

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

October 26, 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 9:30 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

Mr. Rotherham made a motion to approve the minutes of the September 21, 2005, meeting of the Board. The motion was seconded by Mrs. Saslaw 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:

C. M. "Mack" Dameron
Teddy Predaris
Angela Ciofi
Bobbi Snow

ACTION/DISCUSSION ON BOARD OF EDUCATION REGULATIONS

Final Review of a Request for Approval of an Alternative Plan from Hampton City Public Schools for the Hampton Harbour Academy

Mrs. Kathleen Smith, director, Office of School Improvement, introduced Dr. Cynthia Cooper, director of adult education for Hampton City Public Schools. Dr. Cooper presented this item to the Board.

Dr. Cooper said that the school board of Hampton City is proposing an alternative accreditation plan for Hampton Harbour Academy (HHA), an alternative charter school that serves students in grades 6 through 8 who are at least two years behind their grade cohort group. These students have been retained more than once, and some students are reading as much as four years behind their chronological age group and are equally behind in mathematics. HHA has been rated Accredited with Warning in 2002-03, 2003-04, and 2004-05.

Dr. Cooper said that the intent of HHA, is to provide interventions in the core academic areas in order for students to gain skills and content necessary to enter high school and graduate with a standard diploma. The program of instruction will:

- focus instruction in reading, writing, and mathematics;
- offer many opportunities for hands-on and high-interest work and activities in class to keep students engaged;
- integrate curriculum from elective courses into core academics;
- provide tutoring and intensive intervention to students during the school day;
- incorporate physical education and wellness activities into the school day;
- teach science and history social sciences using interdisciplinary project learning;
- provide six hours of instruction per day;
- limit class size to 10 students per class; and
- offer opportunities for career exploration.

Dr. Cooper said that Hampton public schools is requesting that the school be accredited on the following criterion: 70 percent of the 8th grade students in the program for a full academic year will pass the 8th grade Standards of Learning (SOL) assessments in English, writing, and mathematics. Scores on the statewide assessments in 6th and 7th grades will not be used as accreditation measures unless they improve the school's accreditation status.

Waivers are requested for instructional programs in middle schools as required in 8 VAC 20-131-90 A-D as follows:

- A. The middle school shall provide each student a program of instruction that corresponds to the Standards of Learning for English, mathematics, science, and history/social science. In addition, each school shall provide instruction in art, music, foreign language, physical education and health, and career and technical exploration.
- B. The middle school shall provide a minimum of eight courses to students in the eighth grade. Courses in English, mathematics, science, and history/social science shall be required. Four elective courses shall be available: level one of a foreign language, one in health and physical education, one in fine arts, and one in career and technical exploration.
- C. Level one of a foreign language shall be available to all eighth-grade students. For any high school credit-bearing course taken in middle school, parents may request that grades be omitted from the student's transcript and the student not earn high school credit for the course in accordance with policies adopted by the local school board. Notice of this provision must be provided to parents with a deadline and format for making such a request. Nothing in this chapter shall be construed to prevent a middle school from offering any other credit-bearing courses for graduation.
- D. To provide students a sufficient opportunity to learn, each student shall be provided 140 clock hours per year of instruction in each of the four disciplines of English, math, science, and history/social science. Sixth grade students may receive an alternative schedule of instruction provided each student receives at least 560 total clock hours of instruction in the four academic disciplines.

Dr. Ward made a motion to approve the plan and requested a waiver for Hampton Harbour Academy for its 2006-2007 accreditation rating based on assessments administered in the 2005-2006 school year with future extensions of the plan contingent upon the submission of an evaluation 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 a Request for Approval of an Alternative Accreditation Plan from Henrico County Public Schools for the Mt. Vernon Middle School and New Bridge School

Mrs. Smith introduced Dr. Lynn H. Thorp, assistant superintendent for instruction for Henrico County public schools. Dr. Thorp, assisted by Mr. Ronald S. Rodriguez, principal at Mt. Vernon Middle School, presented this item.

Dr. Thorp said that the school board of Henrico County is proposing an alternative accreditation plan for Mount Vernon Middle School, an alternative school that

serves students in grades 6-8 and New Bridge School, an alternative school that serves students in grades 3-8. Students at both schools are consistently functioning below grade level in reading and/or mathematics; no other services have been successful and students are unlikely to make up academic deficits in a traditional elementary or middle school setting.

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.

Dr. Ward made a motion to accept for first review the request for approval of an alternative accreditation plan from Henrico County public schools for Mount Vernon Middle School and New Bridge School. The motion was seconded by Mrs. Saslaw and carried unanimously. This item will come back to the Board for final adoption at a later meeting.

First Review of a Request for Approval of an Alternative Accreditation Plan from Richmond City Public Schools for the Adult Career and Development Center

Dr. Deborah Jewell-Sherman, superintendent, and Dr. Yvonne Brandon, associate superintendent for instruction and accountability for Richmond City public schools, presented this item.

The school board of Richmond City is proposing an alternative accreditation plan for the Adult Career Development Center (ACDC), an alternative school that serves disadvantaged students ages 17 through 19. The school serves expectant mothers (ages 14-19), mothers with infant children needing child-care, and disadvantaged, over-aged students needing to earn fewer than seven credits for high school completion. In addition, the center serves as the essential community hub for Adult Basic Education, General Education Diploma (GED) preparation, infant care, early childhood education, English Speakers of Other Languages (ESOL), vocational educational training, and parenting classes.

