

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

May 23, 2002

The Board of Education and Board of Career and Technical Education met for the regular business meeting in Senate Room B in the General Assembly Building, Richmond, Virginia, with the following members present:

Mr. Mark C. Christie, President	Mr. M. Scott Goodman
Mrs. Susan L. Genovese, Vice President	Dr. Gary L. Jones
Mrs. Audrey Davidson	Ms. Susan T. Noble
Mr. Mark E. Emblidge	Mrs. Ruby W. Rogers
	Dr. Jo Lynne DeMary, Superintendent of Public Instruction

Mr. Christie, president, presided and called the meeting to order at 9:00 a.m.

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

Mr. Christie asked for a moment of silence and led in the pledge of allegiance.

APPROVAL OF MINUTES

Mrs. Rogers made a motion to approve the minutes of the April 24-25, 2002, minutes of the Board. The motion was seconded by Mrs. Genovese and carried unanimously. Copies of the minutes had been distributed previously to all members of the Board of Education.

CONSENT AGENDA

Mrs. Davidson made a motion to approve the consent agenda. The motion was seconded by Mrs. Rogers and carried unanimously.

- Final Review of Recommendations Concerning Applications for Literary Fund Loans
- Final Review of Recommendations Concerning Release of Literary Fund Loans for Placement on Waiting List
- Final Review of Financial Report on Literary Fund
- Final Review of Revision to Literary Fund Project Amounts for Russell County

Final Review of Recommendations Concerning Applications for Literary Fund Loans

The Department of Education's recommendation to approve two applications in the amount of \$7,500,000 subject to review and approval by the Office of the Attorney General pursuant to Section 22.1-156, *Code of Virginia*, was accepted by the Board of Education's vote on the consent agenda.

COUNTY, CITY, OR TOWN	SCHOOL	AMOUNT
Amelia County	Amelia High	\$2,500,000.00
Amelia County	Amelia Middle	5,000,000.00
	TOTAL	\$7,500,000.00

Final Review of Recommendations Concerning Release of Literary Fund Loans for Placement on Waiting List

The Department of Education's recommendation that funding for two projects in the amount of \$7,500,000 be deferred and the projects be placed on the First Priority Waiting List subject to review and approval by the Office of the Attorney General pursuant to Section 22.1-156, *Code of Virginia*.

First Priority Waiting List

COUNTY, CITY, OR TOWN	SCHOOL	AMOUNT
Amelia County	Amelia High	\$2,500,000.00
Amelia County	Amelia Middle	5,000,000.00
	TOTAL	\$7,500,000.00

Final Review of Financial Report on Literary Fund

The Department of Education's recommendation to approve the financial report on the status of Literary Fund as of March 31, 2002, was accepted by the Board of Education's vote on the consent agenda.

Final Review of Revisions to Literary Fund Project Amounts for Russell County

When Russell County received the bids on two projects, the costs were higher than originally projected for each project. Russell County has submitted revised applications for the projects. The revised applications total \$475,987 more than the original applications submitted. Consequently, Russell County is requesting that the Board of Education approve the revised applications and increase the loan amounts approved on the First Priority Waiting List.

The Department of Education's recommendation to approve the revision of the amounts for these projects was accepted by the Board of Education's vote on the consent agenda. These projects would remain where they are currently located on the First Priority Waiting List.

