

COMMONWEALTH OF AGENDA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

May 28, 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
Mrs. Ruby W. Rogers
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 AND RECOGNITIONS

The Leadership in Arts Instruction Award was presented to Mrs. Minette Cooper, program director of Young Audiences of Virginia. Young Audiences of Virginia serves more than one-third of all Virginia public schools with more than 3,000 hours annually of high quality arts programs in the classroom.

A Resolution of Appreciation was presented to Mrs. Audrey B. Davidson, former member of the Board of Education, 1999-2003.

A Resolution of Recognition was presented to the following retiring members of the Advisory Board for Teacher Education and Licensure:

Dr. Jane Massie-Wilson
Donna S. Smith
Susan A. Walton
Dr. J. David Smith
Dr. Mark Glaser
Kenneth L. Fleming

APPROVAL OF MINUTES

Mrs. Rogers made a motion to approve the minutes of the April 29-30, 2003 meeting of the Board. Ms. Noble seconded the motion. Copies of the minutes had been distributed to all members of the Board of Education.

ACTION ITEMS

First Review of Proposed Emergency Regulations Governing the General Achievement Diploma (HB 1464)

Dr. Patricia Wright, assistant superintendent of instruction, presented this item. During the 2003 session, the General Assembly approved House Bill 1464 that amends Sections 22.1-253.13.4 and 22.1-254.2 of the *Code of Virginia* requiring the Board of Education to establish a General Achievement Diploma. The *Code* specifies that the Board of Education shall promulgate regulations to implement the provisions of this act to be effective within 280 days of its enactment. Therefore, it will be necessary for the Board to promulgate the new regulations using the emergency procedures as authorized by the Administrative Process Act.

Dr. Wright said the General Achievement Diploma is intended to provide a diploma option for high school dropouts and individuals who exit high school without a diploma. The diploma is for individuals who are at least 18 years of age and not enrolled in public school or not otherwise meeting the compulsory school attendance requirements set forth in the *Code of Virginia*. It is not intended to be a first option for high school students. General Achievement Diploma candidates may be individuals who are of the age to enroll in a public school whether they choose to enroll or not, or individuals who because of their age are not eligible to enroll in a public school.

Dr. Wright said the proposed requirements for the General Achievement Diploma include prescribed standard units of credit and a passing score on the General Educational Development (GED) examination. Standard credits required for the General Achievement Diploma may be earned in a variety of educational settings: a public school; a community college or other institution of higher education; an adult high school program; or correspondence, distance learning, and online courses.

The Board accepted for first review the Emergency Regulations Governing the General Achievement Diploma. The proposed emergency regulations will be distributed for public comment, and final review and adoption will be at the July 2003 Board meeting.

First Review of Notice of Intended Regulatory Action (NOIRA) to Promulgate Permanent Regulations Governing the General Achievement Diploma (HB 1464)

Dr. Wright also presented this item. The Board accepted for first review the Notice of Intended Regulatory Action (NOIRA) to promulgate permanent Regulations Governing the General Achievement Diploma. The president requested that the NOIRA be placed on the Board's July 2003 agenda for further action.

Final Review of Revised Science Standards of Learning Curriculum Framework

Mr. Jim Firebaugh, director, Office of Middle Instructional Services, presented this item. In January 2003, following a public comment period, the Board of Education adopted the revised Science Standards of Learning. Mr. Firebaugh said when the Standards of Learning for Science were revised, it became necessary to revise the Science Standards of Learning Curriculum Framework, formerly known as the Teacher Resource Guide, for those standards.

Mr. Firebaugh said the Science Standards of Learning define the content knowledge and skills that are measured by the Standards of Learning assessments. The Curriculum Framework provides additional guidance to school divisions and teachers as they develop an instructional program appropriate for their students. It assists teachers as they plan their lessons by defining the essential knowledge, skills, or processes students need to master.

