

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

March 26, 2003

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

Mr. Mark C. Christie, President
Mrs. Susan L. Genovese
Mr. Mark E. Emblidge
Mr. M. Scott Goodman

Mr. Thomas M. Jackson, Jr.
Dr. Gary L. Jones
Ms. Susan T. Noble
Dr. Ella P. Ward

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.

RESOLUTIONS/RECOGNITIONS

A Resolution of Recognition was presented to Dr. E. Wayne Harris, Superintendent of Roanoke City Public Schools, recipient of the Leadership in the Arts Instruction Award.

APPROVAL OF MINUTES

Dr. Jones made a motion to approve the minutes of the February 26, 2003, meeting of the Board. Dr. Ward seconded the motion, and it carried unanimously. Copies of the minutes had been distributed previously to all members of the Board of Education.

CONSENT AGENDA

Mrs. Genovese made a motion to accept the following consent agenda. The motion was seconded by Dr. Ward 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
- First Review of Nominations for Appointment to the State Special Education Advisory Committee
- First Review of a Request from Smyth County Public Schools Concerning a Literary Fund Loan

Final Review of Recommendations Concerning Applications for Literary Fund Loans

The Department of Education’s recommendation to approve four applications in the amount of \$30,000,000, subject to review and approval by the Office of 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
Salem City	Andrew Lewis Middle	\$7,500,000.00
Franklin County	Windy Gap Elementary	7,500,000.00
Lynchburg City	E. C. Glass High	7,500,000.00
Lunenburg County	Lunenburg Middle	7,500,000.00
	TOTAL	\$30,000,000.00

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

The Department of Education’s recommendation that funding for four projects in the amount of \$30,000,000 be deferred and the projects 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*, was accepted by the Board of Education’s vote on the consent agenda.

First Priority Waiting List

COUNTY, CITY, OR TOWN	SCHOOL	AMOUNT
Salem City	Andrew Lewis Middle	\$7,500,000.00
Franklin County	Windy Gap Elementary	7,500,000.00
Lynchburg City	E. C. Glass High	7,500,000.00
Lunenburg County	Lunenburg Middle	7,500,000.00
	TOTAL	\$30,000,000.00

Final Review of Financial Report on Literary Fund

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

First Review of Nominations for Appointment to the State Special Education Advisory Committee

The Department of Education's recommendation that the Board waive first review and appoint Linda Richardson of Emporia, as the Region VIII parent representative to the Virginia State Special Education Advisory Committee, was accepted by the Board of Education's vote on the consent agenda.

First Review of a Request from Smyth County Public Schools Concerning a Literary Fund Loan

By its vote on the consent agenda, the Board adopted the Department of Education's recommendation that the Board of Education waive first review and approve the request from Smyth County Public Schools for the replacement of the wastewater treatment plant to be an emergency and that the project be given the highest priority placement on the First Priority Waiting List, contingent upon approval by the Office of the Attorney General.

ACTION/DISCUSSION ON BOARD OF EDUCATION REGULATIONS

First Review of Proposed Revisions to Regulations Governing the Operation of Proprietary Schools and Issuing of Agent Permits (8 VAC 20-350-10 et seq.)

Mr. Charles Finley, assistant superintendent of accountability, presented this item. Mr. Finley said the *Regulations Governing the Operation of Proprietary Schools and Issuing of Agent Permits* currently provide regulations for private proprietary schools, including regulations for private schools for students with disabilities. The current action proposes to amend these regulations to remove the language dealing with proprietary schools for students with disabilities. A draft of new regulations specific to proprietary schools for students with disabilities has been proposed (8 VAC 20-670 Proposed Regulations Governing the Operation of Private Day Schools for Students with Disabilities). In addition, this action proposes to revise the regulations for proprietary schools to make them current and responsive to the needs of the schools and their consumers, and address business practices that are being seen in today's postsecondary training environment. This document also proposes to increase fees to support the approval and oversight functions for private career schools.

The department has 140 proprietary career schools with valid Certificates to Operate and another 20 applications pending. The type of skills training offered ranges

from bartending and dog grooming to sophisticated computer hardware and software applications. During the last two years the department has experienced an increase in the number of schools seeking certification or being required by the department to become certificated.

Mr. Finley said the *Code of Virginia* provides discretion to the Board of Education to establish regulations for the management and conduct of proprietary schools, to collect fees, and determine methods of collecting fees as it deems necessary to carry out the oversight responsibility of these schools. The *Regulations Governing the Operation of Proprietary Schools and Issuing of Agent Permits* were last amended in 1994.