RESOLUTIONS AND RECOGNITIONS

- A Resolution of Appreciation was presented to *Mrs. Diane T. Atkinson* for her Outstanding Service as a member of the Board of Education from 2001 to 2002.
- A Resolution Recognizing the Outstanding Programs of Operation Prom/Graduation was presented to the following persons:
 - ◆ *Sharon Murphy*, statewide coordinator for Virginia Operation Prom/Graduation from 1990-2000 and editor of the *Celebrate Life!* Planning Guide
 - ◆ *Special Agent David Batkins*, representing the Virginia State Police Association.
 - ◆ *Glenn Stafford*, president of Virginia Limousine Association
 - ◆ *Amy Cannon*, new statewide coordinator for Operation Prom/Graduation
 - ◆ *Arlene Cundiff*, specialist for Youth Risk Prevention at the Department of Education
- A Resolution of Appreciation was presented to the following members of the 2001-2002 Student Advisory Committee:
 - ◆ *William Bowser*, senior, Richmond Community High School, Richmond
 - ◆ *Emily Browning*, 8th grade, Damascus Middle School, Washington County
 - ◆ *Jonathan Cross*, 8th grade, Washington Irving Middle School, Fairfax County
 - ◆ *Ryan Durham*, 8th grade, Jones Magnet Middle School, Hampton City
 - ◆ *Adam Erby*, 8th grade, Lunenburg Middle School, Lunenburg County
 - ◆ *Naaila Gray*, junior, Jamestown High School, Williamsburg-James City County
 - ◆ *Patrick Haley*, junior, Western Albemarle High School, Albemarle County
 - ◆ *Matt Musick*, senior, Honaker High School, Russell County
 - ◆ *Edwin Newham, Jr.*, senior, Bassett High School, Henry County
 - ◆ *Kathryn Ramsey*, senior, Halifax County High School, Halifax County
 - ◆ *Ryan Scofield*, junior, Broad Run High School, Loudoun County
 - ◆ *Leslie Stevens*, senior, Essex High School, Essex County
- A Resolution of Recognition and flag were presented to the following schools that received the Governor's Award for Outstanding Improvement:
 - ◆ *Adams Elementary School*, Henrico County, with the following representatives:
 - Mrs. Pam Bell, Principal
 - Mr. Bob Hall, School Board member
 - Ms. Lynn Thorpe, Director of Elementary Education
 - Julia Williams, Teacher
 - Vickie Douglas, Teacher

Ora Mason, Teacher
Diane Shakelford, Teacher
Jennifer Katko, Teacher
Candace Corbin, Teacher
Catherine Jefferson, Teacher
Matt Shore, Teacher
Laverne Gregory, Teacher
Kathleen Shifflett, Teacher

- ♦ *St. Charles Elementary School*, Lee County, with the following representatives:
 - Mrs. Wandaleen Adams, Principal
 - Mrs. Vonda Dye, Teacher
 - Mrs. Cleanor Chadwell, Director of Elementary Education

- ♦ *Young Park Elementary School*, Norfolk City Public Schools, with the following representatives:
 - Dr. John O. Simpson, Division Superintendent
 - Dr. Laguna Foster, Principal, Young Park Elementary School

- ♦ *Roberts Park Elementary School*, Norfolk City Public Schools, with the following representatives:
 - Dr. John O. Simpson, Division Superintendent
 - Dr. Doreatha White, Principal

First Review of Additional Revisions to the Regulations Governing Pupil Transportation

Mr. Dan Timberlake, assistant superintendent of finance at the Department of Education, presented this item. The Board reviewed the proposed changes to the regulations in September 2001. Since that time, the Department of Planning and Budget has reviewed the proposed regulations and has made several recommendations that require approval from the Board. The Department of Education agrees with the recommendations and is submitting the proposed additional revisions to the Regulations Governing Pupil Transportation to the Board for review and approval. Mr. Timberlake discussed the changes to the proposed regulations with the Board

Mr. Goodman made a motion to waive first review. The motion was seconded by Mrs. Davidson and carried unanimously. Mr. Goodman made a motion to accept the changes to the proposed regulations and authorize the Department to proceed with the next steps of the process under the Administrative Process Act. The motion was seconded by Mrs. Genovese and carried unanimously.

First Review of Board of Education Guidelines for Awarding Differentiated Numbers of Verified Credit for Career and Technical Education Certification and Licensure Examinations

Dr. Patricia Wright, assistant superintendent of instruction at the Department of Education, presented this item. Dr. Wright presented this item for Mr. Jackson, who was unable to attend the meeting.

