the state capital budget.

At this point in the agenda, Superintendent Bergeson asked Mike Currie to explain the Department of Natural Resources' timber forecast. Mr. Currie reported that the June 1998 forecast for timber for the next two biennia went down dramatically. The forecast between the third and fourth quarter reports dropped \$9M. The projected revenues for the Timber Trust in the next biennium are \$110M, which is a significantly lower amount than in past history. The prediction for the Asian market crisis is not good at this time, and the Russian market issue is also impacting timber markets in the U.S. The Department of Natural Resources (DNR) is predicting a minimum of four years before the timber market turns. DNR is trying to address these issues by building in management efficiencies, but the effect on school construction funds will be dramatic.

Superintendent Bergeson stated that the agency needs to request General Fund monies to help with school construction over the next biennium.

SCHOOL FACILITIES AND ORGANIZATION

TAB 19 Supplemental Capital Budget Request for Fiscal Year 1999: Mike Currie, Director, School Facilities and Organization, OSPI

The capital budget for the current 1997-99 biennium provided a total of \$275,798,712 for the state's share of K-12 school construction. In the first year of the biennium (FY 98), release of \$126.55M fully funded all of the projects approved by the State Board of Education. For FY 1999, a \$20M higher-than-expected demand combined with a decrease in Department of Natural Resources' revenue to create a shortfall. Eight districts did not receive state assistance for their projects. The total additional amount required to fund the remaining projects is \$13,750,000.

The State Board was polled by telephone during the week of October 5-9, 1998, in order to meet the OFM submittal deadline of October 12, 1998. A majority of the State Board approved the supplemental capital budget request. According to the Board's Administrative Procedures Manual, an advisory vote must be formally ratified at the next regular Board meeting.

Motion: Moved by Ms. Carpenter, seconded by Mr. Battles, to approve Tab 19. Motion carried. Mr. Minnerly abstained.

School Facilities and Organization continued

Tab 20 Request by ESD 113 (Olympia) for State Board Approval to Secure Funding to Expand its Facility Space

The acquisition meets the intent of the State Board of Education's policies, guidelines, and approval criteria for acquisition of real property by ESDs. The need is consistent with the intent and purpose of ESD offices and will further the efficient and economic operation of ESD 113 by adding two conference rooms, eight offices, and additional hallways. The \$750,000 to fund the purchase is available from ESD reserves. It does not create a liability for the state.

Motion: Moved by Mr. Battles, seconded by Ms. Henderson, to approve Tab 20. Motion carried. Mr. Minnerly abstained.

Tab 21 Waiver Request of WAC 180-29-115 and WAC 180-29-125 by Moses Lake School District for Continued Receipt of State Matching Funds

These sections require that a school district receive approval of the Office of Superintendent of Public Instruction (OSPI) prior to signing construction contracts. The request for the waiver is based on the facts presented to OSPI by the district superintendent.

It is the judgement of staff that the Moses Lake School District was not substantially negligent in failing to receive approval of the Office of Superintendent of Public Instruction (OSPI) prior to signing construction contracts. Under the facts described by the district superintendent, the district error does not jeopardize the integrity of the State Board of Education administrative process.

Motion: Moved by Mr. Gainer, seconded by Ms. Carpenter, to approve Tab 21. Motion carried. Mr. Minnerly abstained.

Tab 22 Proposed Transfer of Territory from Dieringer School District No. 343 to Auburn School District No. 408: Mike Currie, OSPI.

In addition, staff recommends that the State Board approve the determination of non-significance per the Regional Committee's recommendation. An environmental impact statement is not required.

Motion: Moved by Ms. Carpenter, seconded by Ms. Henderson, to approve Tab 22. Motion carried. Mr. Minnerly abstained.

REPORTS

Andrew Griffin, Assistant Superintendent for Higher Education, Community Outreach, and Staff Development, OSPI

Mr. Griffin thanked the Board for the opportunity to address them and commended them for the important work they do. Mr. Griffin asked Superintendent Bergeson to share information she had presented at the PEAB Conference with regard to teacher recruitment, preparation, and career development. A primary focus of the agency's professional development for teachers is to have skilled staff creating a safe, powerful, learning environment for students.

Superintendent Bergeson spoke of the need to help teachers be successful, as well as strengthening the partnership between the State Board of Education, the Office of Superintendent Public Instruction, higher education groups and school districts in their teacher preparation programs. Creative strategies for recruiting teachers need to be developed, as well as recruiting students at the high school level and others. Over the next five years, attention needs to be given to development of a strong apprenticeship/mentor program for new teachers. There should be more career options for teachers and better salaries.

