

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

May 26, 2004

The Board of Education and the Board of Career and Technical Education met for the regular business meeting in Conference Rooms C and D at the James Monroe State Office Building, Richmond, Virginia, with the following members present:

Mr. Thomas M. Jackson, President	Mr. David L. Johnson
Mrs. Susan L. Genovese, Vice President	Mr. Thomas G. Johnson, Jr.
Mrs. Isis M. Castro	Dr. Gary L. Jones
Mr. Mark E. Emblidge	Dr. Ella P. Ward
Mr. M. Scott Goodman	
	Dr. Jo Lynne DeMary, Superintendent of Public Instruction

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

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

Mr. Jackson asked for a moment of silence and led in the Pledge of Allegiance.

APPROVAL OF MINUTES

Mrs. Genovese made a motion to approve the minutes of the April 28-29, 2004, meeting of the Board. Mrs. Castro seconded the motion, which carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

RESOLUTIONS/RECOGNITIONS

The following Resolutions were presented:

- A Resolution was presented to Commemorate the 50th Anniversary of the *Brown vs. the Board of Education* Decision. The resolution reads as follows:

Board of Education Resolution
to Commemorate the 50th Anniversary
of the *Brown v. the Board of Education* Decision

WHEREAS in May 2004, fifty years have passed since the United States Supreme Court declared that racial segregation in public schools was unconstitutional in *Brown v. Board of Education of Topeka, Kansas*, 347 U.S. 483 (1954); and

WHEREAS in addition to Kansas, the Court examined educational conditions of segregated schools in South Carolina, Delaware, the District of Columbia, and Prince Edward County, Virginia and determined that "...the doctrine of 'separate but equal' has no place..." and

WHEREAS in 1958 white schools were closed in three Virginia school divisions, subsequently adversely affecting access to public school attendance and depriving students of an education not only in those divisions but also throughout the state; and

WHEREAS in January of 1959 Virginia's massive resistance, or "closing laws" were struck down by the Virginia Supreme Court of Appeals; and

WHEREAS the United States Supreme Court opinion stated, in part:

"Today, education is perhaps the most important function of state and local governments...It is the very foundation of good citizenship... it is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education. Such an opportunity, where the state has undertaken to provide it, is a right which must be made available to all on equal terms."

WHEREAS the *Brown* decision ignited the challenge against the Jim Crow era and was the impetus for the civil rights movement, which culminated with the passage of the 1964 Civil Rights Bill and the 1965 Voting Rights Act; and

WHEREAS to signify the commonwealth's historic role in this landmark decision, the 2003 General Assembly adopted Senate Joint Resolution 316, which directed the Dr. Martin Luther King, Jr. Memorial Commission to plan, initiate, coordinate and implement an 18-month observance of the decision, and the 2004 General Assembly adopted Senate Joint Resolution 26 and House Joint Resolution 78 to call upon "elected officials, community leaders, and citizens of the commonwealth to pause, consider, and appreciate the significance of this moment in our state's illustrious history, recognizing the tremendous progress that we have made together towards racial equality and equal educational opportunities for Virginians."

NOW, THEREFORE, BE IT RESOLVED that the Board of Education recognizes the 50th anniversary of the *Brown v. Board of Education* decision, commends and supports the King Commission in its leadership of the commemoration of the decision, and is honored to be a partner in the activities and programs planned to promote understanding and consideration of the events surrounding the decision and the impact on Virginia citizens extending from it.

BE IT FURTHER RESOLVED that the signed original of this resolution be forwarded to the executive board of the Dr. Martin Luther King, Jr. Memorial Commission as an expression of the Board of Education's appreciation for the commission's work.

BE IT FINALLY RESOLVED that a copy of this resolution be placed in the official minutes of the Board of Education as a perpetual record of the recognition of the historic decision, *Brown v. Board of Education*, and its lasting and positive impact upon generations of young people in this commonwealth.

Adopted in Richmond, Virginia, This Twenty-sixth Day of May in the Year 2004.