During a transition period, applicable only to the ninth-grade classes of 2000-2001, 2001-2002, and 2002-2003, students shall earn the 22 standard units of credit described in 8 VAC 20-131-50, *Requirements for Graduation*, and the following number of verified units of credit to receive a Standard Diploma:

- Two verified units of credit in English
- Four additional verified units of credit of the student's own choosing. These four student-selected verified credits may be in SOL courses or other areas as prescribed by the Board of Education. Students may mix and match SOL tests with other approved substitute assessments, including career and technical education certification and licensure examinations.

The Board of Education approved a list of industry certification and licensure examinations to satisfy the requirements for the Board of Education's Career and Technical Education Seal; Board of Education's Seal of Advanced Mathematics and Technology; and student-selected verified credit. The Board of Education's current administrative guidelines for awarding verified credit permit students to earn only one verified unit of credit for each certification or licensure examination passed.

In April 2002, Governor Mark Warner sent a letter to the Board of Education President, Mark Christie, asking the Board to consider developing administrative guidelines for awarding differentiated numbers of verified credit for career and technical certification and licensure examinations "that have a demonstrated level of complexity and breadth of knowledge beyond that which is generally associated with a single course." Governor Warner requested that consideration be given to making the guidelines retroactive for students who are required to earn verified credit—students who first entered the ninth grade in 2000-2001.

In response to Governor Warner's letter, Mr. Christie appointed Mr. Jackson to work with the Department of Education and an advisory committee to develop guidelines and recommendations for awarding differentiated verified credits for certification and licensure examinations. On May 13, 2002, Mr. Jackson convened an advisory committee comprised of career and technical educators, division administrators, and professionals representing business and industry.

The advisory committee unanimously supported the guidelines and criteria for awarding differentiated numbers of verified credit for board-approved career and

technical education certification and licensure examinations. Students who pass a board-approved certification or licensure examination would earn one or two student-selected verified credits, depending on the course of study taken in preparation for the examination. The division superintendent will determine whether an individual student earns one or two verified credits for each examination passed based on the application of Board of Education guidelines and criteria.

In addition, the committee recommends that the Department of Education continue to seek out certification and licensure examinations in program areas currently not represented on the approved list so that all students will have opportunities to earn verified credit in career and technical education. The Board accepted the proposed guidelines for first review.

Governor Mark Warner: Presentation

Mr. Christie introduced the Honorable Mark Warner, Governor of the Commonwealth of Virginia, who made the following remarks to the Board.

Good morning President Christie, Superintendent DeMary, and members of the Board. It is a pleasure for me to be with you this morning. Like you, I am committed to quality public education in Virginia and I want you to know that this administration will be your partner in working to improve them. Quality is not the result of chance or good intentions. Quality, in education or any other field, is the result of research, planning, preparation, commitment and investment.

So this morning, I would like to share my thoughts about public education in Virginia, as well as some of my plans for the coming months. As we all know, the Board's Constitutional responsibility is "to determine and prescribe" the Standards of Quality (SOQ) for our school divisions. It has been more than a decade since the last major review of the SOQ and I want to commend your current effort to conduct a comprehensive review of these standards.

Above all, I know you will agree that we must close the achievement gap that separates poor students from their peers. We hear it called lots of things: disparity, "haves and have-nots," the digital divide. All of these point to the same problem – not all children in Virginia are achieving. Closing the achievement gap will not be easy.

Fortunately, we do have many schools showing us that excellence can be expected and achieved. Today, we honor four schools that have found ways to close the achievement gap: Roberts Park Elementary and Young Park Elementary in Norfolk, Jacob Adams Elementary in Henrico and St. Charles Elementary School in Lee County.

Too often, schools in areas with low average family income also have low achievement rates as well. But these schools demonstrate that does not have to be the case. Each of these schools has figured out how students can achieve despite challenging circumstances. They have learned how to bridge the achievement gap and teach all children to achieve. We must study what they are doing right and replicate their stories elsewhere.

