

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

November 30, 2005

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

Mr. Thomas M. Jackson, Jr., 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

Mr. Jackson, president, presided and called the meeting to order at 9:14 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. Jones made a motion to approve the minutes of the October 26, 2005 meeting of the Board. The motion was seconded by Dr. Emblidge 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:

Tammy Burns
Tim Moore
Linda Moore

RECOGNITION

A Resolution of Recognition was presented to Birdneck Elementary School, Virginia Beach City Public Schools, as the recipient of the Board of Education's Leadership in Cultural Diversity Education Award. Representatives from Birdneck

Elementary attending the meeting were Mrs. Barbara Sessoms, principal and Mrs. Elizabeth Tayler, assistant superintendent.

SPECIAL RECOGNITION

Governor Mark Warner presented a proclamation to Dr. Jo Lynne DeMary recognizing her service to the commonwealth and designating November 30, 2005 as “Jo Lynne DeMary Day” in the Commonwealth of Virginia.

Mr. Jackson presented a resolution to Dr. Jo Lynne DeMary expressing the Board’s appreciation for her service to the commonwealth. It reads as follows:

**Resolution of Appreciation
Jo Lynne DeMary
Superintendent of Public Instruction
June 2000- December 2005**

Whereas, it is with profound respect for her professional and personal accomplishments that the members of the Board of Education thank Dr. Jo Lynne DeMary for her distinguished service as Superintendent of Public Instruction; and

Whereas, with understanding and wisdom during a uniquely momentous time in the history of public education in the Commonwealth, Dr. DeMary has worked tirelessly to support academic programs that will touch the lives of students for many years to come; and

Whereas, Dr. DeMary's tenure has provided a vision and a legacy of strong, coherent, and effective leadership that will continue to benefit Virginia's public schools in innumerable ways;

Now, Therefore, Be It Resolved that the members of the Board of Education express to Dr. DeMary their heartfelt appreciation for her skill, her grace, her quick wit, and her wise counsel, which she has so generously shared during her tenure;

Be It Further Resolved that upon the occasion of Dr. DeMary's retirement from a long and productive career dedicated to Virginia's students and to those who teach them, the members of the Board of Education extend their warmest best wishes for a retirement filled with joy and continued good work;

Be It Finally Resolved that a record of this tribute in honor of Dr. Jo Lynne DeMary be spread across the permanent minutes of the Board of Education so that all who come afterwards will know of her outstanding service to this body and to the young people of this Commonwealth.

Presented in Richmond, Virginia, This Thirtieth Day of November in the Year 2005.

Following the presentation, Dr. DeMary received a standing ovation from those in attendance.

ACTION/DISCUSSION ON BOARD OF EDUCATION REGULATIONS

Final Review of Regulations Governing the Re-enrollment of Students Committed to the Department of Juvenile Justice

Dr. Cynthia Cave, director, office of student services presented this item. Dr. Cave stated that Section 22.1-17.1 of the Code establishes the responsibility of the Board of Education to promulgate regulations for the re-enrollment of children who have been in the custody of the Department of Juvenile Justice (DJJ) into the public schools.

The re-enrollment plan's purpose is to facilitate sharing of information about a student's record and the planning for placement in public schools upon release from correctional facilities, in order that educational services continue without disruption. Preparation of the re-enrollment plan relies on communication and information sharing among school divisions, DJJ juvenile correctional and court services units, and the Department of Correctional Education (DCE) juvenile schools.

The evaluation of the process provided information that was used by an interagency committee with representatives from DCE, DJJ, DOE, and school divisions in the drafting of regulations that were brought before the Board of Education in 2002. The draft regulations were authorized by the Board of Education for continuation in the promulgation requirements of the Administrative Process Act. However, the required review process was not completed within the necessary time period, and the regulations could not be brought before the Board of Education for final adoption.

On February 23, 2005 the Board of Education waived first review and approved the proposed regulations and authorized staff to proceed with the remaining steps required by the Administrative Process Act.

On September 21, 2005 a public hearing was held to receive comments on the proposed regulations. Based on the comments received, the proposed regulations have been amended to provide clarity and increased specificity concerning procedures, to allow school age students above the compulsory school age to be included, and to specify the inclusion of detention centers.

Mr. Andy Block, an advocate for JustChildren, presented the following amendments to the Board for consideration:

Section 8 VAC 20-660-40.C1 to read as follows: The re-enrollment plan shall be implemented by the receiving school within two days of the student's release.

