

OFFICIAL MINUTES

MEETING OF THE STATE BOARD OF EDUCATION

BOARD OF REGENTS OF THE UNIVERSITY OF IDAHO

TRUSTEES OF IDAHO STATE UNIVERSITY

TRUSTEES OF LEWIS-CLARK STATE COLLEGE

TRUSTEES OF BOISE STATE UNIVERSITY

STATE BOARD FOR PROFESSIONAL-TECHNICAL EDUCATION

TRUSTEES FOR THE IDAHO SCHOOL FOR THE DEAF AND THE BLIND

November 10, 1999
Videoconference Meeting
Boise-Moscow-Pocatello

Call To Order

The meeting notice was posted and distributed in compliance with Idaho Open Meeting Law requirements. With a quorum present, the meeting was lawfully convened at 11:00 a.m., on Mr. Harold W. Davis, President of the State Board of Education and Board of Regents of the University of Idaho, presiding.

Members Present

Harold W. Davis, President
Tom Boyd, Secretary
Thomas E. Dillon
Curtis H. Eaton
James C. Hammond
Marilyn Howard, State Superintendent of Public Instruction
Karen A. McGee

Members Absent

Jerry Hess, Vice President

All exhibits, appendices and items referenced in these minutes are on file as permanent exhibits with the Office of the State Board of Education.

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i.

Legislators Meeting with the State Board of Education.

Boise:

Sen John Andreason
Sen Betsy Dunklin
Rep Bev Montgomery
Rep Hod Pomeroy
Rep Fred Tilman

Pocatello:

Rep Donna Boe
Rep Steve Hadley
Rep Wayne Kendell
Rep Max Mortensen

Moscow:

Sen Gary Schroeder
Rep Tom Trail

9. Exiting Standards

Presentations were made by Dr. Dillon, Dr. Howard and Exiting Standards Commissioner, Mr. Tom Luna.

Rep. Donna Boe asked who would bear the cost of student remediation. Dr. Dillon said the state has the responsibility for determining the process so it will be up to the legislature to address the issue of funding.

Rep. Hod Pomeroy asked for an expansion on what would happen to students who did not pass the exam. Mr. Luna said the plan is to offer the test at the end of the 11th grade so students who have trouble passing will have time for remediation. A critical part of the plan is to identify students in the 4th and 8th grades who are not at grade level and remediate them properly so that by the 11th grade, most will be able to pass the test. Dr. Dillon added that students who, for whatever reason, do not pass will have to be dealt with differently, perhaps via G.E.D.

Rep. Fred Tilman said he and Senator Gary Schroeder have set dates of January 17, 18 and 19 (time to be determined) in the Gold Room to begin joint session hearings on exiting standards. He said they would be holding full, public hearings as part of the legislative process and asked that Board members and commissioners attend and bring the legislators up-to-date on the standards.

Dr. Dillon said budgets would also be discussed and cautioned that if the \$1.15 M for assessment is not approved, the momentum for exiting standards could be lost.

Rep. Wayne Kendell asked if *Idaho Code* restricted the process in any way. Rep. Tilman responded that they could not rewrite a rule, but could either accept or reject it. The first part of the process will be informational through the joint meeting; the committees will then break into individual committees where the members will have the opportunity to go through the rules.

Senator Gary Schroeder said that while a rule can be rejected, both committees and both bodies of the legislature must reject it. It would then go back to the State Board of Education to rewrite, if they so desire.

Mr. Davis asked if legislators can approve some standards, but not others. Rep. Tilman said any member of the committee can, by making a motion, ask for the rejection of any standard. If the committee votes to reject, a concurrent resolution will be written and voted on by the House; and, if passed, will then be addressed by the Senate Education Committee and then the Senate. Only, when all four votes have occurred, would the rule be officially rejected.

Mr. Davis asked who would be putting the document into rule form and if Board members would be given a copy. Rep. Tilman replied that the Board attorney has drafted the rule and it could be made available to Board members.

Mr. Luna said the Board dealt with the standards as a whole in each subject area and asked if the legislature would handle them differently. Rep. Tilman said that will depend on what the committee wants to do.

Senator Betsy Dunklin asked if anyone had any thoughts on how standards will change education. Dr. Dillon said they will focus and change the emphasis on what going to class is about, i.e. there will be set standards for education with accountability.

Senator Dunklin said she has heard concerns that the standards will force the learning of facts and figures and de-emphasize how to think and do research. Exiting Standards Commissioner, Mr. Darrell Marks said one of the things they considered in the development of the standards was how to address that problem, and that the exams will have a problem solving component.

