

MINUTES

WASHINGTON STATE BOARD OF EDUCATION January 26-27, 1999

Members Present: Neal Supplee, President; Linda Carpenter, Vice President; Kathleen Anderson; Terry Bergeson, Linda Carpenter, Bunker Frank, Gary Gainer, Judy Henderson, Eugene Matsusaka, Roberta "Bobbie" May, Bob Minnerly, Carolyn Tolas, 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 January 26 and 27, 1999, at the Attorney General Conference Center, Lacey, Washington.

The regular business meeting was called to order by President Supplee at 8:37 a.m.

GENERAL ADMINISTRATION

Approval of Minutes

The approval of minutes from the October 1998 meeting was postponed to the March 1999 State Board meeting.

Consent Agenda

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

Tab 2 Application for State Assistance in School Building Construction for the: Granger, Seattle, and Snohomish School Districts. (Formal approval of the SBE advisory vote on December 10, 1998.)

Tab 3 Applications for State Assistance in School Building Construction for the: Central Valley, Columbia (Walla Walla), Evergreen (Clark), Ferndale, Franklin Pierce, LaConner, Northshore, Quilcene, Spokane, Stanwood, Tacoma and Tahoma School Districts.

Tab 4 Pending Applications for State Assistance in School Building Construction —Study and Surveys for the: Raymond and Hockinson School Districts. (Formal approval of the SBE advisory vote on December 10, 1998.)

Tab 5 Pending Applications for State Assistance in School Building Construction —Study and Surveys for the: Columbia (Walla Walla), Kelso, Kennewick, La Center, Napavine, North River, Reardan-Edwall, and Selkirk School

Districts.

Consent Agenda continued

Tab 6 Request for Change in Scope for Projects with State Board Approval for the: Franklin Pierce, Orting, and Puyallup School Districts. (Formal approval of December 10, 1999, SBE advisory vote approval.)

Tab 7 Request for Change in Scope for Projects with State Board Approval for the: Seattle School District.

Tab 8 Approval of Private Schools and Private Providers for Continuing Education Clock Hours for the 1998-99 School Year: Biblical Heritage Preparatory Schools, Carden Country School, Christian Brotherhood Academy, Discover Academy, Emerson School, Forest Park Adventist School, Koinonia Educational Center, Normandy Park Academy, Olympia Christian School, Olympic Range Carden Academy, Rainbow School, Riverside SDA Christian School, Seattle Children's Home School, Sea-Tac Christian Academy, Vancouver Community Christian, and Warden Hutterian School.

Tab 9 Approval of Non-Public Agencies to Enter into Contracts with School Districts to Provide Services to Students with Disabilities—1999-2002 Grade Pre-K-3 Monroe Montessori School and St. Christopher Academy.

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 for the: Freeman, Kiona-Benton, Mary M. Knight, and Yelm School Districts.

Motion: Moved by Ms. Frank, seconded by Ms. Henderson, to pull Tab 3 from consent approval. Motion carried.

A brief discussion on Tab 3 followed, and the questions raised were answered.

Motion: Moved by Ms. Anderson, seconded by Mr. Gainer, to approve Tabs 2 through 10. Motion carried.

INITIAL DISCUSSION OF PROPOSED RULE CHANGES

Tab 11 Proposed Amendments to WAC 180-77A-028 Procedures for Initial Approval of A Vocational-Technical Teacher Preparation Program for Candidates Applying Under WAC 180-77-031 and WAC 180-77-029 Procedures for Initial Approval of A Vocational-Technical Teacher Preparation Program for Candidates Applying Under WAC 180-77-041

The Vocational-Technical Professional Education Council developed standards and criteria for the approval of vocational-technical teacher preparation programs. The proposed amendment recommends that colleges/universities and other agencies
Initial Discussion of Proposed Rule Changes continued

establishing vocational-technical teacher preparation programs use the criteria as guidelines. The standards and criteria were submitted for review by Board members.

Motion: Moved by Ms. Henderson, seconded by Ms. May, to bring Tab 11 forward to the May 1999 State Board meeting for public hearing and adoption consideration. Motion carried.

Tab 12 Proposed New Sections to:

Chapter 180-18-WAC Waivers for Restructuring Purposes and
Chapter 180-51 WAC High School Graduation Requirements

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.

