

MINUTES/ACTIONS

STATE BOARD OF EDUCATION  
Also Meeting As  
STATE BOARD FOR VOCATIONAL EDUCATION

Ladislaus B. Dombrowski Board Room  
John A. Hannah Building  
608 West Allegan  
Lansing, Michigan

June 22, 2000  
9:00 a.m.

Present: Mr. Arthur E. Ellis, Chairman  
Mrs. Dorothy Beardmore, President  
Mrs. Kathleen N. Straus, Vice President  
Dr. Herbert S. Moyer, Secretary  
Mrs. Sharon A. Wise, Treasurer  
Mrs. Sharon L. Gire, NASBE Delegate  
Mrs. Marianne Yared McGuire  
Mr. Michael David Warren, Jr.  
Mrs. Eileen Weiser  
Mr. Scott Jenkins, representing Governor John Engler, ex officio

I. CALL TO ORDER

Mr. Ellis called the meeting to order at 9:10 a.m.

II. APPROVAL OF AGENDA AND ORDER OF PRIORITY

- A. Adoption of Resolution Honoring Sophia C. Dimanin - added to agenda
- B. Report of the Superintendent - McKinney Homeless Students' Assistance Grant - added to agenda
- C. Report of the Superintendent - 1999-2000 Federally-Funded Child Care and Development Fund Grants for School-Age Child Care - added to agenda
- D. Report of the Superintendent - Comprehensive School Reform Demonstration Program - added to agenda
- E. Report of the Superintendent - Technology Literacy Challenge Fund Grant - added to agenda
- F. Approval of Proposal from Michigan State University for a New K-12 Health Education Program as a Minor at the Elementary and Secondary Levels - removed from agenda

- G. Approval to Create a New Communication Arts Endorsement on a Michigan Teaching Certificate and to Adopt Teacher Preparation Standards - removed from agenda
- H. Approval to Modify the Current Language Arts Endorsement on a Michigan Teaching Certificate and to Adopt Teacher Preparation Standards - removed from agenda
- I. Approval of New Reading Endorsement for Elementary and Secondary Teachers and Approval of Standards for the Preparation of Reading Teachers - removed from agenda
- J. Approval of New Reading Specialist Endorsement and Approval of Standards for the Preparation of Reading Specialists - removed from agenda

**Mrs. Beardmore moved, seconded by Mr. Warren, that the State Board of Education approve the agenda and order of priority, as modified.**

The vote was taken on the motion.

**Ayes: Beardmore, Gire, McGuire, Moyer, Straus, Warren, Weiser**  
**Absent: Wise**

**The motion carried.**

II. AGENDA MATERIALS

- A. Approval of State Board of Education Minutes/Actions of Meeting of May 18, 2000
- B. Update on Education Legislation - Memorandum dated June 22, 2000, from Mr. Ellis to the Board
- C. Revised Report on Consent Agenda - Memorandum dated June 22, 2000, from Mr. Ellis to the Board
- D. Page 8 of Item I. - Approval to Create a New Communications Arts Endorsement on a Michigan Teaching Certificate and to Adopt Teacher Preparation Standards
- E. Adoption of Resolution Honoring Sophia C. Dimanin - Memorandum dated June 22, 2000, from Mr. Ellis to the Board
- F. Report of the Superintendent - Report on Property Transfers - Memorandum dated June 8, 2000, from Mr. Ellis to the Board
- G. Report of the Superintendent - Technology Literacy Challenge Fund Grant

III. PERSONAL PRIVILEGE - MR. ARTHUR E. ELLIS

On behalf of the State Board of Education, Mr. Ellis welcomed Dr. Frances Sosnowski, Wayne State University, and students of her graduate class who observed the meeting throughout the day.

IV. APPROVAL OF STATE BOARD OF EDUCATION MINUTES/ACTIONS AND RECEIPT OF ADVISORY COMMITTEE REPORTS/MINUTES

- A. Approval of State Board of Education Minutes/Actions of Meeting of May 18, 2000

**Mrs. Beardmore moved, seconded by Mrs. Straus, that the State Board of Education approve the revised minutes/actions of May 18, 2000.**

**Ayes: Beardmore, Gire, McGuire, Moyer, Straus, Warren  
Weiser  
Absent: Wise**

**The motion carried.**

- B. Approval of State Board of Education Minutes/Actions of Meeting of May 2, 2000

**Mr. Warren moved, seconded by Mrs. Gire, that the State Board of Education approve the minutes/actions of May 2, 2000.**

Mrs. Weiser recommended the following changes to the May 2, 2000, State Board of Education meeting minutes.

1. Page 4, sixth paragraph -- . . . he is trying to ~~get to the end~~ BRING ABOUT A SUCCESSFUL HIRE with the least amount of aggravation and with a measure of success. She said ~~her concern is that some of the things that have made it difficult or unusual in other situations may actually be advantages for the Board because of its uniqueness~~ THE BOARD'S SITUATION IS UNIQUE AND SHE FEELS THIS FIRM'S EXPERIENCE WITH DIFFICULT OR UNUSUAL SITUATIONS MAY BE AN ADVANTAGE FOR US.
2. Page 5, eighth paragraph -- Mrs. Weiser said the only STAFFING difference between the PROPOSALS FROM Michigan Leadership Institute and Cascade Consulting is that specific people were named. She said she is sure that Mr. Jim Duderstadt is only called on for OTHER SEARCHES IN HIS AREAS OF EXPERTISE LIKE technical, . . .

There was consensus to make the modifications to the May 2, 2000, minutes.

The vote was taken on the motion.

**Ayes: Beardmore, Gire, McGuire, Moyer, Straus, Warren, Weiser**  
**Absent: Wise**

**The motion carried.**

V. REPORT ON LATER ELEMENTARY EDUCATION

Ms. Sue Carnell, Director, Office of School Excellence; Dr. Lindy Buch, Supervisor, Curriculum Unit, Birth through Grade 12; Ms. Barbara Roth-Grogin, Consultant, School Development and Early Childhood Programs; Ms. Theresa Wilson, Principal, Cheney Academy, Willow Run Community Schools; and Ms. Mary Brandau, Principal, Kettering Elementary, Willow Run Community Schools, provided information, a slide presentation, and responded to questions from the Board pertaining to later elementary education.

Ms. Carnell said at the January, 2000 and March, 2000 State Board of Education meetings, the Board received information regarding programs and policies for children ages 0-4 and 4-8 respectively. She said this report will continue the Board's developmental focus with an update on Department activities, goals, and collaborative efforts for children in the later years of elementary school, ages 8-11.

Dr. Buch said children in this particular age group are in what is known as middle childhood. She said they no longer require the intensive physical care or have the dependence on adults that younger children demand, yet do not experience the struggles and push for independence of adolescence. She said they think very concretely, but it is still important for them to have hands on active learning because they have a curiosity about the world, ask many questions, and have not developed the ability to view things in multiple perspectives.

Dr. Buch said this is a crucial developmental stage in a child's life. She said if conditions causing learning problems have not been addressed, learning gaps may become wider. She said educators must be concerned with this stage because the further behind children become the more difficult it is for them to catch up later.

Dr. Buch said schools in the United States have traditionally focused on graded classrooms which require a change of teacher every year. She said many people are increasingly uncomfortable with that concept in that it takes time for teachers and students to become familiar with each other. She said many schools have tried alternative methods of teaching which include: (1) "looping" where a teacher will stay with the same group of students for two years so that at the beginning of the school year in September, the class is already comfortable; (2) multi-age classrooms which includes a two or three year age span in the group, and each year the oldest group moves on to the next level while another group of students takes its place; and (3) whole school team teaching that provides teachers and opportunity to group students in a subject matter according to skill level, or for instance, all 4<sup>th</sup> grade teachers will work together and one of them will teach science, and another social studies.

Dr. Buch said Ms. Carol Breen, Consultant, works part-time with the READY Kits, and part-time with the multi-age initiatives, and has identified approximately 200 multi-age

elementary level programs throughout the state. She said high school programs are by their very nature multi-age because a student could take chemistry regardless of whether they are in tenth or twelfth grades. She said there are some middle schools which are utilizing multi-age programs, but the majority remain at the elementary level. She said Ms. Breen's consultant activities include awareness sessions, parent workshops, and onsite visits. She said Ms. Breen is also able to assist districts experiencing difficulty by referring them to other programs that have been successful in that particular area.

Dr. Buch said some of the activities within the Department span the entire pre-K-12 continuum, but certain parts focus on the 8-11 age group including: (1) core curriculum; (2) standards and benchmarks; and (3) a Goals 2000 benchmarks clarification project that has a fall deadline. She said staff continue to have concerns with children in this age group who have not mastered the basic skills.

