

## MINUTES

### STATE BOARD OF EDUCATION

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

June 12, 2001  
10:00 a.m.

Present: Mr. Thomas D. Watkins, Jr., Chairman  
Mrs. Kathleen N. Straus, President  
Mrs. Sharon L. Gire, Vice President  
Mr. Michael David Warren, Jr., Secretary  
Mrs. Marianne Yared McGuire, NASBE Delegate  
Mr. John C. Austin  
Dr. Herbert S. Moyer  
Mrs. Sharon A. Wise  
Mr. Scott Jenkins, representing Governor John Engler, ex officio

Absent: Mrs. Eileen Lappin Weiser, Treasurer

#### I. CALL TO ORDER

Mr. Watkins called the meeting to order at 10:26 a.m.

#### II. APPROVAL OF AGENDA AND ORDER OF PRIORITY

- A. President's Report - Adoption of State Board of Education Strategies to Improve Academic Achievement in Chronically Underperforming Schools - added to agenda
- B. Approval of October 1, 2000 - March 31, 2001 Report of State Board of Education Expenses - added to agenda
- C. Approval of Criteria for Grants for Dispute Resolution and Very Special Arts Under the Individuals with Disabilities Education Act (IDEA) - added to agenda
- D. Report of the Superintendent - 1999-2000 Technology Literacy Challenge Fund Grant Program - Cycle 4 - Amendment - added to agenda
- E. Approval of a New Educational Technology Endorsement for a Michigan Teaching Certificate and Approval of Standards for the Preparation of Teachers in Educational Technology - removed from agenda

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

**The motion carried unanimously.**

III. INTRODUCTION OF STATE BOARD OF EDUCATION MEMBERS AND GUESTS

Mrs. Eileen Hamilton, Administrative Secretary to the State Board of Education, introduced the members of the State Board of Education and guests attending the meeting.

IV. APPROVAL OF STATE BOARD OF EDUCATION MINUTES

Mr. Watkins said many of the Board members have not had an opportunity to review the minutes from the May 17, 2001, meeting, and therefore, he suggested that approval be postponed until later in the meeting.

There was a consensus to postpone approval of the minutes of the meeting of May 17, 2001, until later in the meeting.

V. AWARDS AND RECOGNITIONS

A. Presentation of Award to Tinkham Alternative School, Wayne-Westland Community Schools

Mrs. Straus welcomed Dr. Craig Yaldoo, newly appointed Director, Office of Drug Control Policy (ODCP), and said Dr. Yaldoo's office formally acknowledges local schools and community groups for their work, as well as schools which have received other national awards and recognitions.

Mrs. Straus said in December 2000, the federal Center for Substance Abuse Prevention, in collaboration with the National Association of State Alcohol and Drug Abuse Directors, and the National Prevention Network announced that Tinkham Alternative High School, Wayne-Westland Community Schools, had been selected as an Exemplary Award winner in the Promising Programs category.

Dr. Yaldoo presented Dr. Gregory J. Baracy, Superintendent, Wayne-Westland Community Schools; and Ms. Lynn Malinoff, Safe and Drug-Free School Coordinator, with a certificate of recognition.

On behalf of Wayne Westland Community Schools, and the Tinkham Alternative High School, Mr. Baracy thanked the State Board of Education, the Office of Drug Control Policy, Governor John Engler, and Lieutenant Governor Dick Postumus, for this recognition, and said he appreciates working with the Departments of Education and Community Health, and values the acknowledgment of this outstanding program.

Ms. Malinoff provided information on Tinkham Alternative High School, and said that the program utilizes needs assessment based primarily on an article which appeared in the Journal of the American Medical Association. She said this article discussed student connectedness, and that if students perceived connections between themselves and their parents, and themselves and the school community, they were less likely to display risky behaviors.

Ms. Malinoff said one way of implementing change is to promote service learning. She said service learning provides an opportunity for students to connect and she feels it has been very successful.

The following students offered comments on their experiences at Tinkham Alternative High School and Wayne Memorial High School:

- Ms. Shannon LaCroix, Tinkham Alternative High School
- Mr. Glenn Wurtsmith, Tinkham Alternative High School
- Ms. LaTasha Lumm, Tinkham Alternative High School
- Ms. Annie Phillips, Wayne Memorial High School
- Mr. Bilal Muta, Wayne Memorial High School

No action was taken on this item.