Mr. Griffin shared highlights of a new work plan for the teacher certification section of OSPI.

Ms. Anderson made several suggestions for strengthening the OSPI and SBE partnership, including linking both mission statements; involving State Board members in the developmental and evaluation phase of OSPI's teacher certification activities; and inviting Board members to visit programs with OSPI staff.

Annual Report of the Washington Interscholastic Activities Association (WIAA), Mike Colbrese, Executive Director, WIAA

Mr. Colbrese commented on the great working relationship the WIAA has with the State Board, Larry Davis and Pat Eirish, and Assistant Attorney General Skip Patterson.

Mr. Colbrese gave an update on student athletic eligibility cases and reported that Washington State's female to male ratio in athletics is slightly higher than the national average. The national average is 60% male to 40% female, and Washington's average is 58% male to 42% female.

Mr. Colbrese noted a growing concern about some schools that, because they have grown to the point of being elevated to a higher athletic classification, are encouraging athletes to transfer to alternative schools in the area so they can avoid being in a higher classification athletic program. The WIAA is addressing this concern by establishing new criteria for membership in the WIAA for alternative schools. Alternative schools will

WIAA Report continued

now have to demonstrate participation in their athletic programs for two years before securing membership in the WIAA.

The WIAA currently has a Just Play Fair Program through which they have had direct contact with over 1200 students in sportsmanship workshops across the state over the fall.

Regular Meeting Report, Superintendent of Public Instruction Terry Bergeson

Superintendent Bergeson announced that a new Vision Statement developed at the recent Cabinet Retreat changes OSPI from a money-monitoring role to one that includes more district assistance. The vision statement addresses a compelling need for OSPI staff to build a greater capacity to help teachers in the school districts. ESD 101 has the STEP Star Network and a very good television studio. OSPI is partnering with ESD 101 to produce high quality videos, training and informational tapes for teachers that will be available at a low cost to districts.

Ms. Bergeson also announced that OSPI has just completed the pilot test for the 10th grade assessment. Currently, the Washington State Assessment System is as follows:

| | |
|------------------------|----------------------------------------------|
| 2 nd Grade | Reading Diagnostic Assessment |
| 3 rd Grade | CTBS—California Test of Basic Skills |
| 4 th Grade | WASL |
| 7 th Grade | WASL |
| 8 th Grade | ITBS—Iowa Test of Basic Skills |
| 10 th Grade | Washington State Certificate of Mastery Exam |
| 11 th Grade | Basic Skills |
| 12 th Grade | SAT and ACT Assessments |

The second grade reading assessment is a screening tool recently developed and sent to districts in mid-August that includes training tapes, scoring guides, and a selection of reading materials. Second grade teachers are asked to listen to each student read early in the year and rate the student's reading ability based on accuracy and fluency. If the student is significantly below the reading benchmark for second grade, the teacher is required to reassess the student's reading skill at least once more during the year. No other state in the country is using an evaluation assessment of this type.

In the 1999 Legislative Session, the OSPI would like to eliminate the 11th grade test. In addition, they would like to conduct the ITBS at the 6th grade level and have the 11th grade basic skills assessment done in the 8th or 9th grade and tie it to career pathways.

The OSPI's goal is to work with the districts and the Legislature so that the state could financially support a backbone assessment system that would give a number of

OSPI Report continued

informational checkpoints on each student. Districts could then supplement with their own assessments for the district goals they are working to achieve.

Superintendent Bergeson gave a brief overview of the accountability system. The Commission on Student Learning (CSL) recently asked the Accountability Task Force to put their recommendations into a legislative format and bring the final draft back to the CSL at their December 1998 meeting for approval. Basically, schools are assessing students and reporting the students that meet the standard and the index. Districts are also setting targets for improvement. Districts have different targets because they begin at their own individual baselines. District figures on their students' achievement for the first year creates the baseline on which their improvement is charted over the next three years. Goals and processes have been identified for the first phase of the accountability system implementation. The second phase of the implementation, having to do with sanctions and intervention, has not yet been clearly defined because not enough data was collected in the first year to make specific decisions about potential sanctions.

The OSPI is proposing a change in the Learning Assistance Program (LAP) to eliminate the disincentive of allocating money on the basis of test scores, and instead allocate on the basis of poverty. In that way, schools will not lose their assistance because they become successful in improving student learning. The OSPI is also proposing to assist struggling schools with temporary funds of approximately \$50,000 over two years. To qualify, schools would have to submit an organized, effective plan to improve student learning.