Dr. Buch said the Department wants children to have academically rigorous opportunities for learning, but it must be developmentally appropriate so that they can focus and use the information that is presented to them. She said there are many examples of innovative approaches, and Ms. Margaret Holtschlag, Michigan Teacher of the Year, will report on some of her activities over the last year at the July 20, 2000 Board meeting. In addition, Margaret will provide examples of the kind of authentic learning that is most appropriate for this age group.

In response to Mrs. Gire, Dr. Buch said staff in the Office of School Excellence, and the Michigan Educational Assessment Program (MEAP) meet monthly to discuss the standards setting process, and Department curriculum consultants attend all of the content standards committees. She said because most of the curriculum staff are specialists in secondary education, early childhood consultants have been asked to partner with one of the content areas to ensure a focus on developing the standards and MEAP tests so that they are age appropriate.

Ms. Carnell said staff in the Office of School Excellence are reviewing the standards and trying to develop a process for revisions and to ensure that there is a good representation across the state in the review process so that the standards meet everyone's requirements.

Dr. Buch said she thinks that the standards and benchmarks can be interpreted in a variety of ways, and that is why this clarification project is necessary. She said people need more guidance, and the Department must provide that information and assure that it is relevant.

Dr. Buch said education has changed in the last 30 years, but child development has remained constant. She said there is always tension in curriculum between the child's development and the demands of society. She said it is imperative to maintain a balance so that children can achieve success, but not set the standards so low that when students are finished with school, they are not productive adults.

Mrs. Weiser asked if the societal tension is a result of the difficulty of the MEAP tests, or if districts have not been able to align what they teach with the standards and benchmarks. In response, Ms. Carnell said staff in the Office of Field Services have indicated that many school districts are beginning to understand that if alignment occurs, then students will do well on the MEAP.

Dr. Buch said an article titled, "Schools that Soar," Detroit Free Press, June 21, 2000, mentions buildings in the Detroit Public School District that are doing very well despite very high levels of poverty. She said strong leadership is an important factor, and Ms. Brandau and Ms. Wilson will provide information regarding how their schools have achieved success.

On behalf of Ms. Wilson, Ms. Brandau said they were pleased to have the opportunity to present information regarding their schools to the Board. She said they both utilize best practices, their respective communities, and instinct to make improvements that benefit students.

Ms. Wilson said Willow Run Community Schools has a fairly constant enrollment of approximately 3,200 students which typically consists of 47% African American, 50% Caucasian, and 3% variety of cultures and races. She said all seven of the K-8 and middle schools are included in the building-wide, school-wide Title I program. She said their per pupil foundation is about \$5,500 per student.

Ms. Wilson said Willow Run Community Schools board of education adopted goals under the umbrella of maintaining financial stability, increasing student success, and providing options for students. She said when it was realized that there were many students in the district who are not succeeding on the MEAP, a decision was made that change was needed. She said their board of education has been very stable in their vision which has always been focused on doing things differently for students so that they all achieve.

Ms. Brandau said although Kettering Elementary and the Cheney Academy of Math and Science are very different in the way they are structured, there are also many similarities. She said each school has its own culture, per pupil allocation, and Title I and At-Risk funding. She said they are given a tremendous amount of choice by their board on how to use that money and in the operation of the schools buildings.

Ms. Wilson said because Cheney Elementary had the lowest MEAP and math scores in the district, a K-8 public school academy was created and named Cheney Academy of Math and Science. She said the vision included school uniforms, and multi-age team teaching. She said it is very exciting for her as a principal because she believes that students and staff alike should be a part of that experience if they wish to be. She said teachers had to go through an application process, and over 80% of the students who attended Cheney Elementary chose to continue in the new configuration. She said the student population is broken up into three pods: K-2, 3-5, and 6-8, with approximately 87% African American, 13% Caucasian, and 11% special education. She said they have just completed their first year of operation, and she expects their MEAP data to improve because of the conscious decisions made. She said they have been very encouraged by the 40 point improvement in the 4<sup>th</sup> grade math scores this year.

Ms. Brandau said Kettering Elementary School is a neighborhood school, though they prefer to consider it a non traditional school because of the innovative programs happening there. She said Kettering Elementary has approximately 250 students in the building, with many of the parents having attended the school as children. She said the population is 45% African American, 55% Caucasian, with 24% certified for special education services, most of which is provided in the classroom based on the child's needs. She said they offer a multi-age or traditional alternative in grades 1-3, and because they are a small school, they offer a split 4-5 or the more traditional 4 and 5 grades so parents have choices. She said they also hold student led conferences four times a year where children must walk their parents through the curriculum. She said they find this very successful in getting children to be responsible for their own learning.

Ms. Brandau said they are also in the second year of the Comprehensive School Reform Development Grant, and their model provider is the Michigan Coalition for Essential Schools. She said they utilize the 10 common principals to make decisions for students which is another similarity with Cheney Academy. She said both schools also offer a full day kindergarten program. She said their board of education believes that these programs are important for children and, therefore, the programs are funded from general fund moneys.

Ms. Brandau said children in both schools may experience one or many of the following conditions: (1) are considered at risk; (2) live in poverty; (3) are high minority; (4) have single parents; (5) have parents who are incarcerated; and (6) are generally street smart kids. She said there are many reasons why these children should fail, but the school cannot control those conditions. She said administration and staff must take away the excuses for failure and uphold high expectations for achievement, behavior, and attendance. She said there is a safety net in each of the schools because they know that these children have a lot of concerns and problems. She said staff must be committed to provide for these students, and be passionately involved in making a difference in their lives.

Ms. Brandau said staff are also visible in the community and neighborhoods so parents know that their concerns will be responded to, and that there will be clear communication. She said it is imperative that information is provided in a variety of ways because the parents are not always literate. She said these parents love their children very much and want them to be successful, so it is the school's responsibility to take away any excuse for failure. She said there is no choice.

Ms. Wilson said she has required her staff to attend a Tribes training which was sponsored through the intermediate school district. She said Tribes is a way of thinking about the culture in a school building, and was actually started in California through a group that studied Native American culture. She said every student must meet at least three times a day in what is called the community circle where they talk about, live by, and demonstrate four principles to live by: (1) mutual respect; (2) attentive listening; (3) no put downs/appreciation, and (4) a right to pass. She said they give students a right to pass in the activities, but not for learning. She said the community circle also allows for adult contact with the student three times each day. She said the common language throughout the building is that the student is recognized and valued as a person.

Ms. Brandau said there is an ownership of the curriculum, vision, and mission by all of the staff in both schools. She said because the expectations are so high, teachers are there by choice, must be committed to the vision, be part of the team, and be willing to receive constructive feedback. She said teachers observe each other's teaching, and evaluate lessons for feedback. She said they work to develop the curriculum, are learning about professional development, and are in the process of curriculum mapping and alignment.

Ms. Wilson said all of the school buildings in Willow Run Community Schools are used by the community almost nightly, which she feels sends a message that they can provide a safe place, some structure, and connection for students even when they are not in school. She said a room is available for parents who may be working on a team or simply wish to come in for coffee. She said this sends a message that their role is just as important as the teacher's or administrator's.

Ms. Wilson said one of the constant discussions at Cheney Academy is competition versus collaboration. She said some of the parents have stated that collaboration is fine, but these children will have to eventually compete for jobs. She said her response is that is true, but collaboration and problem solving skills are necessary to keep the job.

Ms. Wilson said even though they utilize the MEAP scores, they realize that the scores are simply a snapshot and, therefore, do not allow the MEAP to drive instruction. She said they use an accelerated reader which is a program where students read and utilize technology to take tests to determine their comprehension. She said it is imperative that parents understand this new way of learning, even though there may be a conflict of expectations. She said communication is key in helping the parents comprehend what is happening.

Ms. Brandau said because teachers work many long hours, it is sometimes difficult to maintain a balance, prevent burn out, and sustain instructional change so that the practitioners stay aware of what is happening. She said the administration will help make it work, but it is important to keep researching and improving to avoid stagnation, keep the focus on student achievement, and maintain total staff commitment.

Dr. Buch said children spend approximately three quarters of their waking hours outside of school. She said this time is very important to a child's development when they are learning lifelong skills, and she does not think it inappropriate for the Department of Education to be concerned. She said the Department cooperates with the United States Department of Education, participates in the 21<sup>st</sup> Century Learning Centers, and the Full Day/Full Service Schools Assembly. She said Ms. Roth-Grodin has been assigned to be the point person for all of these programs, in addition to being the early childhood elementary liaison for mathematics.

Ms. Roth-Grodin said many children are in school age child care six or more hours a day which either equals or exceeds the amount of time they are in school. She said that time can either be beneficial or detrimental for children. She said the Department has funded 43 different programs in 1999-2000 to either start up or expand School Age Child Care. She said this money came from the child care and development fund which is federal money through the Family Independence Agency, but administered through the Department of Education. She said some of the programs are in traditional public schools, public school academies, or private schools, while others are in YMCAs or YWCAs. She said each

community decides where the school age child care program is needed or where it will fit best because space is usually a problem. She said school age child care programs are needed for all ages of children, and income levels of families, and may run from 6:00 a.m. to 6:30 p.m.