VI. PRESENTATION AND DISCUSSION REGARDING ACADEMIC ACHIEVEMENT IN CHRONICALLY UNDERPERFORMING SCHOOLS

A. Comments and Discussion with Ms. Kati Haycock, Director, The Education Trust

Mrs. Straus introduced Ms. Kati Haycock, Director, The Education Trust. Mrs. Straus said Ms. Haycock is one of the leading child advocates in the nation in the field of education, and The Education Trust is unique in that it speaks up for what is right for young people, especially those who are poor or members of minority groups. The Trust also provides hands on assistance to urban school districts and universities that want to work together to improve student achievement kindergarten through college.

During her presentation, Ms. Haycock provided information on the following:

- Section I - “How many students make it through?”: (1) graduation rates are flat; (2) students graduate from high school at different rates; (3) even low achieving graduates go on to postsecondary education; (4) low-income students attend 4-year colleges at lower rates; (5) many college freshmen do not return for sophomore year; and (6) the number of kindergartners who will, according to the U.S. Bureau of Census, graduate from high school, complete at least some college, and obtain at least a Bachelor’s degree.
- Section II - “What do we know about student achievement?”: (1) the average is up a little bit in some subjects, at some grades, but flat or down a little bit in other subjects and grades; (2) the gaps narrowed during the 1970's and 1980's, but in the 1990's they widened somewhat; (3) too few 17-year-olds demonstrate strong reading and math skills; (4) on average African American and Latino 17-year-olds do math and read at same levels as white 13-year-olds; and (5) adult and student responses as to the reason for those statistics.
- Section III - “What do we know about improving results?”: (1) send clear and unambiguous signals; (2) “A” students in high poverty schools score at about the same level as “C” and “D” students in affluent schools; (3) the need for assessments that are educative, and an accountability system based on those

assessments that provide no cover; (4) demand progress by group; (5) demand progress at all levels of achievement spectrum; (6) stop comparing schools only to schools “like” them; (7) align authority and accountability; (8) insist that all children are in a rigorous curriculum matched with standards; (9) vocational students taking high-level English courses score higher; (10) provide extra instruction for students who need it; (11) the importance of high teacher quality; (12) time and supports for teachers is key for improving results; and (13) dollars do matter.

Ms. Haycock said teachers in lower income schools and school districts typically have lower expectations of students than those in higher income settings. She said the performance of lower income and minority students increased exponentially when expectations were increased, and the research is clear that if higher standards are set for students at all levels, a vast majority of them can do the work. She also said it is equally clear that not all students will make progress at the same rate, and so it is imperative to provide extra instruction for students who are struggling.

Ms. Haycock said students who enter school at a disadvantage continue to lag behind unless steps are taken to help them improve. She said some schools place a great emphasis on Carnegie Unit requirements making it very difficult to assist struggling students. She said that has created a kind of tension between the new emphasis on learning and standards and the old emphasis on time. She said it is also imperative to ensure teacher quality because there is clear research which indicates in this era of high academic standards for students, teachers themselves must meet high academic standards and know the subjects they are teaching.

A printed copy of Ms. Haycock’s slide presentation is attached as Exhibit A.

There was extensive discussion regarding: (1) approaching new concepts of teaching and learning to meet the individual needs of students; (2) what schools must do to help teachers “remake” instruction; (3) the impact of schools of choice and public school academies; and (4) the comprehensive changes at teacher preparation institutions necessary to better prepare teachers for the classroom.

No action was taken on this item.

VII. ADOPTION OF STATE BOARD OF EDUCATION STRATEGIES TO IMPROVE ACADEMIC ACHIEVEMENT IN CHRONICALLY UNDERPERFORMING SCHOOLS

Mrs. Straus said the overarching strategic goal of the State Board of Education for 2001-2002 is to raise the achievement level of students in chronically underachieving schools. She said to that end, the Board’s Executive Committee is proposing that the Board adopt the following strategies:

- Ensuring Excellent Educators
- Elevating Educational Leadership
- Embracing the Information Age
- Ensuring Early Childhood Literacy

- Integrating Communities and Schools

Mrs. Straus said the task forces will provide reports and policy recommendations for Board consideration on ensuring teacher quality, preparation, and professional development; raising the level of principals and helping existing principals do a better job; using educational technology and making it more effective in the actual teaching and learning process; stressing the importance of early childhood and preschool programs; and ensuring that children succeed by encouraging schools and communities to work together. She said these are only examples and are not intended to limit the work of the task forces. She emphasized that the chairs and co-chairs would be empowered to run the task force in the way they believe is productive, provided that the task force must report to the Board by a date certain with an interim and final report.