- A Resolution of Recognition was presented to Jane Johnson, currently an employee of the Virginia Department of Education, who was the first to integrate the Richmond City Public Schools following the *Brown vs. Board of Education Decision* under the U. S. Desegregation Court Order.
- A Certificate of Appreciation was presented to Rae' Vaughn Johnson, a kindergarten student at Young Park Elementary School in Norfolk, for performance of Martin Luther King's *I Have a Dream Speech*.

PUBLIC COMMENT

The following persons spoke during public comment:

Linda Moore
Sally Revenson
Al Mannato

ACTION/DISCUSSION ON BOARD OF EDUCATION REGULATIONS

First Review of Emergency Regulation Governing Reduction of State Aid When Length of School Term Below 180 Teaching Days or 990 Teaching Hours

Mr. Charles Finley, assistant superintendent for educational accountability, presented this topic. Mr. Finley said that the Board of Education promulgated the *Regulations Governing Reduction of State Aid When Length of School Term Below 180 School Days*, 8 VAC 20-520, in response to § 22.1-98 of the Code of Virginia. The most recent amendments to the regulations were effective in 1980.

Mr. Finley said that the proposed regulation incorporates the changes required by the amendments to the Code of Virginia and clarifies certain other requirements. The changes include a definition of "severe weather conditions or other emergency situations," authorization for school divisions to make up missed instructional days by providing equivalent instructional hours, specific requirements for the number of instructional days or instructional hours that must be made up based on the number of days a school has been closed, and a provision for the Board of Education to waive the requirement that school divisions provide additional teaching days or hours to compensate for school closings resulting from a declared state of emergency.

Mr. Finley stated that the proposed regulation provides for the Board of Education to authorize the Superintendent of Public Instruction to approve reductions in the school term without a proportionate reduction in the amount paid by the commonwealth from the Basic School Aid Fund.

The regulation also includes a definition of "declared state of emergency" and requires local school divisions, when using instructional days to make up missed days, to

make them the same length as prescribed for regular school days by the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, 8 VAC 20-131. Additionally, if a school division chooses to extend the instructional day to make up lost instructional time, the extension has to be of sufficient length to permit the provision of meaningful instructional services.

Mrs. Genovese made a motion to accept this item for first review. The motion was seconded by Mrs. Castro and carried unanimously.

First Review of Proposed Revisions to the Standards for Interdepartmental Regulation of Children's Residential Facilities (22 VAC-42-11 et seq.)

Mr. Finley also presented this item. Mrs. Charlene Vincent, coordinator, office of interdepartmental regulation, assisted Mr. Finley.

Mr. Finley said that the Interdepartmental Regulation Program is a joint effort of the Departments of Education (DOE); Juvenile Justice (DJJ); Mental Health, Mental Retardation and Substance Abuse Services (DMHMRSAS); and Social Services (DSS) to cooperatively regulate most of Virginia's public and private sector children's residential facilities. The program is designed to carry out the departments' regulatory responsibilities more effectively and efficiently than the fragmented efforts that preceded the interdepartmental program's development.

Mr. Finley stated that the Office of Interdepartmental Regulation coordinates the children's residential regulatory activities conducted by the four departments. It facilitates the development of regulations and conducts training on a variety of topics for regulatory personnel and providers of children's residential services.

Mr. Finley said that this regulatory action will begin the process to replace the existing regulation, ' 22 VAC 42-10-10 et seq., *Standards for Interdepartmental Regulation of Children's Residential Facilities* and promulgate a new regulation, ' 22 VAC 42-11-10 et seq., bearing the same title. The new regulation is intended to accomplish the following: (a) protect children who are separated from their families and reside in children's residential facilities; and (b) assure that an acceptable level of care, treatment, and education are provided by the licensees. In addition, the new regulation will meet federal regulations, ensure that services provided to residents are appropriate for their needs, bring the standards in line with current industry standards and needs, clarify frequently misinterpreted standards, and delete unnecessary requirements.

Mr. Goodman made a motion to accept the proposed regulations for first review and authorize staff to continue working with the Office of Interdepartmental Licensure to complete the requirements of the Administrative Process Act. The motion was seconded by Mrs. Castro and carried unanimously.