Ms. Roth-Grogin said school age child care programs are frequently tuition based with subsidies available either through the Family Independence Agency, or through the other programs. She said generally programs need to be free in order to attract parents because home budget constraints often cause the children to be left home alone. She said research has shown that children in this age group tend to be at risk of becoming victims of abuse or crime.

Ms. Roth-Grogin said the National School Age Care Alliance has developed an accreditation process that identifies six key components of quality: (1) human relationships; (2) indoor environment; (3) outdoor environment; (4) activities; (5) safety, health, and nutrition; and (6) administration. She said each of these components is vitally important to the success of a program, and staff must be very talented in figuring out the individual student's needs.

Ms. Roth-Grogin distributed a brochure titled, "Standards At A Glance," published by the National School-Age Care Alliance which further outlines the six components.

Ms. Roth-Grogin said there are a few programs starting to develop staff credentials for school age child care. She said the nation has started to realize that there is a need for this service, and staff must have the proper training. She said three or four universities in the country now offer a two or three year degree in school age child care which specialize in determining best practices, and the kind of child development needed to provide the best services.

Ms. Roth-Grogin said there are many issues to overcome and ensure that school age child care is good for children, for example, staff shortages, facility issues, and funding. She said the Department has been able to be involved in start up funding, but she has found that some school districts opted to not apply for start up money because they were concerned about operation funding after that. She said school and school age child care program connections are also an ongoing issue, and how staff work with parents on a daily, weekly, or monthly basis to make sure that everybody is working toward the same goal for children.

Mrs. Beardmore said she is pleased to note that there is an emphasis on not only academics, but also athletics, arts, and other topics. She said when Dr. William H. Schmidt, College of Education, Michigan State University, presented information regarding the Third International Mathematics and Science Study (TIMSS) to the Board at the November 20, 1997, State Board of Education meeting, he emphasized the difficulty in academic development for children in the upper elementary years. She said students seemed to be doing fairly well through early elementary, but lost ground by the time they got to middle school. She said she does not know whether that is an accurate assessment, but would be interested in a response from professionals working in the field if they feel there is a weakness in the curriculum standards and benchmarks that may create this situation.

Ms. Carnell said she has asked staff in the Office of School Excellence to review data and list all of the functions, resources, and committees that have an influence on student achievement, and categorize them into the following groups: 0-3 years of age, 3-4 years of age, grades K-3, grades 4-5, grades 6-8, and grades 9-12. She said staff will compare the chart with MEAP data to determine where the increases or decreases have occurred, where resources are going, and what resources are needed to increase student achievement.

Mrs. Beardmore said there are concerns regarding the differences in response from boys and girls, as well as multi-cultural reactions, and that is why she thinks it is wonderful to receive information about the understanding of the culture of the community in which schools are placed. She said this is an important time in children's lives and she is pleased to know that the issue is being addressed.

Mrs. Straus said she found the presentation encouraging, and feels the "no excuses" approach is very positive. She said she hopes it will happen in many more school districts. She said she has a particular interest in after school activities, and the concept of full day, full service schools has been a goal of the Board for several years. She said statistics indicate that children tend to get into trouble during the after school hours, and so, many feel that after school programs are the answer to the problem. She said it will require a different mind set of what a school is, and what services should be provided.

Mrs. Straus said the Board adopted a Family Involvement Policy at its May 15, 1997, meeting to encourage school districts to make parents feel welcome. She said even though it is difficult, parental involvement is key to student and school success, and makes a great difference in student achievement.

No action was taken on this item.

VI. RECESS

The Board recessed at 10:45 a.m. and reconvened at 11:00 a.m.

VII. INTRODUCTION OF MEMBERS OF THE BOYS STATE BOARD OF EDUCATION

On behalf of the State Board of Education, Mrs. Beardmore welcomed the State Board of Education of the American Legion Boys State. She said each of the young men was elected among his peers to serve on the "State Board of Education," and invited them to introduce themselves and indicate what town they were from.

VIII.

DISCUSSION REGARDING POLICYMAKING ROLE OF THE MICHIGAN STATE BOARD OF EDUCATION

Mr. Ellis introduced Dr. Michael Addonizio who the Department has contracted with to research and prepare a paper on the policymaking role of the Michigan State Board of Education.

Mrs. Beardmore said Executive Orders 1996-11, 1996-12, and 1999-12 resulted in changes in the Board's responsibilities, but not its policy setting role and authority. She said much time has been spent in trying to determine exactly how the Board should proceed. She said Dr. Addonizio has worked with the Department of Education, the Governor's office, and the Senate Fiscal Agency, and is very knowledgeable about all aspects of the State Board of Education and state government. She said she, along with Mrs. Straus, have met with Dr. Addonizio a couple times, and he is now prepared to make a presentation to the entire Board.

Dr. Addonizio said the draft document he has prepared for the Board will serve as a basis for beginning the discussion of the policy making role of the State Board of Education. He said the document is organized into four areas: (1) scope of policymaking authority; (2) focus of policymaking; (3) State Board partnerships in policymaking; and (4) State Board infrastructure support.

Dr. Addonizio said he relied on several conversations with people to develop the suggestions outlined in his document regarding the relationship of leadership and supervision to other goals, policies, and specifically legislation. He said he has offered the idea that leadership on the part of the State Board of Education involves a vision of what public schools should be and should do. He said in a sense the Board's leadership role precedes the drafting and consideration of legislation, and supervision follows the passing of law and the adoption of rules to ensure that they are applied uniformly to Michigan schools.

In response to Dr. Moyer, Dr. Addonizio said rule making authority has moved to the Superintendent, but he believes that the Board would have the responsibility to assure that the rules are applied uniformly across the state.

Mr. Warren said he thinks there are two kinds of rules that the Board has authority over. He said the first is clearly delineated in statute and is administered like any other rule from any state agency. He said the Executive Orders indicate that the rules, while issued by the Superintendent, must be based on Board policies. He said if the rules conflict policies, they would be invalid and could be challenged. He said the Board's supervisory capacity would oversee the implementation of the rules.

Mr. Warren said the second rule making authority is from the Constitution, which he referred to in his memorandum discussed at the Board's May, 2000 meeting. He said the Attorney General and others have recognized that the State Board of Education has constitutional rule making authority based on the Constitution. He said this rule making authority cannot be transferred to the Superintendent.

Dr. Addonizio said he has tried to provide some ideas as to what is policy and the Board's responsibility of leadership and supervision. He said many decisions and actions are repetitive and do not require a lot of information and analysis, and may, therefore, be considered routine. He said however, decisions and actions that he describes as having the widest ramifications and the longest time perspectives, and which generally require a substantial amount of information and analysis, may be referred to as policy. He said policy decisions are those decisions and actions that identify goals and direct resources, people, time, or money toward achieving those goals and modifying those goals in a changing environment.

Dr. Addonizio said some of the problems that seemed to be apparent to the Board and the Legislature during the late 1980s gave rise to Public Act 25 of 1990 which is arguably one of the most important pieces of school improvement legislation in Michigan in recent years. He said included in that legislation was a directive to the State Board of Education to prepare a model core curriculum. He said that issue is an example of educational policy, and it is fair to state that the creation of the model core curriculum was one of the most important and lasting efforts lead by the State Board of Education.

Mrs. Straus said she believes that PA 25 of 1990 was based on recommendations made by the State Board of Education to the Legislature.

Mrs. Beardmore said the process which ultimately resulted in PA 25 actually began in 1988 during a study group through the National Association of State Boards of Education (NASBE) titled, "Rethinking Curriculum." She said the Board worked with the information received from that study group and Department staff to determine what students needed to know, how to develop the curriculum and professional development, and identify the standards. She said the only thing that Michigan did not have to do that other states did was assessment, and that was because it was already in place. She said the idea of accreditation also came out of that process.

Mrs. Beardmore said at that point in time, the Board had a good rapport with the Legislature and was in constant touch with both the House and Senate Education Committee chairs. She said they had seen the drafts, been involved in the meetings, and a couple of years later, it was enacted into law.

Mrs. Beardmore said the process has continued in that the model core curriculum was developed in 1991, and the standards in 1995, which was also strongly recommended by the Legislature, but not funded. She said federal funding was received through the efforts of the Superintendent at the time. She said Michigan had more federal funding in more subject areas than any other state in the union because of its process. She said the standards were set with input from the general public, the educational field, and business community.

Mrs. Beardmore said the next step of the continuum was the benchmarks and, frameworks. She said it has now been five years since the standards and benchmarks were set, and it is time to begin to review and possibly modify them.

