

**DRAFT**

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA

**MINUTES**

October 16, 2002

The Board of Education and the 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 Christie, President	Mr. Thomas A. Jackson
Mrs. Susan Genovese, Vice President	Dr. Gary L. Jones
Mrs. Audrey B. Davidson	Ms. Susan T. Noble
Mr. Mark E. Emblidge	Mrs. Ruby W. Rogers
Mr. M. Scott Goodman	
	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***

Mr. Emblidge made a motion to approve the minutes of the September 26, 2002, meeting of the Board. The motion was seconded by Ms. Noble 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. Genovese and carried unanimously.

- Final Review of Financial Report on Literary Fund

***Final Review of Financial Report on Literary Fund***

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

## ***ACTION ITEMS***

### ***First Review of the 2002 Annual Report on the Condition and Needs of the Public Schools in Virginia***

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. Mrs. Wescott said the *2002 Annual Report on the Condition and Needs of Public Schools in Virginia* is intended to be viewed along with two additional documents: the Board of Education *Six-Year Plan: 2003-08* and the *Six-Year Plan for Technology*. Together, these three documents provide a comprehensive view of the Board's six-year priorities, the condition and needs upon which the priorities are based, and the future direction and needs of our system of public education.

Mrs. Wescott said the following information is included in the report: statewide test results, statistics on various programs, recommendations from public hearings and forums held for the Board's review on Standards of Quality, accreditation ratings of schools, and a brief summary of programs and initiatives the Board has put in place to address the condition and needs of the public schools. Mrs. Wescott said there were three areas in which school divisions were not entirely in compliance with the Standards of Quality, but that these areas could be easily rectified. Mrs. Wescott also reported that 18 school divisions had not completed their six-year plan, six school divisions had not conducted a complete review of their policy manual or had not made the annual announcement that the policy manual is available, and three school divisions had not reported their pupil/teacher ratio in elementary schools.

Dr. Jones suggested that an executive summary from the Board be included with the report. The Board accepted the report for first review.

### ***First Review of the Board of Education's Six-Year Plan: 2003-2008***

Section 22.1-253.13:6 of the *Virginia Code* sets forth the requirement for the Board of Education to adopt a six-year plan. Mrs. Wescott, presenter of this item, said the *Six-Year Plan: 2003-08* outlines the following six priorities for action by the Board of Education:

- Priority 1: We will strengthen Virginia's public schools by providing challenging academic standards for all students.
- Priority 2: We will enhance the foundation program and the quality standards for public education in Virginia.
- Priority 3: We will continue efforts to enhance the quality of teachers and administrators.
- Priority 4: We will support accountability and continuous improvement in all schools.
- Priority 5: We will assist teachers to improve the reading skills of all students, especially those at the early grades.
- Priority 6: We will provide leadership for implementing the provisions of the No Child Left Behind Act smoothly and with minimal disruption to school divisions.

Mr. Emblidge inquired about the Board's role for providing input into the document. Mr. Christie responded that members are welcome to suggest additions and changes that will be incorporated into the draft of the plan when it is presented for final review. Mr. Emblidge also requested a copy of the previous six-year plan for Board members to review.

The Board accepted the draft copy of the *Six-Year Plan: 2003-2008* for first review.

**First Review of Resolution on the K-12 Education Components of the State Budget**

Mr. Christie presented this item. Mrs. Genovese made a motion to waive first review and approve the resolution on the K-12 education components of the state budget, a copy of which had been distributed to members prior to the meeting. The motion was seconded by Mrs. Davidson and carried unanimously.

