

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

June 22, 2005

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

Mr. Thomas A. Jackson, President	Dr. Gary L. Jones
Dr. Mark E. Emblidge, Vice President	Mr. Andrew J. Rotherham
Mrs. Isis M. Castro	Mrs. Eleanor B. Saslaw
Mr. David L. Johnson	Dr. Ella P. Ward
Mr. Thomas G. Johnson, Jr.	
	Dr. Jo Lynne DeMary, Superintendent of Public Instruction

Mr. Jackson, president, presided and called the meeting to order at 9:15 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

Dr. Ward made a motion to approve the minutes of the May 25, 2005, meeting of the Board. The motion was seconded by Dr. Jones and carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

PUBLIC COMMENT

The following persons spoke during public comment:

Mrs. Lorraine Peterson
Mr. Jeff Walton
Mr. Ken Van Epps
Mike Edwards
Mr. Dan Zacharias
Dr. Megan Tschmannen-Moran
Dr. Glenn Koonce
Dr. Robert Lambeth

CONSENT AGENDA

Dr. Jones made a motion to approve the items on the consent agenda. The motion was seconded by Mrs. Castro and carried unanimously.

Final Review of Financial Report on Literary Fund

The Department of Education's recommendation to approve the financial report (including all statements) on the status of the Literary Fund as of March 31, 2005, was approved with the Board's vote on the consent agenda.

Final Review of Recommendations Concerning Applications for Literary Fund Loans

The Department of Education's recommendation to approve six applications totaling \$37,100,000 subject to review and approval by the Office of the Attorney General pursuant to Section 22.1-156, Code of Virginia, was approved with the Board's vote on the consent agenda.

DIVISION	SCHOOL	AMOUNT
Staunton City	A. R. Ware Elementary	\$7,500,000.00
Staunton City	T. C. McSwain Elementary	7,500,000.00
Wythe County	Max Meadows Elementary	4,100,000.00
Warren County	West Warren High	7,500,000.00
Warren County	East Warren High	7,500,000.00
Henry County	Mt. Olivet Elementary	3,000,000.00
	TOTAL	\$37,100,000.00

Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Funds or Placement on a Waiting List

The Department of Education's recommendation to approve the actions described in the following elements was approved with the Board's vote on the consent agenda:

1. Six new projects, totaling \$37,100,000, are eligible for placement 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.
2. When New Kent County received the bids on the G. W. Watkins Elementary School project, the bids were higher than the projected amount. New Kent County has submitted a revised application for the project as follows:

	<u>Original</u>	<u>Revised</u>	<u>Difference</u>
G. W. Watkins Elementary	\$ 6,912,054	\$7,500,000	\$587,946

First Review of Nominations to Fill Vacancies on Board of Education Advisory Committees: Advisory Committee on Adult Education and Literacy, State Special Education Advisory Committee, Advisory Committee on Career and Technical Education, and the Virginia Advisory Committee for the Education of the Gifted

The Department of Education's recommendation to approve the list of nominees was approved with the Board's vote on the consent agenda. They are as follows:

Advisory Committee on Adult Education and Literacy Nominees

Dr. Yvonne Brandon – Reappointment
Associate Superintendent for Instruction, Richmond City Public Schools
Term: July 1, 2005 – June 30, 2008

Steve F. Clementi – Reappointment
Director, External Affairs, Verizon Virginia, Inc.
Term: July 1, 2005 – June 30, 2008

Dr. Rose H. Johnson
Vice Chancellor for Workforce Development Services, Virginia Community College System
Term: July 1, 2005 – June 30, 2008

Honorable Kenneth R. Plum - Reappointment
The Virginia House of Delegates
Term: July 1, 2005 – June 30, 2008

Virginia Advisory Committee for Career and Technical Education Nominees

Parker Johnson - Reappointment
School Board Member, Accomack County Public School Board, Parksley
Term: July 1, 2005 – June 30, 2008

Dr. Brenda D. Long - Reappointment
Career and Technical Education Director, Stafford County Public Schools
Term: July 1, 2005 – June 30, 2008

Dr. Daisy Stewart - Reappointment
Program Leader, Career and Technical Education, College of Liberal Arts and Human Sciences
Virginia Tech, Blacksburg
Term: July 1, 2005 – June 30, 2008

Ray Tate - Reappointment
President and CEO, Old Dominion Glass Company, Richmond
Term: July 1, 2005 – June 30, 2008