Section 8 VAC 20-660-40.A.4 (last sentence) to read as follows: The student shall be consulted in the development of the plan and have the opportunity to

participate by telephone or other electronic means in the meeting where the final re-enrollment plan is developed.

To have a uniform definition of the term eligibility to read as follows:

A motion was made to defer this item until the January meeting. The motion carried unanimously.

First Review of the Notice of Intended Regulatory Action (NOIRA) to Amend the Regulations Governing Educational Services for Gifted Students

Dr. Barbara McGonagill, specialist, governor's schools and gifted students, presented the Notice of Intended Regulatory Action (NOIRA) background document to the Board. Dr. McGonagill said that the review will include an examination of the regulations in their entirety, including the definitions of gifted students and other relevant definitions; service options; appropriately differentiated instruction; expectations for professional development; and program evaluation.

The current Regulations Governing Educational Services for Gifted Students were adopted by the Board of Education in 1993, and became effective in 1995. The proposed revisions will allow the Board to consider contemporary research and best practices that have occurred in the field of gifted education since the last revisions.

Dr. Jones made a motion to waive first review and authorized the Department of Education staff to proceed with the requirements of the Administrative Process Act regarding the Notice of Intended Regulatory Action for promulgating regulations. The motion was seconded by Dr. Ward and carried unanimously.

ACTION/DISCUSSION ITEMS

Final Review of a Request for Approval of an Alternative Accreditation Plan from the Henrico County Public Schools for Mount Vernon Middle School and New Bridge School

Mrs. Kathleen Smith, director of the Office of School Improvement, introduced Dr. Fred Morton, superintendent of Henrico County Public Schools, to present this item.

Dr. Morton said that the mission of Mount Vernon Middle School is to fully prepare each individual student in grades 6, 7, and 8 to earn promotion to high school, access high school content and earn a standard or advanced diploma. The mission of New Bridge School is to fully prepare each student in grades 6, 7, and 8 to successfully access high school content and earn a standard or advanced diploma and to fully prepare each student in grades 3, 4, and 5 to successfully access and complete middle school content with the ultimate goal of promotion to high school.

Mrs. Castro made a motion to approve the alternative accreditation plan and requested waiver for Mount Vernon Middle School and New Bridge School for their 2006-2007 accreditation rating and require the submission of a program evaluation by July 2006 showing that the stated objectives of the program and proposed evaluative criteria have been met. The motion was seconded by Mrs. Saslaw and carried unanimously.

First Review of Revisions to the Board-Approved List of Industry, Professional, or Trade Association Certification Examinations and Occupational Competency Assessments 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

Dr. Linda Wallinger, assistant superintendent, presented this item. Dr. Wallinger said that the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, Requirements for graduation 8 VAC 20-131-50.I.3, provide students who demonstrate academic excellence and/or outstanding achievement the opportunity to earn the Board of Education's Career and Technical Education Seal. The regulations also provide students who demonstrate academic excellence and/or outstanding achievement the opportunity to earn the Board of Education's Seal of Advanced Mathematics and Technology.

The regulations make the following provisions relative to students earning verified units of credit: The Board may from time to time approve additional tests for the purpose of awarding verified credit. Such additional tests, which enable students to earn verified units of credit, must, at a minimum, meet the following criteria:

1. The test must be standardized and graded independently of the school or school division in which the test is given;
2. The test must be knowledge-based;
3. The test must be administered on a multi-state or international basis; and
4. To be counted in a specific academic area, the test must measure content that incorporates or exceeds the SOL content in the course for which verified credit is given.

Dr. Wallinger said that 14 additional industry certification examinations have been identified as meeting criteria to satisfy requirements for the Career and Technical Education Seal and student-selected verified credit. Four of these examinations have been identified as meeting criteria to satisfy requirements for the Advanced Mathematics and Technology Seal. Six additional occupational competency assessments have been identified as meeting criteria to satisfy requirements for student-selected verified credit. It is recommended that the national norm for the identified occupational competency assessments be used to indicate pass proficiency.

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, 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. Changes have been made in 5 of the certifications that were previously approved by the board.

Dr. Emblidge made a motion to waive first review approve the revised list of industry certification examinations, occupational competency assessments, and licenses 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. The motion was seconded and adopted unanimously.

The following table depicts action by the Board of Education to create and augment the list of certifications, assessments, and licensures available to students for student-selected verified credit, the Career and Technical Education Seal, and the Advanced Mathematics and Technology Seal.

