

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

October 20-21, 1999

Wednesday, October 20, 1999

Cadillac Area Public Schools, Cadillac High School
400 Linden Street, Cadillac, Michigan

Present: Mr. Arthur E. Ellis, Chairman
Mrs. Dorothy Beardmore, President
Mrs. Kathleen N. Straus, Vice President
Dr. Herbert S. Moyer, Secretary
Mrs. Sharon L. Gire, NASBE Delegate
Mrs. Marianne Yared McGuire
Mr. Michael David Warren, Jr.
Mrs. Eileen Weiser

Absent: Mrs. Sharon A. Wise, Treasurer
Governor John Engler, ex officio

I. WELCOME AND COMMENTS FROM MR. FRED CARROLL,
SUPERINTENDENT, CADILLAC AREA PUBLIC SCHOOLS

Mr. Fred Carroll, Superintendent, Cadillac Area Public Schools, welcomed the State Board of Education to the Cadillac Area Public Schools, and said staff at the Mackinaw Trail Middle School, Lincoln Elementary School, Cadillac High School and the alterative school appreciated the opportunity to showcase their programs, and provide the Board with tours of their facilities earlier in the day.

II. PRESENTATION BY THE CADILLAC HIGH SCHOOL DEBATE TEAM

Ms. Kristine Darrow, Coach, Cadillac High School Debate Team, said the team will debate briefly the federal government's role in establishing an education policy to significantly increase academic achievement in secondary schools in the United States. She said two students will present comments in support of this issue, and various methods to increase academic achievement. She said the student presenting the dissenting opinion will offer comments pertaining to the risk, cost, and possible elimination of state rights. She said at first, the students were a bit apprehensive regarding this subject, but have actually learned much about education over the past year.

The following students offered comments:

A. Ms. Melissa Harris, Junior, Cadillac High School. Ms. Harris said the federal government should offer financial incentives to colleges and universities, and encourage the utilization of alternative assessments such as portfolios, extra curricular activities, and volunteer work when students apply for admittance to a college or university. She said as a result of these alternatives, secondary teachers will be allowed curriculum flexibility, and alleged problems with discrimination will be eliminated by providing a more realistic view of the college applicant.

B. Mr. Eric Benson, Senior, Cadillac High School. Mr. Benson said twenty-three states still allow corporal punishment in schools. He said a federal ban and the elimination of federal funding from schools which practice corporal punishment would result in a safe environment where students do not fear teachers or administrators, and are able to learn effectively.

Mr. Benson said he feels that student achievement will be increased by a mandated national curriculum which may include a wide variety of subjects such as the Holocaust, conflict resolution, or driver education. He said by issuing a standardized curriculum, students will become, for example, more aware of historical mistakes, and therefore, be able to avoid those pitfalls in their own lifetimes.

C. Mr. Patrick Wilcox, Senior, Cadillac High School. Mr. Wilcox said by enacting curriculum tradeoffs, focus is deflected away from the traditional core area subjects, and in effect decreases the impact of each of these issues. He said federal government mandates for programs will create an imbalance in power between federal and state level governments.

Mr. Warren said as a former member of a debate team for Wayne State University, he commends the students for their efforts, and the enormous amount of time and energy involved in research. He said student debates are usually quite lengthy, and result in a very specific and detailed analysis of the debate. He said he hopes that the district will continue to encourage this activity.

III. CALL TO ORDER

Mr. Ellis called the meeting to order at 8:05 p.m.

IV. APPROVAL OF AGENDA AND ORDER OF PRIORITY

Mr. Warren moved, seconded by Mrs. Beardmore, that the State Board of Education approve the agenda and order of priority for Wednesday, October 20, 1999.

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

The motion carried.

V. 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 Board and guests attending the meeting.

VI. PERSONAL PRIVILEGE - MRS. DOROTHY BEARDMORE

On behalf of the State Board of Education, Mrs. Beardmore thanked everyone for attending the Board meeting. She said the Board is eager to hear their comments and will attempt to answer any or all questions regarding education.

VII. PUBLIC PARTICIPATION IN STATE BOARD OF EDUCATION MEETING

A. Ms. Betty Kamphuis, 5591 North Crosby Road, Cadillac, Michigan 49601. Ms. Kamphuis offered comments regarding Senate Bill 447 which will change kindergarten eligibility cut off from December 1 to September 1.

Ms. Kate McAuliffe, Director, Government Services and Customer Satisfaction, said information regarding this issue will be presented to the Board at its October 21, 1999 meeting, and therefore, no Board position has been established.

B. Ms. Laura Dickey, 511 Arbutus Drive, Cadillac, Michigan 49601. Ms. Dickey offered comments regarding home schooling in Michigan, and the apparent lack of discipline and regulation for some home schooled students.

Ms. Jean Shane, Executive Assistant to the Superintendent, said the Board shares Ms. Dickey's concerns, but parents in Michigan have a legal right to choose where and how their children are educated. She said a Supreme Court decision was issued in 1993 stating that if a family had a religious objection to teacher certification, they had an option to provide an education through a non certified person. In 1996, the Legislature enacted a new clause to the compulsory school attendance law that allows parents with no qualifications to teach their children. She said there are no stipulations regarding the number of days of instruction, student achievement for a specific age or grade level, or formalized testing, therefore a family may home school their child from day one all the way through the 12th grade and never interface with formal education. She said some parents are doing an excellent job home schooling their children, and are to be commended for what they do, but she admitted that there are many situations where that is not true.

Ms. Dickey wished to clarify that she has no objection to parents who home school their children for religious reasons, but feels children who are constantly bounced in and out of traditional public school do not receive a proper education.

Dr. Moyer said the Board visited Cadillac Area Public School's alternative education program, and he feels that part of the issues raised by Ms. Dickey could be resolved by utilizing that program.

Mr. Warren said Cadillac Area Public Schools staff outlined a program earlier in the day which utilized an on-line computer system which allowed students to access classroom lessons from home. He said a camera mounted on the computer serves as a means to monitor the amount of time the student spends on lessons, and though it is currently a pilot program, it may serve home schooled students as described by Ms. Dickey.

Mrs. Straus said the Board agrees with Ms. Dickey's concerns regarding home schooled children, however, the law is firm on this point. She said extensive lobbying would be required to change that law, and she is not optimistic that the current Legislature would be willing to effect that change.

Mrs. McGuire said she supports more stringent monitoring of home schooled students. She said many states require that home schooled children take the state assessment tests, but that is not so in Michigan.

- C. Ms. Joy Gaasch, President, Cadillac Area Chamber of Commerce, 7700 West 30 Road, Harrietta, Michigan 49638. Ms. Gaasch offered comments regarding the importance of technical preparation centers, career pathways, and collaborative efforts on workforce development issues.

Dr. Moyer suggested that either a consortium or a satellite program could be developed with a community college outside of Wexford or Missaukee counties to provide the types of programs that Ms. Gaasch has discussed.

Mr. Lynn Bollman, Superintendent, Wexford-Missaukee Intermediate School District, said one concern is that even though a college or university may offer a satellite program in these counties, it is not a community college, and therefore, they are not eligible for the job training grants. He said it would help if some accommodations were possible so that a satellite program with a Michigan community college could serve as a base for writing grants.

Ms. Gaasch said Northwestern Michigan College has written grants for the Cadillac area, but their offices and staff are located in Traverse City. She said it is imperative to have an entity located within the community to effectively serve the needs of local industry.