Virginia Advisory Committee for the Education of the Gifted Nominees

Nancy C. Adams, Parent
Local Advisory Committee for the Education of the Gifted, Newport News City Public Schools
Term: July 1, 2005 – June 30, 2008

Dorren Brown
Principal, Johnson Elementary, Charlottesville City Public Schools
Term: July 1, 2005 – June 30, 2008

Sandra Foddrell
Gifted Education Coordinator, Loudoun County Public Schools
Term: July 1, 2005 – June 30, 2008

Dr. Kate (Kitty) Richmond
Director of Curriculum and Academic Services, York County Public Schools
Term: July 1, 2005 – June 30, 2008

Sheila Roalf
Gifted Education Coordinator, Prince George County Public Schools
Term: July 1, 2005 – June 30, 2008

Lisa Swope
Gifted Education Lead Teacher, Radford City Public Schools
Term: July 1, 2005 – June 30, 2008

State Special Education Advisory Committee Nominee
Peter Noonan Squire
Dahlgren
Represents: Individuals with disabilities
Term: July 1, 2005 — June 30, 2008

ACTION/DISCUSSION ON BOARD REGULATIONS

First Review of Proposed Revisions to the Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131-10 et.seq.)

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. Mrs. Wescott presented a draft of the proposed revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.

The Board made the following additional revisions to the proposed *Regulations Establishing Standards for Accrediting Public Schools in Virginia*:

8 VAC 20-131-50. Requirements for Graduation.

Mrs. Castro made a motion to revise the section on requirements for the Governor's Seal to read as follows: Students would be able to receive the seal if they earn an Advanced Studies Diploma with a B average or better, and successfully complete at least three Baccalaureate, Cambridge, or dual enrollment courses. Dr. Ward seconded the motion, and it carried unanimously.

8 VAC 20-131-340. Academic Reviews, Special Provisions, and Sanctions.

Mr. Rotherham made a motion to revise the section on reconstitution agreement to read as follows: (1) replacing all or a majority of the administrative staff and a substantial percent of the instructional staff; (2) hiring a private or nonprofit management firm from a Board of Education approved list; and (3) converting the school to a charter school (' 22.1-212.16 of the Code of Virginia. Mr. David Johnson seconded the motion, and it carried unanimously.

Dr. Jones made a motion to waive first review and approve the proposed revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* and authorize the Department of Education staff to proceed with the requirements of the Administrative Process Act, to make minor technical or typographic changes as necessary, and to disseminate the proposed revisions for public comment. The motion was seconded by Mrs. Castro and carried unanimously.

First Review of Proposed Regulations Governing Reduction of State Aid When the Length of the School Term is Below 180 Teaching Days or 990 Teaching Hours Under the Fast Track Provisions of the Administrative Process Act.

Mrs. Wescott also presented this item. Mrs. Wescott said that this regulation incorporates the changes required by the amendments to the Code of Virginia and clarifies certain other requirements. The proposed regulations are identical to the emergency regulations currently in effect.

The changes include definitions of “severe weather conditions or other emergency situations” and “declared state of emergency.” The regulation also includes authorization for school divisions to make up missed teaching days by providing equivalent teaching hours, specific requirements for the number of teaching days or teaching 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.

The proposed regulation also authorizes 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 proposed regulation also requires school divisions to include in requests for waivers evidence of efforts that have been made by the school division to reschedule as many days as possible and to certify that every reasonable effort has been made to make up lost teaching days or hours before requesting a waiver of this requirement.

Dr. Jones made a motion to waive first review and approve the proposed revisions to the *Regulations Governing Reduction of State Aid When the Length of the School Term is Below 180 Teaching Days or 990 Teaching Hours*, and authorize the Department of

Education staff to proceed with the requirements of the Administrative Process Act under the fast-track provisions. The motion was seconded by Mrs. Castro and carried unanimously.

First Review of Technical Amendments to the Regulations Governing Licensure of School Personnel to Implement House Bill 2790, Senate Bill 949, and House Bill 2832

Dr. Thomas Elliott, assistant superintendent for teacher certification and professional development, presented this item.

Dr. Elliott said that the 2005 General Assembly approved three bills that require technical amendments to the *Regulations Governing the Licensure of School Personnel*. The Administrative Process Act (Section 2.2-4006 of the Code of Virginia) exempts revisions to regulations that are necessary to conform to changes in Virginia statutory law where no agency discretion is involved.