Rep. Bev Montgomery asked for input regarding what accountability will bring to the faculty, the schools and the total system. Mr. Marks said the standards movement has a process built in where the system rids itself of a poor teacher, i.e. they are identified and peer pressure works to remove them.

Senator Schroeder said some facilities are not conducive to learning and if students in those schools do not meet the standards, are the children, and possibly the teachers, being punished. Mr. Hammond felt exiting standards would provide additional leverage for improving the facilities. Mr. Luna said the standards will provide an accountability model for the school system and if districts cannot meet the standards, people will begin asking why and will want to make corrections. Dr. Dillon cautioned that standards should not be linked to other problems

or they will get bogged down and not go anywhere.

Rep. Steven Hanley commented that some districts, due to demographics, will have a greater remediation problem than others and asked how that would be addressed. Dr. Dillon said the Hispanic leaders in Idaho made the following statement: "Don't treat us as second-class citizens. We don't want any special standards for us. Help us learn the language and we can compete." He said the rules for the Reading Initiative have disaggregated ESL students so their problems can be identified and addressed.

Ms. Lydia Guerra asked that everyone focus on the intent of the standards, i.e. student achievement. She said the experience a child has with teachers is the key to motivation and self-esteem so they can learn to do what is needed. She said she was an ESL student who went through the Idaho education system through the university level and what keeps students like her moving forward is motivation from the teachers.

10. Character Education

Rep. Tilman said discussion on school safety has brought up the question of whether or not there is more that schools can do to ensure a safe environment by teaching character education. He said Rep. Max Mortensen has been a proponent of character education for many years and this year they hope to work with educators, parents and legislators to come up with solutions to help ensure children are in a safe learning environments.

Rep. Mortensen said the U.S. Department of Education has given over \$22.5 M to 28 states to implement value or character education programs. He said character education is becoming a national movement and asked for input as he will be drafting legislation for the next session.

Rep. Tilman felt between *Idaho Code* and State Board rules there are requirements for character education, but felt it should be determined if those requirements are strong enough and if changes needed to be made in either statute or rule to ensure there is a strong character education component that functions in the public school system. When that is determined, the legislature can work with the SBOE, SDOE and with local school boards to ensure every child in the state is taught character education.

Mr. Eaton said he reviewed Rep. Mortensen's material and also reviewed information he found on the Internet. Among the information he obtained from the Internet and wanted to pass on to the legislature was:

- 1) Concerns regarding the imposition of a character education program on the local

districts that has its genesis in the U.S. Department of Education School Safety Initiative of 1992.

- 2) The Aspen Declaration, one part of which says “the core ethical values transcend cultural, religious and socioeconomic differences.”
- 3) Charles Haines’ article on character education in which he says “Character education can be hollow and misleading when it is within a curriculum and silent about religion. A complete education must, of necessity, include religion where appropriate throughout the curriculum.”
- 4) Mr. Eaton reviewed *Idaho Code* relating to sex education which encourages the education of the family and sex education, and encourages local districts to address these issues in conjunction with parents and the communities.
- 5) Mr. Eaton felt rules already in existence should be reviewed, i.e. Rule 160, Safe Environment and Discipline which says “Each school district will have a comprehensive district wide policy and procedure encompassing the following: school time and discipline, student health, violence prevention, gun-free school, substance abuse for alcohol and other drugs, suicide prevention, student harassment, drug-free school zones, building safety.” It concludes by saying “The districts will conduct an annual review of these policies and procedures.”

Mr. Eaton felt the legislature would want to take into account whether the rule was being followed and whether it is followed in a way that answers some of the questions being raised.

11. Governor’s School Facilities Committee

Mr. Milford Terrell, chair of the committee, reported the committee was charged with:

- 1) Health and Safety Needs
- 2) Capacity Needs
- 3) Status report on the 71 lowest rated buildings identified in the 1993 study
- 4) Technology and Infrastructure needs

The committee added the following charges to the Meyer’s Study (the A&M Study):

- 1) What are current capacities?
- 2) What are the characteristics that would provide a district with an advantage or disadvantage during a bond or plant facility election?