Mrs. Beardmore encouraged Ms. Gaasch to contact the Michigan Department of Career Development to discuss the issue she has brought before the Board. She said a recently issued Executive Order will move portions of the Office of Career, Curriculum, and Technical Services from the Department of Education to the Department of Career Development, and will therefore, not be under the direction of the State Board of Education. She said the Board does still have the authority and responsibility over all of education in Michigan, so effective communication with the new department will be imperative.

VIII. RECESS

The Board recessed for the evening at 8:40 p.m.

Thursday, October 21, 1999

Wexford-Missaukee Career Technical Center, Lake Superior Room
9905 East 13th Street, Cadillac, Michigan

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 L. Weiser

Absent: Governor John Engler, ex officio

IX. CALL TO ORDER

Mr. Ellis called the meeting to order at 9:47 a.m.

X. APPROVAL OF AGENDA AND ORDER OF PRIORITY

- A. Report of the Superintendent - Report on Property Transfers - added to agenda
- B. Report on State Discretionary Projects and Grant Amendments for the 1999-2000 School Year to Meet Required Activities Under the Individuals with Disabilities Education Act - removed from agenda

Mrs. Beardmore moved, seconded by Mrs. Wise, that the State Board of Education approved the agenda and order of priority, as modified, for the meeting of October 21, 1999.

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

The motion carried.

XI. WELCOME - MR. LYNN BOLLMAN, SUPERINTENDENT, WEXFORD-MISSAUKEE INTERMEDIATE SCHOOL DISTRICT

On behalf of the Wexford-Missaukee Board of Education, and the seven local school districts served by Wexford-Missaukee Intermediate School District, Mr. Lynn Bollman, Superintendent, Wexford-Missaukee Intermediate School District, welcomed the Board to Cadillac. Mr. Bollman introduced the following local superintendents in attendance at the Board meeting: Mr. Fred Carroll, Cadillac Area Public Schools; Mr. Lewis E. Burchard, Lake City Area Public Schools; Mr. Daniel Bachman, McBain Rural Agricultural Schools; Mr. Robert Henthorne, Manton Consolidated Schools; and Mr. Jerome G. Schwartz, Marion Public Schools.

Mr. Bollman said he was pleased to provide the Board with a tour of the Wexford-Missaukee Career Technical Center this morning, which not only serves the local districts with career and technical programs, but special and general educational needs as well. A copy of the school improvement plan and annual report was provided to the Board.

On behalf of the State Board of Education, Mrs. Beardmore thanked Wexford-Missaukee Intermediate School District for their hospitality, and the interesting tour of their Career Technical Center. She said the Board was pleased with the turnout for the dinner held on Wednesday evening at McGuire's Inn which included several school administrators and board members from the surrounding area. She said it is always exciting to witness what school districts are accomplishing through programs and policies supported by the Board.

XII. AGENDA MATERIALS

- A. Approval of Minutes/Actions for State Board of Education Meeting of September 16, 1999
- B. Report of the Superintendent - Report on Property Transfers - Memorandum dated October 15, 1999, from Superintendent to the Board

XIII. INFORMATIONAL MATERIALS PROVIDED TO THE BOARD

- A. Information on the Review of Procedures for Special Education by the Special Education Advisory Committee (SEAC) - Memorandum dated October 20, 1999, from Superintendent to the Board

- B. Update on Michigan Schools for the Deaf and Blind, the Michigan School for the Blind Lansing Campus, and Camp T - Memorandum dated October 18, 1999, from Mr. Alexander G. Davlantes, Administrative Officer to the Board

XIV. INTRODUCTIONS OF STATE BOARD OF EDUCATION MEMBERS AND GUESTS

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

XV. APPROVAL OF STATE BOARD OF EDUCATION MINUTES/ACTIONS

- A. Approval of State Board of Education Minutes/Actions of Meeting of September 16, 1999

Mrs. Gire moved, seconded by Mrs. Wise, that the State Board of Education approve the Minutes/Actions of the meeting of September 16, 1999.

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

The motion carried.

XVI. APPROVAL OF A PLAN FOR THE REVISION OF THE PERIODIC REVIEW/PROGRAM EVALUATION PROCESS

Mr. Ellis said discussion on the periodic review/program evaluation process was held at the July 15, 1999, Board meeting, and Dr. Carolyn Logan, Director, Office of Professional Preparation Services, and staff have returned to outline the plan for revisions of the periodic review/program evaluation process.

Dr. Logan introduced Ms. Sue Wittick, Education Consultant; Dr. Flora Jenkins, Supervisor, Client Services Unit; and Dr. Frank Ciloski, Consultant, and said she and staff appreciate the opportunity to continue the discussion on the periodic review/program evaluation process. She said an extensive presentation was provided at the July 15, 1999, Board meeting regarding the procedures for the periodic review/program evaluation process which she hopes indicate how staff exercise the Board's oversight responsibilities.

Dr. Logan said staff in the Office of Professional Preparation continually focus on their Vision Statement because it represents why the office exists, and she feels that all Board conversations regarding K-12 standards, and student achievement reflect an inference to teacher quality. She said the current process was developed by a twenty-two member Board-appointed group of educational professionals, and mirrors the National Council for the Accreditation of Teacher Education (NCATE) process.

Dr. Logan said many parallels between K-12 education and teacher preparation exist as well as the curriculum improvement and teacher preparation models. She said it is necessary to identify what students should know and be able to learn before teacher education and professional development programs can be adjusted to provide teachers the skills necessary to accomplish that goal. She said staff have not historically made a concerted effort to connect with the faculty of the teacher preparation institutions, but have attempted to change that practice by holding a one day reading forum which was video taped and shared with faculty members.

Dr. Logan said all but two of the thirty-two teacher preparation institutions have received their periodic review/program evaluations, and because it is a five-year cycle, changes and/or improvements must be made to the process before the fall of 2000. She said as a result of the current periodic review process, the Office of Professional Preparation Services has updated records of current program offerings, all programs have been reviewed according to current standards, institutions have insight into ways to improve their programs, communication has improved between teacher education faculty and specialty-area faculty, institutions have become increasingly sensitive to the needs of new teachers, PK-12 curriculum, and to the value of the review process, and content-area faculty have increased their awareness of program standards, PK-12 curriculum, and the course content specifically needed by new teachers.

Dr. Logan said the current system needs some improvement in that the on-site review teams experience difficulty recruiting members, there is a shortage of content experts, is expensive for the state, and lacks consistency in decisions. She said the Periodic Review/Program Evaluation Council has limited time and/or inadequate information for making decisions regarding the program standards used, and there is minimal feedback and occasional delays and inconsistency in reports to the institutions. She said new language is needed to support a continuous improvement model.

Dr. Logan said the existing guidelines for the program standards which were developed by the Periodic Review Council allow the higher education institutions to choose the standards for the development of their programs, unless Board approved standards are available.

In response to Mr. Warren, Dr. Logan said it is correct that if teacher preparation institutions wish to continue to offer teacher certification candidates, they must comply with the standards established by the State Board of Education, however, those standards are not actually mandated.

In response to Mrs. Gire, Dr. Logan said teacher preparation institutions assist the Department in holding teachers accountable for learning based on the K-12 standards, and by ensuring any changes that occur are reflected in the development of the teacher test.