Mrs. Genovese made a motion to approve the proposed regulations for submission to the next phase of the Administrative Process Act (APA) and publish them for public comment. The motion was seconded by Dr. Jones and carried unanimously.

ACTION ITEMS

Final Review of K-3 History and Social Science Textbooks and Instructional Materials for State Adoption

Dr. Patricia Wright, assistant superintendent of instruction, presented this item. At the March 27, 2002, meeting, the Board of Education adopted a resolution to allow the Department of Education to proceed with the review of textbooks and instructional materials according to the established process. Committees of Virginia educators and Department of Education staff completed the review. Publishers had an opportunity to respond to the recommendations prior to submission to the Board of Education for approval.

The textbook companies submitted materials for K-3 history and social science at the same time materials were submitted for the other history and social science courses. After deliberation by a state review committee of teachers and by Department of Education staff members, no textbook or instructional material for K-3 fully met the criteria established to correlate with the K-3 Virginia Standards of Learning. The department asked all publishers who submitted K-3 textbook and instructional materials if they would be willing to provide a Virginia-specific supplement to enhance their materials and fully address Virginia's standards. Harcourt School Publishers and Scott Foresman agreed to provide this supplement. The Department of Education followed the established process to review/recommend textbooks and instructional materials submitted for adoption.

Mr. Goodman made a motion to approve the list of K-3 history and social science textbooks and instructional materials recommended for state adoption. The motion was seconded by Dr. Ward and carried unanimously.

Final Review of the Results of the Standard-Setting Study of the ParaPro Assessment for ParaProfessionals

Dr. Thomas Elliott, assistant superintendent for teacher education and licensure, presented this item. A standard-setting study was conducted to recommend a minimum qualifying score (passing score) for the ParaPro Assessment. In October of 2002, the Educational Testing Service (ETS) conducted the study on behalf of and in cooperation with the Delaware Department of Education, Maryland State Department of Education, and the Virginia Department of Education. Panel members, who are practicing instructional paraprofessionals in the schools, were recommended by each state. Participating in the study were 26 paraprofessionals with a high school diploma or its equivalent, nine paraprofessionals with at least two years of college study, and five supervising teachers. Each state's panel recommended a passing score based on the collective professional judgment of the panel.

The Educational Testing Service conducted the standard-setting process with the panel of experts. The average question-level judgment across all panelists was computed for the 75 operational ParaPro Assessment questions. The 15 pre-test questions were not factored into the recommended passing score calculation. The scaled score range for the assessment is 420 to 480. The recommended scaled passing score for the ParaPro Assessment from the Virginia panelists was 458.

Mr. Emblidge made a motion to approve the results of the standard-setting study for the ParaPro Assessment for paraprofessionals and establish an initial qualifying score of 455. The motion was seconded by Dr. Ward and carried unanimously.

First Review of Resolution of the Advisory Board on Teacher Education and Licensure (ABTEL) on Reading Assessment

Dr. Jane Massey-Wilson, chair of the Advisory Board on Teacher Education and Licensure (ABTEL) presented this item. Dr. Massey-Wilson said House Joint Resolution Number 794 (HJR 794) of the 2001 session of the General Assembly requested the Department of Education, in cooperation with the State Council of Higher Education for Virginia, to study the proficiency of Virginia teachers in teaching systematic explicit phonics. Specifically, in the area of teacher education, the study requested responses to the following issues: (1) extent to which teacher preparation programs in Virginia's schools of education provide instruction to aspiring teachers in the use of systematic explicit phonics; (2) usefulness of requiring that all persons seeking initial licensure or licensure renewal demonstrate proficiency in the teaching of systematic explicit phonics; and (3) creation of a state professional development program to assess the skills of those teachers required to demonstrate phonics proficiency for licensure and provide additional training in systematic explicit phonics to those who did not demonstrate such proficiency.

Mrs. Massey-Wilson said in response to HJR 794, ABTEL completed the following initiatives: (1) examined matrices developed by the 37 approved teacher

preparation programs to identify reading competencies addressed for all teaching areas; (2) sought clarification from the 37 approved teacher preparation programs based on the matrices reviewed; (3) conducted a survey of the 37 approved programs to obtain additional information regarding the inclusion of systematic explicit phonics; (4) surveyed a sample of 78 reading coordinators and faculty working in approved teacher preparation programs; and (5) established an ABTEL panel to review reading assessment instruments developed by the Educational Testing Service (ETS) and National Evaluation Systems, Inc. (NES) to determine their appropriateness for use in initial licensure of elementary and special education teachers and reading specialists.