The committee’s finding, in general, were:

- 1) The health and safety needs appear to range between \$25-\$48M. Within the \$48M are approximately \$8M in outside athletic facility needs, \$1M in outside playground

- needs, \$3M for gymnastic bleachers and soft costs such as permit fees, demolition and design of approximately \$12M.
- 2) The capacity study found a need for an additional 1.2M square feet (this number is down from the approximately 2M identified in the 1993 study), the square footage was costed at \$83.58 per sf for a total cost of \$101.7M. The evaluators added an additional \$34M in soft costs for a grand total of \$135.8M for capacity needs.
 - 3) Technology and infrastructure costed out at \$52.9M for electrical upgrades and \$8.4M for cabling infrastructure.
 - 4) The status of the lowest scoring buildings in the 1993 study was: 18 of the structures were removed, 21 had major renovations, 18 had minor renovations and 14 had no significant repairs or improvements.
 - 5) The A&M Study also found that there was no factor that gave a district an advantage or a disadvantage in bond elections. Since the 1993 study, there has been 249 bonds or facility plant elections, \$406M in bonds have been passed, \$130M in plant facilities and \$55.6M in lottery funds have gone into the programs—for a grand total into facilities of \$591.6M.
 - 6) The committee will recommend the following to the Governor:
 - 1) School facilities to remain a local issue.
 - 2) The state should advance the concept of health and safety levee that can be authorized by a school board, after a number of steps are first satisfied.
 - 3) The state should advance the concept that plant facilities be changed to permit the levees to go beyond 10 years and allow a greater debt threshold in qualifying for a lower approval rate than the super majority. Senator Schroeder said Idaho is the only state that requires a super majority and does not provide some state funding for school facilities.
 - 4) Building codes for school standards be adopted.

Senator Schroeder, who was also on the committee, was concerned that the committee's recommendations did not meet constitutional guarantees for all children.

Mr. Terrell said the committee was recommending to the Governor that he support the Safety and Health Levee and the "bank" bills, and asked for Board support. Dr. Dillon suggested Mr. Terrell keep in contact with Mr. Satterlee so the Board will have a chance to endorse it. Mr. Terrell said he would advise the makers of the bills to keep in contact with the Board.

4. School Safety

Dr. Howard commented that school safety was an area where policy is set at the state level, but implementation is best left to local decision makers. She then addressed the following issues:

- 1) Immediate school safety—the tangible items such as cameras, hot lines, identification badges, school resource officers and secured entrances. She said there was a fine line between showing students these measures make their environment more secure and scaring them with daily reminders of their vulnerability.
- 2) Planning and training for a school crisis involves schools connecting with community services such as Health & Welfare, Law Enforcement and Juvenile Corrections.
- 3) Educators across the state are reviewing and updating their crisis plans, they are forming task forces, they are reaching out to their communities for planning and resources, and local decision makers are assessing their needs and making decisions on what approach best fits their situation and community.
- 4) Last summer, the SDOE invited the state’s superintendents to a meeting to talk about school safety, the SDOE also provided superintendents with a new planning guide and checklist and they have surveyed administrators to find out what additional information they would like to have from the state. The SDOE has created a coalition on the four Rs for safe and healthy kids: Responsibility, Respect, Resiliency and Relationships.

Dr. Howard discussed what she felt were the elements for a safe school: a safe physical and emotional environment, positive and caring relationships among all of the people in the schools, the promotion of character and citizenship, standards aligned with accountability, support for alternative education and mental health services.

Dr. Howard asked the legislators to think about the following questions:

- 1) Do Idaho communities have a comprehensive plan for helping youth development?
- 2) Do local law enforcement agencies have a relationship with the school districts that fosters safe and responsible student behavior?
- 3) Is there a way for the young people in a community to interact with positive relationships with other members of the community, including senior citizens?
- 4) Do the schools look at their vision, mission and goals statements to ensure they reflect their role in assisting children to become caring, contributing, productive and responsible citizens?

Rep. Trail asked Dr. Howard for information on a proposed gun safety bill that may be introduced this year. She did not have the information, but felt it would come in a form that would be an improvement on last year’s bill.

Mr. Eaton asked Dr. Howard if the information she has described has been made available to all districts. She said it has been.

5. Student Fee Increases

Mr. Boyd asked for input from participants on the issue.

Ms. Katie Muhlfeith, President of the ASISU, felt education needed to be kept affordable. She felt there was a direct correlation between increases in student fees and student debt. She asked that the Board and legislators work with the students to find a solution to the problem.

Mr. Eaton asked the legislators if they felt there was a fee limit? Senator Schroeder said the students holding a rally in Boise sent the correct message. However, he felt it was the responsibility of the legislature to set spending priorities. He also did not feel it was up to those attending today's meeting to suggest specific taxes or mechanisms for raising the money, but felt they could send the message that 10 percent per year for the past decade is too high. He felt one of the problems is that too many people have a sense that an educated person benefits that person only. His belief is that educated people benefit society.

Mr. Hammond said he understood the students concerns, but felt part of the rising cost of education was not salaries; it is that institutions are providing much better resources to the students than were previously provided. He also felt there should be a better way to pay for those costs.