In response to Mr. Warren, Dr. Logan said the current teacher test standards are based on the curriculum for K-12 students. She said this system works fine for subjects which have Board approved standards, but if none exist, the higher education

institutions can choose their own. She said there will never be a test which is able to assess all skills, and therefore, it is imperative to provide an opportunity for instruction based on what a student needs to know and be able to do. She said this applies to whether it is an elementary, secondary, or graduate student, or a teacher certification candidate.

Mrs. Straus said Dr. Logan has discussed standards for the core academic areas, but the Board also approved the Model Content Standards for Arts Education and World Languages at the June 4, 1998, meeting.

Dr. Logan said the objective is to have Board approved standards for every area in which teachers are prepared. She said institutions often make recommendations to staff for certification, but the focus has been on the core content areas. She said it is realized that more work must be done in other subject areas.

In response to Mrs. Straus, Dr. Logan said there is an ongoing need for teachers to continue learning after they have received their professional certification, but she feels that process should be evaluated to determine if more structure can be provided. She said this information will be presented to the Board once it has been prepared.

Dr. Logan said the existing periodic review process is too involved and needs to be more outcome-focused and performance-based. She said staff proposes that the composition of the Periodic Review/Program Evaluation Council be reduced from a standing committee of twenty-two members to an ad hoc committee of twelve, and change the structure of the periodic review process from an accreditation process model to a program approval process model. She said as part of the accreditation process a standard could be established for the highest degree of faculty. She said she thinks this standard would work well for an accreditation process, but she is not sure of its value to the preparation of teachers. She said in other words, it would be assumed that the faculty member in the highest degree will be the most effective in the preparation of teacher certification candidates.

Dr. Logan said staff also proposes a change to the existing guideline concerning specialty area endorsement program standards from allowing institutions a choice of standards to requiring all institutions to follow Board approved standards. She said the Board received information regarding the specialty area review conferences at the September 16, 1999, meeting, which outlined plans to provide curriculum guidelines to a panel of experts prior to the actual program evaluation. She said panel members and representatives of the institutions will have an opportunity to discuss the findings and the response from the college or university.

In response to Mrs. Beardmore, Dr. Logan said the Periodic Review/Program Evaluation Council would be selective in which institutions received an onsite visit, and would base them on their findings. She said staff would prefer that the periodic review process include the institutional report card data required by Title II of the Reauthorized Higher Education Act. She said there is a tremendous amount of data required, and the institutions are committed to compiling that information.

Dr. Logan said staff have identified a need for the Board to approve a framework for a performance based periodic review process, and policy and procedures to support compliance within Title II requirements. She said the federal government has developed tight time lines for the Title II Higher Education Fund which the Department must comply with to continue receiving those funds.

Dr. Logan said the most immediate deadline is April 7, 2000, when all teacher preparation institutions that enroll students who receive federal assistance under the Act must report annually to the state and public, and develop an institutional report card which must include: (1) assessment data and pass rates of program completers on state licensure assessments; (2) a comparison of institution/program pass rates with the state average pass rates; (3) the average number of hours of supervised practice teaching, and faculty-student ratio for supervised practice teaching; and (4) verification of their state approval or accreditation; (5) designation of performance status by the state; and (6) contextual additional/optional information.

Dr. Logan said the Department must in turn submit its report to the United States Department of Education in October, which will include: (1) assessment data on certification candidates; (2) certification and licensure retirements; (3) a description of assessments and certification requirements; (4) standards and criteria for grade level and subject area certification; (5) a description of alignment of assessments and requirements for certification with state standards and assessments for students; (6) passing scores and percentage of teaching candidates who passed each certification assessment; (7) percentage of teaching candidates who passed each assessment ranked by teacher preparation program; (8) information on teacher waiver permits issued/distributed across high and low poverty areas; (9) description of alternative route certification programs and assessment related information; (10) description of "proposed criteria" for assessing the performance of teacher preparation programs, including indicators of candidate knowledge and skills; (11) information on passing assessments as a prerequisite for teaching a grade level or subject; and (12) evidence of the alignment between K-12 standards and teacher preparation standards.

Dr. Logan said the recommended structure would be a framework for a performance based periodic review process comprising the program unit review, and the specialty programs review. She said component A of the program unit review would include the narrative response to the following critical accountability factors: (1) candidate performance; (2) field placement; (3) diversity; (4) faculty; (5) parent/community involvement; (6) technology; and (7) regulatory/policy requirements. She said component B would entail a summary report on a state developed annual survey of program graduates, cooperating teachers, and employing districts. She said most of the institutions conduct a follow up survey of their graduates, and she hopes uses the information collected to improve their programs.

Dr. Logan said component C would be the inclusion of the annual report card data. She said the Section II specialty program would include expert panel members, participation of institution representatives, immediate feedback and response, and follow-up on previous reviews and evaluations.

Dr. Logan said staff will work with the Michigan Association of Colleges of Teacher Education (MACTE) Board which consists of representatives of both public and private institutions to develop a definition of terms, interpretations for technical assistance, develop a process for identifying low-performing institutions or programs, and develop a system for the management and electronic transmittal of required data. She said staff intends to submit a policy recommendation to the State Board of Education in either December 1999, or January 2000.

Dr. Logan said a framework for the performance based periodic review/program evaluation process will include the following time lines:

- October-December 1999 - work with MACTE to review and refine the draft framework
- February - March 2000 - submit framework to State Board of Education and develop instructions for compliance, and guidelines for implementation
- April 2000 - disseminate revised Periodic Review/Program Evaluation procedures to institutions

Dr. Logan said staff will continue to require Board approval of standards for specialty endorsement programs, definition of terms for Title II compliance, a framework for a performance-based Periodic Review process, and teacher preparation institutions which are reviewed periodically. She said staff will continue to use the periodic review process as a means to the end of continuous improvement, establish and support connections between specialty program faculty and curriculum experts, and encourage the use of Department developed/endorsed resources.

Mrs. Beardmore said she was not pleased with the term “means to the end of continuous improvement,” which indicates that staff will work toward the end of continuous improvement. She said the Board would like continuous improvement to be an ongoing process.

Dr. Moyer moved, seconded by Mr. Warren, that the State Board of Education approve the Plan for the Revision of the Periodic Review/Program Evaluation Process, as discussed in the Superintendent’s memorandum dated October 14, 1999

Mrs. Weiser said she feels that the Board has not been able to encourage technology and the visual and performing arts enough in Michigan. She said technology can make a difference to children who access learning through that medium, and she has found through her own personal experience that the visual and performing arts can affect student learning in the core academic areas.

Dr. Logan said the teacher preparation institutions are realizing the importance of ensuring that teachers are prepared to meet the needs of students in the core content areas, the visual and performing arts, and integrated curriculum. She said staff will certainly express the concerns of the Board as standards are developed.

Dr. Moyer thanked Dr. Logan and staff for their comprehensive report, and said many people have worked for a number of years to adopt the arts as an inclusive aspect of the core curriculum. He said comments made have lead him to believe that there has only been a permissive kind of inclusion, and therefore, he feels that the Board should emphasize the importance of the arts to ensure that teacher preparation institutions include them in their teacher training.

Mr. Warren said he is pleased with this presentation, and thinks it is a critical policy issue that the Board can address. He said he thinks a critical component of the process is the Periodic Review/Program Evaluation Commission, and expressed concern that the composition is limited to professional educators from universities and the field. He said he feels that it should also involve Department staff, parents, and community and business members. He said he did not feel that the citizens are represented with the current composition of the Commission, and that all will benefit by broadening the scope of experience and opinions.