Mr. Goodman made a motion to accept the edits to the revised Science Standards of Learning Curriculum Framework and adopt the revised Science Standards of Learning Curriculum Framework. Dr. Ward seconded the motion, and it carried unanimously.

First Review of the Proposed Revisions to the Standards of Quality

Mr. Dan Timberlake, assistant superintendent of finance, and Mrs. Anne Wescott, assistant superintendent of policy and communications, presented this item. Mr. Timberlake reported on the summary of cost estimates for proposed changes to the Standards of Quality (SOQ), and Mrs. Wescott reported on suggested changes in the text of the SOQ.

Mr. Timberlake began the presentation by stating that the Board of Education reviewed its preliminary recommendations for revised SOQ at its special meeting on May 12, 2003. Since that meeting, the department staff has completed its cost analyses of the recommended changes in the requirements. Mr. Timberlake then reviewed each recommended change and the associated costs and projected impact on localities and staffing. Following a discussion of each proposed change, the Board agreed to the changes to the SOQ as described below.

1. Requiring one full-time principal in each elementary school.

The SOQ currently requires a half-time principal for elementary schools with fewer than 300 students. The responsibilities of the principal are demanding and present significant challenges for all schools and especially those elementary schools that do not have full-time principals. In those school buildings without a principal or assistant principal, a common practice is to assign a designee, usually a resource teacher, who must stop instructional lessons with students to deal with the many situations that arise on a daily basis. This change will provide elementary schools with the same staffing levels for principals.

2. Requiring one full-time assistant principal for each 400 students in each school.

The SOQ currently requires one half-time assistant principal at an elementary school with between 600 and 899 students and one full-time assistant principal at an elementary school with 900 or more students. The current middle and secondary assistant principal standard in the SOQ is for one full-time assistant principal per 600 students in a school. The demands and responsibilities of assistant principals have intensified the increasing complexity of the principal's role.

Changing the SOQ requirement from one full-time assistant principal for each 600 students to one full-time assistant principal for each 400 students address the discrepancy between SOQ requirements and actual staffing practices in middle and high schools. The proposed ratio slightly exceeds prevailing practice. Changing the requirement for elementary schools would provide elementary schools with the same staffing levels for assistant principals as middle and high schools.

3. Funding elementary resource teachers in art, music, and physical education.

The SOQ currently recognizes the importance of art, music, and health and physical education as part of the total instructional program that local school boards shall develop for students in kindergarten through twelfth grade. Studies have shown that participation in the arts and physical education may contribute to improved student performance and increased achievement on test scores. The inclusion of art, music, and physical education is considered necessary for students' responsible participation in American society. The Regulations Establishing Standards for Accrediting Public Schools in Virginia, at 8 VAC 20-131-80, or Standards of Accreditation (SOA), require the provision of instruction in art, music, and physical education and health for students at the elementary, middle, and high school levels. Standard units of credit in health and physical education and in the fine or practical arts are included in the graduation requirements provided in the SOA.

A common theme from public comments on the SOQ was the importance of elementary art, music, and physical education teachers. Comments included support for full funding for art, music, and physical education teachers.

The Board's proposed revision to the SOQ will provide for three periods per week per student in grades K-5, divisionwide, at a pupil-teacher ratio of 24 to 1.

4. Reducing the secondary school pupil-to-teacher funding ratio from 25:1 to 21:1 to support scheduled planning time for secondary teachers.

The Standards of Quality require school divisions to employ a minimum number of licensed, full-time equivalent instructional personnel for each 1,000 students in average daily membership as set forth in the appropriation act. The standards require school boards to assign licensed instructional personnel to produce division-wide ratios of students to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians. The standards require school boards to assign instructional personnel to produce school-wide ratios of students to full-time equivalent teaching positions of 25:1 in middle schools and high schools.

In order to support enough positions to guarantee that secondary school teachers have one period of planning time a day, the ratio for the formula for state funding of positions would have to be reduced to 21:1. This does not change SOQ class size and division-wide standards.