**Mr. Warren moved, seconded by Mrs. Gire, that the State Board of Education adopt the strategies to improve academic achievement in chronically underperforming schools, as listed in the memorandum dated June 12, 2001, from the Board's Executive Committee, and approve the formation of task forces to develop policy proposals.**

**The motion carried unanimously.**

Mrs. Straus said she has discussed the establishment of these task forces with the members of the Board. She said the task forces would be charged with developing recommendations to the Board, Legislature, Governor and/or local school districts and other organizations. She said a schedule will be developed for each committee to report to and implement the goals of the Board. The chairs or co-chairs of the task forces are as follows:

- Ensuring Excellent Educators - Mr. John Austin and Mrs. Eileen Weiser
- Elevating Educational Leadership - Mrs. Marianne Yared McGuire
- Embracing the Information Age - Mr. Michael David Warren, Jr.
- Ensuring Early Childhood Literacy - Mrs. Sharon Wise
- Integrating Communities and Schools - Mrs. Sharon Gire and Dr. Herbert Moyer

Mr. Watkins said he believes this shows tremendous leadership on behalf of the Board and he is pleased to see it moving forward.

Mrs. Straus said she thinks the task forces will make recommendations using the information received in presentations to the Board Ms. Kati Haycock, Director, The Education Trust; Dr. Larry Lazotte, Executive Director, Effective Schools Products, Inc.; Dr. Gary Sykes, Professor of Teacher Education and Educational Administration, Michigan State University; Dr. Kevin Hollenbeck, Senior Economist and Publications Director, W.E. Upjohn Institute for Employment Research; and Dr. Michael Williamson, Deputy Superintendent of Education Services. She said the Board will also receive information from Dr. Kenneth Burnley and two students from the Detroit City-Wide Student Council later in the meeting, and two principals of successful Detroit schools.

#### VIII. PERSONAL PRIVILEGE - MR. THOMAS D. WATKINS, JR.

Mr. Watkins said he is pleased to announce that Dr. William Bushaw, Executive Director, North Central Accreditation, has agreed to serve as the Chief Academic

Officer for the Department of Education. He said he believes Dr. Bushaw will be a tremendous asset not only the Department, but to the children across the state of Michigan as well. He said Dr. Bushaw will officially begin with the Department on Monday, June 18, 2001.

IX. RECESS

The Board recessed for lunch at 12:30 p.m. and reconvened at 1:15 p.m.

On behalf of the State Board of Education, Mr. Watkins thanked the Oasis Academy student band for their musical entertainment during the lunch hour.

X. FOURTH GRADE CLASS, STATE ROAD ELEMENTARY, FENTON AREA PUBLIC SCHOOLS

Mr. Watkins asked Mr. Austin to introduce the fourth grade class from State Road Elementary School, Fenton Area Public Schools. Mr. Austin's daughter, Lydia, is a member of the class, which is on a field trip to the Capitol Building, and Library of Michigan and Historical Center. He said he felt it would be a good opportunity for the Board to interact with students, and for the students to communicate with the Board.

Mr. Austin introduced Ms. Maria Stoddard, teacher, who introduced several parents who were in attendance.

Mr. Graham Wakeman, President, Student Council, State Road Elementary; Ms. Lydia Austin, and the entire class presented a PowerPoint presentation that they had prepared on Michigan's state parks, and the Capitol Building, and Ms. Stoddard responded to questions from the Board.

No action was taken on this motion.

XII. PUBLIC PARTICIPATION

- A. Mr. Douglas Gabriel, Director, Teacher Training, Oasis Academy, 21705 Evergreen Road, Southfield, Michigan 48075. Mr. Gabriel offered comments regarding Oasis Academy.
- B. Ms. Julie Jones, Teacher, Oasis Academy, 21705 Evergreen Road, Southfield, Michigan 48075. Ms. Jones offered comments regarding Oasis Academy.
- C. Ms. Bonnie Callas, Teacher, Oasis Academy, 21705 Evergreen Road, Southfield, Michigan 48075. Ms. Callas offered comments regarding Oasis Academy.
- D. Ms. Debbie Hillabrand, Teacher, Oasis Academy, 21705 Evergreen Road, Southfield, Michigan 48075. Ms. Hillabrand offered comments regarding Oasis Academy.