In response to Mrs. Straus, Dr. Logan said staff relate to the Teacher Education Accrediting Council (TEAC) in the same manner as with NCATE which is through the standards and the process. She said accreditation is an option that an institution may choose, and because it not inexpensive, it is conceivable that some institutions would not be willing to make the financial commitment. She said it is possible to strive toward high standards, and not pay for a review. She said it is important to develop an independent review and approval process to ensure the quality of these programs.

Mrs. Beardmore said she is pleased to note that several positions adopted by the Board over many years have been integrated into the “Criteria for Assessment of Pedagogy.” She expressed concern that Tab E, Item 2C, the “Role of Expectations on Learning” has only been given a level 2, and said she feels that with all the focus on teacher expectations and the impact they have on student learning, it should be given a higher level.

Mrs. Beardmore said it is obvious that the Board places great value on art education, and therefore, feels that, it as well as employability skills, should become an integral part of this document. She said she encourages the inclusion and strong support for areas that the Board has viewed as essential learning because what gets tested tends to be what gets taught.

The vote was taken on the motion.

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

The motion carried.

XVII. RECESS

The Board recessed for lunch at 12:00 p.m. and reconvened at 1:40 p.m.

XVIII. PUBLIC PARTICIPATION

- A. Ms. Debbie Todd, P.O. Box 123, Hersey, Michigan 49639. Ms. Todd offered comments regarding special education in Michigan.
- B. Mr. Hunter Genia, Native American Community Services, 615 Turner Street, NW, Room 32B, Ground Level, Grand Rapids, Michigan 49504. Mr. Genia offered comments regarding Native American cultural issues and the use of offensive mascot names in Michigan schools.

XIX. REPORT ON STATE BOARD OF EDUCATION LEGISLATIVE RECOMMENDATIONS AND EDUCATIONAL LEGISLATION

Ms. Kate McAuliffe, Director, Government Services and Customer Satisfaction, reviewed the following bills:

- A. SB 447 Kindergarten Age: Amends the Revised School Code to change eligibility for starting kindergarten at age 5 from December 1 to September 1.

Mrs. Straus expressed concern that children who attend pre-school programs may have to wait an additional year before they are allowed to attend kindergarten if this legislation is enacted. She said she has read and heard many opinions from educational groups which are divided on the benefits of delaying kindergarten entrance.

Ms. McAuliffe said there is no mandate for a parent to enroll a student in kindergarten, but there has been discussion regarding providing a waiver which would allow some sort of local policy without respect to age.

Dr. Jacquelyn Thompson, Director, Office of Special Education and Early Intervention Services, said the issue is child development and because every child is unique, parents with children who have birthdays on the cut off date have traditionally made the decision of whether they will enroll them in kindergarten or hold them back another year.

Dr. Moyer said he feels that the date should remain as it is for the following reasons: (1) this is an era of early childhood education; (2) some districts provide programs such as Early Fives which are very successful; and (3) kindergarten is not mandatory and parents have the option of sending their child.

Mr. Warren said nothing will be accomplished by changing the date from December 1 to September 1. He said it seems to him that a better solution would be if the Board were to set some policies, and establish a resolution regarding this issue.

Mrs. Beardmore said when a child is “too young” chronologically, but the family believes that the child is ready developmentally, the parent should be able to approach the local board for a decision of whether or not to admit that child. She said the issue seldom arises, but if there is that opportunity for parents to ask for an exception, she does not see any point in changing the date.

Mrs. Beardmore moved, seconded by Dr. Moyer, that the State Board of Education take a position of non-support of House Bill 447

Mr. Warren offered an amendment which would suggest that the Legislature allow local districts or empower the State Board of Education to issue administrative waiver authority for exceptions to the December 1 date on an individual basis. There was no support for the amendment.

The vote was taken on the motion.

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

The motion carried.

- B. SB 501 Speech Therapists: Amends the Revised School Code to permit a person not holding a teaching certificate to provide speech and language services in the schools.

Mrs. Gire said she could not in good conscience support this legislation without receiving public input.

Mrs. Wise said she would support this legislation because many school districts have requested waivers based on difficulties in finding teachers with additional speech and language certification.

Ms. McAuliffe said the speech and language certification would still exist. The Legislature would allow a district experiencing difficulty to hire a speech therapist who did not also hold a teaching certificate.

In response to Mrs. Straus, Dr. Thompson said speech therapy services would fall under the category “related or ancillary services” at a child’s Individual Education Program (IEP). She said a child with a learning disability who also has speech and language difficulty would be assigned to a classroom teacher with a learning disability endorsement or a learning disability teacher consultant who would consult with the general education classroom teacher. She said if the child has speech therapy services on their IEP, a speech therapist would provide the services in either intensive therapy services, or in a classroom with a small group of children, but would not be the classroom teacher. She said a speech and language therapist with a teacher certificate, could be assigned as a classroom teacher for a group of students with intensive language disabilities for whom the IEP has assigned those students to a language classroom program.

Mrs. Wise moved, seconded by Mr. Warren, that the State Board of Education supports the concept of Senate Bill 501.

Dr. Moyer said he empathizes with the intent of the legislation, and thinks the Board has dealt with it on an issue by issue basis. He said through that process the Board has given it an element of review so it has not been just a blanket elimination of teacher certification. He said even though it is recognized that there are many areas of the state which have experienced difficulty in recruiting, there is a due process opportunity.

Mrs. Weiser said she has received a number of phone calls from speech and language pathologists regarding this issue, and from what she understands, there is simply a shortage of people with or without teaching certificates in this field. She said the Department could continue to review this on a case by case basis, but it is an extra amount of unnecessary paperwork.

The vote was taken on the motion.

Ayes: Gire, Warren, Weiser, Wise

Nays: Beardmore, McGuire, Moyer, Straus

The motion failed.

- C. SB 631 School Inhaler Use: Amends the Revised School Code to allow students with asthma to use inhalers at school; exempts school personnel from liability under certain circumstances.

Mr. Warren moved, seconded by Mrs. Gire, that the State Board of Education support Senate Bill 631.

Dr. Moyer said current law requires children who must take medication to check it into the school office, making it available as they need it throughout the day. He said children can be uninhibited in taking things out and sharing them with others, and therefore, he is concerned about discipline and oversight.

Ms. McAuliffe said the bill requires written approval from the parents and physician.

Dr. Moyer said he does not feel that would eliminate the oversight problem.

Mrs. Gire said she understands Dr. Moyer's concerns, but feels that inhalers and allergy medication are specific treatments, and children are taught to use them responsibly. She said if a child begins to have breathing problems and must wait until they reach the office for medication, they may suffer a much worse asthma attack.

The vote was taken on the motion.

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

The motion carried.

- D. SB 614 Medicine Distribution: Permits school nurses to administer medication without having another adult present.

Mrs. Beardmore moved, seconded by Dr. Moyer, that the State Board of Education support Senate Bill 614.

The vote was taken on the motion.

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

The motion carried.

- E. SB 706 Athletic Supplements: Prohibits school employees
HB 4838 from endorsing or selling performance-enhancing supplements.

Mr. Warren moved, seconded by Dr. Moyer, that the State Board of Education support Senate Bill 706/House Bill 4838.

The vote was taken on the motion.

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

The motion carried.

- F. SB 658 Braille Literacy: Amends the Revised School Code to provide braille literacy services for visually impaired pupils.