The resolution reads as follows:

***Resolution of the Board of Education  
on the K-12 Education Components of the State Budget***

*WHEREAS*, as it routinely does every year in the fall, the Virginia Board of Education wishes to communicate its spending priorities to the Governor and the General Assembly for their consideration as they make budget decisions,

*WHEREAS*, the Board acknowledges the serious revenue shortfall facing state government at this time, and also acknowledges that Virginia's budget must be balanced and that the current revenue shortfall means that cuts in previously appropriated funds must be made by the Governor and the General Assembly in order to balance the budget, and

*WHEREAS*, the Board does not minimize the difficulty of the challenge facing the Governor and the General Assembly in balancing the state's budget, and

*WHEREAS*, the Board believes nonetheless that public education is of the highest priority in the state budget, and that there are certain core educational programs in the K-12 public education budget that should be of the highest priority for maintaining spending and, to the maximum extent possible, should not be the programs in the state budget chosen for reducing already appropriated amounts,

*NOW THEREFORE, BE IT RESOLVED*, that the Board urges the Governor and the General Assembly of Virginia to consider the following K-12 educational programs to be of the highest priority and urges that everything possible be done to avoid reductions in already appropriated funds in these core programs:

- a. Standards of Quality (SOQ) basic aid accounts, including funding for teacher and principal positions and salaries;
- b. Non-SOQ programs directly related to meeting the student achievement goals of the Standards of Learning and the federal No Child Left Behind legislation.

*AND BE IT FURTHER RESOLVED* that the Board's position contained herein shall be communicated to the Governor and the General Assembly for their consideration.

Adopted in Richmond, Virginia, This Sixteenth Day of October in the Year 2002.

**First Review of a Request for a Waiver of a Requirement of the Regulations Establishing Standards for Accrediting Public Schools in Virginia**

Section 8 VAC 20-131-240.E. of the Regulations Establishing Standards for Accrediting Public Schools in Virginia sets the requirements for teaching loads in secondary schools. The regulation states: *The secondary classroom teacher's standard load shall be no more than 25 class periods per week. One class period each day, unencumbered by supervisory or teaching duties, shall be provided to every full-time classroom teacher for instructional planning. Teachers of block programs with no more than 120 student periods per day may teach 30 class periods per week. Teachers, who teach very small classes may teach 30 class periods per week, provided the teaching load does not exceed 75 student periods per day. If a classroom teacher teaches 30 class periods per week with more than 75 student periods per day, an appropriate contractual arrangement and compensation shall be provided.*

Mr. Charles Finley, assistant superintendent for accountability, presented this item. Dr. Lorraine Turner, division superintendent, Russell County public schools, assisted him. The Russell County School Board is seeking a waiver of the requirements of 8 VAC 20-131-240.E of the accrediting standards, which would limit the high school teacher's load to 25 classes periods per week. This waiver would also permit the division to assign teachers to teach more classes with fewer students per class than they are currently teaching and to avoid having to provide "an appropriate contractual arrangement and compensation" that would be required by the accreditation standard unless the teacher teaches 35 class periods per week with more than 75 student periods per day. The waiver would affect three high schools with 1,557 students.

Dr. Jones made a motion to waive first review and approve the waiver as requested by Russell County Public Schools. The motion was seconded by Mrs. Rogers and approved unanimously.

**First Review of History and Social Science Textbooks and Instructional Materials for State Adoption**

In 1991 the Board of Education adopted a resolution delegating its authority for textbook adoption to the Superintendent of Public Instruction. Since 1995 the Department of Education has worked with state committees to review and evaluate publishers' submissions primarily with respect to Standards of Learning correlation. Following each review, the Department of Education provided school divisions with a list of the instructional materials submitted and a profile of each submission that included the degree of Standards of Learning correlation.

On March 27, 2002, the Board of Education adopted a resolution to approve textbooks and instructional material in accordance with the requirements of the Constitution of Virginia. The Department of Education was authorized to administer the process of reviewing textbooks and instructional materials to be recommended for Board approval. Committees of Virginia educators and Department of Education staff members completed the review. Publishers had an opportunity to respond to the recommendations prior to submission to the Board of Education for approval.

Dr. Beverly Thurston, specialist, history and social science and textbook coordinator, presented this item. Dr. Thurston said the Department of Education has included a recommendation for each textbook and instructional material that has been reviewed. The recommended list is accompanied by profile sheets that provide the information used to determine the recommendation. Dr. Thurston announced that the textbooks and other material will be available at nine review sites across the state. The arrangements at each review site are now being finalized and the sites will be announced publicly within a few days. The public will be invited to review the submitted materials and to submit their comments on forms provided at each site.