5. Reducing the state-required speech language pathologist caseload from 68 to 60 students.

Currently, the caseload for speech-language pathologists is mandated by the Board's Regulations Governing Special Education Programs for Children with Disabilities in Virginia, 8 VAC 20-80-45, at 68 students. Speech-language pathologists provide services to students with communication disorders and are valuable assets to schools striving to address the phonology awareness and language skills that support literacy. The high caseloads carried by many speech-language pathologists limit their ability to support improved literacy for children with communication disorders and to serve as a resource to teachers.

6. Funding technology specialist positions at two specialists per 1,000 students in grades K-12 division-wide, one to serve as the technical support specialist and one to serve as the instructional technology specialist.

The Standards of Quality reference technology in §§ 22.1-253.13:3 B, 22.1-253.13:5 D., and 22.1-253.13:6 B., under accreditation, training and professional development, and planning. Standard 3 states that the Board of Education's accreditation regulations must include requirements and guidelines for

instructional programs and for the integration of educational technology into these programs, as well as administrative and instructional staffing levels that include staff positions for supporting educational technology. Standard 5 includes the requirement that the board provide technical assistance for professional development to school boards to ensure instructional personnel proficiency in the use of educational technology. Standard six requires the Board of Education to develop a detailed six-year plan to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia.

To integrate technology into instruction, an adequate system of support in schools is necessary. The purpose of the technology specialist positions is to provide school-level technical assistance to teachers and students in the use of technology and to maintain school-based technology. Technical support consists mainly of centralized and school-based support for information networks, such as selection, configuration, installation, operation, repair, and maintenance.

7. Revising the formula for the calculation of funding support for SOQ prevention, intervention, and remediation.

The proposed revision to the current SOQ remediation funding formula would replace the current methodology of funding nine positions per 1,000 students estimated to be in the bottom quartile of the student population taking the Stanford 9 tests, based on scores. The proposed change would fund one hour of additional instruction per day for K-12 students identified as needing services, using the percentage of students eligible for the federal free lunch program as a proxy, with pupil-teacher ratios varying on a sliding scale from 18:1 to 10:1. Combined failure rates for the English and mathematics Standards of Learning tests would determine the pupil-teacher ratio assigned. Those divisions with lower combined failure rates would be assigned a higher pupil-teacher ratio than those divisions with a higher combined failure rate.

8. Funding for one reading specialist per 1,000 students in grades K-12.

- The Standards of Quality allow, but do not require, one full-time reading specialist in each elementary school, at the discretion of the local school board.

In Virginia, the percentage of third graders passing the English Standards of Learning tests has increased from 55 percent in 1998 to 72 percent in 2002; however, the percentage passing rate for Hispanic children was 59 percent in 2002, and that for African Americans was 55 percent.

Longitudinal studies indicate that of the students who are below grade level in reading in the third grade, 74 percent remain below grade level in reading in the ninth grade (NICHD). Further, the best predictor in kindergarten or first grade of

a future reading disability in grade 3 is a combination of performance on measures of phonemic awareness, print awareness, and automatic recognition of letters. The ability to read affects all subject areas, and therefore, the role reading specialists have in increasing student achievement in reading is critical.

9. Making technical and editorial changes to clarify and update the SOQ language.

The most significant of these changes include changing the titles of some of the standards to more accurately reflect their subject content; combining Standard 7 with Standard 6; moving sections within the standards or to another more appropriate standard or another section of the code for clarity; removing requirements that are no longer applicable due to changes in state or federal law, or that are no longer feasible due to a shortage of resources; adding language about professional development; and, updating language to reflect changes in practices due to technology.

The proposed revisions would authorize the Board to pursue all available civil remedies for unauthorized alteration of test materials or test results.