Mrs. Gire said a bill similar to this was presented to the Legislature in previous sessions, and she supports the general concept that it proposes.

Mrs. Beardmore said the rhetoric regarding this proposal seems to be based on an assumption that braille instruction is not taking place, and yet every school she has visited which has visually impaired students, has utilized braille. She said she would support this bill in concept because children who are visually impaired must have access to all available teaching tools. She said visually impaired children should have materials available in a language they can understand and use, but feels it is excessive to require every textbook to be translated into braille.

In response to Dr. Moyer, Ms. McAuliffe said there is already a requirement that visually impaired children must receive instruction in braille, and the federal law covering children with disabilities has incorporated this standard.

Dr. Williamson said the Department administers and maintains the Michigan Assistive Technology Resources (MATR) project now, and some issues have surfaced in the last two years which have caused a re-evaluation of the management skills necessary to operate the system. He said in the past, it has taken anywhere from six to ten months for materials to be delivered to the student, but that has now been trimmed to two to four weeks.

Ms. McAuliffe said another difficulty lies in the fact that the technology to translate tables, graphs, and illustrations has not yet been developed.

Mrs. Straus questioned whether the text book publishers could be mandated to comply with the legislation. In response, Mr. Ellis said the bill states, "A publisher shall not charge this state a price for this electronic version that exceeds the price it charges for the print or electronic media version of the textbook."

Ms. McAuliffe reminded the Board that the population which would be affected by this bill is very small.

Mr. Warren said the authors of the bill clearly thought there was going to be some impact, because it specifically states that, "To the extent that the requirements of this section constitute a new activity or service or an increase in the level of any activity or service beyond that required by existing law, the Legislature finds and declares that any additional costs resulting from these requirements are *de minimis* and do not require additional appropriations under Section 29 of Article IX of the State Constitution of 1963." He said it also states that the Superintendent, not the State Board of Education, shall adopt braille reading and writing standards for teachers, and those standards shall be included in the rules governing special education. He said that seems to cut across the grain in what the Board is trying to do with the teacher certification discussion held earlier in the meeting. He said he does not support the concept of the bill, but does support the concept of teaching children to learn.

Mrs. Gire moved, seconded by Mrs. Beardmore, that the State Board of Education support the concept of Senate Bill 658 in order to promote student learning and the ability to read, and provide braille assistance and tools, if needed, in a timely manner

The vote was taken on the motion.

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

The motion carried.

XX. REPORT ON 2020 VISION

Mr. Ellis introduced Mr. Thomas J. Bucholz, Coordinator of Communications Outreach, who was recently hired from Midland Public Schools to fill a position in the Office of Communications. He said Mr. Bucholz will provide information, a slide and video presentation, and responded to questions from the Board regarding the 2020 vision.

Mr. Bucholz said at the February 17, 1999 retreat, Mr. Craig Ruff, President, Public Sector Consultants, Inc., suggested the development of a 2020 vision, and what a graduate should know and be able to do. He said the first step toward that goal is to utilize thirteen focus groups comprised of 15-20 students, educators, parents, community members, and business owners which will meet throughout the state over the next four months in Sault Ste. Marie, Lansing, Saginaw, Grand Rapids, Detroit, Utica, and Ann Arbor. He said the focus groups will be loosely structured to obtain accurate and unbiased data centered around the following three questions: (1) What will a Michigan student require to be a successful adult in the

year 2020; (2) How should schools prepare students to become successful 2020 adults; and (3) How should education be organized in order to serve those students. He said there will also be several bulleted subcategories designed to further define each of the questions for the focus groups, and will be the only guidance provided.

Mr. Bucholz said a pilot focus group met yesterday at Wexford-Missaukee Intermediate School District, and though he feels some adjustments will need to be made for the next group, the meeting generally went very well.

Mr. Bucholz said the data received from the focus groups will be used to formulate questions for an automated survey. He said the current plan is to mail the survey to 9,000 randomly selected Michigan residents, and while that is a rather large sample, there is only a 10% response rate anticipated. He said a sample of 900 returned surveys will provide approximately a 95% confidence rate which will rise or fall exponentially depending on the actual number of surveys returned. He said the survey will also be posted on the Department of Education's web site, but, control over how many times a person responds to the survey is lost.

Mr. Bucholz said once the survey has been completed, staff will develop a draft of the 2020 vision and present it to the Board. He said public hearings will be held in the spring of 2000 to once again receive public input. He said he hopes to return the item to the Board in the summer of 2000.

In response to Mrs. Wise, Mr. Bucholz said the focus group sessions will be video taped to enable staff an opportunity to review the data, and to determine if further modifications to the focus group sessions are necessary.

In response to Mrs. McGuire, Mr. Bucholz said the participants in the focus groups were primarily selected by the local and intermediate school districts. He said the pilot group was quite diverse and ranged from several parents to the President of Baker College. He said it is evident that many people serve in multiple functions, for example, one focus group member is a teacher for Ewart Public Schools, and also serves as Chairman of the Oseola Board of Commissioners.

Mr. Warren said he is pleased that this project has been undertaken by staff, and feels that it will serve to focus the Board on exact policy and student improvement in the future. He said he questions the composition of the focus groups in that he feels the educators will dominate the group. He said a better option might be to have separate focus groups for parents, educators, students, business owners, and community members. He further suggested that instead of requesting assistance from school districts in the selection of participants, that staff seek out and find disenfranchised people who do not have a voice today, and parents who are not being served by the local school district. He said this focus group will provide an opportunity for a different type of answer than what might be received if educators were involved.

Mr. Warren pointed out that while 70% of Michigan's population lived in the southeastern part of the state, only one third of the focus groups were planned there. He said there is a vast difference in many of the areas surrounding Detroit, and feels that it is necessary to include urban, rural, and suburban settings in these groups.

Mr. Bucholz thanked Mr. Warren for his comments, and said even though the pilot focus group met in Cadillac, many people from the outlying areas attended. He said he would reconsider the location of the focus groups.

Mr. Warren expressed concern in the manner in which questions were asked, and feels that they may have lead the focus group participants to an answer rather than allowing for a more spontaneous response. He said instead of directing the group to begin discussion regarding certain issues before they have an opportunity to express their opinions of what students will need to learn and be able to do, it would be more appropriate to ask a question which is unbiased and non leading. He said it is important to ask the participants about values and work ethic because he thinks these are issues the public is concerned about.

Mr. Bucholz said conducting a focus group is often a learn as you go process in terms of the dynamics of that group. He said the pilot group began with a basic question regarding the skills that a graduate of the year 2020 will need and worked backward by determining what schools would need to do to accommodate and meet those requirements. He said he thinks to a large extent that was accomplished.

Mrs. Beardmore said it is her understanding that as the coordinator of the focus group, Mr. Bucholz presented the three questions and the bullets, but was not leading the discussion in any way.

In response to Mr. Warren, Dr. Michael Williamson, Assistant Superintendent, said this is a Department project to develop information on a profile so the Board may continue its discussion of the broad policy needs of education in Michigan.

Dr. Moyer moved, seconded by Mr. Warren, that the State Board of Education receive the report on the 2020 Vision for Michigan Project.

The vote was taken on the motion.

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

The motion carried.

XXI. DISCUSSION ON HEALTHY SCHOOLS NETWORK

Mrs. Carol Wolenberg, Deputy Superintendent for Administrative and Support Services, provided information and responded to questions regarding the Healthy Schools Network.