Total Certifications, Assessments, and Licensures Available After Each Board Action (as additions and deletions were made)			
November 2005 (proposed)			
Board Agenda Items for Credentialing	Student- Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
September 2000	na	63	26
April 2001	73	73	30
April 2002	84	84	40
May 2003	27	111	40
June 2003	121	121	55
February 2004	162	123	56
February 2005	160	113	47
November 2005	181	122	56

Final Review of the Board of Education’s 2005 Annual Report on the Condition and Needs of Public Schools in Virginia

Dr. Margaret Roberts, executive assistant for board relations, presented this item. The Virginia Code sets forth the requirement that the Board of Education shall submit an annual report on the condition and needs of the public schools in Virginia. The Board of Education has submitted an annual report each year since 1971, when the requirement was initially adopted by the General Assembly.

The Code requires that the annual report contain the following information: a report on the condition and needs of the public schools as determined by the Board of Education; a listing of the school divisions and the specific schools that report noncompliance with any part of the Standards of Quality (SOQ); the full text of the

current SOQ; a justification for amendments; the effective date of the current SOQ; and a listing of any amendments, if any, to the SOQ being prescribed by the Board of Education.

At the October 26th meeting, the Board of Education discussed the proposed draft and made suggestions for changes, additions, or deletions, which are incorporated in the draft presented to the Board for final adoption. Several key data points have been incorporated into the draft, which includes information that was not available at the time of the previous review.

Dr. Jones made a motion to adopt the 2005 Annual Report on the Condition and Needs of Public Schools in Virginia. The motion was seconded by Dr. Ward and carried unanimously. The report will be transmitted to the Governor and the General Assembly as required by the Code of Virginia and made available to the public on the Board of Education's Website.

First Review of Zero Tolerance Policies: An Issue Brief Prepared for the General Assembly House Education Committee

Dr. Cynthia Cave, director of student services, presented this item. Dr. Cave said that during the 2005 session of the Virginia General Assembly, House Bill 2202 was introduced that would have amended the *Code of Virginia* as follows:

No disciplinary action shall be imposed against students for possession of a bona fide eating utensil or personal grooming device, unless such utensil or device is brandished or employed as a weapon or otherwise to effect or to threaten an act of violence or intimidation against another or against property.

The bill did not pass; however, the House Committee on Education requested that the Board of Education examine the bill and related issues and report to the General Assembly. Concerns include the appropriateness of harsh penalties being applied to relatively minor offenses and the exercise of discretion by school administrators. This document, *Zero Tolerance Policies: An Issue Brief*, has been prepared in response to the House Education Committee by Policy Works, Ltd. under contract and in consultation with department staff. The issue brief examines the intent of zero tolerance policies and positions of key education organizations, summarizes issues associated with zero tolerance policies, reviews laws and policies in Virginia, and offers conclusions and considerations.

Dr. Ward made a motion to transmit *Zero Tolerance Policies: An Issue Brief* to the General Assembly House Education Committee, and inform school divisions of its availability from the Virginia Department of Education Website. The motion was seconded by Mrs. Castro and carried unanimously.

First Review of Recommended Cut Scores for the New Standards of Learning End-of-Course English: Reading and Algebra II Tests

Mrs. Shelley Loving-Ryder, assistant superintendent for assessment and reporting, presented this item. Mrs. Loving-Ryder said that in 2005-2006 new end-of-course English: Reading and Algebra II Standards of Learning tests will be administered.

The new end-of-course English: Reading test measures the 2002 English content standards while the new Algebra II test addresses a reporting category change in the test blueprint from the 2001 revision of the mathematics content standards. The implementation of the reporting category change in Algebra II was delayed to coincide with the implementation of the new mathematics tests required by the *No Child Left Behind Act of 2001* in 2005-2006.

Mrs. Loving-Ryder said that because of the changes in the content measured by these tests, the Virginia Board of Education must adopt new passing scores. Consistent with the process used to set the original passing scores in 1998, committees of educators were convened in late October to recommend to the Board of Education minimum "cut" scores for the achievement levels of pass/proficient and pass/advanced for the new end-of-course English: Reading and Algebra II tests. Mrs. Loving-Ryder explained the process to Board members and presented the range of cut scores recommended by the committees for the achievement levels of pass/proficient and pass/advanced for each of the end-of-course English: Reading and Algebra II tests.

Dr. Jones made a motion to adopt the following cut scores for Reading: Proficient (28) and Advanced (42). The motion was seconded by Dr. Ward and carried unanimously.