The recommendations of ABTEL were presented to the Board in the form of a draft resolution. The Board accepted for first review the resolution of the Advisory Board on Teacher Education and Licensure on reading assessment. The resolution reads as follows:

*Resolution of the
Advisory Board on Teacher Education and Licensure*

Reading Assessment Recommendation

WHEREAS, the Advisory Board on Teacher Education and Licensure (ABTEL) believes that enhancing teacher preparation in reading instruction is absolutely essential and that reading instruction must be improved so that all Virginia's public school children can learn to read proficiently, not just to meet the requirements of the No Child Left Behind Act, but more importantly, because reading is the foundational skill for success in school and in life; and

WHEREAS, to achieve that goal, ABTEL recommends that the Commonwealth of Virginia work with a testing company to develop a reading instruction knowledge and skills proficiency assessment that can be administered to candidates as a prerequisite for receiving the endorsements of Reading Specialist, Special Education, and/or Elementary prek-3 and prek-6; and

WHEREAS, the components of this assessment should include demonstrated proficiency in instructing children in reading using the components of phonics, phonemic awareness, vocabulary, fluency and reading comprehension, as well as performance-based components in effective reading instructional strategies; and

WHEREAS, recognizing that the need to upgrade reading instruction in Virginia's public schools must not be delayed, and recognizing that knowledge of phonics-based instruction is not consistently adequate across the board among new teachers or reading specialists;

NOW, THEREFORE, BE IT RESOLVED that ABTEL recommends that a reading assessment, aligned with the Virginia Standards of Learning and the reading competencies in the Licensure Regulations for School Personnel, be developed or modified for the endorsements of Reading Specialist, Special Education, and Elementary prek-3 and prek-6, and taking the assessment shall be a requirement no later than July 1, 2004.

Adopted at George Mason University, this 17th day of March in the Year 2003.

First Review of Revised Science Standards of Learning Curriculum Framework

Mr. Jim Firebaugh, director of middle instruction, presented this item. In September 2000, the Board of Education established a schedule for the review and revision of all Standards of Learning. The review process for the Science Standards of Learning began in March 2002 and the Board of Education adopted the revised Science Standards of Learning in January 2003.

Mr. Firebaugh said when the Science Standards of Learning were revised, it became necessary to revise the Science Standards of Learning Curriculum Framework, formerly known as the Teacher Resource Guide. Selected science teachers and specialists, along with science educators who had worked on the original Teacher Resource Guide, assisted department staff in reviewing and revising the guide to reflect the 2003 standards.

The Board accepted for first review the proposed draft of the Science Standards of Learning Curriculum Framework and approved the draft of the Curriculum Framework for the purpose of public comment.

First Review of Process and Criteria for the Identification of Persistently Dangerous Schools as Required by the No Child Left Behind Act of 2001

Dr. Cindy Cave, director of policy, presented this item. The federal *No Child Left Behind Act of 2001*, at Title IX, Section 9532, requires each state receiving funds under the Act to establish and implement a statewide Unsafe School Choice Option Policy.

The Virginia Board of Education's statewide policy was adopted on May 23, 2002, for students attending a persistently dangerous public elementary school or secondary school or becoming victims of a violent criminal offense while in or on the grounds of a public elementary school or secondary school. The intent of the policy is to provide those students with the opportunity to attend a safe public elementary school or secondary school within the local educational agency.

Dr. Cave said incidents will be placed in three categories, according to degree of harm. Category I incidents include homicide, rape, attempted rape, and use of a bomb. Category II incidents include assault with a firearm or other weapon, actual and attempted robbery, or kidnapping /abduction. Category III incidents include illegal possession of a handgun, rifle/shotgun, projectile weapon, bomb, or other firearms. Dr. Cave said the Virginia Department of Education established thresholds of incidents per year for Category I and points accumulated per school size based on incidents for Categories II and III. The department proposed that these event thresholds be used to identify a persistently dangerous school over a three consecutive-year period.

Mr. Jackson suggested adding the following language: "Each incident shall be assigned to a category and no incident shall be given two categories worth of points."