Mrs. Wolenberg said the Healthy Schools Network is an interagency effort supported by the National Association of State Boards of Education (NASBE), and Mrs. Beardmore has been involved as the leader of Michigan's team since its inception in 1992. She said other members of the Michigan team are: Ms. Jocelyn Vanda, Family Independence Agency; Ms. Virginia Harmon, Department of Community Health; Ms. Alice McCarthy, Bridge Communication; Ms. Pat Nichols, Michigan Department of Education; and herself. She said the vision of the Healthy Schools Network is to facilitate discussion between state board members and state agencies, and to allow interagency staff to coordinate school health programs. She said their brochure offers information regarding a healthy schools network, working to promote healthy schools, and optimal learning, so the Board's overall goal of student achievement fits in very nicely.

Mrs. Wolenberg said the Healthy Schools Network relates well with two of the four priorities of the Board's Action Plan, and is a process of an outreach connection. She said the Family Independence Agency has been very welcome in that not only do they contribute to the reproduction of the READY kits, but also distribute them to their welfare clients. She said Dr. Howard Adelman will be doing four statewide presentations on "Removing Barriers to Learning," and an interagency initiative has been established for ages 0-3 and secondary prevention.

Mrs. Wolenberg said the Board has given the lead and the Healthy Schools Network team members are carrying out the early childhood vision in an interagency nature, and work very carefully with Health Coordinators in the School Health Services Report. She said four major areas are: (1) policies based on accepting a relationship between a child's health status and student achievement in the schools; (2) implement those components of the State Board Action Plan; (3) continue to foster the collaborative relationships relating to the Department of Community Health, Family Independence Agency, and schools; and (4) involve parents to help them to understand these issues.

Mrs. Beardmore said the Healthy Schools Network is mostly funded through NASBE and the Centers for Disease Control (CDC) in Atlanta. She said she has become involved with the Healthy Schools Network partly because she feels it is very important, but also because NASBE and the CDC require a state board member to serve as the chair of the state team. She said as the needs of the public expand and some of the resources available to meet those needs are declining, it is vital that state agencies become more efficient, effective, and equitable. She said many people are not aware of the existence of the Healthy Schools Network yet, and that is one of the reasons why she requested that it be placed on the agenda for the Board meeting.

Mrs. Beardmore said the Michigan team for the Healthy Schools Network was established in Ypsilanti, Michigan in September 1992, and the directors from the Department of Public Health; Department of Mental Health; Department of Social Services; and Department of Education signed a formal agreement to work together in an interagency cooperative way. She said she is proud to note that the cooperation

and collaboration continue even though the Departments of Public and Mental Health have consolidated to become the Department of Community Health, and the Department of Social Services has become the Family Independence Agency, and only one of the four original signers are still in state government.

Dr. Moyer said this seems to be a very dynamic program, and he feels that infrastructure relates significantly to the educational environment and is conducive to learning from a variety of standpoints. He suggested that it may be appropriate to include infrastructure as a significant aspect of healthy schools.

Mrs. Straus said one of the sessions she attended while at a NASBE conference recently was on teen pregnancy. She said it was encouraging to hear that the numbers have dropped, but wondered how the Healthy Schools Network could relate to the Abstinence Committee. In response, Ms. Wolenberg said Ms. Nichols is a member of that committee and she has stated that Michigan is slated to receive bonus Temporary Assistance for Needy Family Community Health and Social Services money. She said the intention is to utilize those funds to further reduce teen pregnancy in Michigan.

Mrs. Straus moved, seconded by Mr. Warren, that the State Board of Education receive the Report on the Healthy Schools Network.

The vote was taken on the motion.

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

The motion carried.

XXII. DISCUSSION REGARDING MEETING SCHEDULE FOR CALENDAR YEAR 2000

Mrs. Beardmore said ordinarily the meeting schedule for the coming year would not be discussed until later in the current year, but because no changes in the composition of the Board are anticipated, she feels it may benefit everyone if the schedule were set early. She said the third Thursday of each month has been the general rule for the last couple of years, and seems to work well with most schedules. She said Mrs. Eileen Hamilton, Administrative Secretary to the State Board of Education, has reviewed the calendar for the coming year and determined that in most instances, a meeting date set on either the second or third Thursday of each month will avoid most conferences. She asked that each Board member review their personal calendars and report to Mrs. Hamilton of their availability.

Mrs. Hamilton said she would determine dates for the State Board of Education meeting schedule as outlined by Mrs. Beardmore and present them to the Board at the November meeting.

Mrs. Gire suggested that a Board meeting be held in Berrien County, and also extended an invitation to the Board to visit Macomb County in the coming year.

No action was taken on the item.

XXIII. DISCUSSION REGARDING EXECUTIVE ORDER 1999-12

Mrs. Beardmore said Executive Order 1999-12 has been anticipated for some time, and there has been considerable speculation on how much of the Michigan Educational Assessment Program (MEAP) would be effected. She said it was well known that the Office of Career, Curriculum, and Technical Services would be moved in its entirety to the Department of Career Development. She said the Board's Constitutional rule is clear regarding leadership and general supervision of public education in Michigan regardless of where the educational programs are placed in state government. She said the Board will need to work with the leadership of the Departments of Treasury and Career Development to ensure a continuity in programs such as the MEAP. She said she believes that all of the MEAP unit has been transferred to the Department of Treasury, even though much of the Executive Order only refers to the MEAP High School Test.

Mrs. Beardmore said a number of recent executive orders have caused some services to become more fragmented, which has a major impact on the Board's ability to perform its duties.

Mrs. Straus expressed her dismay with Executive Order 1999-12, and said the Governor has systematically dismantled the Department of Education over the last several years. She said she does not think these actions have enhanced education in Michigan, and transferring sections of the Department to other state agencies results in fragmented programs and procedures. She said Article 8, Section 3 of the State Constitution clearly states the Board's oversight responsibilities for adult education. She said staff in the Office of Career, Curriculum and Technical Services, and the MEAP often work in collaboration with one another, and therefore, it is not logical to place the two offices in the Departments of Career Development, and Treasury. She said the Constitution is very clear in the Board's role regarding public education, in fact, Executive Order 1999-12 states that "nothing in this order is to be interpreted to diminish the State Board of Education's policy making role." She said it is imperative for the Board to assert that role and continue its Constitutional responsibilities.

Mrs. Gire said she agrees with Mrs. Beardmore and Mrs. Straus, and expressed concern that by separating staff in the MEAP and the Office of Career, Curriculum and Technical Services, the integrity of the MEAP test, and the Board's efforts toward improving student achievement may be damaged.

Mrs. Gire said the Legislature has suggested that half of the test questions should be released to the public each year. She said if that occurs, she feels that the answers should be made available as well because students and teachers do not, historically,

receive enough feedback. She said this practice may help them improve their scores the next time they take the test. She said even though she does not have a problem with placing the scholarship program with the Department of Treasury, she cannot fathom the logic of the decision to place the entire MEAP in that Department.

Dr. Moyer concurred with Mrs. Beardmore, Mrs. Straus, and Mrs. Gire, and said that not only does he object strongly to diminishing credibility to a test that is already in trouble, but he is also disturbed that the Department is being criticized.

Mr. Warren said he does not know what the Governor's motivations were regarding this Executive Order, but it clearly maintains and respects the Constitutional authority of the Board. He said there is an enormous amount of power in making policy even though staff from other Departments will have the administration responsibility. He said it is imperative now to focus on issues such as the 2020 Vision, and teacher certification which can influence the entire education establishment and improve student performance.