It appears that one of the ways to bridge the achievement gap is to place a greater emphasis on early intervention. That starts with quality pre-school programs for at-risk children. As students move into elementary schools, it means early reading

initiatives. Our goal must be that all children will read at a third grade level by the third grade. Nothing could be more fundamental – if students can't read, they can't succeed.

Some may ask—why early intervention? The answer is simple: All the evidence shows that students who enter school healthy and ready to learn have a greater chance of success down the road. If not, things get harder and harder. This is where the achievement gap starts to widen, and it's where students begin falling further behind.

As a businessman, I've learned that wise investments often save money. If we can make important early investments or we can pay for expensive repairs and improvements down the road. We need to invest in these children now, or we will surely pay later.

On another front, we all know our economy is changing. Today's job market increasingly demands skilled workers. But, we should not assume that fact means all students require a college degree to get ahead.

Success in America traditionally has been defined by earning a college degree—even when college may not be the right choice for an individual student. Our focus must be on helping young people learn the skills they need to get ahead in a changing economy.

As I have said many times, that means we cannot afford to treat career and technical training—what we used to call vocational education—as a secondary education any longer. I know that this Board recognizes the value of these programs through your commitment of awarding verified credits and diploma seals.

I look forward to working with you to expand career training opportunities for our young people, and in the coming weeks I'll be announcing plans for the Virginia Career Education Foundation.

In this new economy, technology and education are inseparable. Clearly, all students must learn basic technological proficiency. In addition, it's time to look at technology as a tool to enhance teaching, and make sure that teachers are taught to use technology as an effective instructional tool.

Also we need to look at professional development—and not just for teachers. Our teachers and our principals need and want professional development that is results-oriented. As a businessman, I also know that our people are our most valuable resource. And as we have learned in the business world, our institutions are only as good as the people who lead them—at all levels

These are all issues I know you will address in your review of the Standards of Quality. I commend the work that you have begun, and I look forward to receiving your findings. While I know that you will review my suggestions on the SOQ, let me also outline some additional steps that I am taking. I am establishing working groups to address three issues in public education: unmet needs, accountability, and financing.

First, is identification of unmet needs. Our schools need many things—from programmatic assistance, to personnel, to technology and capital improvements. I'll ask this team a basic question: In a world of limited resources, how do we set priorities and determine which of these will have the greatest effect on student achievement?

Second, is accountability. The Standards of Learning (SOL) are an important first step in holding individual students and schools accountable for their performance. But beyond that, we must hold whole school divisions and the community at large,

accountable for their performance, as well. In this changing economy, we simply can't afford to let any schools or school system fail. As the next step, I will ask this team to look at schools, we are honoring today and identify ways to replicate their successes elsewhere.

Third, is financing. How do we pay for our schools' needs? Once we have identified the needs and a systems for real accountability, how do we meet those needs? I'll ask this team for concrete recommendations.

These three groups will report to me in time for me to base any budget amendments or other legislation on their recommendations. I would like to make initial recommendations to the 2003 General Assembly.

Finally, I feel compelled to specifically comment on two additional issues. Seven years ago, this Board raised the bar for Virginia's students and teachers with the Standards of Learning. Since then, we have seen a tremendous increase in student achievement, as measured by the SOL tests, the Stanford 9, and others. I expect that when this spring's SOL tests results are in, we will see even more progress. But let's be clear. While high academic standards are important, standards alone do not raise student achievement. It takes teachers. Teachers have done the heavy lifting in school reform, and it is time that their efforts are rewarded. We must make sure that there is a quality teacher in every classroom in Commonwealth.

Over the past several years, we have asked more and more of our teachers and our supply of teachers has decreased. Again, there are no easy explanations or simple solutions. We clearly need to pay teachers more. But just as important, we need to identify ways to treat them with the respect that they deserve as professionals. I know that you share these commitments, and I look forward to seeing the results of the study that you and the State Council of Higher Education have undertaken on ways to attract and retain quality teachers.