A group of students from Oasis Academy performed a Samba for the State Board of Education.

- E. Ms. Ruth Kotler, Superintendent, Oasis Academy, 21705 Evergreen Road, Southfield, Michigan 48075. Ms. Kotler offered comments regarding Oasis Academy. Ms. Kotler introduced Ms. Briana Jackson, and Ms. Christina Finley, 8<sup>th</sup> grade students at Oasis Academy.
- F. Ms. Janet McDonald, Parent, Oasis Academy, 21705 Evergreen Road, Southfield, Michigan 48075. Ms. McDonald offered comments regarding Oasis Academy.
- G. Mr. Fred Kline, Society for Excellence in Education and ROTC Association, 80 East Hancock, #1514, Detroit, Michigan 48201. Mr. Kline offered comments regarding the value of ROTC for improving discipline and academic achievement and general areas to improve achievement.
- H. Ms. Mary Wood, 27533 Santa Ana, Warren, Michigan 48093. Ms. Wood offered comments regarding the role of the Superintendent of Public Instruction in the oversight of charter school authorizers.

XII. PRESENTATION AND DISCUSSION REGARDING ACADEMIC ACHIEVEMENT IN CHRONICALLY UNDERPERFORMING SCHOOLS  
(continued)

- B. Comments and Discussion with Detroit City-Wide Student Council Members - Mr. Victor Marsh II, Former President, and Ms. Bianca Suarez, 2001-2002 President

Mr. Watkins said he recently attended a Detroit Reform Board meeting and was introduced to Mr. Victor Marsh, III, former President, and Ms. Bianca Suarez, current President, Detroit City-Wide Student Council. He said he was very impressed by these two young people, and felt they spoke with compassion and experience.

Mr. Marsh provided an overview of the purpose and activities of the Detroit City-Wide Student Council.

Ms. Suarez said the nation's success is predicated upon the resources it places in its youth, and while they are not elected members of the Board, they must make sure that any decision made in the interest of the people has input from them.

Ms. Suarez said Michigan is a state that promotes academic excellence, and in order to prepare students to become active, productive citizens in a democratic society, equity and rigorous standards must be demanded, mediocrity denounced, and academic excellence pursued.

In response to Board member inquiry, Mr. Marsh and Ms. Suarez provided further information on the student's perspective regarding: (1) preventing students from dropping out of school; (2) the Michigan Educational Assessment Program (MEAP) tests and its affect on curriculum; (3) nurturing student engagement in school; (4) diversity; and (5) the changing technological society.

C. Comments and Discussion with Dr. Kenneth Burnley, Superintendent, Detroit Public Schools

Dr. Kenneth Burnley, Superintendent, Detroit Public Schools, provided information and a PowerPoint presentation and responded to questions from the Board regarding Detroit Public Schools.

Dr. Burnley said all that is wrong with many children in the city of Detroit is that they lack the nurturing and attention necessary to succeed. He said the gap widens each year for students who begin their school career "behind the line," and therefore, it is imperative to focus attention on early intervention. He said Detroit Public Schools has developed a program beginning this fall which utilizes buildings as smaller centers to bring students who have dropped out of school back in. He said approximately 1,000 students will be involved initially. He said efforts are also being made on the other end of the cohort continuum with kindergarten students who are being pulled away to attend charter and private schools.

Dr. Burnley introduced Ms. Marilee Bylsma, Principal, Samuel Gompers Elementary School, and Ms. Phyllis Ross, Principal, William Davison Elementary School. He said Gompers and Davison Elementary were two of two hundred schools in the United States to be recognized as National Blue Ribbon Schools. He said they are overcoming the odds and helping children to achieve.

D. Comments and Discussion with Ms. Marilee Bylsma, Principal, Samuel Gompers Elementary School

Dr. Burnley said Gompers Elementary has not only received the National Blue Ribbon Exemplary School Award, but also the Recognize Achievement, Reward Excellence (RARE) Award for Excellence in Education.

Ms. Marilee Bylsma provided information and a PowerPoint presentation, and responded to questions from the Board regarding Samuel Gompers Elementary School.