First Review of a Request by the Department of Planning and Budget to Add Exemption Language to the Proposed Regulations Governing the Operations of Private Day Schools for Students with Disabilities

Mr. Finley also presented this item. Mr. Finley said that upon review of the Final Proposed Regulations Governing the Operation of Private Day Schools for Students with Disabilities, approved at the March 24, 2004, Board of Education meeting, the Department of Planning and Budget asked that language be added to clarify who is exempt from the regulations. On advice of the Office of the Attorney General, the Board must approve addition of the proposed language.

Mr. Finley said that the substantial change to the previously approved proposed regulations is to add the following section:

8 VAC 20-670-15. Exemption.

Any privately owned or operated preschool, elementary, middle, or secondary school whose primary purpose is to provide educational services to students without disabilities, even though the school may serve children with disabilities in a regular academic setting.

Dr. Jones made a motion to waive first review and approve the addition of the exemption statement to the final regulations for submission to the next phase of the Administrative Process Act to become effective following the final review period. The motion was seconded by Mr. Emblidge and carried unanimously.

ACTION ITEMS

First Review of Criteria for Identifying School Divisions for Division Level Academic Reviews

Dr. Cheri Magill, director of accreditation, presented this item. Dr. Magill said that the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) require a school to be “Accredited with Warning (in specified academic area or areas)” if its pass rate on any SOL test does not meet required benchmarks to qualify for any other accreditation rating. Any school rated Accredited with Warning must undergo an academic review in accordance with guidelines adopted by the Board. It is the responsibility of the Department of Education to develop this academic review process.

Dr. Magill said that on July 23, 2003, the Board approved revisions to the school-level academic review process to be used during the 2003-2004 school year. As part of these revisions, the Board discussed the development of an academic review process to be used at the central office level for school divisions having a significant number or percentage of schools or types of schools rated Accredited with Warning.

House Bill 1294, passed by the General Assembly and signed into law on April 15, 2004, gives the Board of Education the authority to require division-level academic reviews in school divisions where findings of school-level academic reviews show that the failure of the schools to reach full accreditation is due to the local school board's failure to meet its responsibilities under the *Standards of Quality*.

On April 28, 2004, the Board approved the process by which division-level academic reviews are to be conducted. On April 29, 2004, staff presented to the Board of Education several criteria options for selecting school divisions that should be considered for division-level academic reviews. The Board discussed the following:

- Option 1. Percentages of schools in school divisions rated Accredited with Warning for two of the most current three years.
- Option 2. Percentages of schools in school divisions rated Fully Accredited for two of the most current three years.
- Option 3. Percentages of students in school divisions attending Fully Accredited schools.
- Option 4. Percentages of students in school divisions attending schools rated Accredited with Warning.

As a result of the discussion, it was recommended that the criteria for identifying school divisions for division-level academic reviews be the following:

1. The percentage of students attending schools in the division rated Accredited with Warning in the current school year is higher than the statewide percentage.
2. The failure of schools in the division to reach full accreditation has been determined to be due to the local school board's failure to meet its responsibilities under the *Standards of Quality*, consistent with HB 1294.

These criteria are to be reviewed annually by the Board.

The Board requested that, for the final review in June, staff add additional criteria to incorporate the requirements of Adequate Yearly Progress (AYP) and the NCLB standards.

Mrs. Genovese made a motion to accept for first review the criteria for identifying school divisions that should be considered for division-level academic reviews. The motion was seconded by Mrs. Castro and carried unanimously.

First Review of Proposed Guidelines for Drug Testing in the Public Schools

Mr. Doug Cox, assistant superintendent for special education and student services, presented this item. Ms. Arlene Cundiff, director of safe and drug free schools, assisted Mr. Cox.

Mr. Cox said that HB 2091 from the 2003 General Assembly requires the Board of Education to develop guidelines that address voluntary and mandatory drug testing procedures in accordance with constitutional principles. The bill also stated that any provisions being developed should not be construed to require school boards to adopt policies requiring drug testing; however, school boards may choose to require drug testing in accordance with the Board's guidelines.

In 1995, the U.S. Supreme Court upheld random drug testing of athletes involved in competitive sports. A 2002 decision allowed for required drug testing as a precondition of participation in all competitive extracurricular activities (athletic and non-athletic).