Mr. Ellis asked if there was a way to separate or discuss the difference between policy based on personal relationships and influence of people, compared to the policy authority of the Board. He said the Legislature does not need the Board's authority to do anything, therefore, the Board must get to the real roots of authority and what it can accomplish.

Mrs. Beardmore said the State Board of Education does not currently have the open communication with the Legislature that it once did and now needs.

Mr. Warren said that Mr. Ellis' point should be well taken because the Board may act independently of the Legislature and make policy recommendations without legislative approval. He said once that is established, the Board could discuss with the Legislature what it has done and how the agenda could be moved along.

Dr. Addonizio said there are at least three dimensions of the Board's effectiveness: (1) Constitutional authority of the Board which is independent of legislative authority; (2) personal relationships between members of the Board and other people involved in policy making around the state including the Governor, the Governor's Office, and the Legislature; and (3) the institutional relationships that link the people from the Governor's Office, the Legislature, and the State Board of Education to improve the Board's effectiveness. He said Mrs. Beardmore mentioned a meeting with members of the Legislature that was actually one of the last Legislative Conferences which was hosted by the State Board and generated a lot of the work that became PA 25 of 1990. He said he thinks that personal relationships are important and necessary, but not sufficient because individuals come and go and it is important to have the institutions in place in order to maintain that kind of communication.

Dr. Addonizio said his sense is that people identify the reforms of PA 25 with the Board because the model core curriculum was sort of the crown jewel of that legislation. He said he has had many discussions with classroom teachers which almost always come back to the importance and acceptance of the model core curriculum even when the Legislature changed the School Code and considered a core academic curriculum.

Dr. Addonizio said most people are not aware that the Board recommended substantial changes in the school funding system in 1993, and, in fact, passed a resolution that called for a replacement of the district power equalizing formula with a foundation formula. He said many people in the education circles know of the Board's role in that policy, and he thinks that to have people understand it could only help the Board be more effective. He said for that reason, he is recommending that the Board re-establish the annual conferences with the Legislature, the school community, and the Governor's Office. He said it would be up to the Board to decide the best time for that conference, but he feels a good time would be in the summer after the budget deliberations, and before the fall session begins.

Mr. Warren said Dr. Addonizio mentioned earlier that there were three fundamental dimensions of the Board's effectiveness. He said he believes one very important aspect has been left out which would be input from the citizens of Michigan. He said the Board is elected by the people of Michigan, and its purpose is to serve them. He said with the right commitment and public relations savvy, it would be possible to create an understanding and awareness of the role of the Board by the general public which would be independent of the Governor, the Legislature, and the educational organizations. He said he believes that is what the Constitution intended because the framers would not have bothered to

have established a statewide, partisan Board over public education unless it was expected to be an independent force serving at the will of the people. He said that is where the Board eventually has to go if it is going to survive and be an independent player in policy.

Mrs. Gire said she does not disagree with Mr. Warren, but thinks in terms of policies, the Board must deal with the process.

Dr. Addonizio said it is true that the Board is elected by the people and has an independent authority, but it would be difficult to get to the point where the public will recognize the Board in the way that it should. He said he thinks it is imperative to keep that foremost in mind. He said when he started thinking about this task, he focused on the statewide policy making authority, and the Board's role in that process. He said his view was also reinforced by the Constitution which states: "The state board of education advises the Legislature as to the financial requirements of the public school system." He said the K-12 system in Michigan is more than a \$13.5 billion annual enterprise, and quickly heading toward \$14 billion. He said that is a very generous appropriation, and his bias may be a little in the direction of the executive budget from the Governor's office, the appropriations process and the legislature, but the Board should not lose sight of its independent authority.

Dr. Addonizio said when the publication titled, "A Nation At Risk," was issued in 1983 it was viewed as sort of a watershed in educational policymaking history, and Governors and Legislators across the country began taking a more active role in educational policymaking. He said in some states that may have been a detriment, while in others it worked to their advantage. He said the National Association of State Boards of Education (NASBE) makes the observation that in states where there is an open dialogue about the expectations of the board, the department of education, and other branches of government, the Legislature has been inclined to strengthen or maintain the responsibilities of the state board. He said that notion does violence to the point made that the authority of the state board is not a function of what the Legislature thinks about in day to day decisions on how resources will be used and what policies will be pursued. He said NASBE goes on to say that "In states where the board operates in obscurity and fails to convey its goals and vision for education to the legislature and the governor on a regular basis, others have attempted to usurp the board's authority." He said this approach is not based in the constitutional law, it is based on the practicalities of political power within a state, and within the policymaking arena. He said it is imperative to develop personal relationships with other players in the policymaking arena. He said the Board needs institutional relationships to support its power, and the Board needs a recognition of the independent power as embodied in the Constitution.

Dr. Addonizio said he has made a couple of recommendations that address the matter of institutional support of the Board's work. He said he knows that the Board has not historically used standing subcommittees, although he understands the Subcommittee on School Safety has been very effective. He said the Policies on Safe Schools adopted by the Board at its April 13, 2000, meeting is a policy framework intended to guide the administrative decisions of an array of Departments. He said he recommends that the Board form a subcommittee on legislation, charge them to prepare a legislative agenda for the full Board's consideration, and work on that agenda. He said it could be done in part at an annual legislative conference.

Dr. Addonizio said the last part of the document addressed ways in which the Department of Education can assist the Board in its policymaking role because the State Board of Education and the Department are partners in that enterprise. He said if they work together, each can improve the effectiveness of the other. He said it is important to recognize that the Department has shrunk to approximately a third of its size in recent years, but the quality of the remaining staff is superb. He said he gets a lot of help from staff in the work he does at Wayne State University, but the Board should also consider enlisting assistance from people at universities, and the school community in order to support their policymaking activity. He said he thinks the Board needs to discuss the matter of communication with Department staff if the Board is considering, for example, policies on schools of choice or charter schools. He said if the Board wants to weigh in on the continuing question of the cap on charter schools that can be authorized by state universities, it may want to tap into the expertise of researchers at Michigan State University who have been very active in examining Michigan's charter school program and inter-district choice program of the last several years.

Dr. Addonizio said the Superintendent, in effect, runs the Department and requests for staff support may be properly channeled through that position. He said if the Board is to tackle policy issues like choice, finance, school accountability, or school improvement, and would like to draw on the resources of the state policy centers at the big three universities, for example, he suggests the creation of a new position in the Department for a State Policy Executive. He said he views this as a high level, appointed position equivalent to an assistant superintendent who would, in a sense, follow and listen to the Board's concerns and problems resulting in a need for some policy. He said then part of the executive's job would be to draw upon resources in the Department, and throughout the state of Michigan or nationally, as appropriate. He said this person would be the Board's link to researchers and policymakers throughout the country, and the Board could benefit greatly by such an executive or even the creation of a policy office in order to strengthen the Department's capacity to support its work.

Mrs. Beardmore said over the last three or four years, the Board has addressed concerns regarding before and after school programs which have become known as full day, full service schools. She said this has been acknowledged in the School Safety Policy, and in some of the funding provided by the Legislature. She said, in addition, the Board has focused on early childhood, brain research, teacher preparation, community and parent ties with education, and adequate materials for instruction for teachers. She said Ms. Kate McAuliffe, Assistant Superintendent, will provide information regarding educational legislation later in the meeting, but it seems that in some instances, the Board's wishes have been received by the

Legislature. She said many of the Board's actions, for example, standards for teacher certification, have been viewed as policy even though they were not specifically labeled that. She said she believes that the Board has functioned as if it were setting a lot of policies, though many people would not identify those actions as such.

Dr. Addonizio said part of the lack of recognition of the policy established by the Board is that communication has been in an ad hoc fashion. He said the way that Mrs. Beardmore described policy, it came to fruition either through the adoption of rules or through an appropriation of the School Aid Act. He said if, for example, the Board were interested in full service schools, and did not want to wait three years to see such programs created in the school districts, an analysis could be done to estimate the resource needs, and then determine the School Aid recommendations which would be sent to the Department of Management and Budget. He said they, in turn, could become part of the Governor's Executive Budget recommendations. He said this process would provide a good estimate as to the required resources for the initiative, and it becomes part of the Legislature's agenda as they go through the appropriations process. He said if the discussion works out, the Board will have an appropriation by June or July, and school districts would be able to implement the program in the fall.

Mrs. Gire said she thinks the Board has been trying to do that. She expressed concern regarding how the Board exercises general leadership, supervision, and policymaking authority over areas that have been moved to the Departments of Treasury and Career Development.

Dr. Addonizio said he is not an attorney but his understanding is that policies issued independently by the Board would have authority with respect to any department of state government that administers school programs. He said as the Board issues policies and describes frameworks, and people understand that the programs effected are not all administered within the Department of Education, it will become understood that the Board's prerogatives and power are not effected by the reassignment of administrative responsibilities from one department to another. He said he thinks that through the Board's public presence in discussing these issues and adopting policies deemed necessary, the public will become aware that functions moved out the Department of Education do not eliminate them from the State Board of Education's oversight.