The Board accepted the report from Dr. Thurston for first review.

### **First Review of Proposed Revisions to the Science Standards of Learning**

In September 2000 the Board of Education established a schedule for the review and revision of all Standards of Learning. The Science Standards of Learning were designated to be reviewed and revised, as determined necessary, by the end of the 2002-2003 academic year.

Mr. Jim Firebaugh, acting director of middle instruction services, presented this item. Mr. Eric Rhoades, science specialist, K-5, and Mrs. Delores Dunn, secondary science specialist, also assisted with the revision.

Mr. Firebaugh reported that in March 2002 division superintendents received an online review of the 1995 Science Standards of Learning. The purpose of the online review was to encourage and solicit broad-based input on the desired revisions to the standards. The 1995 Science Standards of Learning were posted on the Department of Education's Web site with comment boxes for suggestions/feedback on each standard. The department's science staff analyzed the data received, prepared a preliminary draft document, and convened an advisory review team in June 2002 to provide feedback on recommended revisions to the standards.

The major elements of the proposed revised Science Standards of Learning include the following:

1. The addition of a fourth-grade motion standard to reinforce the developmental sequence of physical science concepts K-8.
2. The elimination of redundancy within the middle-level standards (6<sup>th</sup> grade, Life Science, and Physical Science) with the addition of several new standards for the 6<sup>th</sup> grade.
3. More consistent correlation to the mathematics standards overall.
4. Greater emphasis on water and watersheds across grades and subject.
5. Clearer emphasis on the "Nature of Science" in the upper elementary, middle, and high school standards.
6. Elimination of redundant content in the Earth Science standards and an expanded emphasis on astronomy.

7. Elimination of a physics standard duplicated in chemistry, and inclusion of a new physics standard concerning the properties of fluids.

The Board accepted the revised Science Standards of Learning for first review. Four public hearings will be held in early December. In January 2003 the revised Science Standards of Learning will be presented to the Board for final review and approval.

### **Final Review of Proposed Board of Education Meeting Dates for 2003**

Section 2 of Article Three of the By-laws of the Board of Education specifies the following: *Section 2. Regular Meetings. Prior to and no later than the annual meeting (February), the Board shall adopt a tentative schedule for regular meetings for the applicable calendar year. Such schedule shall be subject to the change, alteration or adjustment by the President as he or she deems appropriate, to accommodate the operation of the Board as is necessary.*

Mrs. Genovese made a motion to change the April meeting dates to April 29, April 30, and May 1, and to adopt the proposed meeting dates as presented. The motion was seconded by Mrs. Rogers and approved unanimously.

It was noted that the Board does not meet in August or December, except as determined necessary by the President. The meeting dates take into consideration the religious and secular holidays celebrated on or around the proposed meeting dates. The 2003 meeting dates are as follows:

Monday, January 6, 2003  
Wednesday, February 26, 2003  
Wednesday, March 26, 2003  
Tuesday-Thursday, April 29-30, and May 1, 2003  
Wednesday, May 28, 2003  
Wednesday, June 25, 2003  
Wednesday, July 23, 2003  
Wednesday, September 17, 2003  
Wednesday, October 22, 2003  
Wednesday, November 19, 2003

### **Report on the Standards of Learning Statewide Pass Rates**

Mrs. Shelley Loving-Ryder, assistant superintendent for assessment, presented this item. Mrs. Loving-Ryder said Virginia's students improved on 23 of the 28 Standards of Learning tests given in elementary, middle, and high school in the core academic areas of English, mathematics, science, and history/social science. In 1997-98, the first year Standards of Learning tests were given, only five of the 27 Standards of Learning tests administered in that year had passing rates of 70 percent or higher. During 2001-02, pass rates were 70 percent or higher on all but one of the 28 Standards of

Learning tests (a high school world geography test was added in 2000). A total of 2,077,727 Standards of Learning tests were administered during the springs 2002.