Following Mr. Timberlake's presentation and discussion of the proposed changes and fiscal and administrative impact, Mrs. Wescott stated that the proposed revisions would also require:

- Career exploration opportunities in the middle grades (consistent with 8 VAC 20-131-90 of the Standards of Accreditation);
- Early identification and assistance for students with reading problems;
- The incorporation of art, music, and physical education as a part of the instructional program at the elementary school level (consistent with the Standards of Accreditation);
- Instructional personnel to be licensed and qualified in the relevant subject areas (consistent with §§ 22.1-295 and 22.1-299 of the Code, and 8 VAC 20-131-240 of the Standards of Accreditation);
- School boards to employ reading specialists and mathematics specialists for schools accredited with warning in English and mathematics;
- School boards to develop a policy that describes the division's procedure for resolving parental concerns;
- The Board of Education's annual report to the Governor and the General Assembly include the name of any local school division that is not in full compliance with the Standards of Quality; and
- Changing references within certain standards from "remediation" to references to "prevention, intervention, and remediation."

Following the discussion of the topics outlined above, Dr. Jones made a motion that the Board of Education recommends that its SOQ proposals be phased in by the

Governor and the General Assembly over no more than two biennia. The motion was seconded by Mrs. Genovese, and it carried unanimously.

Dr. Jones made a motion to approve for first review the language in the proposed revisions to the Standards of Quality. The motion was seconded by Dr. Ward, and it carried unanimously. Mr. Christie announced that additional public hearings are scheduled to be held on June 10, 2003. The Board is expected to take final action on the proposed revisions at its meeting on June 25, 2003.

First Review of Board-Approved List of Supplemental Educational Services Providers Under the No Child Left Behind Act of 2001

Mrs. Brenda Spencer, specialist, Compensatory Programs, presented this item. The *No Child Left Behind Act of 2001* (NCLB) requires states to identify and maintain a list of supplemental educational services providers. Supplemental educational services consist of tutoring and academic enrichment services that are provided in addition to daily instruction. A supplemental educational services provider can be a nonprofit entity, a for-profit agency, or another local school division. The services must be of high quality, research-based, and specifically designed to increase the academic achievement of eligible children in mastering the English and Mathematics Standards of Learning and in earning proficiency on Standards of Learning tests. NCLB requires states to maintain an approved list of supplemental educational services providers across the state and by school division from which parents can select.

Mrs. Spencer said the Department of Education has received applications in response to the Request for Proposals (RFP) from potential supplemental educational services providers. The Board of Education, at its September 2002 meeting, approved the initial list of recommended supplemental educational services providers and recommended four additional companies at its February 2003 meeting.

Mrs. Spencer said the department has received applications from three companies and recommends adding them to Virginia's list of recommended supplemental educational services providers. The three companies are Cortez Management, I CAN Learn Education Systems, and Voyager Expanded Learning. The department also received a request from Elluminate to be removed from Virginia's list of recommended supplemental educational services providers.

Mrs. Rogers made a motion to waive first review and add the recommended supplemental educational services providers to the Board-approved list and remove Elluminate from the list per the request of the company. Mr. Jackson seconded the motion, and it carried unanimously.

First Review of Revisions to the Board-Approved List of Industry, Professional, or Trade Association Certification Examinations to Meet the Requirements for the Board of Education's Career and Technical Education and Advanced Mathematics and Technology Seals and Student-Selected Verified Credit

Mr. Robert Almond, director, Office of Career and Technical Education Services, presented this item. In October 2000 the Board approved the initial list of industry, professional, and trade association certifications to meet the requirements for the Board's Career and Technical Education Seal and the Board's Seal of Advanced Mathematics and Technology. In April 2001 the Board approved the initial list of industry, professional, and trade association certifications to meet the requirements for the student-selected test for verified credit. In April 2002, the Board approved 29 additions to the initial list. Mr. Almond said the 69 additional examinations have been identified as meeting criteria to satisfy requirements for the Career and Technical Education Seal and student-selected verified credit. Thirty-three of these examinations have been identified as meeting criteria to satisfy requirements for the Advanced Mathematics and Technology Seal.