We also need to consider another issue that has followed us into the 21st century: overcrowded and decrepit school buildings. Too many students are asked to learn and achieve in buildings that long ago outlived their usefulness. I am pleased that even in these tough times, the General Assembly agreed to my recommendation not to abandon our commitment to state school construction funding, as the introduced budget proposed. As a result of this cooperation, the budget did include \$55 million in school construction funding over the next two years. This is an important step in the right direction—and it sends the signal to our schoolchildren of the Commonwealth recognizes the capital needs of our public schools.

I want to close as I began—with a pledge to work in partnership with you. Our public schools are too precious to do otherwise and this moment presents too many opportunities to do otherwise and this moment presents too many opportunities to do otherwise. At all levels, there is a clear commitment to public education. In recent months, we have seen the most sweeping federal education legislation in a generation. This legislation offers our public schools additional funding but it brings additional requirements as well. You have undertaken a sweeping review of the Standards of Quality, and I am appointing three working groups to develop an action plan. In short, there is a lot going on. We have been challenged to leave no child behind. Meeting this challenge will require the commitment of all Virginians. We all must do our part. I will do mine, and I know you will do yours.

I want to again thank President Christie, for having me here for this chance to appear before the State Board to outline some of my ideas as well as to see those schools

and to be with the leadership of those schools we will recognize today. Let me assure you that bright days are ahead for the future of public education in the Commonwealth of Virginia. Thank you again for having me.

As the Governor concluded his remarks, he again thanked the Board for its efforts and congratulated the recipients of the Governor's Award for Outstanding Improvement.

First Review of the Accountability Advisory Committee's Recommended Equivalent Scores for Substitute Tests

Mr. Emblidge presented this item. Shelly Loving-Ryder, assistant superintendent for assessment at the Department of Education, assisted Mr. Emblidge. The Standards of Accreditation offer flexibility in the tests students may use to obtain verified credit. At the April 2001 Board meeting, the Board adopted several substitute tests recommended by the Accountability Advisory Committee. These tests may be used to verify credits in specified courses. In May 2002, the Accountability Advisory Committee formed recommendations regarding the scores on each of the substitute tests that should be deemed "Pass/Proficient" and "Pass/Advanced."

Mrs. Rogers made a motion to waive first review. The motion was seconded by Ms. Noble and carried unanimously. Mr. Emblidge made a motion to accept the recommendations of the Accountability Advisory Committee and approve the recommended equivalent scores ACT subtests for English, Mathematics and Science (Attachment A). Mrs. Genovese seconded the motion and it carried unanimously.

First Review of Guidelines for Local School Boards to Award Verified Units of Credit for Standard Diplomas for Students who Enter the Ninth Grade for the First Time in School Years 2000-2001, 2001-2002, and 2002-2003

Mrs. Genovese presented this item. At its January 2002 meeting, the Board adopted a resolution to support legislation introduced during the 2002 General Assembly session that would authorize it to develop additional factors and guidelines for awarding verified units of credit toward the Standard Diploma for students in the ninth-grade classes of 2000-01, 2001-02, 2002-03. The Board's resolution further stated that any such board-adopted factors and guidelines must be retroactive to ensure that they would apply to all eligible students. In addition, the award of verified units of credit for 11th grade English literature and writing Standards of Learning (SOL) tests would be excluded. Adoption of these guidelines by the board would be accomplished by August 1, 2002, and implementation would not be subject to the Administrative Process Act.

After Mrs. Genovese presented the subcommittee's recommendations, the Board discussed additional criteria the proposed guidelines required for mathematics. The Board accepted the proposed guidelines for first review. Public comment will be accepted until the June 26, 2002, Board meeting.

First Review of the 2002-03 Homeless Education State Plan (Title X, Part C of the No Child Left Behind Act, Public Law 107-110)

Mr. George Irby, director of compensatory education at the Department of Education, presented this item. Dr. James H. Stronge, state coordinator of Project Hope and professor in the School of Education at the College of William and Mary, and Dr. Patricia A. Popp, director of Project HOPE assisted Mr. Irby.