Mr. Thomas Johnson made a motion to adopt the following cut scores for Algebra II: Proficient (30) and Advanced (45). The motion was seconded by Dr. Ward and carried unanimously.

Mr. Rotherham stated that he would like to have additional information on the process being used to recommend cut-scores. He also suggested that consideration be given to additional external evaluation of the tests and the cut-score process.

First Review of a Policy Statement for Implementing in Virginia Approved Programs the Virginia Communications and Literacy Assessment

Dr. Thomas Elliott, assistant superintendent for Teacher Education and Professional Licensure, presented this item. At its February 23, 2005, meeting the president of the Board of Education proposed the establishment of a special committee to re-examine teacher licensure assessments. On March 23, 2005, the Board of Education voted unanimously to establish the Special Committee of the Board of Education to

Study and Make Recommendations Relative to Teacher Licensure Assessments. The committee forwarded recommendations to the Board of Education for review and action.

On June 22, 2005, the board approved the recommendations of the committee. The assessments [Virginia Communication and Literacy Assessment (VCLA); Praxis II; and the Virginia Reading Assessment (VRA), if applicable] will be required for all individuals seeking initial licensure in Virginia unless exempted by out-of-state teaching experience as prescribed in the *Regulations Governing the Licensure of School Personnel*.

The Virginia Communication and Literacy Assessment (VCLA) measures the communication and literacy skills necessary to teach and communicate effectively with parents and others in the education community. The VCLA comprises two subtests—reading and writing. The test includes both multiple choice and constructed-response questions, with two writing assignments. Candidates are expected to demonstrate comprehension and analysis of readings; development of ideas in essay form on specific topics; outlining and summarizing skills; interpretation of tables and graphs; mastery of grammar, mechanics, and vocabulary; and writing skills.

Dr. Ward made a motion to waive first review and approve the following Policy Statement for Implementing in Virginia Approved Programs the Virginia Communication and Literacy Assessment to be effective January 1, 2006. The motion was seconded by Mrs. Castro and carried unanimously.

Policy Statement for Implementing in Virginia Approved Programs
the Virginia Communication and Literacy Assessment

Effective January 1, 2006, individuals who graduate from Virginia approved programs prior to December 31, 2006, and who have taken and passed the Praxis I (ACT or SAT); Praxis II; and the Virginia Reading Assessment (VRA), if applicable, will not be required to take and pass the Virginia Communication and Literacy Assessment (VCLA).

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

Mr. Doug Cox, assistant superintendent for special education and student services, presented this item. The Individuals with Disabilities Education Act (IDEA) requires the establishment of this advisory committee to advise the State Education Agency on the education of children with disabilities. The committee membership as required by IDEA must consist of:

- parents of children with disabilities
- individuals with disabilities
- teachers
- representatives of institutions of higher education that prepare special education and related services personnel

- state and local education officials, including officials who carry out activities under subtitle B of title VII of the McKinney-Vento Homeless Assistance Act
- administrators of programs for children with disabilities
- representatives of other state agencies involved in the financing or delivery of related services to children with disabilities
- representatives of private schools and public charter schools
- not less than one representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities
- a representative from the state child welfare agency responsible for foster care
- representatives from the state juvenile and adult corrections agencies

Mr. Cox reported that the Superintendent of Public Instruction recommends the following persons to fill current vacancies:

- Sharon Duncan (parents, region 6)
- Jacqueline Nelson, Department of Correctional Education (corrections agencies)
- Tamara Temoney, Foster Care Policy Specialist (state foster care system)
- Mary Ann Discenza, Department of Mental Health, Mental Retardation and Substance Abuse Services (other state agencies)

The following individuals are nominated for a second term on the committee:

- Dr. J. David Martin, Division Superintendent, Fauquier County Public Schools (state education officials)
- Ms. Leslie Snyder (persons with disabilities)

Dr. Jones made a motion to waive first review and appoint the persons recommended by Dr. DeMary. The motion was seconded by Dr. Ward and carried unanimously.

REPORTS

Annual Report of the State Special Education Advisory Committee

Mrs. Charlene Christopher, chair of the State Special Education Advisory Committee, presented this report. The State Special Education Advisory Committee (SSEAC) is a federally-mandated panel comprised of individuals with disabilities, teachers, parents, state and local officials, and local administrators. Mrs. Christopher said that SSEAC addressed the following issues in 2004-2005:

- Teacher Licensure and Qualifications
- Children with Autism
- Assessment and Accountability for Students with Disabilities
- Restraint and Seclusion

The Board received the report and Mr. Jackson thanked Mrs. Christopher for her dedication and work with the Special Education Advisory Committee.