Mr. Warren said the Board should ensure that all the state departments received its policies and either begin engaging staff or have the superintendent provide a report regarding how particular programs are effected. He said Dr. Addonizio recommended interaction with the Legislature, and he thinks the same should be done for the other state departments which are now administering programs that the Board has policymaking authority over.

In response to Mrs. Straus, Ms. Carol Wolenberg, Deputy Superintendent for Administrative and Support Services, said the Putting It Together (PIT) Crew focuses on agencies which provide services to children and families. She said the Department of Career Development participates in the group, but the Department of Treasury does not.

Mrs. Straus said the Board has approved many motions and adopted policies on a variety of subjects. She said one of those issues concerned students who had been expelled from school. She said the Board took a very strong stand on alternative education some years

ago and offered a recommendation to the Legislature to be included as part of the safety legislation. She said she thought that was a policy, but it does not seem to show up anywhere. She said she would like to review what the Board has done over the last five years because it appears that positions are taken, but not labeled policy and, therefore, the list is incomplete.

Mr. Warren said Dr. Addonizio's point on effectuating policy is that simply stating a position does not change anything in the field. He said it is imperative to engage people.

Mrs. Straus said the Board has tried to do that in the past.

Mr. Warren said he thinks the Board should dedicate its limited resources to effectuating policy. He said when Ms. Brenda Welburn, Executive Director, NASBE, visited the Board last November she suggested the creation of a policy manual. He said the current policy manual is severely out-of-date, and is in need of updating.

Mr. Ellis said since the passage of the Headlee Amendment and Proposal A, which essentially changed educational funding, there has been an ongoing debate on whether state government should operate through categorical or non-categorical money. He said he believes the Board should engage itself in this issue because it will effect the School Aid Act.

Mrs. Gire said education has become a prime issue and puts a tremendous amount of pressure on the Legislature to solve problems in a short time frame. She said blue ribbon committees do not operate fast enough for the system, but if the Board builds a systemic relationship through a conference, it could work to help mold that more.

Mr. Ellis suggested a review of the Department to determine how the research function has disappeared over the last couple of years.

Dr. Addonizio said the Board should consider the Policy Executive position or Policy Office as being the Board's link to resources outside the Department. He said he thinks an office with the responsibility of casting a wide net to support the Board's needs in the area of research and policymaking.

Dr. Addonizio said the discussion regarding categorical versus general funding and the Headlee Amendment brings to mind that the Board's authority can be exercised through authoritative declarations, and persuasive declarations. He said for example, if the Board is convinced by the research that the State of Michigan seriously under-invests in high quality preschool education for three and four year children who grow up in poor families, then it can look at the School Aid appropriations. He said he thinks that a policy position taken by the Board which emphasizes the dramatic long range benefits of high quality compensatory education for children could be very persuasive in changing the way decisions are made by local boards of education.

Mr. Ellis said the Board has in recent years drifted away from speaking with a single voice, and to be effective a consensus must be reached.

Mrs. Beardmore said the document that Dr. Addonizio prepared and the resulting discussion has been extremely helpful. She said the Board is not ready to bring this to a

closure yet, and she asked what the next logical next step would be.

Dr. Addonizio said the Board may want to consider taking a position on: (1) the Board Policy Executive position; (2) the creation of a legislative subcommittee; and (3) an annual policy conference for the Legislature and the education community. He said he thinks it may make some sense to move forward on some of the institutional issues, but the question of exerting policy influence is something that the Board will be discussing at several meetings.

Mrs. Gire said she would like an itemized list of the areas where the Board needs to build some dialogue and relationships outside of the Department, and determine where it has some influence over those issues so discussion can take place effectively.

Dr. Addonizio said as an attachment to the draft document, Mrs. Straus, Mrs. Beardmore, and he took a first cut through the list of Executive Order 1996-12 which transferred specific functions from the State Board of Education to the Superintendent. He said they evaluated administrative functions, and tried to determine if there should be a policy behind them. He said the next step was to decide when looking at the various functions, what priority would the Board assign each of them in terms of establishing a policy that would direct those administrative activities. He said it is a subjective call because what might seem important to one Board member might not appear to be a high priority to another. He said resurrecting the Board's Policy Manual may be a good place to begin to reorganize the codification of Board policies, and decide what is most important and what is not. He said that process may reveal some problem areas that do not have a policy or administrative functions attached to them. He said that might be where the Board could direct its attention in the future.

Mrs. Beardmore said the Board should develop a process for establishing policy in which it discusses an issue, but withhold action until the following meeting. She said she thinks these are the next steps that are very important and will have a long term impact.

No action was taken on this item.

## IX. RECESS

The Board recessed for lunch at 12:25 p.m. and reconvened at 1:20 p.m.

X. AWARDS AND RECOGNITIONS

A. Presentation by Flat Rock Angel Bell Choir

Mr. Tim Hammar, Teacher, Flat Rock Public Schools, introduced the Flat Rock Angel Bell Choir, and said they were honored to perform for the Board. He said he met Mr. Ellis and some of the Board members when he received the Milken Family Foundation National Educator Award in 1996. He said over the past year, the Flat Rock Angel Bell Choir has performed over 55 times throughout the state, including at the Rotunda of the State Capitol earlier in the day, and they had the honor to help close Tiger Stadium by playing the Star Spangled Banner.

The Flat Rock Angel Bell Choir played three songs for the State Board of Education.

XI. PUBLIC PARTICIPATION

A. Dr. Oria Jackson, 17330 Rainbow Drive, Lathrup, Michigan 48076.  
Dr. Jackson offered comments regarding the Metropolitan Achievement Test and the educational leadership in Detroit Public Schools.

Mr. Ellis said the Metropolitan Achievement Test is a standard test that many school districts across the nation utilize. He said Detroit Public Schools base the promotion of students from one grade to the next on this test, and therefore, it is a local control issue. He said the State Board of Education has no jurisdiction in this issue.

Mrs. Straus said the National Association of State Boards of Education has what they call study groups which focus on various issues pertaining to education. She said both Mrs. Gire and she are members of a study group reviewing alternatives to social promotion and retention. She said the study group report will be provided to the Board at a future meeting. She said the Board may choose to develop a policy and make recommendations to the local districts.

Mrs. Beardmore said individual school districts in Michigan are free to make decisions regarding many issues, for example, Willow Run Community Schools has stipulated that they have high expectations of their students and work with children to achieve that goal. She said Detroit Public Schools have chosen to utilize the Metropolitan Achievement Test to determine whether students should be promoted to the next grade. She said it is their choice on how to tailor their curriculum to meet the state standards approved by the Board.

## XII. REPORT ON EDUCATIONAL LEGISLATION

Ms. Kate McAuliffe, Assistant Superintendent, said since January, 2000, education represented a significant number of issues on the legislative agenda including school locker searches, distribution of medications in school buildings, allowing students to carry inhalers, requiring sixth graders to be immunized, expanding the delivery of Braille instruction, expanding dual enrollment opportunities, clarification and adoption of provisions governing the state's Pupil Transportation Act, and modification of the school bond loan program. She said, in addition, control of the Detroit Public Schools was given to an appointed Chief Executive Officer, residency requirements were changed for municipal workers, and the rights of administrators to bargain collectively was eliminated.

Ms. McAuliffe said the school aid appropriation moved through the committees quickly. She said the pupil foundation allowance for fiscal year 2000-2001 was increased over 5%, and the categoricals received similar increases. She said new funding for reading instruction, technology, and professional development was added.

Ms. McAuliffe said several issues will carry over to the fall including bills governing school building construction, public school academies, corporal punishment, and school take overs.

Ms. McAuliffe said in the final days of the session, legislative bills requiring annual assessments of early elementary students, expansion of virtual courses, and dual enrollment in career and technical preparation courses were approved. She said a bill to increase the pool of individuals who qualify to provide school counseling was passed as well.

Ms. McAuliffe said HB 5802 awaits the Governor's signature and is a multi-section bills that amends the Revised School Code of 1976, as amended. She said the bill clarifies and adds provisions to the code regarding: (1) elementary student testing; (2) summer school; (3) Michigan Virtual High School; (4) suspension and expulsion; (5) teacher certification; and (6) Detroit Public School District.

Ms. McAuliffe said HB 5534 created the Career and Technical Preparation Act and contains provisions that are almost identical to the existing dual enrollment law enabling a student to be eligible to enroll in a course offered at a postsecondary institution. She said the student would qualify for a postsecondary course in the 11<sup>th</sup> grade if he/she achieved a state endorsement in all subject areas on the Michigan Educational Assessment Program (MEAP) test. She said if a student has not earned endorsement in all subject areas, they may also be eligible if they achieve an endorsement in mathematics along with a qualifying score on a nationally or industry recognized job skills assessment test as determined by the Department of Career Development. She said each school district is required to provide information to all high school students on the career and technical preparation enrollment options, and to provide counseling services to eligible students and their parents. She said each

intermediate school district is required to annually collect information and report to the Department of Education. She said the bill takes effect on April 1, 2001 and sunsets June 30, 2006. She said the bill also repeals the June 30, 2001, sunset on the Postsecondary Enrollment Options Act.