Mr. Almond explained that industry, professional, and trade association certifications are continually being revised or discontinued to stay current with technology and new techniques. These changes may be such that individual certifications are no longer available, would no longer meet the Board of Education's criteria for diploma seals or student-selected verified credit, or require additional criteria such as work experience beyond high school. Mr. Almond said changes have been made in 32 of the certifications that were previously approved by the Board.

The Board accepted for first review the revised list of certification examinations to meet the requirements for the Board of Education's Career and Technical Education and Advanced Mathematics and Technology Seals and the student-selected verified credit. A Superintendent's Memo will be sent to notify school divisions of these additions to the approved list of certification.

First Review of Board-Approved List of Occupational Competence Assessments to Meet the Requirements for Student-Selected Verified Credit in Career and Technical Education

Mr. Jackson presented this item. In April 2001 the Board approved the initial list of industry, professional, and trade association certifications to meet the requirements for the student-selected test for verified credit. In April 2002 the Board approved 29 additions to the initial list.

Mr. Jackson said the occupational competency assessments meets the Board's requirements for 8 VAC 20-131-110.B and 8 VAC 20-131-50.B.4. The National Occupational Competency Testing Institute (NOCTI) is a leading provider of occupational competency assessments and services. The Department of Education has identified specific occupational competency assessments from the "job ready" category

of NOCTI assessments that incorporate or exceed career and technical education content competencies. The assessments are recommended as credentialing options for Virginia career and technical education program areas where additional certification options are needed for student-selected verified credit or where no options to earn verified credit previously existed. Twenty-seven occupational competency assessments have been identified as meeting criteria to satisfy requirements for student-selected verified credit. Mr. Jackson recommended that the national norm for the identified occupational competency assessment be used to indicate pass proficiency.

Mr. Jackson made a motion to waive first review and approve the recommended list of occupational competency assessments for student-selected verified credit in career and technical education. Mr. Emblidge seconded the motion, and it carried unanimously. A Superintendent's Memo will be sent to notify school divisions of the adopted list of occupational competency assessments for student-selected verified credit in career and technical education.

First Review of the Establishment of a Career and Technical Education Advisory Committee

Mr. Christie presented this item. Mr. Christie explained that he received a letter from Governor Mark R. Warner, dated April 30, 2003. In the letter, Governor Warner requested that the Board of Education establish an advisory committee for career and technical education. Such a group would be similar to other advisory committees established by the Board to obtain input on issues important to this program area, e.g., special education, gifted education, and adult education. This committee would make reports periodically to the Board.

Mr. Emblidge made a motion as follows: to waive first review, to establish a Virginia Advisory Committee for Career and Technical Education as a standing committee of the Board, and to adopt the bylaws, a draft of which had been previously distributed to the Board. Dr. Ward seconded the motion, and it carried unanimously.

First Review of Appointments to the Advisory Board of Teacher Education and Licensure (ABTEL), July 1, 2003 to June 30, 2006

Dr. Thomas Elliott, assistant superintendent for teacher education and professional licensure, presented this item. Members of the Advisory Board on Teacher Education and Licensure (ABTEL) are appointed for three-year terms. Members are eligible for reappointment by the Board of Education for a second three-year term. As of June 30, 2003, the advisory board will have eight vacancies. Three of the individuals are eligible for reappointment to a second three-year term. Two of the three members eligible for reappointment have expressed an interest in continuing to serve on ABTEL. Therefore, six vacancies remain on ABTEL as specified by the *Code of Virginia*.