Mr. Cox said that the guidelines have been developed in consultation with the Office of the Attorney General. They are intended to supplement existing guidelines for student searches and student conduct policies. They are intended for use as technical assistance by local school boards to develop their own policies and procedures. The guidelines are not regulatory in nature and do not attempt to replace local school board authority.

Dr. Ward made a motion to accept the guidelines for first review and final action will be taken at the June meeting. The motion was seconded by Mr. Genovese and carried unanimously.

First Review of Guidelines for the Establishment of Joint or Regional Continuation High Schools or Programs

Dr. Patricia Wright, assistant superintendent for instruction, presented this item. Dr. Wright said that the 2004 General Assembly passed SB 533 that amends § 22.1-26 of the Code of Virginia to allow joint or regional school boards to establish a "continuation" high school or program that would provide educational options that extend beyond the twelfth grade for students who have not met the requirements for a high school diploma.

Dr. Wright said that the Department of Education has developed guidelines for the establishment of continuation high schools or programs for consideration by the Board of Education. The arrangements, organization, and operating procedures for continuation high schools or programs are governed by the Board of Education's Regulations for Jointly Owned and Operated Schools and Jointly Operated Programs (8VAC 20-280-10 and 8VAC 280-20).

The establishment of a joint or regionally operated continuation high school or program must be approved by the Board of Education if the school or program (i) is subject to the *Regulations Establishing Standards for Accrediting Virginia's Public Schools*, or (ii) requires a waiver of Board of Education regulations. The Department of Education will review proposals submitted by the school divisions. The Department of

Education will review the documentation and submit to the Board of Education a summary of the proposal and all waivers that require Board of Education approval prior to the continuation high school or program offering services to students. School divisions may establish joint or regional continuation high school programs that do not involve waivers of regulations without Board of Education approval.

The proposed guidelines are as follows:

PROPOSED GUIDELINES FOR THE ESTABLISHMENT OF JOINT
OR REGIONAL CONTINUATION HIGH SCHOOLS OR PROGRAMS

Authority

Consistent with provisions in § 22.1-26.B of the Code of Virginia, as amended by the 2004 General Assembly, two or more school boards may, with the consent of the Virginia Board of Education, establish joint or regional schools, including regional public charter schools, to serve as high schools offering a specialized curriculum leading to a high school diploma and a postsecondary credential, such as industry certification, career certificate, or degree.

The relevant school boards may, by agreement, establish alternative schedules for the delivery of instruction that may include alternatives to standard school day and year requirements, subject to the issuance of any necessary waivers by the Board of Education pursuant to § 22.1-79.1 (Opening of the school year; approvals for certain alternative schedules) and relevant Board of Education regulations. Such school boards may contract with an accredited institution of higher education or other postsecondary school licensed or certified by the Board of Education or the State Council of Higher Education, as the case may be, pursuant to § 22.1-319 et seq. or § 23-276.1 et seq. to deliver such instruction, which may include specialized instruction and training for students who are eligible to enroll in public high schools, consistent with §§ 22.1-3, 22.1-5, and 22.1-213.

The arrangements, organization, and operating procedures for joint or regionally operated continuation high schools or programs are governed by the Board of Education's Regulations for Jointly Owned and Operated Schools and Jointly Operated Programs (8VAC 20-280-10 and 8VAC 280-20).

Purpose

Joint or regionally operated continuation high schools or programs provide educational options that extend beyond the twelfth grade for students who have not met the requirements for a high school diploma by the completion of that grade. These programs will:

- Develop individual education plans for eligible students that lead to completing the requirements for a high school diploma and a postsecondary credential, such as industry certification, career certificate, or degree as expeditiously as possible.
- Provide students with academic and career counseling and other support to prepare students for further education or training and entry into a 21st century workforce
- Establish a cooperative educational environment where assets from school divisions, community colleges, colleges/universities, and the business community are aligned to enable students to be successful in attaining the objectives outlined in their individual education plans.
- Incorporate the use of relevant technology for accessing courses that are applicable to the acquisition of a high school diploma and a postsecondary credential.
- Incorporate an evaluation of annual measurable objectives established for the program and approved by the joint school board.