Senator Andreason said there has been a decrease in the percentage of the budget going to higher education. He felt the proportional share of the budget should be increased in both K-12 and higher education.

Mr. Nathan Peterson, President of ASLCSC, said other states have had large increases which drove the legislatures to intervene. He said the recent activities of the students demonstrates they are interested and are willing to help the legislature and the Board do something to find a solution.

Dr. James Hottois said he agreed with Mr. Peterson and added that he has spent some time going through Idaho Fiscal Facts. One of the things that became obvious is that many of the discussions fail to take into account the increase in enrollment in the state of Idaho over the last 10 years and felt that most of the increased cost were covered by increases in student fees.

Mr. Eaton said the Board's strategic plan and the Legislative Affairs Committee are looking at

aspects of scholarships, perhaps funded by the tobacco settlement money. He asked for legislative support of the idea.

6. SBOE Strategic Plan

Ms. McGee said Mr. Davis (who had left) wanted everyone to know the plan is being reviewed and that an outline was provided in the packet.

7. Idaho's Most

Mr. Hammond said the basic element of Idaho's Most is to look at the teacher standards and tie them to student exiting standards. It has been determined there are three main factors that affect student achievement: class size, family life and the teacher. The one area that the SBOE can have an effect on is to raise teacher qualifications and expertise. Some of the basic standards have been developed and they are working on the remainder.

Dr. Patty Toney said the Teacher Policy Committee is sending out 1,600 surveys to Idaho's teachers and principals to get their input on policy and issues. The survey will be the foundation for the teacher policy inventory which will be a benchmark for the action plan. They are also developing a request for proposal for a report which will be a 10-year look at teacher supply and demand issues.

Rep. Trail said he has heard that teachers coming out of our universities are being advised not to seek employment in Idaho because Idaho has lower salaries and benefits and fewer resources.

Rep. Tilman asked if the program was addressing administrators as well as teachers. Mr. Hammond replied that teachers are the focus at this point because they are the main factor in terms of a child's education. Rep. Tilman said he had attended a conference in which it became clear that we have a bigger administrator problem than we do a teacher problem. He felt it was important to address the administrator problem as quickly as possible. Dr. Toney said that in Spring 2000, they will be looking at standards for administrators as well as standards for students.

Rep. Tilman asked if it was suggested that we look at alternatives to the certification process. Mr. Hammond replied that he hoped to have a tiered certification process in order to give teachers the opportunity to climb a career ladder that allows them to remain a teacher and attain career status and financial rewards.

Rep. Tilman asked if they were looking at what is happening in the colleges of education as far as specific, in-house preparation, i.e. how much time are these students given and when are they given a chance to be involved in meaningful student teaching. Mr. Hammond replied that working with the colleges of education is the program's biggest focus and that is one of the areas they are reviewing.

Dr. Howard said she would be talking to legislators about how to recruit and retain our best and brightest to education and ways to get money to the districts for in-house support.

Senator Andreason felt it was important to raise the bar and increase the standards for students in the teaching profession. However, he did not feel it was realistic to expect to have the best and brightest teaching at the salary level currently being offered.

Mr. Eaton said the teacher shortage in math, science and foreign language areas is so acute in Massachusetts that they are offering a \$10,000 signing bonus and recruiting anyone with a degree (with a 3.5 gpa) in those areas to come to Massachusetts and, after a six-week teacher training course, go to work as a teacher. Dr. Howard felt there would be more and more signing bonus and other incentives to attract people to fill some positions.

8. Other

Tobacco Funds

Senator Schroeder said many legislators feel the funds should be placed in an endowment with just the interest being spent. Other suggestions for the funds are scholarships and school facilities. He encouraged the SBOE to be actively involved, in consultation with the Governor's office, in identifying education programs where the money could be spent. Mr. Boyd said a letter was recently sent to the Governor from Mr. Davis which identified four areas where the money could be spent.

Telephone Conference Call

Ms. McGee said the discussion centered around combining the WICHE Roundtable and the Workforce Development Council for a January meeting.

Closing Comments

Ms. McGee asked Dr. Howard to provide a summary on the Reading Initiative, Charter Schools and Technical Training to Rep. Donna Boe.

ADJOURNMENT: May 20, 1999, 3:00 p.m.

CERTIFICATION:

To the best of my knowledge, the minutes contained herein constitute a complete and accurate record of the proceedings of the meeting. The minutes are not verbatim; tapes are available from the Office of the State Board of Education.

Recording Secretary: Vicki E. Barker