Mrs. Loving-Ryder said the 86 percent statewide pass rate on the English reading and writing tests, which most students take during their junior year, represents a four-point improvement in reading and a two-point increase in writing compared with results from 2001. Since 1998, statewide pass rates on the high school reading and writing tests have increased by 14 points and 15 points, respectively.

Mrs. Loving-Ryder reported that the percentage of students passing end-of-course Standards of Learning tests in mathematics also increased in the 2002 test administration. In science, students achieved pass rates of 83 percent on the biology end-of-course test, 70 percent in Earth Science, and 78 percent in chemistry. This compares with 2001 pass rates of 81 percent in biology, 73 percent in Earth Science, and 74 percent in chemistry.

The achievement of the commonwealth's elementary students in reading also improved in 2002. Seventy-two percent of the students who took the grade 3 English test passed, a seven-point increase over 2001. The statewide pass rate on the grade 5 reading test increased five points to 78 percent in 2002. Since the Standards of Learning testing began in 1998, pass rates in grade 3 English and grade 5 reading have increased by 17 and 10 points, respectively.

Mrs. Loving-Ryder added that achievement also increased in grade 3 and grade 5 mathematics, science, and history on the 2002 tests. The pass rate for the grade 5 writing remained unchanged at 84 percent. Eighty percent of Virginia's third graders passed the mathematics test, compared with 77 percent in 2001. The pass rate in third-grade science rose four points to 78 percent. Third-grade students achieved a 76 percent pass rate in history for 2002, a four-point improvement over 2001. The pass rate for the grade 5 mathematics test rose to 71 percent, a 4-point increase compared with results from 2001. The pass rate in fifth-grade science increased by one point to 76 percent while the pass rate on the fifth-grade history test increased by 9 points to 72 percent.

Achievement increased on four of the tests administered in grade 8. The pass rate in eighth-grade writing was 76 percent, a one-point gain over 2001. Seventy-one percent of the students who took the eighth-grade mathematics test passed, a three-point improvement over 2001. The pass rate in eighth-grade history rose 22 points to 78 percent. The pass rate on the eighth grade-reading test fell to 69 percent, a three-point decline compared with 2001.

The Board received the report for information purposes and thanked Mrs. Loving-Ryder for the helpful information.

### **Report on the Instructional Support Team Initiative**

Dr. Lissa Power-deFur, director of student services, presented this item. Mrs. Carol Bowman, coordinator of science and coordinator of IST, Mecklenburg County public schools, and Mrs. Julia Harper, instructional support teacher, Byrd Elementary

School and IST coordinator, Goochland County public schools, assisted Dr. Power-deFur.

Dr. Power-deFur said that the Instructional Support Teams in various elementary schools in the commonwealth were created as a result of the Special Education State Improvement Grant (1999-2004). This initiative is based on an empirically based approach, initiated in Pennsylvania, to improve student achievement using instructionally relevant assessment practices. The Pennsylvania initiative was designed as a pre-referral intervention in order to focus on the instructional needs of students rather than on perceived internal deficiencies. By developing a strong school-based team that focused on assessing and addressing the instructional needs of children, Pennsylvania noted a reduction in referrals for special education. Mrs. Harper and Mrs. Bowman reported on the results achieved in their schools through the IST model.

Dr. DeMary recognized Dr. Don Fleming, specialist for school psychology, who was instrumental in bringing the IST program to Virginia.

The Board received the report for information purposes.

#### **Report on the PASS Initiative**

Dr. Cheryl Magill, director of accreditation, presented this item. On July 1, 2002, Governor Warner launched the PASS (Partnership for Achieving Successful Schools) Initiative that provides technical assistance to 117 schools accredited with warning for 2002. Of the 117 schools, 34 are Title I schools that have been warned in English and/or mathematics for the past two consecutive years and placed on "School Improvement" status by the federal government.

Dr. Magill reported on the implementation of the PASS Initiative and discussed the four models of technical assistance being field-tested by the department. Model I is being managed by Dr. Magill; Model II and III by Dr. Heywood, director, office of school improvement; and Model IV by Dr. Chris Corallo, Virginia director, Appalachian Educational Laboratory.