Report on Evaluations of Year-Round School Programs

Mrs. Michelle Vucci, director of policy, presented this report. In 2000, the Board of Education adopted a resolution directing that requests for continuing approval of an experimental or innovative program requiring schools to open prior to Labor Day shall be accompanied by an evaluation of the effectiveness of the program that includes, at a minimum, evidence of improvement in student academic achievement on Standards of Learning tests, Stanford 9 tests, and other appropriate assessments administered by the school division.

Typically year-round schools operate on what is commonly known as a 45-15 schedule where there are 45 instructional days followed by a 15-day break. During the 15-day break, the schools offer intersessions during which both remedial instruction and enrichment courses are offered. Most of the schools with year-round calendars share one or more of the following characteristics: high populations of minority or limited English proficient students, high percentages of students on free or reduced lunch, or histories of low performance on state assessments.

Six school divisions submitted applications for approval of year-round programs in 31 schools for the 2005-06 school year. Of the 31 schools, 25 are elementary schools, three are middle schools, two are high schools, and one is a charter school serving students in grades three through eight. One of the programs approved for the coming school year is new, Mount Vernon Elementary in Alexandria. Three programs approved for year-round operation for the 2004-05 school year reverted to a traditional calendar for the 2005-06 school year, two in Newport News and one in Virginia Beach.

Each school division applying for continuing approval of a year-round program must submit an evaluation of the results of the program. Since local school divisions must submit their applications and evaluations by March of the year preceding the year they wish to operate as a year-round program, the evaluations are based on the previous year's results. In this case, the evaluations of the schools approved for operation during the 2005-06 school year are based on data and information provided by the school division from the 2003-04 school year.

The Board accepted the report.

Annual Report on Pre-Labor Day Waiver Requests

Mrs. Michelle Vucci, director of policy, presented this report. Section 22.1-79.1 of the Code of Virginia prohibits local school boards from adopting school calendars that

require schools to open prior to Labor Day unless the Board of Education grants a waiver for "good cause." Mrs. Vucci said that "good cause" means:

- A school division has been closed an average of eight days per year during any five of the last ten years due to an emergency situation, such as severe weather conditions.
- A school division has a program that is dependent on or provided in a school in another division and that division has qualified for the waiver. This waiver applies only to the opening date of the school with the dependent program.
- A school division is operating an experimental or innovative program. This waiver applies only to the school where the experimental or innovative program is offered.

Mrs. Vucci said that the department received 79 Pre-Labor Day waiver requests from school divisions and a Governor's School for the 2005-2006 school year. All of the requests were approved. The 79 requests included 58 for inclement weather, 15 for dependent programs, and 7 for experimental or innovative programs. One school division, Danville Public Schools, filed for waivers in two categories: dependent programs, and experimental or innovative programs. The Central Virginia Governor's School for Science and Technology, with students from Amherst County, Appomattox County, Bedford County, Campbell County, and the City of Lynchburg, filed for a waiver as a dependent program.

The Board accepted the report.

Report on Virginia's High School Initiatives, Including the National Governors Association Honor States Grant Program

Mr. James Firebaugh, director of middle and secondary school programs, presented this item. Mr. Firebaugh said that during the spring of 2005, under the leadership of Governor Mark R. Warner's office, the Virginia Department of Education (VDOE), the State Council of Higher Education for Virginia (SCHEV), the Virginia Community College System (VCCS), and the Virginia Association of Secondary School Principals (VASSP) collaboratively developed a comprehensive proposal to submit to the National Governors Association Center for Best Practices (NGA Center) Honor States Grant Program. The proposal consists of several interrelated projects that work with and build upon the successful high school reform efforts currently underway in the commonwealth.

Analysis of state enrollment data has indicated that Virginia has a ninth-grade retention rate that exceeds the retention rates for the middle grades and grades ten, eleven, and twelve. In an effort to improve the transition of students to high school and enhance the opportunity for successful graduation, the commonwealth made this issue a central point in its proposal. Additional areas of focus for the grant include policy development to promote P-16 collaboration as well as leadership development for

principals and teachers. College readiness and access are also key components of the grant. Thirty high schools, identified by multiple criteria including a higher than average 9th-grade retention rate, were invited to be part of many of the activities defined in the proposal.