House Bill 2790 requires the Board of Education, in its regulations governing teacher licensure, to establish criteria and a procedure to allow persons seeking initial licensure as teachers through an alternative route as defined by Board regulations to substitute experiential learning in lieu of coursework.

Senate Bill 949 requires the Board of Education regulations to provide for licensure by reciprocity for individuals who hold a valid out-of-state license.

House Bill 2832 requires the Board of Education to suspend or revoke the administrative or teaching license of any person who knowingly and willfully with the intent to compromise the outcome of an athletic competition procures, sells, or administers anabolic steroids or causes these drugs to be procured, sold, or administered to students, or by failing to report student use of anabolic steroids.

Mr. Thomas Johnson made a motion to add the following statement to item C under 8 VAC 20-21-90, Conditions for Licensure by Reciprocity: A professional teacher's assessment prescribed by the Board of Education must be satisfied. The motion was seconded by Dr. Ward and carried unanimously.

Dr. Ward made a motion to waive first review, approve the technical revisions to the *Regulations Governing the Licensure of School Personnel*, and authorize the Department of Education to proceed with the requirements of the Administrative Process Act. The motion was seconded by Mrs. Castro and carried unanimously.

ACTION/DISCUSSION ITEMS***Final Review of a Recommendation from the Special Committee of the Board of Education to Study and Make Recommendations Relative to Teacher Licensure Assessments***

Mr. Jackson presented this item. On March 23, 2005, the Virginia Board of Education approved the establishment of a Special Committee of the Board of Education to Study and Make Recommendations Relative to Teacher Licensure Assessments. The committee was charged with the responsibility for examining the use of teacher licensure assessments in Virginia and other states and making recommendations to the Board of Education. The committee's assignment was to include, but not be limited to, an examination of appropriate sections of the Code, including regulations governing licensure of teachers; the federal requirements regarding teacher quality; the use of teacher licensure assessments in other states; and options for using various teacher licensure assessments in the preparation and licensing of teachers.

During the May 10, 2005, meeting the committee unanimously approved the following recommendation and implementation requirements to be submitted to the Board of Education for review and action:

The Special Committee of the Board of Education to Study and Make Recommendations Relative to Teacher Licensure Assessments recommended that the Board of Education prescribe the following professional teacher's examinations for initial licensure in Virginia: (1) Literacy and Communication Skills Assessment; (2) Praxis II (content assessment); and (3) if applicable, the Virginia Reading Assessment.

The implementation of the prescribed professional teacher's examinations would include the following guidelines:

1. The assessments [Literacy and Communication Skills Assessment, Praxis II, and the Virginia Reading Assessment (VRA), if applicable] will be required for all individuals seeking initial licensure in Virginia except individuals who have completed a minimum of two years of full-time, successful teaching experience with an effective license from another state at the time of application. The proposed effective date for the implementation of the licensure assessments is January 1, 2006, depending on the timeframe to develop the Literacy and Communication Skills assessment.
2. The Literacy and Communication Skills Assessment will be composed of two areas—reading and writing. The test will measure communication and literacy skills necessary to teach and communicate effectively with parents and others in the education community. [Individuals will be asked to demonstrate comprehension and analysis of readings; development of ideas in essay form on specific topics, outlining

and summarizing; interpreting tables and graphs; mastery of grammar, and mechanics; vocabulary; and writing.]

3. Requirements for admission into approved programs, including entry assessments, will be set forth in the *Regulations Governing the Approved Programs for Virginia Institutions of Higher Education*.
4. Individuals otherwise eligible for licensure who have not completed the assessment requirements may be issued a provisional license not to exceed one full school year. (This guideline was approved by the special committee by a vote of 7 to 5.)
5. Individuals seeking the Pupil Personnel Services License and the Technical Professional License will not be subject to the assessments. *Regulations Governing the Approved Programs for Virginia Institutions of Higher Education* and the *Regulations Governing the Licensure of School Personnel* will set forth the communication and literacy competencies for these license types.

Dr. Ward made a motion to approve the recommendations from the special committee as specified above. The motion was seconded by Mrs. Saslaw and carried unanimously.

Final Review of Computer Technology Standards of Learning for Grades K-12

Mr. Lan Neugent, assistant superintendent for technology and human resources, presented this item. Mr. Neugent said that the Board of Education conducted a public hearing on the proposed Computer/Technology Standards on May 25, 2005.