The Board accepted for first review the following individuals to the Advisory Board on Teacher Education and Licensure for the term of July 1, 2003 to June 30, 2006:

| | |
|-----------------------------------|------------------------|
| Business Community Representative | Rene Ashjian |
| Classroom Teacher (Elementary) | Sharon Condrey |
| Classroom Teacher (Middle School) | Aimee Holleb |
| Classroom Teacher (Middle School) | Rebecca A. Hill |
| Classroom Teacher (Secondary) | Cynthia D. Baird |
| Division Superintendent | James B. Scott |
| Higher Education (Independent) | Ronald Diss |
| Higher-Education (Public) | William H. Graves, III |

First Review of Pupil Transportation Specifications for School Buses

Mr. Dan Timberlake presented this item. The Board of Education gave final approval to the Regulations Governing Pupil Transportation on April 29, 2003. The adopted regulations deleted the section on specifications for school buses. This action will permit the Board to revise and update the bus specifications more frequently than would be permitted under the process for revising regulations.

The specifications have been updated and revised to include changes in equipment and technology. The recommended changes were developed by the department's Specifications Committee, which is comprised of pupil transportation representatives from school divisions across the state. None of the changes represent significant deviations from standard industry practices. All of the specifications are consistent with the safety recommendations of the National Transportation Safety Board.

Mr. Goodman made a motion to waive first review and adopt the proposed specifications to become effective upon enactment of the revised regulations that were adopted by the Board in April 2003. Mrs. Genovese seconded the motion, and it carried unanimously.

First Review of the Proposed Criteria for the Board of Education Diploma Seal for Excellence in Civics Education (HB 1503)

Mrs. Maureen Hajar, director, Secondary Instruction, presented this item. During the 2003 session the General Assembly approved House Bill 1503 that directs the Board of Education, by July 1, 2003, to establish criteria for awarding a diploma seal for excellence in civics education and in the understanding of the state and federal constitutions and the democratic model of government. The Excellence in Civics Education Seal would be available to recipients of the Standard Diploma and the Advanced Studies Diploma. Mrs. Hajar said the legislation requires the Board to consider criteria for successful completion of history, government, and civics courses, including courses that incorporate character education and voluntary participation in

community service or extracurricular activities, and related requirements, as it deems appropriate.

The Board accepted for first review the proposed criteria for the Board of Education Diploma Seal for Excellence in Civics Education (HB 1503). Mr. Christie requested that, prior to the final adoption by the Board, the department distribute the proposed criteria for comment from school divisions and other interested persons.

First Review of the Proposed Behind-the Wheel Driver Education Curriculum for Home-School Students (HB 2404)

Mrs. Hjar also presented this item. During the 2003 session the General Assembly approved House Bill 2404 that amends §§ 22.1-205 and 46.2-334 of the Code of Virginia. The Department of Education recommends that the Board of Education adopt *Module 11, Behind-the-Wheel and In-Car Observation* to meet the requirements of the new code section. The Board accepted for first review the proposed use of *Module 11, Behind-the-Wheel and In-Car Observation* from the Department of Education's driver education scope and sequence document for the behind-the-wheel driver education curriculum for home-school students. Mr. Christie requested that, prior to the final adoption by the Board, the department distribute the proposed criteria for comment from local divisions and other interested persons.

First Review of a Recommendation to Continue Program Approval of Teacher Preparation Programs at Hampton University and Norfolk State University

Dr. Thomas Elliott presented this item. In 2001-2002 a committee consisting of representatives from Virginia and the National Council for the Accreditation of Teacher Education (NCATE) reviewed two Virginia institutions for continuing accreditation of their teacher preparation programs. Since 1993 Virginia has participated in a partnership agreement with NCATE. This agreement establishes a joint review process whereby a visiting team composed of NCATE examiners and Virginia representatives conduct an on-site review every five years for Virginia institutions seeking to obtain or continue NCATE accreditation and state program approval.

The joint state and NCATE team reviewed the teacher education units and teaching endorsement programs at Hampton University on November 3-7, 2001, and at Norfolk State University on April 13-17, 2002. There are six NCATE standards that guided the review of the institutions' units.