Application and Approval Process

The establishment of a joint or regionally operated continuation high school or program must be approved by the Board of Education if the school or program (i) is subject to the *Regulations Establishing Standards for Accrediting Virginia Public Schools*, or (ii) requires a waiver of Board of Education regulations. The Department of Education will review proposals submitted by the school divisions. The Department of Education will review the documentation and submit to the Board of Education a summary of the proposal and all waivers that require Board of Education approval prior to the continuation high school or program offering services to students. School divisions may establish joint or regional continuation high school programs that do not involve waivers of regulations without Board of Education approval.

Proposals submitted to the Department of Education must include documentation of the following:

- The proposed continuation high school or program will have an organization and operating procedures regulated by the Board of Education's Regulations for Jointly Owned and Operated Schools and Jointly Operated Programs (8VAC 20-280-10 and 8VAC 280-20).
- An active, on-going continuation high school program planning committee exists composed of superintendents or their designees from the participating school divisions. This planning committee shall design its continuation high school program to respond to the needs of high school students who have not satisfied the requirements for high school graduation as outlined in the *Regulations Establishing Standards for Accrediting Virginia's Public Schools*.
- A description of the proposed programs, including facilities, number of students, curriculum design for both the academic and the career/industry certification strands that will culminate in students earning a high school diploma and a postsecondary credential and the type(s) of schedules that will be used is included.
- A description of all funding sources that will be used to implement the continuation high school program is included.
- The location(s) where the program will be offered and the fiscal agent (required by §22.1-118 of the Code of Virginia to be the treasurer of the city or county in which the school is located) are identified.
- Annual measurable objectives and the evaluation plan for the continuation high school program are identified.

Mrs. Genovese made a motion to waive first review and approve the proposed guidelines for establishing joint or regional continuation high schools or programs. The motion was seconded by Dr. Ward and carried unanimously.

First Review of Amendments to Consolidate State Application Accountability Workbook Under the No Child Left Behind Act of 2001

Dr. Wright also presented this item. Dr. Wright presented to the Board the U.S. Department of Education (USED) response to proposed amendments to Virginia's Consolidated State Application Accountability Workbook under the *No Child Left Behind Act of 2001* adopted by Board of Education on March 24, 2004.

After discussion, Mr. Goodman made a motion to accept the recommended responses and delegate authority to the President of the Board and the Superintendent of Public Instruction to approve final negotiations with USED. The motion was seconded by Mrs. Genovese and carried unanimously.

Mr. Doug Cox, assistant superintendent for special education and student services, informed the Board that USED rejected the letter sent by the Board in March 2004. Mrs. Genovese made a motion to authorize the president of the Board of Education and Superintendent of Public Instruction to prepare a follow-up letter to USED requesting reconsideration of an exception to the 1% cap not to exceed 1.6% and negotiate with USED a final agreement. The motion was seconded by Mrs. Castro and carried unanimously.

Final Review of Additions in Board-Approved List of Instructional Models/Programs that include Instructional Methods to Satisfy Provisions in Regulations Accrediting Standards for Public Schools in Virginia

Mrs. Maureen Hajar, director of secondary education, presented this item. Mrs. Hajar said that at the January 6, 2003, Board of Education meeting, revisions to the criteria for identifying and selecting models/programs that include instructional methods as provided in 8 VAC 20-131-310 B-E were approved. The revisions are based on the *No Child Left Behind Act of 2001 (NCLB)* emphasis on the use of scientifically-based research as a criteria for evaluating programs, particularly those programs purchased with federal funds.

Mrs. Hajar said that the Board of Education established that there would be a quarterly review of instructional models/programs to satisfy the provisions of the *Regulations Establishing Accrediting Standards for Public Schools in Virginia*. At the April 28, 2004, meeting, the Board of Education received for first review the following proposed additional models/programs:

Mathematics			
<i>Model/Program</i>	K-3	4-8	9-12
<i>Comprehensive:</i>			
Everyday Mathematics (University of Chicago Mathematics project)	X	X (Grades 4-6)	
<i>Supplemental/Intervention:</i>			
A Plus Mathematics	X	X	X
English/Reading			
Model/Program	K-3	4-8	9-12
<i>Supplemental/Intervention:</i>			
Ready Readers	X		