Ms. Bylsma said 96% of the children at Gompers live at poverty level; 96% live in single parent households; 84% of the fifth graders have never gone to a restaurant and ordered off a menu; last summer only 10% left town during the summer break; 68% never left the neighborhood during the summer; 90% have never stayed in a motel; 82% do not play on organized sports teams; and 78% have never gone swimming in a lake.

Ms. Bylsma said all the decisions at Samuel Gompers Elementary School are made in the best interests of children and goals and objectives are based on the schools' mission statement. She said many opportunities and special programs have been designed to meet the individual needs of the students. She said these programs contribute to the development of the whole child, and offer a positive experience for students, parents, and staff.

There was discussion regarding the Good Morning Program offered at the school, the staff selection process at Gompers, the attendance problem, and the justification for employing a full-time attendance officer.



Mr. Warren asked what the State of Michigan could do to help Gompers Elementary achieve its goals. In response, Dr. Burnley said because the principal is key in a successful school, Detroit Public Schools is instituting a Principal's Academy so that it may replicate its outstanding schools.

Ms. Bylsma said she thinks as a state she would like to see some way that schools are evaluated in totality rather than exclusively by Michigan Educational Assessment Program (MEAP) scores. She said schools should be viewed as a total picture, for example, all the things it does for students, rather than focusing on one test that is given during a certain part of the year.

A folder with information regarding the school was distributed to the Board.

E. Comments and Discussion with Ms. Phyllis Ross, Principal, William Davison Elementary School

Ms. Phyllis Ross, Principal, William Davison Elementary School provided information and a PowerPoint presentation, and responded to questions from the Board regarding Davison Elementary School. She said the mission, goals, and objectives at Davison are aligned with Detroit Public Schools' academic goals, and its students perform at or above the targeted academic goals.

Ms. Ross said in an effort to raise Michigan Educational Assessment Program (MEAP) scores, a Reform Committee was established which consisted of staff from Detroit Public Schools Central Office, area administrators, parents, teachers, students, community members, and business partners. She said several programs were considered such as Success for All, Comer Schools, and Skills for Growth, none of which met Davison Elementary's needs. She said at one point the Reform Committee visited a school in Yonkers, New York which utilized the Micro Society concept. She said it was realized that that concept would meet Davison Elementary's needs, and therefore, steps were taken to implement it.

Ms. Ross said a request was made to the W.K. Kellogg Foundation for \$3 million, however, only \$1 million over a three-year period was granted. She said some adjustments had to be made to the program, but it has proven to be a success. She said a Micro Society provides an opportunity for students, especially those in a high poverty area, to experience everyday activities such as finance and computers. She said academic lessons also typically tie into the Micro Society aspect of the school day.

A folder with information regarding the school was distributed to the Board.

F. Comments and Discussion with Dr. Kenneth Burnley, Superintendent, Detroit Public Schools (continued)

Dr. Burnley said even though Gompers and Davison utilize different approaches to improving student achievement, they are both effective and receive full support from the administration. He said they also strive to meet the following goals: (1) student achievement; (2) focus on safe schools and student environment; (3) parent and community involvement; and (4) efficient and effective operation.

Dr. Burnley provided further information and a PowerPoint presentation, and responded to questions from the Board regarding Detroit Public Schools. He said many challenges have been met, but many remain as well. He said when he became the CEO of Detroit Public Schools, academic performance was poor, class sizes were too large, contracts were either non-existent or poorly written, security staff were not where they should have been in the schools, the financial system was not in good shape, many employees were not being paid correctly, and maintenance and grounds were not functioning as they should have been.

Dr. Burnley said an ongoing problem for Detroit Public Schools is declining enrollment which impacts the amount of State Aid that the district receives. He said Detroit loses 40% of its students each year to either other school districts, charter or private schools, or to students dropping out. He spoke of his efforts to persuade the Legislature to allow three-year averaging of student county to mitigate the effect of declining enrollment. He said the school district has done much in the way of community involvement, and is utilizing parent liaisons. He said regardless of all the steps that have been taken, more can and needs to be done.

In order to assist the Detroit Public Schools, Mrs. Straus said the Michigan Department of Education had just reached an agreement with Detroit Public Schools to develop a limited license for individuals who come in from the business community or who are currently working in the Detroit schools, but are not yet certified. She said that the limited license is not to reduce the standards, but an effort to improve the standards and have qualified teachers available in the schools in Detroit. She said the program would provide individuals with an accelerated program to teach them how to be effective in the classroom. She said the program is developed in cooperation with the Wayne State University College of Education.