Dr. Elliott explained that Hampton University was initially accredited by NCATE in 1988. Board of Education state program approval was authorized several years prior to the NCATE accreditation. The review that was conducted in November 2001 was for the purpose of maintaining the status of continuing accreditation. However, at the March 2002 meeting of the NCATE Unit Accreditation Board, the decision was made to continue, with probation, the accreditation of Hampton University. Dr. Elliott stated that

this decision was made primarily because the NCATE Board decided that Standard 1 (Candidate Knowledge, Skills, and Dispositions) was not met. Dr. Elliott added that during the period for appeals, Hampton University provided additional documentation and clarification to NCATE relative to Standard 1, which led to a favorable decision.

Norfolk State University was initially accredited by NCATE in 1991. Board of Education state program approval was authorized several years prior to NCATE accreditation. The review conducted in April 2002 was for the purpose of maintaining the status of continued accreditation. On October 29, 2002, the president of Norfolk State University was informed that the decision had been reached to continue the accreditation of the School of Education at the university and that no official areas for improvement relative to the standards were noted. The next on-site review is scheduled for the spring of 2007.

The Board accepted for first review the recommendation to continue program approval of the teacher preparation programs at Hampton University and Norfolk State University.

Annual Report of the Advisory Board for Teacher Education and Licensure (ABTEL)

Dr. Jane Massey-Wilson, chair of Advisory Board for Teacher Education and Licensure (ABTEL), presented this item. Dr. Massey-Wilson said the annual report of ABTEL highlights the major projects undertaken by the advisory board as well as recommendations for action by the Board of Education. During the 2002-03 school year the advisory board pursued numerous initiatives in the area of teacher education and licensure. These initiatives included the following:

- Resolution to enhance the teaching of reading in Virginia;
- Match, validation, and standard-setting studies of Praxis II assessments in Special Education;
- A plan to conduct a study to determine acceptable scores on the SAT to exempt beginning teachers from the Praxis I assessments; and
- Annual report on teacher preparation programs in Virginia.

Dr. Massie-Wilson also summarized the following major initiatives in teacher education and licensure received by ABTEL:

- No Child Left Behind: Implications for Teacher Education and Licensure in Virginia;
- Virginia's Teacher Quality Enhancement Grant, including the Comprehensive Data System;
- Regulations Governing the Employment of Professional Personnel;
- Mid-Atlantic Regional Teacher's Project—Meritorious New Teacher Candidate Designation;
- A Report on the 2003 General Assembly Initiatives;

- Virginia's Instructional Personnel Survey and Requirements for Highly Qualified Teacher and Paraprofessional State Performance Targets;
- A Presentation on a Recruiting Campaign for Teachers of Special Education, *Become a Special Education Teacher in Virginia: Smart People with Big Hearts*; and
- Reports on Issues Relative to Teacher Education and Licensure from the Virginia Department of Education, the Virginia Community College System, and the State Council of Higher Education for Virginia.

The Board received the report of the Advisory Board on Teacher Education and Licensure for the 2002-2003 school year. Mr. Christie thanked Dr. Massey-Wilson for her excellent and energetic leadership of ABTEL during her tenure as the chair.

Status Report on the Web-based Technology Initiative

Mr. Lan Neugent, assistant superintendent for technology, presented this item. Mr. Neugent said the goal of the Web-based Standards of Learning Technology Initiative is to improve student achievement through on-line access to educational resources. The initiative, focusing first on Virginia's high schools, includes funding targeted to achieve the following objectives:

- Provide a ration of one computer for every five high school students;
- Create internet-ready local area network capability in every high school;
- Assure high-speed, high bandwidth capabilities for instructional, remedial and testing needs in every school; and
- Establish statewide standards of learning test delivery system.

Mr. Neugent said when high schools have met these objectives allocated funds will be used to complete the initiative in middle schools and then in elementary school.

The Board received the informational report on the current status of the Web-based SOL Technology Initiative.

Update on the Status of the PASS Program

Dr. James Heywood, director, Office of School Improvement, presented this item. Dr. Heywood gave a brief oral report of the implementation of the activities to implement the PASS initiative. Dr. Heywood said Governor Warner launched the PASS (Partnership for Achieving Successful Schools) Initiative that provides technical assistance to schools accredited with warning.