Ready Readers

IN BRIEF

Developer	Pearson Learning Group
Year Established	1998
# Schools Served (Jan. 1968)	Over 100
Level	PreK-3

Primary Goal	Provide young children with successful reading and writing experiences while building a body of word-study skills that children need to be successful readers and writers.
Main Features	<p>Ready Readers starts beginning readers on their literacy journey and helps them reach their destination as fluent readers and writers by:</p> <ul style="list-style-type: none"> • Providing an abundant supply of expertly-leveled, accessible books designed to help beginning readers to experience success and gain confidence as readers; • Exposing beginning readers to a variety of delightfully engaging books that are fun to read as they reflect young children’s interests and experience; • Building a body of word study skills that beginning readers need to access text and become independent readers; • Offering opportunities for focused practice in reading and writing high-frequency words and applying phonics skills; • Providing an abundance of opportunities for reading, writing, listening, and speaking experiences; and • Offering an opportunity for beginning readers to share their reading and writing at home.
Results	This series of readers is used with the Book Buddies program, a widely used program in Virginia designed for first grade students who need additional help in becoming independent readers.
Impact on Instruction	This is a supplemental series.
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Reading
Students Served:	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	No
Technology	None

Everyday Mathematics

IN BRIEF

Developer	University of Chicago School Mathematics Project – Wright Group/McGraw-Hill
Year Established	1985
# Schools Served (Jan. 1968)	175,000
Level	PreK-6

Primary Goal	To help students measure up to the demand for greater mathematical competence and problem-solving ability.
Main Features	The program begins with the premise that young children can, and must, learn more mathematics than has been expected from them in the past. The instructional design is carefully crafted to capitalize on student interest and maximize student learning
Results	This program has solid scientifically based evidence of its effectiveness when properly implemented. A number of school divisions and individual schools in Virginia have implemented the program with success. The publisher submitted data from Virginia Beach Public Schools that documented rising SOL scores in elementary schools since the division adopted Everyday Mathematics.
Impact on Instruction	None directly, but the program typically requires extensive staff development.
Impact on Organizational Staffing	None
Impact on Schedule	None
Subject-Area Programs Provided by Developer	Mathematics
Students Served:	
Title I/Economically Disadvantaged	Yes
English-language learners/LEP	Yes
Students with Disabilities	Yes
Minority Students	Yes
Urban	Yes
Rural	Yes
Parental Involvement	None
Technology	None

A Plus

IN BRIEF

Developer	Anywhere Learning System
Year Established	1990
# Schools Served (Jan. 1968)	Several thousand across the United States
Level	1-12
Primary Goal	1-12 supplementary mathematics program
Main Features	A Plus is an internet-based system that allows the teacher to choose appropriate instructional materials in mathematics for a student at any level 1-12.
Results	A Plus has been widely used in Virginia. A Plus submitted data from Scott County schools showing positive results on SOL tests since the program has been implemented.

Impact on Instruction	This is a computer based supplemental program.
Impact on Organizational Staffing	None
Impact on Schedule	Time must be made available for students to access the computer.
Subject-Area Programs Provided by Developer	Mathematics
Students Served:	
Title I	Yes
English-language learners	Yes
Urban	Yes
Rural	Yes
Parental Involvement	None required
Technology	Yes

Dr. Jones made a motion to approve the proposed additions to the list of Board-approved instructional models/program. The motion was seconded by Mrs. Genovese and carried unanimously.

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

Mrs. Linda Kelly, chair of ABTEL, presented this item. Mrs. Kelly stated that the Advisory Board on Teacher Education and Licensure is composed of 19 members appointed by the Board of Education. Mrs. Kelly introduced the following members of the executive committee in attendance: Mr. Dale Sander, Dr. Nancy Davenport, Dr. Ronald Diss, and Dr. Judy Davis-Dorsey.

Mrs. Kelly said that the annual report of the Advisory Board on Teacher Education and Licensure highlights the major projects undertaken by the advisory board as well as recommendations for action by the Board of Education. During the 2003-04 school year, the advisory board pursued numerous initiatives in the area of teacher education and licensure. These initiatives include the following:

- Proficiency level for the American Council on Teaching Foreign Language (ACTFL) assessments.
- Virginia Reading Instructional Assessment, including the areas of special education subject to the testing requirement.
- Teacher Education Accreditation Council (TEAC).
- Approval and continuing approval of teacher education programs reviewed during the 2003-04 year in Virginia institutions of higher education.