Mr. Ellis said he has raised this issue specifically to remind the directors of the Departments of Career Development and Treasury that they have an obligation to respond to questions or requests from the Board. He said a rapport will be established through cooperation and collaboration because ultimately, they work for the Governor and cannot be forced to report to the Board.

No action was taken on this item.

XXIV. CONSENT AGENDA

- F. Approval of Proposal from Wayne State University for a New Computer Science Program as a Minor at the Secondary Level and as an Additional Endorsement at the Elementary Level
- G. Approval of Proposal from Wayne State University for a New English as a Second Language (ESL) Program as an Additional Endorsement at the Elementary and Secondary Levels
- H. Approval of Proposal from Aquinas College for a New English as a Second Language (ESL) Program as a K-12 Minor and as a K-12 Additional Endorsement
- I. Approval of Proposal from Concordia College for a New Science Program as a Group Minor at the Secondary Level
- J. Approval of Proposal from the University of Michigan-Flint for a New Fine Arts Program as a Group Major and a Group Minor at the Elementary Level

- K. Receive the Report of the Periodic Review/Program Evaluation Mathematics Panel for Concordia College and Approve the Mathematics Program
- L. Receive the Report of the Periodic Review/Program Evaluation Mathematics Panel for Hillsdale College and Approve the Mathematics Program
- M. Receive the Report of the Periodic Review/Program Evaluation Mathematics Panel for the University of Michigan-Ann Arbor and Approve the Mathematics Program
- N. Receive the Report of the Periodic Review/Program Evaluation Mathematics Panel for the University of Detroit Mercy and Approve the Mathematics Program
- O. Receive the Report of the Periodic Review/Program Evaluation Mathematics Panel for Alma College and Approve the Mathematics Program
- P. Receive the Report of the Periodic Review/Program Evaluation Mathematics Panel for Olivet College and Approve the Mathematics Program
- Q. Receive the Report on the Periodic Review/Program Evaluation Status Report of Concordia College's Teacher Education Program and Approve its Professional Education Unit and Six Initial Level Special Studies Programs
- R. Appointment of a Committee of Scholars to Review the University of Phoenix Application to Become a Teacher Preparation Institution - removed from consent agenda and placed under discussion items
- S. Appointment of Members to State Board of Education Advisory Groups

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

- F. approve Wayne State University's proposal for a new Computer Science program as a minor at the secondary level and as an additional endorsement at the elementary level, as discussed in the Superintendent's memorandum dated October 6, 1999;**
- G. approve Wayne State University's proposal for an English as a Second Language (ESL) program as an additional endorsement at the elementary and secondary levels, as discussed in the Superintendent's memorandum dated October 6, 1999;**
- H. approve Aquinas College's proposal for a new English as a Second Language (ESL) program as a K-12 minor and as a K-12 additional endorsement, as discussed in the Superintendent's memorandum dated October 6, 1999;**

- I. approve Concordia College’s proposal for a new Science program as a group minor at the secondary level, as discussed in the Superintendent’s memorandum dated October 6, 1999;**
- J. approve the University of Michigan-Flint proposal for a new Fine Arts program as a group major and a group minor at the elementary level, as discussed in the Superintendent’s memorandum dated October 6, 1999;**
- K. approve the Concordia College Mathematics program, with weaknesses noted, for a two-year period (1999-2001) during which areas needing improvement will be addressed and monitored, as discussed in the Superintendent’s memorandum dated October 6, 1999;**
- L. approve, with weaknesses noted, the Hillsdale College Mathematics program for two years (1999-2001), as discussed in the Superintendent’s memorandum dated October 6, 1999;**
- M. approve, with weaknesses noted, the University of Michigan-Ann Arbor Mathematics program for two years (1999-2001), as discussed in the Superintendent’s memorandum dated October 6, 1999;**
- N. approve the University of Detroit Mercy Mathematics program for five years (1999-2004) or until the next scheduled Periodic Review/Program Evaluation review, as discussed in the Superintendent’s memorandum dated October 6, 1999;**
- O. conditionally approve the Alma College Mathematics program for two years (1999-2001), as discussed in the Superintendent’s memorandum dated October 6, 1999;**
- P. approve, with weaknesses noted, the Olivet College Mathematics program for two years (1999-2001), as discussed in the Superintendent’s memorandum dated October 6, 1999;**
- Q. (1) receive the report on the Periodic Review/Program Evaluation of Concordia College’s Teacher Education program; (2) approve Concordia College’s professional education unit (initial level) until the next Periodic Review/Program Evaluation visit scheduled for spring 2001; and (3) approve Concordia College’s elementary and secondary history, psychology, social studies, general science, and biology programs until spring 2001, as discussed in the Superintendent’s memorandum dated October 13, 1999;**
- R. (this item was removed from the consent agenda and placed under discussion items); and**

- S. (1) appoint to the Professional Standards Commission for Teachers Iris Salter and Carol Steele to fill unexpired terms ending June 30, 2001; (2) appoint to the Standing Technical Advisory Council James Bosco for a two-year term ending June 30, 2001; (3) reappoint to the Standing Technical Advisory Council Robert Hagerty and Mary Otto for two-year terms ending June 30, 2001; (4) appoint to the Teacher Examination Advisory Committee Robert Stewart, Karen Wixson, Mary Kerwin, and Deborah McMillan for two-year terms ending June 30, 2001; and (5) reappoint to the Teacher Examination Advisory Committee William Kuiper for two-year term ending June 30, 2001, as discussed in the Superintendent's memorandum dated September 29, 1999**

The vote was taken on the motion.

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

The motion carried.

XXV. APPOINTMENT OF A COMMITTEE OF SCHOLARS TO REVIEW THE UNIVERSITY OF PHOENIX APPLICATION TO BECOME A TEACHER PREPARATION INSTITUTION

Dr. Carolyn Logan, Director, Office of Professional Preparation Services; and Mr. James Folkening, Director, Office of Postsecondary Services, provided information and responded to questions from the Board regarding the appointment of a Committee of Scholars to review the University of Phoenix application to become a teacher preparation institution.

Mrs. Beardmore said this is the first request the Board has received for the approval of a teacher preparation program from a for profit institution. She said this organization originates in Arizona, but is located and operates in many states including Michigan. She questioned whether it is appropriate for the Board to approve a teacher preparation program when it is not known if there will actually be a campus, what type of leadership will be provided, or whether there will be a campus in another state to support Michigan students. She said she did not feel that the Board was given sufficient information to select a Committee of Scholars at this point.

Dr. Logan said information presented to the Board in July, 1999 outlined the approval process for new teacher preparation programs. She said a Committee of Scholars is simply the first of many steps, and in no way guarantees program approval. She said the University of Phoenix has submitted a very large document which must be reviewed and requires the expertise of a Committee of Scholars. She said staff will present the Committee's recommendation to the Board at a future meeting.

Mr. Warren moved, seconded by Mrs. Weiser, that the State Board of Education approve the appointment of Jerry Robbins, Nancy Cooley, Elizabeth Carlson, Rueben Rubio, and Donald Johnson as the Committee of Scholars for the review of the University of Phoenix application for approval to become a teacher preparation institution, as discussed in the Superintendent's memorandum dated October 6, 1999.