A review of comments on the existing Computer/Technology Standards for Grades K-12 revealed the following major areas of concern:

- There is insufficient emphasis on the ethical and responsible use of computers
- Computer/technology skills should not be taught in isolation; but integrated in all areas of the curriculum
- Instruction of computer skills should not be limited to specific grade levels or content areas
- Students need earlier exposure to a variety of technologies and software applications

In response to input, a set of standards were drafted that address the concerns of educational technology stakeholders and reflect a consensus of identification of technology skills and competencies that students in grades k-12 should exhibit. The proposed standards cover foundation technology skills and competencies for students that include:

- Basic Operations and Concepts
- Social and Ethical Issues
- Technology Productivity Tools
- Technology Communication Tools
- Technology Research Tools
- Technology Problem-Solving and Decision-Making Tools

Mrs. Saslaw made a motion to adopt the proposed Computer/Technology Standards of Learning for Grades k-12. The motion was seconded by Dr. Emblidge and carried unanimously. The department will distribute the Computer/Technology Standards for Learning for Grades k-12 to school divisions and implement procedures for providing technical assistance and resources as part of the statewide system of support.

First Review of the Board of Education's Comprehensive Plan: 2005-2010

Mrs. Wescott presented this item. Mrs. Wescott said that the draft of the Comprehensive Plan outlines eight objectives, along with strategies and activities to meet the objectives that will provide the framework for the Board of Education's focus for the near future. They are as follows:

Objective 1: The Board of Education will improve the quality standards for all public schools in Virginia.

Objective 2: The Board of Education will provide leadership to help schools and school divisions close the achievement gap and increase the academic success of all students.

Objective 3: The Board of Education will work to ensure meaningful, on-going professional development for professional educational personnel.

Objective 4: The Board of Education will support accountability for all schools, with a focus on assisting chronically low-performing schools and school divisions.

Objective 5: The Board of Education will work cooperatively with partners to help ensure that young children are ready for school.

Objective 6: The Board of Education will assist teachers to improve the reading skills of all students, kindergarten through grade 12.

Objective 7: The Board of Education will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers, educational support personnel, and administrators, with a focus on the needs of "hard to staff" schools.

Objective 8: The Board of Education will provide leadership for implementing the provisions of state and federal laws and regulations smoothly and with minimal disruption to local divisions.

Mrs. Saslaw made a motion to use the following language in place of professional development for teachers and administrators: Professional Educational Personnel. The motion was seconded by Mrs. Castro and carried unanimously.

Mr. Rotherham made a motion to revise the language in number 4 under Strategies/Activities to Meet Objective 7 to read as follows: Better align the national board certification program. The motion was seconded by Dr. Ward and carried unanimously.

Dr. Emblidge made a motion to approve the draft Board of Education Comprehensive Plan: 2005-2010 for public comment. The motion was seconded by Dr. Jones and carried unanimously.

The department will distribute copies across the state to invite comment and suggestions from school officials, statewide and regional professional organizations, and interested individuals. The draft copy will be posted on the Board of Education's Website. The public's comments and suggestions will be submitted for the Board of Education's consideration and incorporated into the text of the plan, as appropriate. The revised draft will be presented for final review and adoption at a future date to be determined by the Board of Education.

First Review of Eligibility Criteria for Cost-Savings and Service-Sharing Agreements Between School Divisions in the Commonwealth of Virginia

Mr. Dan Timberlake, assistant superintendent for finance, presented this item. Mr. Timberlake said that effective July 1, 2005, section 22.1-98.2, *Code of Virginia*, provides additional state funding to school divisions serving fewer than 350 students in the prior school year if they enter into a cost-saving or service-sharing agreement with a contiguous school division that meets criteria established by the Board of Education. Section 22.1-98.2, *Code of Virginia*, authorizes the department to provide the additional state funding to the qualifying school division by calculating its basic aid entitlement using the lower composite index of the contiguous school division involved in the agreement. This statute further requires the Governor to approve any payments made in accordance with these criteria before they are distributed to the qualifying school division.

Mr. Timberlake said that currently only one school division (Highland County public schools) meets the enrollment requirement and is eligible for the increased state funding provided under this provision. The budget recently passed by the General Assembly and signed into law by Governor Warner (Chapter 951, 2005 Acts of Assembly) contains \$312,096 in additional basic aid funding in fiscal year 2006 to support this law.