Mrs. Kelly said the advisory board also discussed major initiatives in teacher education and licensure relative to the following items:

- SAT® as an alternate assessment for Praxis I (approved by the Board of Education on March 24, 2004).
- Praxis I score review (received by the Board of Education on April 28, 2004).
- *No Child Left Behind*: Implications for Teacher Education and Licensure in Virginia, including the High Objective Uniform State Standard of Evaluation (HOUSSE) and Virginia's definition of alternate route for highly qualified teachers; Virginia's Teacher Quality Enhancement Grant.
- An appeals process for Praxis I (presented to the Board of Education on January 7, 2004).
- Mid-Atlantic Regional Teacher's Project—Meritorious New Teacher Candidate Designation.
- A Report on the 2004 General Assembly initiatives.
- Virginia's instructional personnel survey and requirements for highly qualified teachers and paraprofessional performance targets.
- Mentor teacher/clinical faculty programs.
- Report on the New Teacher Project.
- Report on issues relative to Teacher Education and Licensure from the Department of Education, Virginia Community College System, and State Council of Higher Education for Virginia.

The Advisory Board on Teacher Education and Licensure recommendations to the Board of Education for the 2003-04 school year include the following:

1. The Advisory Board on Teacher Education and Licensure recommends that the Board of Education approve the American Council on Teaching Foreign Language (ACTFL) Oral Proficiency Interview and the Writing Proficiency Test as alternative assessments for the Modern Language Association (MLA) Proficiency Test for Teachers. It is recommended that both tests be passed at the Advanced Mid-Level of proficiency.
2. The Advisory Board on Teacher Education and Licensure recommends that the Board of Education not require the Virginia Reading Assessment for teachers of early childhood special education, students with severe disabilities, and speech language pathologists.
3. The Advisory Board on Teacher Education and Licensure recommends that the Board of Education accept the Teacher Education Accreditation Council (TEAC) as an option for program approval of teacher education programs based on development of a partnership agreement to reflect at least the following essential program components: candidate performance in the program; achievement of K-12 students; review of individual program teaching area(s); orientation and training of reviewers; establishment of program review cycle; and ease of reporting.

4. The Advisory Board on Teacher Education and Licensure recommends that the Board of Education approve with stipulations the Virginia Intermont College teacher preparation program.
5. The Advisory Board on Teacher Education and Licensure recommends that the Board of Education support the decisions of the Unit Accreditation Board (UAB) of the National Council for Accreditation of Teacher Education (NCATE):
 - a. Support the continued accreditation of the professional education unit at Virginia Tech, George Mason University, Radford University, Longwood University, and the College of William and Mary.
 - b. Support the accreditation of Liberty University at the initial preparation level and provisional accreditation at the advanced preparation level.

The Board received the Annual Report of the Advisory Board and Teacher Education and Licensure, and thanked Mrs. Kelly for her excellent leadership during the past year.

Report on Virginia's Career Switcher Programs for Alternative Routes to Licensure

Dr. Thomas Elliott, assistant superintendent for teacher education and licensure presented this item. Dr. Elliott recognized Mrs. Ruth Grillo, specialist, teacher quality enhancement. Mrs. Grillo is the former 2002 Virginia Teacher of the Year.

Dr. Elliott said that the Career Switcher Alternative Route to Licensure Program was created in response to a resolution agreed to by the 1999 Virginia General Assembly. The General Assembly requested the Board of Education to study alternative licensure programs and models in other states and develop an alternative pathway to teaching for individuals who had not completed a teacher preparation curriculum but have considerable life experiences, career achievements, and academic backgrounds that are relevant for teaching in preK-12. During the 2000 session of the General Assembly, funds were appropriated to develop and pilot the first Career Switcher Program.