REPORTS

Mr. Griffin, Assistant Superintendent for Higher Education, Community Outreach, and Staff Development, and Lillian Cady, Acting Director, Professional Education and Certification, are currently developing a job description for the position of Director of Professional Education and Certification. When the job description is complete, recruitment will begin for a person to permanently fill Lillian Cady's position.

SCHOOL FACILITIES AND ORGANIZATION

Tab 13 Proposal for Change in School District Organization—Transfer of Territory from Ellensburg School District to Selah School District

On November 3, 1998, the ESD 105 Regional Committee met and took testimony on a proposal to transfer territory from the Ellensburg School District No. 401 in Kittitas County to the Selah School District No. 119 in Yakima County. The Regional Committee reached the conclusion that the proposal in sum provides for a significant improvement in geographic accessibility for school program purposes. The Regional Committee also proposes that the area for transfer be relieved of the existing liabilities of the Ellensburg School District, including bonded indebtedness and excess tax levies, and shall be made subject to the existing liabilities of the Selah School District beginning with the effective date of the transfer.

The Ellensburg School District is opposed to the transfer. Gretta Merwin, Superintendent, Ellensburg, Anita Boyer, Ellensburg Board Chair, and Jim Baker, Business Manager, provided testimony which included the following points:

- Ellensburg School District has to run a bus near the area regardless of whether or not the transfer is made;

School Facilities and Organization continued

- Ellensburg School District serves a number of school districts. This transfer could lead to potential similar actions from other districts.

Ms. Holly Mahre and Ms. Karen Wright, representing petitioners for the transfer, offered the following points in their testimony:

- Student activity levels and parental involvement is limited when attending Ellensburg schools because of the increased travel distance.
- Transportation to Ellensburg School District is 12 miles farther than to Selah School District, and travel time is at least a half-hour longer each way.
- The route from the canyon area to Ellensburg requires travel through areas where potential problems with flooding, slides, fog, ice, and snow conditions exist.

Motion: Moved by Ms. Carpenter, seconded by Ms. Anderson, to accept the recommendation of the ESD 105 Regional Committee to transfer territory from the Ellensburg School District to the Selah School District. Motion carried. Ms. Henderson abstained.

GENERAL ADMINISTRATION

TAB 14 Proposed 1999 State Board of Education Position Statement on Parent Family, and Community Involvement in Education

Marcia Riggers, Director, Education Support/Private Education, OSPI, testified that although OSPI did not want to adopt a particular model for family involvement, this proposed position statement would actually help OSPI to promote family/school partnerships.

Motion: Moved by Ms. Frank, seconded by Ms. Carpenter, to approve Tab 14 as written. Motion carried. (Copy available through the State Board office and on the State Board web page.)

PUBLIC HEARING ON PROPOSED RULE CHANGES

President Supplee called for public testimony regarding:

Tab 15 Proposed Amendments to WAC 180-79A-300 Certificate Endorsement

In 1997, the requirements for vocational certification obtained by completing 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 that other endorsements become effective.

Public Hearing on Proposed Rule Changes continued

No public testimony was offered on Tab 15.

Tab 16 Proposed New Section WAC 180-82-331 Early Childhood Special Education—Primary

At its October 1998 meeting, the State Board of Education (SBE) directed staff to bring proposed language for an early childhood special education endorsement to the January 1999 SBE meeting for public hearing and adoption consideration. The proposed new language was developed by the Association of Trainers of Special Education (ATSEP) and Special Education staff of the Office of Superintendent of Public Instruction. At its October 1998 meeting, the Professional Education Advisory Committee (PEAC) recommended adoption.

Ilene Schwartz and Felix Billingsley, University of Washington, testified that teaching young children with disabilities (under age 8 years) requires knowledge and skills that differ significantly from those used to teach children of common school age.

President Supplee announced that the vote on Tabs 15 and 16 would be postponed to Wednesday, January 27th.

COMMITTEE REPORTS

Mr. Gainer commented that the January 20 meeting with the Spokesman Review editorial board went very well and expressed the need to expand the information offered on the SBE home page.

Legislative Committee

Judy Henderson distributed copies of her Legislative Committee Report to Board members.

The Legislative Committee and staff are now seeking sponsors for the following bills: Teacher Certification Assessment, School District Boundary, Mandate Review-technical, Mandate Review-substantive, Mandate Review-word/name change, and reclassification of the State Board of Education.