Dr. Jones made a motion to accept the first review of the criteria for cost-saving and service-sharing agreements between school divisions. The motion was seconded by Mrs. Saslaw and carried unanimously.

First Review of a Recommendation from the Advisory Board on Teacher Education and Licensure to Establish a Cut-Score for the Virginia Reading Assessment, Effective July 1, 2006

Dr. Elliott presented this item. Mr. John Mattar from National Evaluation Systems, Inc assisted him.

Dr. Elliott said that the Virginia Reading Assessment was developed by National Evaluation Systems (NES), Inc., in cooperation with Virginia educators and the Virginia Department of Education. The VRA program includes two tests: the Virginia Reading Assessment for Elementary and Special Education Teachers, and the Virginia Reading Assessment for Reading Specialists. The tests have been designed and developed to be fully aligned with the English Standards of Learning (SOL), the reading competencies contained in the *Virginia Licensure Regulations for School Personnel*, and the National Reading Panel's five key components of effective reading instruction--phonics, phonemic awareness, vocabulary, comprehension, and fluency.

After the presentation by NES, the Advisory Board for Teacher Education and Licensure (ABTEL) referred the report to the Teacher Education Committee to develop a recommended cut-score for consideration by the full board. The Teacher Education Committee recommended that passing scores for the VRA be established as follows: 235 for elementary and special education teachers and 245 for reading specialists.

For the VRA for elementary and special education teachers, cut-scores from the two sections were combined for a total cut-score of 70. This score was converted to a scaled score of 235. Based on a recommended cut-score of 235, of the 1,492 individuals who took the VRA through January 2005, 73 percent would pass at this level. For the VRA for reading specialists, cut-scores from the two sections were combined for a total cut-score of 78, representing a scaled score of 245. Based on a recommended cut-score of 245, of the 119 individuals who took the VRA through January 2005, 68 percent would pass at this level. The committee recommendation was adopted by the ABTEL.

Dr. Ward made a motion to receive for first review the Advisory Board on Teacher Education and Licensure recommendation to establish cut-scores for the Virginia Reading Assessments for elementary and special education teachers at 235 and for reading specialists at 245, effective July 1, 2006. The motion was seconded by Dr. Jones and carried unanimously.

First Review of the Annual Performance Report on Adult Education and Family Literacy

Dr. Yvonne Thayer, director for adult education and literacy, summarized the progress made by learners in adult education programs funded by Title II of the Workforce Investment Act, during the 2003-2004 school year. The report follows:

The Office of Adult Education and Literacy (OAEL), located in the Virginia Department of Education, Division of Instruction, provides leadership and oversight to adult education programs and services in Virginia, including Adult Basic Education (ABE), Adult Secondary Education (ASE), and English for Speakers of Other Languages (ESOL). Although the Code of Virginia places the responsibility for adult education with Virginia's 134 school divisions, services are delivered through a partnership of public and community-based providers that includes local school boards; community colleges; not-for-profit and faith-based literacy groups; employers; state, local and regional correctional facilities; and state institutions.

OAEL manages federal and state funds allocated for these programs. This report describes progress made in reaching programmatic goals established for providers who utilize federal and state resources to augment other public or private funds to conduct adult education programs. Virginia's programs have been successful in meeting the goal of continuous improvement as prescribed by the Workforce Investment Act (WIA). In FY 2004, OAEL was eligible for incentive funds by successfully meeting the targets established by the National Reporting System (NRS) methodology; however, incentive funds were not awarded because WIA Title I, administered by the Virginia Employment Commission (VEC), did not meet its targets.

The FY04 data indicate that progress is being made to meet the goals cooperatively established by the U.S. Department of Education (USDOE) and the Virginia Department of Education (VDOE). This report presents evidence of the following accomplishments:

- ♦ Eleven thousand five hundred forty-five (11,545) students completed their educational functioning levels, and another 6,887 completed their levels and advanced one or more levels.
- ♦ Virginia programs exceeded target performance levels in 9 out of 11 educational functioning levels: ABE Beginning Literacy, ABE Beginning Basic Education, ABE Intermediate Low, ABE Intermediate High, ASE Low, ESL Beginning Literacy, Beginning ESL, ESL Intermediate Low and ESL Intermediate High.
- ♦ Ten thousand seven hundred fifty-four (10,754) students earned their GED credentials.
- ♦ Ninety-eight percent (98 percent) of students exiting the External Diploma Program attained their credentials.
- ♦ Ninety-eight percent (98 percent) of students exiting high school diploma programs attained their credentials.
- ♦ Eighty-two percent (82 percent) of students exiting GED Certificate programs attained credentials.