Following Dr. Magill's report, Mr. Jackson commented that the Board of Education needs to be persistent in urging the General Assembly to provide needed resources for school divisions to improve.

The Board received the report for information purposes and thanked Dr. Magill for her work in this area.

#### **Report on the Committee to Enhance the K-12 Teaching Profession in Virginia**

Mrs. Genovese presented this item. The purpose of the Joint Task Force on the K-12 Teaching Profession in Virginia, established in 2000 by the Board of Education (BOE) and the State Council of Higher Education for Virginia (SCHEV), was appointed to develop recommendations for enhancing the teaching profession. Co-chaired by a member of the BOE and SCHEV and with broad participation of all education

constituencies, the Joint Task Force presented a draft report to the full membership of the BOE and SCHEV in June 2001. The Joint Task Force recommended establishing an advisory committee consisting of policymakers and constituent groups to develop and implement a comprehensive state plan to ensure a highly qualified teacher in every classroom by July 1, 2006. Mrs. Genovese stated that the goal of the report is to present a coherent, comprehensive blueprint to attract, develop, and retain skilled, talented, and diverse individuals who effectively advance learning for all students.

The following is an outline of the report presented by Mrs. Genovese.

#### The Facts:

- The quality of teaching in our classrooms is the single most important in-school factor in improving student achievement.
- Ensuring a highly qualified teacher in every classroom is the law of the land.

#### The Challenge: Attracting Highly Qualified Individuals into the Teaching Profession in Virginia

- From 2000 to 2015, the commonwealth's supply of teachers is expected to show a 4 percent decline, while its student population is expected to grow by 4 percent.
- In 2001, school divisions reported 4,136 vacancies and teachers instructing outside their area of endorsement, nearly triple the number in 1999.
- In 1989-90 the average teacher salary in Virginia ranked third among the 16 member states of the Southern Regional Education Board, behind only Maryland and Delaware; a decade later, Virginia's position has fallen to fifth, behind two additional states, North Carolina and Georgia.

#### The Challenge: Retaining Teachers in the Profession

- Nationally, as many as 39 percent of teachers leave the profession within five years.
- Fewer than 12 percent of public school teachers report that they are very satisfied with the level of esteem in which society holds the teaching profession.
- Teacher attrition is acute in high poverty urban and rural districts.
- In 2001-2002, 79 percent of Virginia's school divisions had salaries below \$35,000 for teachers with 10 years of experience.

The report sets forth five recommendations that can serve as a blueprint for Virginia to ensure that there is a highly qualified teacher in every classroom.

#### Recommendation One:

- Develop a comprehensive database to support Virginia's commitment to teacher quality
- Collect data on the qualifications of Virginia instructional personnel

Recommendation Two:

- Expand recruitment initiatives to attract competent, caring, and qualified teachers
- Develop and implement a statewide marketing plan
- Develop a statewide Job Bank and Electronic Hiring Hall
- Create partnerships between institutions of higher education and school divisions
- Expand and increase support for incentive programs in critical shortage teaching areas
- Expand and increase initiatives for alternative pathways into teaching
- Fund compensation and benefits for teachers that will attract and retain highly qualified individuals

Recommendation Three:

- Provide high-quality teacher preparation programs for every teacher candidate
- Prepare increased numbers of highly qualified teachers in critical shortage areas by developing and expanding model programs
- Strengthen measures to ensure that teacher preparation programs are producing the high-quality teachers Virginia needs and that the programs are aligned with preK-12 curriculum and licensure standards
- Develop an incentive-based funding system that recognizes and rewards teacher preparation programs that are responsive to preK-12 school needs and demonstrate the effectiveness of program completers in enhancing student learning

Recommendation Four:

- Expand efforts to develop and retain high-quality teachers
- Design, implement, and evaluate a high-quality mentoring program
- Provide focused professional development
- Ensure that teachers' salaries, benefits, and incentives are competitive
- Establish a multi-tiered licensure system
- Develop and implement a comprehensive approach to ensure that all schools have a positive work environment

Recommendation Five:

- Establish a Center for Research on the Teaching Profession
- Participate in regional and national teacher quality efforts aligned with Virginia priorities
- Seek additional funding from the federal government, national organizations, and private foundations to support teacher quality initiatives in Virginia

The Board received the report for informational purposes thanked Mrs. Genovese and her committee members for their work to develop the action plan outlined above.