The major elements of Virginia's proposal include the following projects and activities, some of which are funded by the grant and others are state-funded as part of the match:

- Establish a P-16 Council
- Conduct a research study on high-performing high schools
- Conduct a study on the academic weaknesses of high school graduates
- Convene a policy forum to present findings of the P-16 Council
- Implement an administrative coaching program for the 30 high schools
- Provide scholarships for training for Advanced Placement and dual enrollment teachers
- Provide scholarships for teachers to be trained in the Strategic Instruction Model (SIM)
- Provide funds to include targeted schools in the Mathematics-Science Partnerships (MSP)
- Train selected mathematics and science teachers to assist students with FIRST (For Inspiration and Recognition of Science and Technology) robotics competition
- Expand Project Graduation in the 30 high schools
- Expand the Algebra Readiness Initiative program
- Conduct high school best practices and transition symposium
- Provide high school transition grants
- Provide PSAT fee support and AP Potential to the 30 high schools
- Expand Early College Scholars and Path to Industry Certification to target students in selected schools
- Purchase License for Kuder's Career Planning System and train high school personnel in its use
- Implement the College Awareness Project.

The Board accepted the report.

DISCUSSION OF CURRENT ISSUES

Dr. Gary Jones made the following comments to Dr. Jo Lynne DeMary:

I know that this is an emotional day for Dr. DeMary, for many of us and for many of you observing. But I do not think we have heard or seen the last of Dr. DeMary's educational leadership in the Commonwealth or across the nation.

I know much has been said about her being the first woman to be a Chief State School Officer, but the real story is her performance as Chief State

School Officer not her gender. I think her focus has always been teachers and children, first and foremost. There is more to her tenure as chief state school officer here in Virginia than the Standards of Learning becoming a national model. The historic funding levels of the Standards of Quality and the compelling achievements of the Governor's initiatives, which she was placed in charge of to formulate, are huge achievements.

I think the real essence of her educational career is her educational leadership. My dear friend, you are the total package. You are bright and intelligent, you are bold, charming, gracious, witty, and you are clinically astute.

While there are fifty chief state school officers in the nation, I submit there is only one Jo Lynne DeMary. In effect you are in a class by yourself. And you are leaving a legacy of educational leadership that will stand for decades. Your predecessors as well as your successors will be measured against it. It has been an honor to be with you for five years.

God bless you, and congratulations on a job well done.

Mrs. Princess Moss, president of Virginia Educational Association, presented a resolution expressing the VEA's appreciation for Dr. DeMary's service to the commonwealth and for her support for the teachers of Virginia.

Following Dr. Jones' comments and the presentation from the VEA, Dr. DeMary rose to make the following farewell comments to the Board of Education:

It has been my honor and privilege to serve as your state superintendent. I have never taken for granted the awesome responsibility that has been placed on me by the Governor of Virginia through this appointment.

One of the privileges of this position is to work with the State Board of Education. As I have told you before, I have so much respect for this powerful board. The staff and I take very seriously our work on your behalf. As soon as one board meeting concludes, we debrief and we are busy working on the next one.

I have been so blessed to work with three presidents who are giants in public policy – Kirk Schroder, Mark Christie, and Tom Jackson – and I have such tremendous love and respect for each of them. Some of my counterparts in other states say, "You love your board president"... I even love my Governor!

I am convinced the work of this board over the last decade has changed the culture of education in the Commonwealth. We are seeing the results of those changes in student achievement – AYP, NAEP, SAT, AP scores, accreditation, two national principals of the year, nine Blue Ribbon schools, the Broad prize.

Now you must use the strong, measurable progress we have made as a springboard to set clear and significant goals for the next decade. You understand the critical role

better schools play in our future, not only for Virginia's children, but for all of our citizens. *Hope in the Cities* has a motto, "Every child as if my child." Many times when we are together, we end up talking about our own children. I challenge this board to consider that motto as you tackle the important education issues of the next decade.

I have been especially blessed by the men and women on my staff during the 11 years I have been at the department and certainly the six years I have been state superintendent. Much of our success is due to their work, and I can assure you that there is no better state department of education than the one here in Virginia.

So, my dear board, I close with one last thought – someone asked Helen Keller if anything was worse than losing one's sight. "Yes," she said, "losing one's vision." Do not lose your vision for public education. Do not become bogged down in minutia as other boards have done. Do not wait to follow where the path may lead. Go instead where there is no path and leave a trail for others. God bless you.

ADJOURNMENT

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

President

Secretary