Mr. William Kandler, Attorney, Zusmann, Kandler, and Reed, said the proposed program is intended to be adult oriented and will probably not attract 18-22 year-old students. He said this program would allow people who already have a career to take classes with the intention of becoming educators. He said students in this program would not only work toward receiving teacher certification, but also a Masters degree. He said a review of the upcoming teacher supply in Michigan has lead the University to believe that there will be a shortage in the years to come. He said this program will fill a niche and provide people with an opportunity to become teachers.

Mr. Folkening verified via interactive television that the information provided by Mr. Kandler is correct and that the process has been thought out very carefully.

Mrs. Wise said she has met with several intermediate school district superintendents who have expressed their concern with the impending teacher shortage. She said she feels that this program is quite forward thinking, and cautions the Board in trying to slow down or stop a process which will benefit the local and intermediate school districts.

In response to Mrs. Straus, Mr. Kandler said the University of Phoenix is accredited by the North Central Association, and received separate accreditation for their programs offered in Michigan.

Mrs. Beardmore said there are already a number of other institutions which provide an opportunity for people with a Bachelors degree to become certified quite quickly.

Mr. Ellis said it has become evident that this will become a job market issue, and he feels the problem cannot be resolved with the traditional teacher preparation system.

The vote was taken on the motion.

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

The motion carried.

XXVI. REPORT ON STATE DISCRETIONARY PROJECTS AND GRANT AMENDMENTS FOR THE 1999-2000 SCHOOL YEAR TO MEET REQUIRED ACTIVITIES UNDER THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT

This item was removed from the agenda.

XXVII. REPORT OF THE SUPERINTENDENT

Reports:

- T. Report on Personnel Status
- U. Report on Department of Education Cosponsorships
- V. Report on Administrative Rule Waivers
- W. Report on 1998-2001 Intermediate School District Plans for the Delivery of Special Education Programs and Services
- X. Report on the 1998-2001 Department of Community Health Plan for the Delivery of Special Education Programs and Services
- Y. Report on Special Education Procedures Required Under the Regulations of the Individuals with Disabilities Education Act
- HH. Report on Property Transfers

Grant Awards:

- Z. Michigan College/University Partnership (MICUP) Program
- AA. Morris Hood, Jr., Educator Development (MHED) Program
- BB. Select Student Support Services (4-S) Programs
- CC. Phase II of Development and Training for the Office of Field Services
- DD. Carl D. Perkins Vocational and Technical Education Act of 1998, Public Law 105-332, Title I, Community Colleges Activities for Fiscal Year 1999-2000
- EE. Report on State Discretionary Projects and Grant Amendments for the 1999-2000 School Year to Meet Required Activities Under the Individuals with Disabilities Education Act - removed from agenda
- FF. Individuals with Disabilities Education Act (IDEA), Part B - State Discretionary Projects and Administrative Funds
- GG. Title II - Dwight D. Eisenhower Professional Development Program, Improving American's Schools Act

Mr. Ellis provided an oral report on the following:

A. Office of Safe Schools

Mr. Ellis said the Office of Safe Schools is now in operation, and the combined report from the Attorney General, Superintendent of Public Instruction, and the State Police has been released. He said he is encouraged to hear that many local districts have begun to formulate their own safe schools programs as reported by the media.

B. Merit Scholarship Award Board

Mr. Ellis said the Merit Scholarship Award Board is a statutory board created by the Legislature which will consist of the State Treasurer, Superintendent of Public Instruction, the Director of the Department of Career Development, and four appointed members. He said three of those members were recently appointed by the Governor. They include Mr. Ike McKinnon, the former chief of police in Detroit; Mrs. Kathleen Barclay, Vice President of Global Human Resources for General Motors Corporation; and Mr. Clark Durant, Attorney, and former State Board of Education member. He said the fourth person has not been appointed yet.

XXVIII. AWARDS AND RECOGNITIONS

There were no awards and/or recognitions presented at the State Board of Education meeting.

XXIX. COMMENTS BY STATE BOARD OF EDUCATION MEMBERS

A. Welcome - Mr. Michael David Warren, Jr.

Mr. Warren said he appreciates the privilege of serving on the Board, and is delighted to have had an opportunity to speak with each Board member individually, either by phone or in person. He said he hopes that together they can effect some positive changes in education for Michigan students.

On behalf of the Board, Mrs. Beardmore welcomed Mr. Warren, and said the Board is pleased that he was willing to accept the seat vacated by Mr. Clark Durant, and is interested in becoming a contributing member.

B. National Association of State Boards of Education (NASBE) Annual Conference - Mrs. Dorothy Beardmore

Mrs. Beardmore said several Board members recently attended the National Association of State Boards of Education (NASBE) Annual Conference in New Orleans, Louisiana. She said many extraordinary sessions were made

available including one on the role of the state board in the oversight of charter schools. She said strong recommendations were received, particularly from a state senator in Minnesota who introduced Minnesota's charter school legislation. She said the senator insisted that state boards exercise that authority. Mrs. Beardmore said school safety was also discussed, and apparently many school safety proposals are more focused toward law enforcement and control rather than preventing difficulties in the first place. She said Michigan has taken initiatives toward prevention with programs such as the READY program, and full day, full service schools rather than waiting until an incident occurs. She said she feels that the Board would benefit from a more in-depth discussion regarding this issue, and requests that it be added to the agenda at a future meeting date.

Dr. Moyer said some of the Board members attended a session regarding church/state involvement in schools which included some tremendous resources and an excellent speaker. He said he feels that perhaps the Board should offer some discussion on this issue and serve as a source of information for districts which may request some guidelines. He said Mr. Charles Haynes, Senior Scholar for Religious Freedom Programs at the Freedom Forum's World Center, Arlington, Virginia, has done extensive research in this area, and may be available to address the Board.

C. Department of Education Budget - Mrs. Sharon Gire

Mrs. Gire said because she has not seen a budget for the Department of Education, and feels the Board may want to comment on it before the Legislature takes action, she feels it would behoove the Board to receive a presentation regarding this issue.

Mr. Warren said he thinks information should also be presented regarding the State Aid Act and categoricals.

D. Ms. Brenda Welburn, Executive Director, National Association of State Boards of Education (NASBE) - Mrs. Dorothy Beardmore

Mrs. Beardmore said Ms. Brenda Welburn, Executive Director, National Association of State Boards of Education (NASBE) is scheduled to meet with the Board on November 18, 1999.

Mrs. Gire suggested that instead of meeting with Ms. Welburn during the Board meeting, a retreat may allow for a more open discussion to occur.

Mrs. Weiser said because of the executive order which was just issued, she feels that the timing is optimal to have an open discussion with Ms. Welburn,

whom she understands has a good understanding of change. She said the Board may not have the same sense of interest in three or four months, and therefore, she feels that Ms. Wellburn should come as soon as possible.

Mr. Warren suggested that the Board meeting could begin earlier and then dedicate the entire morning session to Ms. Wellburn.

Mr. Ellis said he thinks the Board should allow the President and Vice President make a decision so arrangements may be made in a timely manner.

XXX. TENTATIVE AGENDA FOR NEXT MEETING

Board members were asked to submit agenda items for the November 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.

XXXI. FUTURE BOARD ITEMS

A. Discussion Regarding School Safety

XXXII. FUTURE MEETING DATES

- A. November 18, 1999
- B. December 16, 1999

XXXIII. ADJOURNMENT

The meeting adjourned at 5:20 p.m.

Respectfully submitted,

Herbert S. Moyer
Secretary