Ms. McAuliffe said HB 5740 amends the Revised School Code to increase the pool of individuals who could provide counseling services. She said individuals must meet one or more of the following: (1) holds a valid teaching certificate with a school counseling endorsement; (2) holds a master's degree in guidance counseling after completion of an approved school counselor education program; (3) has successfully completed the state guidance counselor test, and is recommended by an approved school counselor education program to provide services as a school counselor; (4) has at least five years successful experience in school counseling in another state within the past seven years and successfully completes the state guidance counselor test. In addition, school districts must comply with the requirements for a criminal history check.

Ms. McAuliffe said the Supreme Court reached a decision which declared unconstitutional the role of the Legislature in vetoing administrative rules that go through the rules process. She said the authority is with the Joint Committee on Administrative Rules. She said the decision may have some strategy implications for the Board and the Department as administrative rules for special education and teacher certification are processed.

In response to Mrs. Beardmore, Dr. Michael Williamson, Deputy Superintendent for Education Services, said Michigan Virtual University (MVU) has the role of identifying, buying, and distributing content. He said MVU was created by Executive Order, and is the non-campus university in Michigan. He said MVU is in the business of identifying markets, content providers, purchasing, and redistributing content to students over the internet. He said MVU will be able to identify appropriate content for advanced placement classes to be distributed on a fee basis to high schools across Michigan with a particular mission of ensuring that every high school student has access to high quality advanced placement course content.

Mr. Warren said he witnessed a demonstration by the Governor of the Michigan Virtual High School at the Greater Detroit Metropolitan Chamber of Commerce, and it was very engaging. He said the content was phenomenal, and the Governor was able to show how one change to a complex math equation effected other numbers and graphs. He said he thinks it has the potential for a great project.

Mrs. Beardmore said one of the reasons she asked was that the Midwestern Higher Education Commission, of which Michigan is a member, has been discussing this topic and she would like to know how it connects with Michigan's community colleges and universities.

Dr. Williamson said this is a marketplace with many providers who have a wide range of funding sources such as the federal government and private companies. He said many people are wondering if state government should be involved because of the standard setting process.

Mr. Ellis said Michigan State University is taking on the role of provider at this time.

In response to Mrs. Straus, Ms. McAuliffe said there is a potential for the high school curriculum to include more than advanced placement classes.

In response to Dr. Moyer, Ms. McAuliffe said many states are implementing this type of program. She said school participation would depend on whether schools already have the capacity for advanced placement classes.

Mrs. Weiser said there was an article in the Detroit Free Press recently regarding MVU. She said school districts in the Upper Peninsula sometimes have difficulty finding teachers for specific subjects and, therefore, they turn to the internet as an instruction resource. She said it is a great advantage for students especially in math and science. She said a review of college enrollment data for public universities would reveal that many students are testing out of all or part of their first year classes, therefore, tuition costs are a consideration. She said students are approaching college much better prepared in their content areas.

In response to Mrs. Straus, Ms. McAuliffe said funding for accreditation/ accountability has been increased over the next three years in the State School Aid Act.

No action was taken on this item.

### XIII. UPDATE ON STATE SCHOOL AID ACT

Ms. Elaine Madigan-Mills, Director, Office of State Aid and School Finance, said as discussed at previous meetings, the State School Aid Act does not expire at the end of each year, and currently includes appropriations for the next two years. She said the school aid fund is very healthy right now, and the Legislature and Governor have taken this opportunity to increase the budget through 2003.

The following documents were provided to the Board:

- ! SB 1004 (Conference Report) Proposed Per-Pupil Foundation allowances FY 1999-2000, FY 2000-01, FY 2001-02, and FY 2002-03
- ! Senate Bill 1044 (Enrolled) Highlights of School Aid Supplemental for Fiscal Years 1999-2000, 2000-01, 2001-02, and 2002-03
- ! Conference Report SB 1044, School Aid/K-12 Budgets, Fiscal Years 1998-99, 1999-2000, 2000-01, 2001-02, and 2002-03
- ! Journal of the Senate

In response to Mrs. Beardmore, Ms. Mills said the current law allows for an increase of \$170 per pupil, however, this budget amends that and raises it by \$130. She said the current year foundation is also being increased by \$4 which results in a total increase of \$134.

Ms. Mills said a couple of bills were presented which pertain to the School Bond Loan Fund. She said staff at the Department of Treasury have worked closely with the Legislature on this issue, and the Department of Education will probably only have a role in facilitating payments to the schools. She said it is, however, important that the Board have

a full understanding of how it works. She said she believes that a system is envisioned that will assist the districts based on how low their property wealth is. She said the lowest property wealth districts will actually be eligible under this for grants to assist them in making their School Bond Loan payments. She said the next tier of districts above that will not get grants, but will receive assistance in making the interest portion of their payments.

Ms. Mills said the changes in the foundation allowance are not controversial at all, and the Governor and the Legislature have agreed, therefore, these numbers are extremely firm. She said the current basic foundation is \$5,696. She said in order to make that a more rounded number it has been increased to \$5,700. She said that amount would be increased by \$300 for the subsequent two years, and \$200 the third year. She said the second year increase would also include \$200 in equity payments for any district still below the \$6,300 mark.

Ms. Mills said unless an item is vetoed, the FY 1999-2000 gross supplemental appropriation will proceed as indicated in the House Fiscal Agency document titled, "Senate Bill 1044 (Enrolled) Highlights of School Aid Supplemental for Fiscal Years 1999-2000, 2000-01, 2001-02 and 2002-03." She said this bill, however, is so large that it may take a week to 14 days before the Governor even receives and signs it. She said staff will proceed as if it were being approved, and if a veto does happen to occur, then they will simply stop action on that particular item.

Ms. Mills said \$50 million has been set aside within the State School Aid Fund to create a Reserve Account which will allow local and intermediate school districts to receive an advance on next year's State Aid. She said it would function similar to a loan in that it would have to be paid back, but would be without interest. She said repayment would replenish the reserve fund so that another district could take advantage of it next year. She said many districts are now borrowing from banks or with the Bond Authority which incur interest. She said this would help some districts, but criteria has been established for eligibility. She said the goal is to try to assist districts that end the year with a very low fund balance, but must meet payroll in July, August, and September before they get their first State Aid payment for the next year in October. She said the Legislature amended this to consider the prior year data so Department staff may begin implementing this program immediately. She said even though it will require some very intense work for a very short period of time, it is doable, and then it will all be set in place.

Ms. Mills said \$110 million has been slated for the program formerly known as Laptops for Teachers, which has been renamed the Teacher Technology Initiative. She said the language is broader, and will allow \$1,200 per teacher to be used for professional development for technology, or to improve technology in the classroom. She said it is important to note that the money is not competitive, and staff will work closely with the Michigan Virtual University, the Department of Management and Budget, and the Governor's Office to ensure that the details are worked out.

Ms. Mills said EPIC is now called the Database for Educational Performance and Information (DEPI), and \$10 million has been appropriated to continue development of the single record student database. She said there is not much detail offered in the amendment, but it does mention an Executive Order so staff is awaiting that.

Ms. Mills said there is \$10 million for a Family Independence Agency project that has an impact on families so it is in the School Aid Act. She said the summer program for families trying to get off welfare gives them a jump start on finding a job, provides daycare, and offers help in obtaining job preparation skills.

Ms. Mills said \$8 million has been slated for the Golden Apple MEAP incentive program which starts this summer. She said Department staff will work closely with the Merit Award Office at the Department of Treasury because it is necessary to compare MEAP data and enrollment figures to determine which buildings are eligible.

Ms. Mills said when Proposal A passed, it stipulated that school districts would base their first year foundation allowance on the previous year's revenue per pupil. She said Wayne-Westland School District ran into problems because it had tried to pass a millage election the previous year which failed, and so their revenue dropped that year. She said \$7 million has been appropriated to assist districts in similar situations.

Ms. Mills said \$6.7 million will be used to bring the 91 lowest-revenue districts and five public school academies up to the basic foundation grant. She said if the bill is not signed in July, their August payment will be retroactive.