In the area of professional development, OSPI is looking at renaming and revamping the Student Learning Improvement Grant (SLIG) program. Changes would be based on school districts rethinking how they have been spending those dollars and strategically planning more effective use of professional development time and funds. The last OSPI

budget change is a proposal for increased nursing support to districts. Many schools in the state have no trained nursing staff at a time when there are very complex student health issues.

ANNUAL ELECTION OF VICE PRESIDENT

Board members voted to elect Linda Carpenter Board Vice President.

Tab 23 Proposed Amendments to WAC 180-51-050 High School Credit—
Definition

In response to a growing number of questions, the proposed amendments are intended to provide needed clarification regarding the amount of high school credit that is awarded for adult high school completion course work.

Tab 23 continued

Motion: Moved by Ms. Anderson, seconded by Mr. Gainer, that Tab 23 be brought forward to the January State Board meeting for public hearing and adoption consideration. Motion carried.

Tab 24 Proposed Amendment to WAC 180-79A-300 Certificate Endorsement

In 1997, the requirements for vocational certification obtained through completion of college/university programs were revised by the State Board of Education. The implementation date for these revisions is currently August 31, 1999. It is proposed that the implementation date be changed to August 31, 2000, to be consistent with the date the new endorsement system will become effective.

Motion: Moved by Ms. Anderson, seconded by Ms. Carpenter, that Tab 24 be brought forward to the January State Board meeting for public hearing and adoption consideration. Motion carried.

Tab 25 Proposed New Section to Chapter 180-08 WAC Practice and Procedure

The State Board of Education has completed an approximate 18 month review of all its rules and related authorizing statutes. The Board's Mandate Review Committee recommends that all Board rules be reviewed at least every three years.

Motion: Moved by Ms. Carpenter, seconded by Mr. Minnerly, that Tab 25 be brought forward to the January State Board meeting for public hearing Adoption consideration. Motion carried.

Tab 26 Basic Education Act Compliance
Proposed Amendments to WAC 180-16-195 Annual Reporting and

Review Process.

In reviewing WAC 180-16-195, the Board's Mandate Review Committee discovered that staff of the State Superintendent's office are identified as reviewing and verifying the submitted M-808 Forms. It is the State Board of Education staff that carry out this function, and the Mandate Review Committee recommends technical clarification of the language.

Motion: Moved by Ms. Anderson, seconded by Mr. Battles, that Tab 26 be brought forward to the January State Board meeting for public hearing and adoption consideration. Motion carried.

Tab 27 Basic Education Allocation Entitlement Requirements
Proposed Amendments to:

Tab 27 continued

WAC 180-16-220 Supplemental Program and Basic Education Allocation Entitlement Requirements

WAC 180-16-240 Compliance with Other Program Requirements

The proposed amendments are recommended by the Mandate Review Committee to eliminate unnecessary requirements on districts.

Motion: Moved by Mr. Battles, seconded by Ms. Anderson, that Tab 27 be brought forward to the January State Board meeting for public hearing and adoption consideration. Motion carried.

Tab 28 High School Graduation Requirements
Proposed New Sections to:

Chapter 180-18 WAC Waivers for Restructuring Purposes

Chapter 180-51 WAC High School Graduation Requirements

The State Board of Education is required by law to establish state minimum high school graduation requirements. The Board, through its Graduation Requirements and Diploma (GRAD) Committee is currently studying the existing requirements to determine what changes would be appropriate and necessary under a performance-based education system. The current graduation requirements are defined in terms of credits rather than standards. In order to encourage and support school district and high school efforts to shift from a credit-based education system to a standards-based system, they need the ability to establish alternative high school graduation requirements.

Motion: Moved by Ms. Carpenter, seconded by Mr. Gainer, that Tab 28 be brought forward to the January State Board meeting for public hearing and adoption consideration. Motion carried.

GENERAL ADMINISTRATION

Certification of Accomplishment for Wes Vradenburg, Senior, Riverside High School

Larry Davis met Wes Vradenburg at an academic fair in February 1998 and discovered that Wes had special abilities and experience, through his own business, in designing web sites. Mr. Davis invited Mr. Vradenburg to come to Olympia and assist the State Board staff in updating and upgrading the SBE web page. Wes spent two days doing the work and earned a one-half course credit from Riverside High School.

Certificate of Accomplishment continued

The certificate states: "In recognition and gratitude for your outstanding service in updating and enhancing the Washington State Board of Education web page and presented this 28th day of August, 1998."