Project HOPE, Virginia's program for the education of homeless children and youth, is administered for the Virginia Department of Education by The College of William and Mary. Dr. Popp noted that in 1998-1999, Project Hope observed an increase in the number of requests for assistance related to enrolling homeless children and youth. Project HOPE had addressed enrollment barriers on a case-by-case basis; however, patterns emerged that suggested alternative approaches be considered. It was noted that conflicts between federal and state legislation and local policies and procedures could result in delays in enrollment for homeless students. In January 2000, the Board offered its support for legislation to amend Virginia Code to comply with the McKinney Act.

In May 2000, the Board approved a plan of action developed by the Department of Education and Project HOPE that outlined potential barriers and activities that would be pursued to address them. An update to the Plan of Action was presented to the Board in November 2001.

The reauthorization of the *No Child Left Behind (NCLB) Act* includes revised legislation for children and youth experiencing homelessness under the McKinney-Vento Homeless Education Assistance Act (Title X, Part C of NCLB). Included in this legislation is the requirement that each state submit a State Plan describing how the new legislation will be implemented. The U. S. Department of Education has required that this be a single state plan that cannot be part of the state's consolidated application. Dr. Popp noted that the final state plan must be submitted to the U. S. Department of Education by May 31, 2002.

Mr. Goodman made a motion to waive first review. The motion was seconded by Mrs. Davidson and carried unanimously. Mrs. Davidson made a motion to approve the 2002-03 Homeless Education State Plan. The motion was seconded by Mrs. Genovese and carried unanimously.

Dr. DeMary recognized Dr. Stronge for the work he has done on this project and described him as the "national guru" in homelessness.

Final Review of Virginia's Consolidated State Application (P.L. 107-110)

Mr. Irby also presented this item. *The No Child Left Behind Act* of 2001, Public Law 107-110, authorizes the State Education Agency (SEA) to submit a consolidated application to the U.S. Department of Education for the approval of federal funds. This application eliminates the requirement for states to submit individual applications for

eligible programs covered under this act. Approval of the Consolidated State Application will allow the SEA maximum flexibility in coordinating and integrating services to all children in the Commonwealth. Mr. Irby updated the Board on the application since the first review at the April Board meeting. Mr. Irby said the good news is that based on the May 9, 2002 update from the U.S. Department, only a few changes were needed on the application. Mr. Irby reviewed these changes with the Board. Mrs. Davidson requested that representatives from the VEA and VASS be included on the No Child Left Behind Committee of Practitioners. Mr. Irby said that would not be a problem because the Board has the flexibility of including new members that are not listed in the statute.

Dr. Cynthia Cave, director of policy at the Department of Education, said that in order to receive federal funds of the *No Child Left Behind Act* of 2001, the State Education Agency has to insure and certify that a policy is in place that is in compliance with the section of the federal law entitled the Unsafe School Choice Option. Dr. Cave explained that this section states that there will be an opportunity for any student who becomes a victim of a crime to attend another school within the school division or if a school has been identified as persistently dangerous, all children attending that school would have the opportunity to be transferred to another school that is not deemed persistently dangerous. Mrs. Rogers made a motion to accept this plan of intent to develop a future definition of “persistently dangerous.” The motion was seconded by Mrs. Genovese and carried unanimously.

Mrs. Davidson made a motion to approve the Consolidated State Application for final review. The motion was seconded by Mrs. Genovese and carried unanimously.

The Advisory Board on Teacher Education and Licensure’s Annual Report to the Board of Education

Dr. K. Jane Massey-Wilson, chair of ABTEL, presented this item. Dr. Massey-Wilson recognized Ms. Susan T. Noble, liaison to ABTEL, and Dr. Thomas A. Elliott, staff liaison to ABTEL. The Advisory Board on Teacher Education and Licensure, which is a nineteen-member board, advises the Board of Education and submits recommendations on policies applicable to the qualifications, examinations, licensure, and regulation of school personnel. This includes recommendations regarding revocation, suspension, denial, cancellation, reinstatement, and renewal of license; fees for processing applications; standards for the approval of preparation programs; reciprocal approval of preparation programs; and other related matters as the Board of Education may request or the Advisory Board may deem necessary. The Advisory Board meets periodically with the Board of Education to review accomplishments, make recommendations, and discuss future directions in the areas of teacher education and licensure.