After a short discussion, Mr. Christie requested that more information be added on misdemeanors and felonies.

The Board accepted the report for first review.

First Review of Revisions to the Consolidated State Accountability Workbook Under the No Child Left Behind Act of 2001

Dr. Cheri Magill, director of accreditation, presented this item. The *No Child Left Behind Act of 2001* (NCLB) requires states to establish an accountability system for schools, school divisions, and the state through which adequate yearly progress (AYP) can be measured for student performance on reading/language arts and mathematics assessments, for the graduation rate in secondary schools, and for another academic indicator in elementary schools.

On January 28, 2003, the Board of Education approved the Consolidated State Application Accountability Workbook, which outlines how Virginia is meeting or plans to meet the NCLB accountability requirements. Dr. Magill said that final state policies must be submitted to the U. S. Department of Education by May 1, 2003.

Dr. Magill said the Consolidated State Application Workbook addresses 10 principles and numerous critical elements associated with each principle. When the Board approved the workbook on January 28, 2003, several policies were being developed to implement certain aspects of the accountability components of NCLB. Since that time, certain critical elements have been revised resulting in final policies for the Board's review. Dr. Magill reviewed non-material and material changes of the proposed revisions to the Consolidated Application Accountability Workbook.

The Board accepted for first review the revisions to the Consolidated State Application Accountability Workbook for the *No Child Left Behind Act of 2001*.

First Review of Locally-Selected or Developed English Language Proficiency Assistance to Satisfy No Child Left Behind Act of 2001 Requirements

Mrs. Roberta Schlicher, specialist for English as a second language, presented this item. Title I, Part A of the *No Child Left Behind Act of 2001* requires local school divisions to administer an annual assessment for all kindergarten through twelfth-grade limited English proficient (LEP) students. The English language proficiency assessment must measure the oral language, reading, and writing skills of all LEP students in a school division.

In January 2003, the Board of Education approved a list of English Language Proficiency assessments for the 2002-2003 school year that meet the criteria stipulated in the non-regulatory Title III, Part A Guidance on Standards, Assessment, and Accountability. The Board also approved the process for Title III sub-grantees to submit

for Board approval locally developed and/or selected instruments to measure the English language proficiency of LEP students.

Dr. Jones made a motion to waive first review and approve the recommended locally selected and/or developed instruments to measure the English language proficiency of LEP students. The motion was seconded by Mrs. Genovese and carried unanimously. The list of the approved instruments is at Appendix A.

First review of Nominations for Appointment to the Advisory Committee on Adult Education and Literacy

Mr. Emblidge presented this item. The Adult Education and Literacy Advisory Committee was established as a standing committee of the Board in June 2001. The purpose of the committee is to advise the Board of needs in adult education and to assist with the development of the state plan. Members of the advisory committee represent groups that have an interest in adult education and literacy. The committee operates under by-laws, and members receive three-year term appointment by the Board. The advisory committee meets three to four times each year.

Mr. Emblidge made a motion to waive first review and approve the following nominations:

Carolyn Baker, Coordinator, Federal Program and Early Learning Center,
Charlotte County Schools (3-Year Term)

Rebecca Scott, Regional Adult Education Program,
Wise County Public Schools (3-Year Term)

Marilyn Milio, The READ Center, Richmond, Virginia (3-Year Term)

Dr. David Red, Adult ESOL Coordinator,
Fairfax County Public Schools (3-Year Term)

The motion was seconded by Dr. Ward and carried unanimously.

First Review of Proposed Changes to Board of Education Approved History and Social Science Courses to Satisfy Graduation Requirements

Mrs. Maureen Hajar, director of secondary instructional services, presented this item. Mrs. Hajar said in January 2001, the Board of Education approved revised History and Social Science Standards of Learning. School divisions are expected to begin full implementation of the revised Standards of Learning in the fall of 2003.

Mrs. Hajar said when the History and Social Science Standards of Learning were revised, there were changes made to several course titles. It is necessary to update and

revise the list of board-approved courses to satisfy graduation requirements to reflect the new course titles. New course codes will also be assigned. In addition, the Board has approved several Advanced Placement and International Baccalaureate assessments as substitute assessments for students to earn verified credits. The courses associated with these assessments have been added to this Board-approved list of course codes.

The Board accepted for first review the proposed revisions to the list of history and social science courses to satisfy graduation requirements for the Standard and Advanced Studies Diplomas.