Motion: Moved by Ms. Anderson, seconded by Ms. Carpenter, that Gary Gainer present the certificate of accomplishment to Wes Vradenburg at Riverside High School. Motion carried.

At this point in the agenda, Ms. Anderson reminded staff that at the August 1998 State Board meeting she requested that letters be sent to the districts of those people who served on WACPTS to recognize their work and time served.

PROFESSIONAL EDUCATION AND CERTIFICATION

Barbara McLain, of the Washington State Institute for Public Policy (WSIPP), said that the WSIPP was created by the 1983 Legislature and is located at The Evergreen State College in Olympia. The organization provides non-partisan, practical research on a wide range of issues and is focused on a legislative audience. The WSIPP is governed by a Board of Directors.

Most of the work done by the WSIPP comes through the Legislature. The WSIPP is currently working on a project that was requested by their Board. The project is focusing on education reform and teacher preparation and development. The study question is: "Are teachers obtaining the knowledge and skills they need to teach students under the new academic standards?" The project focuses on the early stages of a teacher's career: Pre-service teacher education; beginning teacher programs; and teacher certification, particularly the professional certificate.

The WSIPP is researching three fundamental questions:

1. How are colleges preparing future teachers to teach under a performance-based system?
2. How could the state hold colleges/universities accountable for recruiting and educating high quality teachers?
3. What should the state address in terms of resources and verification of graduating teachers' knowledge, etc.

WSIPP Report continued

The WSIPP staff is drawing on information from the OSPI and SBE. A variety of other methods are being used in their research, including surveys and data collection of all colleges of education on their teacher education programs, case studies of selected teacher preparation programs, surveys of beginning teachers and principals, and a collection of information from other states doing similar studies. The final report is due to the WSIPP Board in June 1999.

GENERAL ADMINISTRATION

Proposed Amendments to State Board of Education Administrative Procedures Manual

The proposed changes are technical in nature. Copies are available through the State Board office.

Motion: Moved by Ms. Carpenter, seconded by Mr. Gainer, that the proposed amendments be approved. Motion carried.

Proposed 1998 State Board of Education Position Statement on CPR Training for Education Personnel

The proposed position statement died for lack of a motion.

Proposed 1998 State Board of Education Position Statement on Student Representation on Local School Boards, District Committees, and Building Committees

The proposed position statement died for lack of a motion.

Proposed 1998 State Board of Education Position Statement on Parent, Family, and Community Involvement in Education

Ms. Frank presented the position statement on Parent, Family, and Community Involvement in Education and gave a brief historical background outlining elements that led to the development of the position statement. Discussion followed as to whether a State Board position statement would be the best vehicle for encouraging parent, family, and community involvement. Alternative suggestions included sharing related information on the SBE web page; preparing a letter from the Board that would

encourage involvement to be read at the December PTA Conference; checking with WSSDA and the PTA to determine their interest in the preparation of a future letter that would be signed by the PTA, SBE, and WSSDA.

The Board recommended further research and asked that a decision on the position statement be postponed to the January 1999 Board meeting.

Jennifer Wallace Report (Governor's Office)

Ms. Wallace reported that the state's revenue forecast is not good. Referendum 49 will require taking \$200M out of reserves because of 601 spending limits. Governor Locke is also committed to restructuring the LAP Program and supporting the restructure with \$51M in the budget.

Education is a priority for Governor Locke, particularly education reform. Governor Locke is interested in accountability for results, flexibility in education reform efforts, and the issues of recruitment for capacity building. The Governor is also concerned with how schools can be managed for high performance.

Jennifer Wallace Report continued

Governor Locke and the 1999 Legislature will be focusing attention on legislation that is low budget and high impact.

Before the Board recessed on Thursday, Superintendent Bergeson urged the State Board to strongly consider a technology endorsement in future proposed WAC amendments.

Friday, October 30, 1998

ADOPTION CONSIDERATION OF PROPOSED RULE CHANGES

Motion: Moved by Ms. Anderson, seconded by Ms. Carpenter, to approve Tabs 11 through 14. Motion carried.

Motion: Moved by Ms. Anderson, seconded by Ms. Henderson, to approve Tabs 15 through 18. Motion carried.

Motion: Moved by Ms. Anderson, seconded by Ms. Carpenter, to approve Tab 4 as amended. Motion carried.

PROFESSIONAL EDUCATION AND CERTIFICATION

Marvin Kleene, Washington State University (WSU), expressed the university's appreciation to the Board for their support of the pilot project for recruitment of agricultural education teachers and the \$35,000 contract established to finance the pilot program.