In the summer of 2000, the Board of Education implemented its first Career Switcher Program for military personnel who were interested in becoming teachers. The pilot program was so successful that the Board approved expanding it to other professions. The Career Switcher Alternative Route to Licensure Program for other professions was announced on the Department of Education Web site as well as in advertisements in major newspapers throughout the state. By March 2001, the Department of Education had received 583 applications for 100 available openings. Applicants for the program included individuals with a broad range of experiences. Priority was given to applicants eligible to teach in critical shortage areas such as mathematics, foreign languages, sciences, and technology education. On November 27,

2001, the Board of Education amended the Licensure Regulations for School Personnel to establish the Career Switcher Program. The regulations became effective on February 13, 2002.

By the spring of 2004, nine educational entities had been approved to provide Career Switcher programs and currently have active programs. These include five universities, two public school systems, one educational consortium, and the Virginia Community College System (VCCS). They are: George Mason University, Old Dominion University, Shenandoah University, University of Virginia, Regent University, Spotsylvania County Schools, Virginia Beach City Public Schools, the Western Virginia Public Education Consortium, and three VCCS campuses (Thomas Nelson, Patrick Henry and John Tyler).

The three newest programs (Regent University, Virginia Beach City Public Schools, and VCCS) were approved this past winter by a Program Proposal Review Panel. The panel consisted of experienced program directors, a local school administrator, a Career Switcher graduate who is currently teaching, and a Department of Education representative.

By the end of May 2004, the Virginia Career Switcher Programs will have graduated a total of 434 highly qualified teacher candidates since the program's inception.

Dr. Elliott said that individuals interested in enrolling in a Career Switcher Program must apply for admission directly to a certified program provider. Applicants must make certain that they have met the prerequisites and have submitted their applications, along with official transcripts, directly to a certified program provider.

Dr. Elliott said that applicants must possess the following:

- A bachelor's degree from a regionally accredited institution.
- Five years of professional full-time work experience or its equivalent.
- The completion of teaching area requirements for an endorsement in a content area as set forth in the regulations or the equivalent through verifiable experience or academic study.
- Virginia qualifying scores on the professional teacher's examinations as prescribed by the Board of Education (Praxis I and Praxis II). Virginia qualifying scores on the SAT may be substituted for Praxis I scores.

Dr. Nancy Iverson, coordinator of career switcher program at the University of Virginia, introduced Mr. Steve Helms, a former chemical engineer. Mr. Helms is a product of the Career Switcher program. He completed the program at the University of Virginia in May 2003. Mr. Helms is a chemistry teacher at Clover Hill High School in Chesterfield County.

The Board received the report on Virginia's Career Switcher Programs and Alternative Routes to Licensure.

Discussion of the Preparation and Contents of the Board of Education's 2004 Annual Report on the Condition and Needs of the Public Schools in Virginia

Mrs. Anne Wescott, assistant superintendent for policy and communications, Dr. Cindy Cave, director of policy and Dr. Margaret Roberts, executive assistant to the Board of Education, presented this item.

Mrs. Wescott reviewed the timelines for submitting the report and the overall outline of the reports submitted in the past. Dr. Cave reviewed the statutory requirements in the state constitution and Code. Dr. Roberts briefly reviewed the major types of data used to document local school compliance with the provisions of the Standards of Quality.

During the discussion, members made suggestions for the contents and organization of the report, all of which will be incorporated into the text as it is developed.

The Board expressed its interest in staying involved in the report as the necessary compliance data become available.

The Board received the status report. Additional reports will be presented at the September, October, and November meetings.

DISCUSSION OF CURRENT ISSUES

Dr. Jones announced that the next Standards of Quality (SOQ) committee meeting will be June 22, 2004. The committee will focus on a great deal of attention on reviewing the SOQ to incorporate the requirements of the *No Child Left Behind Act of 2001*.

Mr. Jackson announced that the July Board meeting will be held on the July 21, 2004 instead of July 28th.

The Board met for dinner at the Crowne Plaza Hotel on May 25, 2004. Present were: Mr. Jackson, Mrs. Genovese, Mrs. Castro, Mr. Emblidge, Mr. Goodman, Mr. David Johnson, Mr. Thomas Johnson, Dr. Jones, and Dr. Ward. A brief discussion took place about general Board business. No votes were taken, and the dinner meeting ended at 8:30 p.m.

ADJOURNMENT

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

Secretary

President