Ms. Mills said the FY 2000-2001 Gross Supplemental Appropriation will increase by \$366.1 million which will entail the following: (1) basic foundation allowance will increase by \$134 per pupil; (2) \$34 million in new funding for infrastructure; (3) \$18 million in new funding for school construction interest payments; (4) continuation of the \$80 million for adult education under current law; (5) \$75 million for grants for reading, mentoring, and cognitive development programs; (6) at-risk funding has been increased by \$25.2 million to avoid proration; (7) \$38 million for elementary summer school programs for reading and mathematics; (8) increase of \$32.6 million over current law for school readiness and full day programs; (9) \$20 million for new adult learning programs administered by the Department of Career Development; (10) \$15 million to create the Michigan Virtual High School; (11) \$45 million to a new parents as teachers program; and (12) \$10 million increase for small class size program.

Ms. Mills said it has been made clear that if the voucher proposal passes, the foundation allowances may be reduced.

Ms. Mills said for FY 2001-2002, the total budget is over \$11.6 billion, and the basic foundation goes up another 5%, which is an increase of \$300 per pupil to \$6,300 plus the equity payment of \$200. She said even after all school districts are brought up to the basic, there will still be a \$1,500 gap between the basic and the hold harmless

districts. She said those school districts also receive foundation increases, and so the gap is carried forward from year to year. She said in 2002, however, only the bottom moves up \$200 so the gap will be reduced by that amount.

Ms. Mills said funding for the full-day school readiness program increases steadily over the next three years until it reaches \$30 million.

Ms. Mills said the basic foundation allowance will increase 3.1% or \$200 per-pupil in 2003, and there will be a School Readiness increase of \$42.6 million over the current law for full-day programs. She said the elementary summer school program for reading and mathematics instruction will increase to \$50 million, and \$10 million will be appropriated for accreditation assistance. She said the Legislature did not change any of the text for accreditation.

Ms. Mills said there is a \$10 million categorical for professional development in Section 95 of the State School Aid Act which reimburses districts when teachers take a day off. She said a \$10 million categorical has also been appropriated for professional development for teachers. She said Section 101 of the Act discusses counting and reporting of hours of instruction, what the exceptions are, and how waivers may be obtained. She said instructional time has been increased to 1,047 hours this year, and 1,048 next year with some proposed language that states it will stay at that level forever, or until someone changes the law. She said districts can count up to 51 hours of professional development time as pupil instruction time in order to meet that 1,048 requirement, however, they cannot count that time if they are receiving part of the \$10 million for professional development.

Ms. Linda Myers, Michigan Education Association (MEA), said they intended for that to be an offset of the 51 hours because some school districts have already settled their contracts. She said the MEA wanted to provide districts with flexibility. She said if they have already put the 51 hours in their contract, they can use that as professional development whereas those who have not may use the per diem pay time.

Ms. Myers said the MEA wanted the professional development language so schools could focus on quality professional development. She said they feel that students and teachers will benefit more from a five or six day professional development session than trying to accomplish it in only an afternoon.

Mrs. Straus said many of the items outlined by Ms. Mills have been recommended by the Board, and she is pleased that the Legislature has recognized it, and that the Board has exercised leadership.

Mrs. Gire said the fact is that some of the priorities that Board members have cared about are getting into legislation and the budget.

Ms. Mills said next year, districts will be paid based on 20% of their previous February count and 80% of their current year count. She said that has a negative effect on districts that are losing enrollment because there is so much weight on the

current year data. She said there is a provision in the membership definition for relatively small districts with fewer than 1,550 students if their last three year average is greater than what it would be in the current year under the current formula.

Ms. Mills said this was the first year Michigan had an expansion of choice so a district on the edge of an intermediate school district could accept students from whatever other district they touched on, even if it was in another intermediate school district. She said school districts will still have an option of participation because space is quite often an issue.

No action was taken on this item.

XIV. RECEIVE THE REPORT OF THE PERIODIC REVIEW/PROGRAM EVALUATION COUNCIL FOR AQUINAS COLLEGE AND APPROVE THE PROFESSIONAL EDUCATION UNIT AND THE SPECIALTY STUDIES PROGRAMS

Mrs. Gire said she asked to have this item removed from the consent agenda because she noticed that standards and competencies are not met on many subject areas including social studies, and American history. She asked if steps were being taken to ensure compliance with the Board approved standards. In response, Ms. Sue Wittick, Education Consultant, Office of Professional Preparation Services, said the process of review is to focus on improvement. She said because standards were not in place for the first round of the periodic review, higher education institutions had to rely on professional association standards for all the endorsement programs. She said as state standards are approved by the Board, and the periodic review process continues, higher education institutions will bring their programs in line. She said colleges and universities are allowed up to two years to address any deficiencies revealed in the review process.

In response to Mrs. Straus, Ms. Wittick said if a higher education institution does not address the deficiencies in the allowed time, they would have to drop the program. She said the problem is that students are involved who have invested time and money to receive an education and expect to receive a degree. She said all of the institutions in Michigan have weaknesses in their programs and standards not met, so this institution is no different than the others.

Ms. Wittick said this institution is at the end of the first five year cycle of reviews. She said before that time, some institutions were not reviewed for 20 years or whenever the programs were initially approved. She said the review cycle began in 1994, therefore, that all the programs will be reviewed every five years.

Dr. Catherine Smith, Supervisor, Program Preparation and Continuing Education, said this is the first examination for Aquinas College in some time, and there are some weaknesses which are of concern. She said the idea is to give them very specific feedback on what they need to do in order to be ready in two years for a serious appraisal of whether they can continue to enroll students in those programs.

Ms. Wittick said it would be unusual for an institution to not address weaknesses and either take care of them satisfactorily, or drop the program.

Dr. Smith said the Periodic Review process provides the Board with an opportunity to view programs, and note weaknesses which must be addressed. She said

Ms. Wittick has ongoing e-mail and telephone conversations with all the colleges regarding the areas of deficiency and what they are doing to correct it.

In response to Mrs. Straus, Ms. Wittick said the program review process includes content experts who provide their opinion and are available as consultants to the institutions if an interpretation is needed.

Mrs. Beardmore said the Board has discussed the importance of continuing evaluation of teacher preparation programs for close to five years. She said it took many years before there was actually support to develop the Periodic Review Committee which is comprised of people from many groups, and will be revised now that the first five year cycle has been completed. She said the Board has been concerned about approving programs with weaknesses for some time, but maybe it should allow the process to happen, approve the program with weaknesses, receive an annual report, and let the institution address the problem within two years. She said there are resources other than Department staff such as Central Michigan University if assistance is needed, for example, with a geography program.

Mr. Ellis said the Board's sanction is not to tell the school that they cannot run the program, it is to say that it will not certify their teachers.

Mrs. Beardmore said if a program is weak, graduating students will not pass the final content test for certification.

Mrs. Gire said her concern is that there will be two more years of students graduating who will not be prepared to pass the test or teach children to a level necessary to meet state standards.

Ms. Wittick said it is in the institution's best interest to prepare students who will pass the tests, and with the probability that the test results will be made public in the near future, they are really doing everything in their power to make sure that their programs meet the standards. She assured the Board that Aquinas has already corrected many of the weaknesses noted because the visit was made in October, 1999.

**Mr. Warren moved, seconded by Mrs. Wise, that the State Board of Education:**  
**(1) receive the report of the Periodic Review/Program Evaluation Council on the Aquinas College professional education unit and specialty studies programs;**  
**(2) conditionally approve the Aquinas College professional education unit (initial and advanced levels) for two years (1999-2001); (3) approve the Aquinas College initial/undergraduate-level Speech, Economics, Political Science, Psychology, Sociology, Bilingual Spanish, Accounting, Business Administration, Music Education, and Early Childhood Education programs for five years (1999-2004); (4) approve the Aquinas College advanced/graduate-level Masters in the Art of Teaching/Bilingual, Masters in the Art of Teaching/Early Childhood, Masters in Science Education, and Masters in Science Education (science endorsement) program for five years (1999-2004); (5) approve, with weaknesses noted, the Aquinas College initial/undergraduate-level Reading; Social Studies, Geography, General Science, Biology, Chemistry, Physics, Mathematics, French, German, Spanish, Health, Physical Education and Recreation, and Computer Science programs for two years (1999-2001);**

**(6) approve, with weaknesses noted, the Aquinas College advanced/graduate-level Masters in the Art of Teaching/Elementary Endorsement, Masters in the Art of Teaching/Elementary Concentration, and Masters in the Art of Teaching/K-12 Reading programs for two years (1999-2001); (7) conditionally approve the Aquinas College initial/undergraduate-level English, History, and Art Education programs for two years (1999-2001); and (8) conditionally approve the Aquinas College advanced/graduate-level General Elementary K-5 (for secondary certificates), Masters in Education/Initial Secondary Preparation, and Masters in Education/Initial Elementary Preparation programs for two years (1999-2001), as discussed in the Superintendent's memorandum dated June 7, 2000.**

The vote was taken on the motion.