***PUBLIC COMMENT***

The following persons spoke during public comment:

Terry Dennis

Randy Reekes  
Roxanne Grossman

### ***DISCUSSION OF CURRENT ISSUES***

Mr. Christie said the chairman of the Senate Committee on Education and Health has asked him to get Board members' thoughts on the use of vending machines in public schools. The Board held a public hearing on this topic at its September 26, 2002, meeting. Several Board members expressed their view that local boards should determine the manner in which vending machines will be used and/or stocked in their local schools. One member expressed his hope that the legislature would authorize legislation giving authority to the state Board of Education to determine the manner of use and the contents of the vending machines in the local schools. After the discussion, on this topic, Mr. Christie said he would report the views of the Board members to the chairman of the Senate Committee on Education and Health.

The board met for dinner at the Crowne Plaza Hotel on October 15, 2002. Present were: Mr. Christie, Mrs. Davidson, Mr. Emblidge, Mr. Jackson, Dr. Jones, and Mrs. Rogers. A brief 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.

### ***EXECUTIVE SESSION***

Mrs. Genovese made a motion to go into executive session under *Virginia Code 2.2-3711.A.1* to discuss personnel matters related to licensure. The motion was seconded by Dr. Jones and carried unanimously. The Board adjourned for the executive session at 11:35 a.m.

Mrs. Genovese made a motion that the Board reconvene in open session. The motion was seconded by Dr. Jones and carried unanimously. The Board reconvened at 11:55 a.m. Mrs. Genovese made a motion that the Board certify by roll call vote that to the best of each member's knowledge, (1) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the executive session to which this certification motion applies, and (2) only such public business matters as were identified in the motion convening the executive session were heard, discussed or considered by the Board. The motion was seconded by Mr. Jackson and carried unanimously.

#### Board Roll Call:

Mr. Jackson – Aye  
Mr. Goodman – Aye  
Mrs. Davidson – Aye  
Mrs. Genovese – Aye  
Mr. Christie – Aye

Ms. Noble – Aye  
Mrs. Rogers – Aye  
Dr. Jones – Aye  
Mr. Emblidge – Aye

Mrs. Genovese moved that the Board of Education take the following actions relative to the licensure cases presented during the executive session:

Case #1, that the Board of Education issue the teaching license. The motion was seconded by Mr. Goodman and carried unanimously.

Case #2, that the Board of Education take no action to suspend the teaching license. The motion was seconded by Mrs. Davidson and carried unanimously.

Case #3, that the Board of Education lift the suspension of the teaching license and the license be reinstated for the time remaining as specified. The motion was seconded by Mrs. Rogers and carried unanimously.

Case #4, that the Board of Education revoke the teaching license. The motion was seconded by Mr. Jackson and carried unanimously.

Case #5, that the Board of Education continue the case. The motion was seconded by Mrs. Davidson and carried unanimously.

Case #6, that the Board of Education issue the teaching license. The motion was seconded by Mrs. Davidson and carried unanimously.

Case #7, that the Board of Education issue the teaching license. The motion was seconded by Mrs. Rogers, and carried unanimously.

### ***ADJOURNMENT***

There being no further business of the Board of Education and Board of Career and Technical Education, Mr. Christie adjourned the meeting at 12:05 p.m.

Mr. Christie convened the public hearing at 12:15 p.m.

### ***PUBLIC HEARING***

#### ***Public Hearing on the Proposed Revisions to the Regulations Governing Pupil Transportation, Including Minimum Standards for School Buses in Virginia (8 VAC 2-70-10 et seq.)***

The following persons spoke during the public hearing:

Dr. Barbara Goodman, president, Virginia Association for Pupil  
Transportation  
John Hazelette, Norfolk City public schools  
Mr. David Pace, Virginia Beach public schools

Mr. Christie adjourned the hearing at 12:25 p.m.

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President

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Secretary