First Review of Suicide Prevention Guidelines for Public Schools in Virginia

Dr. Don Fleming, specialist for school psychology and student services, presented this item. The 1999 General Assembly passed Senate Bill 1250 directing the Board of Education to develop and disseminate guidelines for licensed school personnel to follow in contacting parents, or, if conditions warrant, the local or state service agency when the student is in imminent risk for attempting suicide.

It was recommended in the *Virginia Youth Suicide Prevention Plan* that the guidelines should be revised to include criteria for following up with parents of students expressing suicidal intentions after initial contact has occurred. With the assistance of a focus group, the follow-up guidelines were developed for the revised document. Dr. Fleming said the revised guidelines contain written procedures for school personnel to follow for assessing imminent risk of danger related to suicidal ideation, contacting concerned parties, and following up on an intervention. Resource material on suicide prevention is also included in the document.

Mr. Emblidge made a motion to waive first review and approve the Revised Suicide Prevention Guidelines. The motion was seconded by Dr. Jones and carried unanimously.

First Review of Curriculum Guidelines for Child Abuse Recognition and Intervention Training

Dr. Lissa Power-deFur, director of student services, presented this item. The 2002 General Assembly identified the need for educators to be better informed on child abuse recognition and reporting, passing Senate Bill No. 92, amending Section 22.1-298.8 of the *Code of Virginia*. This legislation requires that on and after July 1, 2004, persons seeking initial licensure as teachers and persons seeking licensure renewal as teachers for the first time after such date complete study in child abuse recognition and intervention. Such study shall be conducted in accordance with curriculum guidelines developed by the Board of Education in consultation with the Department of Social Services.

Dr. deFur said that the *Child Abuse and Neglect Recognition and Intervention Training Curriculum Guidelines* are designed to serve as the basis for professional development activities and preservice instruction regarding child abuse recognition and intervention. This guideline does not prescribe the length or provider of training; rather the guidelines identify the topic areas that should be addressed. Institutions of higher education and local educational agencies and other entities employing persons licensed by the Board of Education are free to design and implement the training in any manner, such that the information presented conforms to these guidelines.

Dr. Jones made a motion to waive first review and approve the *Child Abuse and Neglect Recognition and Intervention Training Curriculum Guidelines*. The motion was seconded by Mrs. Genovese and carried unanimously.

First Review of the Board of Education Educational Technology Plan for Virginia 2003-2009

Mr. Lan Neugent, assistant superintendent for technology, presented this item. Mr. Neugent said the *Virginia Code* requires the Board of Education to adopt a six-year plan for educational technology. The draft of the *Educational Technology Plan for Virginia 2003-2009* establishes five major components and sixteen goals that provide a framework and strategic direction for educators utilizing technology to improve student learning. Mr. Neugent said these components are integration (of technology into instruction), professional development and support programs, connectivity, educational applications, and accountability. The six-year plan provides details of actions necessary by all stakeholders to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia.

Mr. Neugent said the Appropriations Act provides for use of Literary Fund proceeds to support implementation of Virginia's state and local educational technology plans. Localities provide additional funding to support implementation of local educational technology plans. Meeting goals of state and local plans may require divisions to adjust allocations of available funds.

During the general discussion on this item, Mr. Jackson requested a periodic update to the Board on this issue. The Board accepted the *Educational Technology Plan for Virginia: 2003-2009* for first review.

First Review of Recommendations from Accountability Advisory Committee Regarding Alternative Accreditation Plans for Special Purpose Schools

Mr. Emblidge, co-chair of the accountability advisory committee, presented this item. In May of 2002 the Board of Education's Accountability Advisory Committee (AAC) was asked to recommend criteria for the development of alternative accreditation plans for special purpose schools which are permitted by the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* adopted by the Board in July 2000.

The AAC appointed a work group consisting of local school division personnel and one member of the AAC to study issues surrounding alternative education and to develop recommendations for alternative accreditation plans. Research conducted by the work group revealed that Virginia's alternative education offers a full range of services to a wide variety of students in a number of different setting (i.e., schools, centers, and programs). Those services include regular academic programs for older students and students performing below grade level, GED programs, and behavior management, and special education programs.

The Accountability Advisory Committee recommends that the Board:

1. Adopt a written alternative school accreditation proposal process that includes application guidelines, information requirements, and due dates.
2. Adopt an application form template.
3. Approve the establishment of an application review panel that would be appointed by the superintendent of public instruction and that would include practitioners and alternative school experts.
4. Require that the process be communicated to school divisions in a timely manner.