**Ayes: Beardmore, Gire, McGuire, Moyer, Straus, Warren, Weiser, Wise**

**The motion carried.**

XV. REPORT ON CONSENT AGENDA

- E. Approval of Grant Criteria for the Summer Institutes for the Arts, Sciences, and Technology for the Year 2001
- F. Approval of Criteria and Formulas for Individuals with Disabilities Education Act (IDEA) Grants Allocated to Intermediate School Districts (ISDs), Agencies, and Regional Centers
- G. Approval of Proposal from Michigan State University for a New K-12 Health Education Program as a Minor at the Elementary and Secondary Levels - this item was removed from the agenda
- H. Approval of Proposal from Oakland University to Convert its Graduate Special Education Elementary and Secondary Autistic Programs into a K-12 Program Endorsement
- I. Approval to Create a New Communication Arts Endorsement on a Michigan Teaching Certificate and to Adopt Teacher Preparation Standards - this item was removed from the agenda
- J. Approval to Modify the Current Language Arts Endorsement on a Michigan Teaching Certificate and to Adopt Teacher Preparation Standards - this item was removed from the agenda
- K. Approval of New Reading Endorsement for Elementary and Secondary Teachers and Approval of Standards for the Preparation of Reading Teachers - this item was removed from the agenda
- L. Approval of New Reading Specialist Endorsement and Approval of Standards for the Preparation of Reading Specialists - this item was removed from the agenda
- M. Approval of Standards for the Preparation of Health Teachers

N. Receive the Report of the Periodic Review/Program Evaluation Council for Aquinas College and Approve the Professional Education Unit and the Specialty Studies Programs - this item was removed from the consent agenda and placed under discussion items

X. Adoption of Resolution Honoring Sophia C. Dimanin

**Mrs. Straus moved, seconded by Mr. Warren, that the State Board of Education approve the items listed on the revised consent agenda as follows:**

- E. approve the criteria for the Summer Institutes for the Arts, Sciences, and Technology for the year 2001, as outlined in the Superintendent's memorandum dated June 7, 2000;**
- F. approve the criteria and formulas for Individuals with Disabilities Education Act (IDEA) grants allocated to intermediate school districts (ISDs), agencies, and regional centers as identified in Attachment A of the Superintendent's memorandum dated June 14, 2000;**
- G. (this item was removed from the agenda);**
- H. approve the proposal to convert the graduate Special Education elementary and secondary Autistic programs into a K-12 program endorsement as submitted by Oakland University, as discussed in the Superintendent's memorandum dated June 7, 2000;**
- I. (this item was removed from the agenda);**
- J. (this item was removed from the agenda);**
- K. (this item was removed from the agenda);**
- L. (this item was removed from the agenda);**
- M. approve standards for the preparation of health teachers, as discussed in the Superintendent's memorandum dated June 7, 2000;**
- N. (this item was removed from the consent agenda and placed under discussion items); and**
- X. adopt the resolution attached to the Superintendent's memorandum dated June 22, 2000, honoring Sophia C. Dimanin.**

The vote was taken on the motion.

**Ayes: Beardmore, Gire, McGuire, Moyer, Straus, Warren, Weiser, Wise**

**The motion carried.**

The resolution honoring Sophia C. Dimanin is attached as Exhibit A.

XVI. REPORT OF THE SUPERINTENDENT

- O. Human Resources Report
- P. Report on Administrative Rule Waivers
- Q. Report on Property Transfers
- R. Report on a Modification to the Previously Approved Lenawee Intermediate School District Plan for the Delivery of Special Education Programs and Services
- S. Report on Approval of the Preliminary Michigan Monitoring Model for Special Education

Mr. Ellis provided an oral report on the following:

- A. Report on Request for Consolidation of South Lake Public Schools, Lake Shore Public Schools, and Lakeview Public Schools

Mrs. Gire said it was her interpretation based on the information received regarding this consolidation that only ten people from each district had to sign the petition to move the process forward. She said she was concerned that such a small number of people affect that change.

Mr. Ellis said the process stipulates that in this case 30 signatures (ten from each of the three districts) are needed to submit a petition to the superintendent of the intermediate school district who, in turn, forwards the request to the Superintendent of Public Instruction for approval to proceed.

Dr. Michael Williamson, Deputy Superintendent for Education Services, said the process permits an intermediate school district board, on its own, to determine that a consolidation is necessary, or ten citizens from each school district may petition the intermediate school district for consolidation. He said either instance must receive approval from the Superintendent of Public Instruction for permission to start the process. He said once the approval is received, they must collect 5% of the electorate on petitions in each of the school districts in order for it to be placed on the ballot.

XVII. COMMENTS BY STATE BOARD OF EDUCATION MEMBERS

A. National Association of State Boards of Education Award - Mrs. Kathleen Straus

Mrs. Straus said Mrs. Dorothy Beardmore has been selected by the National Association of State Boards of Education (NASBE) as a recipient of its Distinguished Service Award which recognizes true leadership and a sincere commitment to bettering the lives of students, and for outstanding contributions to public education. She said Mrs. Beardmore has served on local, intermediate, and the State Board of Education for nearly 16 years, and the Board is pleased that Mrs. Beardmore received this award. She said presentation of the award will be at the NASBE Annual Conference in St. Louis, Missouri, in October, 2000.

Mrs. Beardmore said Mrs. Straus had mentioned that she was nominated for this award. She said she is pleased to receive recognition from the people she works with, and looks forward to representing Michigan at the NASBE Conference in October.

B. Wall Street Journal Articles - Mrs. Dorothy Beardmore

Mrs. Beardmore distributed the following Wall Street Journal articles to the Board: "Baltimore Public School Struggles to Improve Its Scores," Friday, June 16, 2000; and "Review and Outlook, History Lesson," Friday, May 26, 2000. She said the first of the two articles exemplifies the challenges that public schools face, and the other points out that academic achievement does not receive as much attention and honor as other achievements. She said she thought both were interesting articles and she wanted to share them with the Board.

C. High School Graduation Rates - Mrs. Sharon Gire

Mrs. Gire said the issue of high school graduation rates has resurfaced, and apparently there are three other school districts in addition to Detroit Public Schools, who are being challenged by Kids First, Yes!. She asked if there is a uniform formula that schools are expected to use, because there has been much discussion regarding the use of that information in the accreditation process. She said she realizes that there are many factors, including mobility, that can cause problems in figuring this data.

Mr. Ellis said the same formula has been utilized for ten years, but the problem has been caused by the voucher movement. He said he would speak with the Detroit Public Schools administration regarding this issue, but he firmly believes in simply letting staff work until they have the right answer. He said the truth is that the Department is in complete agreement with Detroit and will be announcing that soon. He said he is not aware of any other school districts that have experienced a similar problem.

In response to Mrs. Gire, Mr. Ellis said the current formula is sophisticated enough to address issues such as mobility and detention.

D. The National Association of State Boards of Education (NASBE) - Mrs. Sharon Gire

Mrs. Gire said the National Association of State Boards of Education (NASBE) study group on social promotion and retention has had three day and a half meetings which included presenters from different school districts throughout the United States, one of which was from Chicago Public Schools. She said the Chicago Public Schools has tried different approaches including summer schools, and strict retention policies. She said the study group will be putting together a final report for the NASBE conference in the fall, but it was determined that prevention and early intervention should be the first policy. She said their point of view clearly prevails in a number of different states. She said the study group has been a very good learning experience.

E. Michigan Association of School Boards - Mrs. Sharon Gire

Mrs. Gire said the Michigan Association of School Boards (MASB) has convened a group which includes superintendents, teachers, school board members, and educational organizations to address the issue of accountability. She said she feels the meetings have been very helpful.

Mrs. Gire said next week there will be a conference call with the North Carolina Department of Education to discuss what they have been doing in terms of accountability. She said they have done an incredible job involving parents and teachers, and have a very strict retention policy.

Mr. Ellis said several staff members from the Department have been involved with this group, as well as Mrs. Gire and himself, and he hopes that the end product will be useful to the Board.

F. Livonia Public Schools - Dr. Herbert Moyer

Dr. Moyer said he recently received two letters from Livonia Public Schools regarding the Michigan Educational Assessment Program (MEAP) Social Studies Standards and the English Language Arts Standards. He said he felt the letters were well documented and articulated, and wondered if a response had been prepared to address this issue.

Mr. Ellis said he does not know yet what the response will be, but similar letters are received annually from Livonia Public Schools.

XVIII. TENTATIVE AGENDA FOR NEXT MEETING

Board members were asked to submit agenda items for the July meeting to the Administrative Secretary. Mr. Ellis said Department staff, the Board President, and Vice President would be meeting within the next couple of weeks to develop and finalize the agenda.

XIX. FUTURE MEETING DATES

- A. July 20, 2000
- B. August 24, 2000
- C. September 21, 2000 (Alpena Area)
- D. October 19, 2000

XX. ADJOURNMENT

The meeting was adjourned at 4:05 p.m.

Respectfully submitted,

Herbert S. Moyer  
Secretary