There was extensive discussion regarding: (1) whole school reform; (2) the school improvement plan; (3) Department of Education assistance; (4) bond issues; and (5) the effect on Detroit Public Schools if the cap is lifted on charter schools.

Mrs. Straus thanked Dr. Burnley for his time and for presenting information to the State Board of Education.

No action was taken on this item.

### XIII. CONSENT AGENDA

- C. Approval of a New Educational Technology Endorsement for a Michigan Teaching Certificate and Approval of Standards for the Preparation of Teachers in Educational Technology - this item was removed from the agenda
- D. Approval to Modify the Current Art Education Endorsement for a Michigan Teaching Certificate, Approval of a New Advanced-Level Art Education Specialist Endorsement, and Approval of Standards for the Preparation of Art Education Teachers and Art Education Specialists - this item was removed

from the consent agenda and placed under discussion items

- E. Preliminary Approval of Finlandia University as a Teacher Preparation Institution
- F. Preliminary Approval of St. Mary's College as a Teacher Preparation Institution
- G. Approval of Nomination to the Special Education Advisory Committee
- R. Approval of October 1, 2000 - March 31, 2001 Report of State Board of Education Expenses
- S. Approval of Criteria for Grants for Dispute Resolution and Very Special Arts Under the Individuals with Disabilities Education Act (IDEA)

**Mr. Warren moved, seconded by Mr. Austin, that the State Board of Education approve the consent agenda as follows:**

- C. (this item was removed from the agenda);**
- D. (this item was removed from the consent agenda and placed under discussion items);**
- E. grant preliminary approval to Finlandia University as a teacher preparation institution, as discussed in the Superintendent's memorandum dated May 30, 2001;**
- F. grant preliminary approval to St. Mary's College as a teacher preparation institution, as discussed in the Superintendent's memorandum dated May 30, 2001;**
- G. approve the nominee listed in Attachment A of the Superintendent's memorandum of May 30, 2001, to serve as a member of the Special Education Advisory Committee for the term of July 1, 2001 to June 30, 2003;**
- R. (1) approve the October 1, 2000 - March 31, 2001, report of State Board of Education expenses, as attached to the Superintendent's memorandum dated June 8, 2001, and (2) authorize the Administrative Secretary to the State Board of Education to transmit the report to the House and Senate Fiscal Agencies and the Department of Management and Budget, as required by the Department of Education Appropriations Act; and**
- S. approve criteria for grants for Dispute Resolution and Very Special Arts, as identified in the Superintendent's memorandum dated June 8, 2001.**

**The motion carried unanimously.**

**XIV. REPORT OF THE SUPERINTENDENT**

- H. Human Resources Report**

- I. Report on Administrative Rule Waivers
- J. Report on Approval of New or Revised Teacher Education Programs and Hillsdale College Periodic Review/Program Evaluation Status
- K. Report on Request for Consolidation of South Lake Public Schools, Lake Shore Public Schools, and Lakeview Public Schools
- L. Report on Department of Education Cosponsorships
- M. All Students Achieve Program - Parent Involvement and Education (ASAP-PIE)
- N. 2000-2001 All Students Achieve Program - Summer School Program (ASAP-SSP)
- O. 2001-02 Title I Schoolwide Program Planning Grants
- P. 2001-02 Comprehensive School Reform Demonstration Program
- T. 1999-2000 Technology Literacy Challenge Fund Grant Program - Cycle 4

Mr. Watkins provided an oral report on the following:

A. Accreditation

Mr. Watkins said he has brought Dr. William Bushaw on staff to help address the accreditation issue, and has scheduled a meeting on June 18, 2001, with many constituent groups for open discussion. He said he has visited school districts throughout the state and has met with the Senate and House Education Committees, as well as the Legislature regarding this issue. He said Board members are invited to attend the accreditation meeting, and he hopes to maintain high academic standards while ensuring an appropriate and fair way to measure progress.

B. Michigan Educational Assessment Program (MEAP)

Mr. Watkins said he has had conversations with Mr. Doug Roberts, State Treasurer, regarding the recent report of irregularities on the Michigan Educational Assessment Program (MEAP) tests. He said the Departments of Education and Treasury both support high quality public education. He said the fact is that the overwhelming majority of teachers and administrators in public education are helping children effectively, and if there are any problems, they should be addressed quickly and appropriately.