Mr. David Johnson made a motion to waive first review and approve the Adult Education Annual Performance Report pursuant to Section 22.1-226 in the Code of Virginia. The motion was seconded by Dr. Jones and carried unanimously.

First Review of Proposed Board of Education Meeting Dates for the 2006 Calendar Year

Dr. Margaret Roberts, executive assistant for the Board of Education, presented this item. Dr. Roberts said that Section 2 of Article Three of the Bylaws of the Board of Education states the following:

Section 2. Regular Meetings. Prior to and no later than the annual meeting (February), the Board shall adopt a tentative schedule for regular meetings for the applicable calendar year. Such schedule shall be subject to the change, alteration,

or adjustment by the President as he or she deems appropriate, to accommodate the operation of the Board as is necessary.

In recent years, the Board of Education has met monthly except for the months of August and December. The April meeting is typically a two- or three-day planning session. In addition to the regular monthly business meetings, the President may call special meetings of the full Board of Education and its committees, as deemed necessary.

The Board accepted this item for first review. Final adoption of the schedule will be requested at the July meeting of the Board of Education.

REPORTS

Report from the Board of Education's Charter School Application Review Committee on a Proposed Public Charter School

Mrs. Saslaw presented this report. Mrs. Saslaw said that the Charter School Application Review Committee met on May 24, 2005, to examine the public charter school application submitted by the Blue Hills Foundation for the establishment of the Loudoun Science Academy Public Charter School in Loudoun, Virginia. The committee reviewed the application based on the criteria established by the Board and stipulated in the law.

The Board accepted the report. A full report will be transmitted to the Blue Hills Foundation for the Loudoun Science Academy.

Report on the Status of Proposed Waivers Amendments to Virginia's Consolidated State Application Accountability Plan Required in the No Child Left Behind Act of 2001

Dr. Patricia Wright, deputy superintendent, presented the status of proposed waivers amendments to Virginia's Consolidated State Application Accountability Plan required in the *No Child Left Behind Act of 2001*.

On June 13, 2005, the Deputy Assistant Secretary for Policy in the U.S. Department of Education notified the Virginia Department of Education that a decision had been made on Virginia's remaining amendment/waiver requests. An official letter of response will follow.

The response described Virginia's amendments using five categories. The name of the categories and the number of amendments in each category are as follows: acceptable amendments through exceptional flexibility (1), acceptable amendments (1), acceptable amendments with modifications (2), deferred amendments (2), and unacceptable amendments (4).

As a reminder, earlier this spring USED responded to Virginia's two amendments to the NCLB Consolidated State Application. USED rejected Virginia's request for a waiver on annually testing the reading and writing skills of limited English proficient (LEP) students in kindergarten and first grade. USED approved Virginia's request to revise the state reservation for Immigrant Children and Youth Funding under Title III: Language Instruction for Limited English Proficient and Immigrant Students from 15 percent to 5 percent.

Since USED has deferred a decision on establishing separate annual measurable objectives for each subgroup, the Department of Education recommends that the Board submit to USED a revised set of annual measurable objectives (AMOs) for calculating Adequate Yearly Progress ratings in reading and mathematics for 2005-2006 based on 2004-2005 assessments. As the results of newly developed and administered tests are used in determining Adequate Yearly Progress (AYP) and accountability decisions for the state, divisions, and schools, the Board should annually review and adjust, if necessary, its AMOs in reading and mathematics based on data analysis.

Mr. Thomas Johnson made a motion to approve revised annual measurable objectives for determining adequate yearly progress ratings in reading and mathematics. Dr. Ward seconded the motion, and it carried unanimously.

DISCUSSION OF CURRENT ISSUES

There was no discussion on current issues.

BOARD DINNER SESSION

The Board met for dinner at the Crowne Plaza Hotel on June 21, 2005. Present were Mr. Jackson, Mrs. Castro, Dr. Emblidge, Mr. David Johnson, Mr. Thomas Johnson, Dr. Jones, Mr. Rotherham, Mrs. Saslaw, 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 11:41 a.m.

President

Secretary