During the 2001-2002 school year, the advisory board pursued the following initiatives in the areas of teacher education and licensure:

- Guidelines for the implementation of Option 4-Division Superintendent Licensure;
- Strategies to enhance the proficiency of pre-service and in-service teachers in systematic explicit phonics instruction;
- Feasibility of conducting a pilot project in the summer of 2003 to offer Praxis I for high school graduates interested in pursuing a teaching career;
- A plan to conduct match, validation and standard-setting studies of Praxis II assessments in special education;
- A plan to investigate the feasibility of using the SAT as an alternative to Praxis I;
- Annual report on teacher preparation programs in Virginia as required by the Title II Higher Education Act;
- *No Child Left Behind Act* of 2001; and
- Reports on issues relative to teacher education and licensure from the Virginia Community College System and the State Council of Higher Education for Virginia.

Dr. Massey-Wilson focused on the following recommendations the advisory board prepared to the Board:

1. Guidelines for implementing Option 4-Division of Superintendent License;
2. Strategies to enhance the proficiency of pre-service and in-service teachers in systematic explicit phonics instruction;
3. Pilot project in the summer of 2003 to offer Praxis I for high school graduates interested in pursuing a teaching career;
4. Plan to conduct match, validation, and standard-setting Studies of Praxis II assessments in special education; and
5. Plan to investigate the use of the SAT as an alternative for Praxis I.

Mr. Christie noted, for clarification, that the recommendations will not be voted on today. Staff will present them at the June meeting.

Mr. Christie said the K-3 reading initiative is an important priority in Virginia. He said getting children to read by the end of 3rd grade is the key to closing the achievement gap, the key to success in the Standards of Learning, and the key to students' success in life after they leave high school. Mr. Christie said reading is the key to everything and phonics is a demonstrated, proven tool to helping children read. Mr. Christie said numerous principals and superintendents around the state have informed him that new teachers are not prepared to use phonics to teach children to read. Mr. Christie asked ABTEL to come up with a recommendation that will make phonics an assessment tool to ensure that students coming out of school have the phonics skills they need.

The Board received the report of the Advisory Board on Teacher Education and Licensure for the 2001-2002 school year.

PUBLIC COMMENT

The following persons spoke during public comment:

Judy Begland
Frank Cumberland

DISCUSSION OF CURRENT ISSUES

Mr. Christie announced a change in the date of the October Board meeting. The meeting will be on October 16 instead of October 17, in order to have a joint meeting with the Board of the State Council of Higher Education.

Dr. DeMary said that the State Board of Education has awarded over 700 Honorary Diplomas to World War II Veterans, who did receive their high school diploma. Dr. DeMary said Virginia's awarding of honorary diplomas has reached national proportions. During a special broadcast, CBS granted wishes to five people from across the nation, after receiving 40,000 requests, from people who made wishes for others. One of those persons selected was Mr. Wilson Yeager from Chester, Virginia. Mr. Yeager's daughters wish for him was to receive an Honorary High School Diploma from the Board of Education. Superintendent Billy Cannaday presented the honorary diploma to Mr. Yeager during the graduation ceremony at Thomas Dale High School in Chesterfield County. The Board viewed the video that was aired earlier in the week.

The Board met for dinner at the Crowne Plaza Hotel on May 22, 2002. Present were Mr. Christie, Mrs. Genovese, Mrs. Davidson, Mr. Emblidge, Mr. Goodman, Dr. Jones, and Mrs. Rogers. General discussion took place about general Board business, including discussion of items on upcoming Board agendas. No votes were taken, and the dinner meeting ended at 8:30 p.m.

ADJOURNMENT

There being no further business of the Board of Education and Board of Career and Technical Education, Mr. Christie adjourned the meeting at 12:20 p.m.

President

Secretary