XV. APPROVAL TO MODIFY THE CURRENT ART EDUCATION ENDORSEMENT FOR A MICHIGAN TEACHING CERTIFICATE AND APPROVAL OF A NEW ADVANCED-LEVEL ART EDUCATION SPECIALIST ENDORSEMENT, AND APPROVAL OF STANDARDS FOR THE PREPARATION OF ART EDUCATION TEACHERS AND ART EDUCATION SPECIALISTS

Mrs. Straus said she is pleased that the Board approved standards for the arts, but

would like to suggest the following change to the item: (1) Page 15, item 4.2, "...their storage, cleaning, ~~and~~ use, AND DISPOSAL; and (2) Page 26, item 4.2, "...their storage, cleaning, ~~and~~ use, AND DISPOSAL."

Mrs. Gire said she thinks it would be helpful if staff considered this request a precedent for any kind of curricular topic involving chemicals or hazardous materials.

**Mrs. Straus moved, seconded by Mrs. Gire, that the State Board of Education approve (1) replacing the current art education group major or group minor with required completion of a new 50 semester-hour minimum K-12, comprehensive group major in visual arts education; (2) creating a new K-12 graduate-level visual arts education specialist endorsement; (3) standards for the preparation of visual arts education teachers as modified; and (4) standards for the preparation of visual arts education specialists as modified, as discussed in the Superintendent's memorandum dated June 8, 2001.**

**The motion carried unanimously.**

XVI. APPROVAL OF STATE BOARD OF EDUCATION MINUTES

A. Approval of State Board of Education Minutes of Meeting of May 17, 2001

Mrs. Straus presented a collection of minor changes for the minutes of the meeting of May 17, 2001.

**Mrs. Gire moved, seconded by Mr. Warren, that the State Board of Education approve the minutes of the meeting of May 17, 2001, as modified.**

**The motion carried unanimously.**

XVII. COMMENTS BY STATE BOARD OF EDUCATION MEMBERS

A. Meeting on Accreditation - Dr. Herbert S. Moyer

Dr. Moyer commended Mr. Watkins for his efforts in coordinating the meeting on accreditation. Dr. Moyer said he had a conflict that day and would not be able to attend, but looked forward to the resulting action from the meeting, and in participating in the process in the future.

B. Michigan School for the Deaf Commencement Ceremony - Mrs. Sharon L. Gire

Mrs. Gire said she recently attended the commencement ceremony for the Michigan School for the Deaf, and thinks that it meant a lot to the students to have a State Board of Education member present. She said she highly recommends that a member attend each year because it was a personally moving experience for her to see the children and realize the struggles they have been through.

C. Policy on Bullying - Mrs. Kathleen N. Straus

Mrs. Straus said she has received many inquiries regarding a policy on bullying. She said legislation has been introduced, and requested that the Superintendent of Public Instruction draft a model policy for Board discussion and possible approval at the next meeting.

Mr. Warren asked that the policy be understood as an outgrowth of the School Safety Policies of the State Board of Education, and incorporate or reference that policy.

Mr. Austin said even though the Board cannot do everything at once, he hopes that it will focus on issues discussed earlier in the meeting, and encourage Mr. Watkins and others to address school safety-related issues as well as hold dialogue with the Legislature.

D. Appreciation - Mr. John Austin

Mr. Austin thanked the Board for indulging the fourth grade class from State Street Elementary earlier in the meeting. He said he knows it meant a lot to them and he appreciates the Board's time.

XIII. TENTATIVE AGENDA FOR NEXT MEETING

Mr. Watkins said previous discussion has indicated a desire of the Board to hold meetings outside of Lansing. He said suggested locations include Blue Lake Fine Arts Camp, Interlochen, or the Upper Peninsula. He said barring any objections from the Board, he will direct staff to begin work on those arrangements. He said he plans to attend the Upper Peninsula Education Summit even though it is the same day as the Governor's Education Summit. Mr. Watkins extended an invitation to Board members to join him on September 7, 2001.

Mrs. Wise suggested that the Board also consider contacting the Michigan Humanities Council because they are involved in many parks and touring programs.

XIX. FUTURE MEETING DATES

- A. July 19, 2001
- B. August 23, 2001
- C. September 20, 2001
- D. October 18, 2001

XX. ADJOURNMENT

The meeting adjourned at 4:35 p.m.

Respectfully submitted,

Michael David Warren, Jr.  
Secretary