Mr. Kleene reported that there are 34,000 students and 330 teachers in approximately 200 agriculture education programs statewide. Washington ranks fifth nationally in their agriculture education programs.

Washington State University staff members have worked in close cooperation with the agriculture education supervisor at OSPI and Washington State agriculture education teachers, to develop a recruitment plan. One component of the recruitment plan is to design a handbook for distribution to local agriculture education programs. The information provided in the handbook will help teachers develop their own programs, provide them with lesson plans for career day recruitment, and give them resource information for further research on agriculture education. Other recruitment plan components include the development of brochures, a CD Rom, a web site, and a variety of community outreach activities through community colleges, county extension agents, and learning centers.

TOPICAL PRESENTATION

Math Problems in Careers in Oak Harbor: Kay Branch, math teacher, gave an overview of the changes Oak Harbor School District math teachers are making in their curriculum to align with the performance based math essential learnings. Included in her presentation was a math problem relating to the airline industry for Board members, staff, and the audience to solve. The math exercise was a dynamic example of the workplace-related problem solving skills with which students are being challenged in today's classrooms.

COMMITTEE REPORTS

Boundary Committee: The final report and recommendations of the State Board of Education School District Boundary Committee were presented to the Board by Linda Carpenter, Committee Chair. (A copy of the report is available through the State Board office.) Ms. Carpenter expressed her appreciation to each committee member and the State Board staff for their commitment in time and effort to the finished work. A number of people testified on various elements of the committee recommendations. President Supplee thanked everyone for their comments and indicated that they would be given consideration by the Boundary Committee. The final Boundary Committee recommendations will go to the Legislature in the form of proposed RCW changes.

GRAD Committee: Ms. May, Chair, announced that a Student Forum on Graduation Requirements will be held at Central Kitsap School District on November 9th. A high school student from Central Kitsap, Emily Carlson, initiated the idea of a student forum

and pursued the proposal with Dr. Cathy Davidson and Larry Davis. Ten school districts were invited to send five students each to participate in the forum.

The agenda will include small group discussions of specific graduation requirement-related questions, a closing session with summaries of the small group discussions, and an opportunity for student questions and answers. Information packets with background materials will be sent to students for review prior to the forum.

Mandate Review Committee: Mr. Davis thanked the Mandate Review Committee members for their good work and gave an overview of the report on the mandate review process and results. (A copy of the report is available through the State Board office.) The final report on the mandate review process and recommendations will be submitted to the 1999 Legislature. Mandate review rules that are adopted at the October 1998 meeting will not appear in the Common School Manual until January 2000.

Legislative Committee: Ms. Henderson, Chair, reported that she met with new WSSDA Director Steve Nielsen and their legislative liaison, Dwayne Slate, to review the legislative priorities of the two organizations.

Committee Reports continued

The State Board's legislative package includes a request for \$78,000 to fund a Graduation Requirements study, a teacher assessment bill, mandate review bill, and a bill to change the classification of the State Board from Level Three to Level Four.

Board members asked that staff prepare a State Board legislative and budget issues paper that could be used to focus their remarks in the caucus sessions at the November WSSDA Conference.

Accreditation Committee: Mr. Minnerly, Chair, reported that there would be two initial activities associated with the Accreditation Committee: 1) defining the purpose of accreditation; 2) determining how evaluations for accreditation could be tied to accountability. Mr. Minnerly and Ms. Anderson will be scheduling a meeting with Superintendent Bergeson to identify the OSPI representatives who will work with the Board on accreditation issues.

Facilities Committee: Mr. Matsusaka was not available to give the report.

GENERAL ADMINISTRATION

Retiring member Millard Battles shared a brief history of the changes he has seen take place in the State Board over his 16 years of service. The Board, he said, used to be a rubber stamp for OSPI decisions and activities. Now the Board is an active, rather than

passive, policy-making body and has worked diligently to establish a level of trust between members, staff, and the OSPI.

Mr. Battles encouraged Board members to continue to work toward an open dialogue with each other and the OSPI. He also suggested regular Executive Committee meetings with Superintendent Bergeson for review of State Board agenda items prior to each Board meeting.

Mr. Battles told members how much he appreciated knowing each of them and that he would miss his association with them. He went on to say that newly elected member, Carolyn Tolas, will be a good, sharp replacement for him.

There being no further business, the meeting adjourned at approximately 4:50 p.m. on Friday, October 30, 1998.

Adopted as printed: March 1999