Copies of the State Board of Education's Report to the Legislature on the Results and Recommendations of the Board's Mandate Review Committee were distributed to the Board.

President Supplee commented on the highly favorable response from Senator Rosemary McAuliffe and others on the Board's new publication, "News and Views." President Supplee also commended Patty Martin and Larry Davis for their excellent work on the publication.

GRAD Committee

Ms. May reported on the activities of the GRAD Committee and indicated that the last committee meeting focused on the higher education competency-based admissions component. The next GRAD Committee meeting will include a presentation by Commission on Student Learning (CSL) staff on the 10th grade assessments. The committee also will be looking at the current credit-based system for high school graduation and how it would translate to a competency-based system.

Ms. May gave an overview of the Student Forum on Graduation Requirements hosted by Central Kitsap School District in November 1998. She commented on the outstanding participation, well-planned agenda, and thought-provoking questions that highlighted the forum and indicated that, depending on potential funding, there is a plan to replicate the Central Kitsap Student Forum in other areas of the state. Ms. May went on to say that the best way to assure funding for GRAD Committee is for Board members to speak to legislators on a one-to-one basis.

Reports from the Facilities and Accreditation Committee chairs were postponed to January 27th.

SCHOOL FACILITIES AND ORGANIZATION

Tab 17 Status of the Common School Construction Fund and Department of Natural Resources Account Management Program: Mike Currie, Director, School Facilities and Organization, OSPI, and Kaleen Cottingham, Deputy Commissioner, and Paul Dziedzic, Public Involvement Coordinator, Department of Natural Resources.

Mike Currie gave highlights of the balance sheets for Fiscal Years 1998 and 1999 and the budget summary for the biennium.

Kaleen Cottingham, Department of Natural Resources (DNR), reported that 75% of the revenue generated from Washington's 2.2 million acres of granted trust lands goes directly to the trust beneficiaries—schools and other state institutions. The remaining 25 percent pays for managing this revenue-producing land asset through the Resource Management Cost Account (RMCA), administered by the Department of Natural

Resources (DNR). There are 1.78 million acres of public school trust lands in Washington State.

Two factors have created an RMCA shortfall: The Common School trust lands are less revenue-productive than other trust lands and the global timber market has been reduced. Timber is the primary commodity sold from trust lands. Projections show future timber prices continuing to decline due to the Asian economic crisis. If no additional actions are taken, the RMCA fund balance is projected to drop from \$15.9M at the end of the 1997-99 biennium to a \$3.8M deficit in 1999-01. Combined with the need for a three month operating reserve of \$9.7M, the RMCA shortfall effectively becomes \$13.5M. DNR does not have the option to allow an RMCA deficit.

School Facilities and Organization continued

Because the revenue shortfall hurts school construction, as well as the RMCA, the Superintendent of Public Instruction has joined DNR to propose that the Legislature intervene with short-term support to both the Common School Construction Fund and the RMCA.

Tab 18 Status of the Update on 1999-01 SBE Capital Budget Request:
Mike Currie, Director, School Facilities and Organization, OSPI.

At its regular meeting on August 19-21, 1998, the SBE adopted the 1999-01 Capital Budget Request. The total amount of funds requested for the biennium was \$395,509,810. At the time this request was made, little was known about what projects would be submitted for the biennium. The project application cutoff date is January 31, 1999. Mike Currie directed the Board's attention to President Supplee's January 12 letter to Governor Gary Locke. The revised total appropriation request is for \$428,915,368 and is made up of \$315,598,368 for construction and \$113,317,000 for additional proposals. This revised request is \$33,405,558 higher than the August request due to an increase in the need for school construction over what was previously anticipated.

GENERAL ADMINISTRATION

Motion: Moved by Ms. Anderson, seconded by Ms. Carpenter, that the State Board of Education establish a Washington Advisory Council for Professional Administrator Standards; that the council shall be comprised of 13 total members:

- 2 Public higher education administrator preparation programs
- 2 Private higher education administrator preparation programs
- 1 School director
- 1 ESD representative
- 4 School principals (2 Western Washington; 2 Eastern Washington)
- 2 Superintendents (1 first class district; 1 second class district)
- 1 Program administrator

That WACTE, WSSDA, AESD, AWSP, and WASA shall appoint the members respectively;

That the council shall elect a chair from among its members;

That staffing and resource matters shall be determined administratively by the Superintendent of Public Instruction with State Board consultation; and

That the council shall submit recommendations to the State Board not later than May 1, 2000, relating to standards for earning and renewing initial and continuing administrator credentials.