Mr. Emblidge said the recommendation to report the advance proficiency scores when the other scores are reported was passed unanimously by the ACC committee.

The Board accepted the recommendations from the Accountability Advisory Committee regarding alternative accreditation plans for special purpose schools for first review.

Statewide Performance Report Summary for Career and Technical Education

Mr. Robert Almond, director of career and technical education, presented this item. The Board of Education approved the Virginia System of Performance Standards and Measures as a part of the 2000-2004 State Plan for Career and Technical Education (CTE). The federal Perkins Act requires that the results on the negotiated state adjusted levels of performance for both secondary and postsecondary CTE are communicated to the Board and other audiences. Each school division and the Virginia Community College System will receive an annual report of performance.

The Virginia system addresses: (1) academic achievement; (2) occupational competence; (3) (a) access and success for special populations as defined by Perkins; (b) nontraditional career preparation; (4) successful transition to careers and/or further education; and (5) employer/employee satisfaction with high school preparation.

The Board accepted the report. It will be maintained as a part of the Board of Education's meeting record, and will be communicated to the audiences required by the Perkins legislation (Appendix B).

Report on the 2002 Stanford 9 Test Results

Mrs. Shelley Loving-Ryder, assistant superintendent for assessment and reporting, presented this item. Mrs. Loving-Ryder said the Standards of Quality requires the Board of Education to prescribe and provide nationally normed tests to assess the educational progress of students. In October 1996, the Board of Education adopted the Stanford Achievement Test Series, Ninth Edition, Form TA, Abbreviated (*Stanford 9*) as the norm-reference test to be used for the Virginia State Assessment Program (VSAP). Results from this type of test allow for comparison of Virginia students' performance with that of students in the same grades across the nation.

Mrs. Loving-Ryder gave the following summary of Virginia students' fall 2002 performance against the *Stanford 9* national averages in grades 4, 6, and 9:

1. Overall, Virginia's Fall 2002 achievement was at or above the national average in 31 (94%) of the 33 *Stanford 9* subtests and content area totals.
2. In grade 4, achievement was above the national average in all 11 subtests and content area totals.
3. In grade 6, achievement was above the national average in 10 of the 11 subtests and content area totals.
4. In grade 9, achievement was at or above the national average in 10 of the 11 subtests and content area totals.

The Board received the report on the 2002 Stanford 9 Test results.

PUBLIC COMMENT

No one spoke during public comment.

DISCUSSION OF CURRENT ISSUES

Mr. Goodman announced that the Virginia Israel Office, which is within the Office of the Secretary and Trade, is sponsoring four teachers to visit Virginia, April 7-11, 2003. Mr. Goodman said several Virginia teachers recently went to Israel. Dr. Beverley Thurston, specialist at the Department of Education, assisted with this project. During their visit to Virginia, the teachers will teach at the following schools: Centreville and West Springfield High Schools, Fairfax; Maggie L. Walker Governor's School, Richmond; Mills Godwin High School, Henrico; Maury High School, Norfolk; and Princess Anne High School, Virginia Beach.

Mr. Christie offered the following resolution to express the Board of Education's support to the military families in Virginia:

***Resolution of The
Virginia Board of Education***

Supporting Our Troops and Their Families in Virginia

Whereas, tens of thousands of military families live in the Commonwealth of Virginia, with many children of military families enrolled in Virginia public schools, and

Whereas, many fathers and mothers in these Virginia military families are now serving in Iraq and the Persian Gulf, where they face danger and hardships as they perform the duties they have been asked to undertake,

Now, therefore, be it resolved, that:

- (1) The Virginia Board of Education expresses our strong support and deep gratitude both to the men and women of our armed forces for their courage, service and sacrifice and to the many Virginia-based loved ones of our military, including especially the children of military parents enrolled in Virginia public schools, for their courage, service and sacrifice during this time, and
- (2) This resolution shall be communicated to each local school division in Virginia with the request that similar support be expressed to all children of military families in our public schools, and this resolution shall also be communicated to all appropriate military family-support agencies representing Virginia-based military families.

Adopted unanimously this 26th Day of March 2003.

Mrs. Genovese made a motion to approve the Resolution. The motion was seconded by Dr. Ward 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 11:15 a.m.

President

Secretary