Dr. Heywood said the Governor's PASS Initiative serves 32 of the 34 schools that are under federal sanctions because they have been accredited with warning in English and/or mathematics for two consecutive years. To remove the sanctions, they must meet Adequate Yearly Progress (AYP) this year and next year or for two consecutive years in

the warned areas. Two schools chose not to participate (one in Newport News and one in Roanoke) because they have reconstituted the schools and, therefore, they are basically new schools in terms of staff.

Dr. Heywood highlighted the following technical assistance provided by the PASS program:

- Nine weeks test to inform instruction – Each school in PASS gives nine weeks tests that are correlated to the SOL content. The tests are designed to provide teachers information for designing intervention services for individual students who may fail the tests and to provide principals with information regarding the progress of a grade level as a whole on learning the SOL skills and content.
- Support programs to meet the unique needs of high-poverty children. Programs are in place for pre-k through grade 12 and for adult literacy efforts. The *Take Home Reading Program* builds vocabulary background knowledge for later comprehension. This program is in eight schools and is managed by the Virginia Literacy Foundation.
- Discipline workshops – This is a significant problem in many PASS schools. Discipline workshops were given by Baker Elementary for Woodville Elementary and Marymont Elementary.
- Organized content classes – Provided at VCU for teachers who need additional content knowledge in mathematics.
- Staff development provided by office of school improvement – Provided during monthly principals' meetings in Portsmouth and Richmond.
- Nine weeks test development – The Department of Education is facilitating the development of an SOL aligned nine-weeks test for all PASS schools. The initiation is being done through a consortium led by Hampton City Schools and includes 15 school divisions from Region II.

Dr. Heywood said some of the plans for next year consist of the following:

- Asking many of the PASS partner schools to continue their successful partnership with the PASS schools.
- Next year's participants in the *Principal Peer Coaches* program will receive training in coaching using a NASSP Coaching/Mentor Training Center. All PASS coaches/mentors will go through the center in July and be certified as NASSP trained mentors.
- Ten additional schools will be identified to receive day care center grants and Book Buddies tutoring.
- The Math Buddies tutoring will be expanded to include other schools.
- A number of other support activities and staff development are in the planning stages and under consideration by the Governor that will be presented in the July PASS status report to the Board of Education.

The Board accepted the informational report on the status of the PASS program.

PUBLIC COMMENT

The following persons spoke during public comment:

Jean Shackelford
Joe Guarino

DISCUSSION OF CURRENT ISSUES

There was no discussion on current issues.

ADJOURNMENT

Mr. Christie adjourned the meeting of the Board of Education and Board of Career and Technical Education and convened the meeting of the Virginia Schools for the Deaf and Blind Foundation.

ANNUAL MEETING OF THE VIRGINIA SCHOOL FOR THE DEAF AND BLIND FOUNDATION BOARD

Mrs. Ruby Rogers, president of the Virginia Schools for the Deaf and Blind Foundation, convened the meeting at 11:25 a.m.

Mrs. Rogers, assisted by Dan Timberlake, conducted business of the Foundation, The following officers of the Virginia Schools for the Deaf and Blind Foundation were elected by Board members for the 2003 calendar:

President – Dr. Ella Ward
Vice President – Mrs. Ruby Rogers
Secretary-Treasurer – Mr. Dan Timberlake
Assistant Treasurer – Mrs. Marie Williams
Executive Director – Dr. Karen Trump

Mr. Timberlake assisted Mrs. Rogers by giving the fiscal report, distribution of earnings report, and report on the audit as of December 31, 2001. After these presentations, the meeting of the Virginia Schools for the Deaf and Blind Foundation was adjourned.

ADJOURNMENT

Mr. Christie reconvened the Board of Education. There being no further business of the Board of Education and Board of Career and Technical Education, Mr. Christie adjourned the meeting at 11:45 a.m.

President

Secretary