General Administration continued

The motion carried.

Motion to Amend the

Motion: Moved by Ms. Anderson, seconded by Mr. Gainer, that the member representing the ESD's be replaced by a member representing teachers (and that the WEA nominate the member accordingly). Motion carried.

TOPICAL PRESENTATIONS

Superintendent Bergeson introduced Dr. James Shoemake, who she invited to present to the Board information on Tacoma Schools' new promotion policy.

Tacoma School District Promotion Policy: Dr. James Shoemake, Superintendent

In April 1995, the Tacoma School District Board of Directors adopted the Tacoma Public Schools Promotion Policy. The primary focus of the promotion policy is basic skills. The policy was developed by a broad-based committee of parents, teachers, and administrative staff. It sets standards that students must meet before moving from elementary to middle school and from middle school to high school. The promotion policy applies to all students. Students with disabilities are required to meet performance standards that are outlined in their individual education plan (IEP). Second-language students are required to meet the standards for the promotion policy.

The promotion policy requires students to demonstrate their skills in five areas. The five components are:

- Reading Comprehension
- Three Writing Samples
- Three Mathematics Projects
- Report Card
- Curriculum-Referenced Test

The promotion policy affects and involves staff, students, and parents. Staff will have continuous professional development in math, reading, instructional strategies, and summer school training. Students will develop individual acceleration plans, have tutoring, focused instruction, and summer school options. Parents will have increased communication, input into their child's acceleration plan and options to be involved in parent forums or parent education.

Wednesday, January 27, 1999

Local Perspectives on: Strategies to Support All Students Learning and Assessment of Student Learning:

Spokane School District, Dr. Cynthia Lambarth, Associate Superintendent, Educational Services: Spokane School District has developed a comprehensive policy and procedures to support student learning and to assess that learning. The primary responsibility and creativity for developing effective strategies remains at the local building level through building level teams. The district's work in education reform has resulted in a new set of relationships among students, parents, teachers, and administrators.

The district implementation process includes:

- Aligning curriculum; providing resources
- Developing a district assessment system
- Establishing standards in reading, writing, and math
- Developing alternative instructional practices and programs
- Developing a recording keeping data management and reporting system
- Developing a formal communication process.

Challenges include finding new funding sources for extended day options and developing a staff development model.

Successes include making positive connections with local colleges and involving college students in district activities and programs, as well as utilizing ABACUS, an instructional management software system, that keeps track of each student's performance on each learning target in the district's curriculum. It also provides support for teachers and administrators by aligning assessment items and instructional resources.

Northshore School District: Dr. Thom Dramer and Patti Weber gave an overview of the education reform activities in the Northshore District. Parents, business community members, teachers, and administrators, they said, are having fun working together to:

- Create district content standards based on the essential learnings

- Match curriculum and instruction to content standards
- Assess student progress toward reaching content standards
- Establish performance standards
- Develop a standards-based reporting system
- Use assessment data to drive decisions and resource allocation, and
- Create board policy to support education reform and put an accountability system in place.

Over the past seven months, an assessment task force comprised of community members, students, teachers, and administrators has worked on the development of a Northshore School District continued

district assessment plan that will provide clear guidelines and structure for K-12 teachers. The district assessment plan is designed to help articulate performance expectations for teacher teams, parents, and community members working collaboratively to help all students reach essential learning standards.

Selah School District: Buck Evans, Director, Curriculum and Instruction, introduced three Selah elementary teachers involved in Selah School District's Continuous Improvement Process (SCIP): Georgann Howie, kindergarten, Bonnie Isom, Grades 3 and 4, and Karen Harris, Grade 5. Each teacher shared with the Board specific activities and strategies they were using in their classrooms to help students achieve their learning goals. Example: Fourth grade students are acting as "study buddies" for kindergarten students. In addition to the readiness help provided to kindergarten students, fourth grade students are given the opportunity to look more closely at and understand their own learning outcomes. Teachers are using matrices to chart student learning at the "know and use" level to ensure that they have the skills necessary to apply their knowledge for the WASL test.

Selah schools are being aligned to the essential learning benchmarks. Each school is broken into learning teams and each learning team is responsible for a particular subject area. At the heart of Selah School District's teaching philosophy is that students are encouraged to take ownership of their learning and control their own progress.

ADOPTION CONSIDERATION OF PROPOSED RULE CHANGES

Motion: Moved by Ms. Anderson, seconded by Mr. Gainer, to approve Tabs 15 and 16. Motion carried with a roll call vote.

Accreditation Committee: Bob Minnerly, Chair, stated that the first step in establishing an Accreditation Committee will be to survey the Board to get members' ideas and understanding of accreditation. The second step will be to begin with a smaller group of people to determine the guidelines and goals of the committee. The final step will be to assemble a full committee and move forward with the work. Mr. Minnerly requested a two hour work session on the State Board March agenda.

Facilities Committee: Carolyn Tolas, Chair, reported on the Senate Ways and Means work session on the 1999-01 Operating and Capital Budget that she attended with Kathleen Anderson and Mike Currie. Ms. Tolas mentioned the informal and overall positive format of the work session and said that questions posed by Senate Ways and Means members were easily answered. There will be a similar meeting with the House Appropriations Committee January 28th.

PROFESSIONAL EDUCATION AND CERTIFICATION

Michael Knapp, Director of the Center for the Study of Teaching and Policy (CTP), University of Washington (UW), gave a presentation to the Board on the purpose, activities, and challenges of the CTP. The CTP is a consortium of five universities: University of Washington (lead institution); Stanford University; Teachers College, Columbia University; University of Michigan; and University of Pennsylvania. The overall goal of the CTP is to research and promote excellent teaching through standards-based, school based, and teacher development policy strategies, as well as to develop strategies for coherent management of the teacher policy environment.

Tab 19 Request for Approval of the Teacher Preparation Program at the University of Washington-Seattle, Under the 1997 SBE Program Approval Standards

The University of Washington—Seattle, College of Education, administers three different certification programs for beginning teachers and has oversight responsibilities for an additional program administered by the School of Music in the College of Arts and Sciences.

Dr. Sheila Lowenbraun, Associate Dean for Professional Programs, and Nathalie Gerke gave overviews of The Teacher Education Programs (TEP) which prepare elementary teachers, secondary teachers in specific academic content areas, and students who are dually endorsed in elementary education and special education. These teacher education programs share a common conceptual framework and respond similarly to the state learning goals and Essential Academic Learning Requirements (EALRs).

There are also two extremely specialized programs in special education which respond quite differently to the state's goals and EALRs. One program prepares teachers to work with students ages 5-21 who have severe, profound, or multiple disabilities, including cognitive deficits, and their families. A second specialized program prepares teachers to work in early childhood special education with infants and preschool age children with severe disabilities, including autism, severe mental retardation, and pervasive developmental delays. These two programs are ranked within the top ten nationally in special education and are the only ones of their kind in Washington State.

Motion: Moved by Ms. Anderson, seconded by Ms. Henderson, to approve Tab 19.
Motion carried.

Tab 20 Request for Approval of the Administrator Preparation Programs at the University of Washington-Seattle, Under the 1997 SBE Program Approval Standards

Kathy Kimball, Director of the Danforth Leadership Preparation Program, reported that the UW-Seattle, prepares program specialists, principals, and school superintendents

Tab 20 continued

for work as educational leaders in the state of Washington. The Danforth Leadership Preparation Program is nationally recognized as a model preparation program for principals and curriculum specialists. It is unique in requiring a year of coordinated coursework and supervised field experience within the framework of a tightly organized cohort of 20 individuals. The program features a summer institute, instructional models/seminars/courses, reflective seminar, intensive internship, mentors, and field-based study.

Motion: Moved by Ms. Anderson, seconded by Mr. Gainer, to approve Tab 20.
Motion carried.

Tab 21 Request for Approval of the Counselor Preparation Program at Central Washington University Under the 1997 SBE Program Approval Standards

This approval was postponed to the March State Board meeting due to winter travel circumstances.

There being no further business, the meeting adjourned at approximately 4:17 p.m. on Wednesday, January 27, 1999.

Adopted as printed: March 1999