Seventy-five percent of the students referred to ACDC are seniors from comprehensive high schools who are at least two years behind in graduating. Thirty percent of the students are academically challenged because they have failed two or more classes. These students have not been allowed to take senior-level courses due to the sequential requirement for course enrollment. Seventy-five percent of the seniors referred to ACDC are deficient in Standards of Learning (SOL) verified credits. Approximately 20 percent of ACDC students have passed the course(s) but did not take the end-of-course SOL assessments due to poor attendance, health and family issues (homelessness),

or pregnancy. Seventy percent of the students at ACDC are taking two courses in the same subject area (e.g. English 11 and English 12 or United States History and United States Government). ACDC administers SOL assessments to students who are enrolled only a few days prior to the test administration due to the disciplinary hearing process or through release from incarceration. This time lapse and change of setting negatively impact the student's success and the ACDC pass rate.

In most cases, students are referred to ACDC due to poor performance in the regular high school setting. This type of placement is voluntary; therefore, parents must agree to the placement and actively participate in an orientation session explaining the program. Pregnant students are referred to ACDC for the extraordinary resources available in the areas of child development, nutrition, and family literacy. The school has a full-time school social worker to assist these students.

Some students are referred to ACDC through the disciplinary hearing officer. This type of placement is usually involuntary and will, in most cases, last for the entire school year. In each instance, parents are required to attend an orientation session with a guidance counselor and administrator. The purpose of ACDC is to offer students instructional support and behavioral fundamentals to earn standard and verified units of credit needed to receive a diploma or prepare for the GED. Teachers disaggregate weekly assessment data and meet with administrators on a regular basis to discuss its implications for instruction.

Richmond City public school officials are requesting that the school's accreditation be based on student academic achievement measured by a composite score of 70 percent passing in English Reading, English Writing, History, Science, and Mathematics. All ACDC students will take required SOL tests, and the results will count in the school's accreditation rating. Richmond City public schools are requesting waivers to the provision of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, VAC 20-131-300 C, to allow accreditation for the ACDC to be based on combined pass rates in the four core content areas.

Dr. Emblidge made a motion to accept for first review the request for approval of an alternative accreditation plan from Richmond City public schools for the Adult Career Development Center. The motion was seconded by Dr. Ward and carried unanimously. This item will be brought to the Board for final adoption at a later date.

Final Review of Proposed Criteria for Implementing Experiential Learning Credits for Alternate Route Applicants Seeking Initial Licensure

Dr. Thomas Elliott, assistant superintendent, presented this item. Dr. Elliott noted that the 2005 General Assembly approved House Bill 2790 requiring 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. A meeting to develop the criteria and procedures was recently held with educators, representatives from the school division for which the house bill was patroned, and Department of Education personnel.

Dr. Ward made a motion to adopt the following Criteria for Implementing Experiential Learning Credits for Alternate Route Applicants Seeking Initial Licensure. The motion was seconded by Mrs. Saslaw and carried unanimously.

**Criteria for Implementing Experiential Learning Credits for
Alternate Route Applicants Seeking Initial Licensure**

Individuals applying for an initial license through the alternate route as prescribed by the Board of Education must meet the following criteria to be eligible to request experiential learning credits in lieu of the coursework for the endorsement (teaching) content area:

1. Hold a baccalaureate degree from a regionally accredited college or university;
2. Have at least five years of documented full-time work experience that may include specialized training related to the endorsement sought; and
3. Have met the qualifying score on the content knowledge assessment prescribed by the Board of Education.

The criteria do not apply to teachers of special education and elementary education (prek-3 and prek-6); however, in administering the *Licensure Regulations for School Personnel*, modifications may be made in exceptional cases by the Superintendent of Public Instruction or by designee.

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

Dr. Linda Wallinger, assistant superintendent, presented this item. Dr. Wallinger said that the No Child Left Behind Act of 2001 (NCLB) requires Title I schools that do not meet the state's adequate yearly progress (AYP) targets for three consecutive years in the same subject area to offer a choice of supplemental educational services to parents of eligible children. Virginia has schools that are offering or are continuing to offer supplemental educational services during the 2005-2006 school year. These services must be offered to eligible students until the identified schools exit Title I School Improvement.

Providers of the No Child Left Behind Act of 2001 requires states to identify and maintain a list of supplemental educational services. Supplemental educational services are tutoring and academic enrichment services that are provided in addition to daily instruction outside of the regular school day. A supplemental educational services provider can be a non-profit entity, a for-profit agency, or another school division. The services must be of high quality, research-based, and specifically designed to increase the academic achievement of eligible children in mastering the English and mathematics Standards of Learning and in achieving proficiency on Standards of Learning tests. NCLB requires that states maintain an approved list of providers of supplemental educational services across the state and in school divisions from which parents can select the services they want to use.

Mrs. Castro made a motion to waive first review and approve the revised Board-approved list shown below. The motion was seconded by Dr. Emblidge and carried unanimously.

ADDITIONAL SUPPLEMENTAL EDUCATIONAL SERVICES PROVIDERS

Name of Provider	Contact Information	Focus and Grade Levels	School Divisions Provider Can Serve (Service Areas)
Aligned Interventions Educational Services	Roberta L. Walker P.O. Box 35328 Richmond, Virginia 23235 Phone: (804) 357-0111 Fax: (804) 560-0177 E-mail: alignmentrules@aol.com Web site: N/A	Reading/Language Arts (K-12)	Caroline, Charles City, Chesterfield, Hanover, Henrico, Petersburg, Richmond City
Educational Options, Inc.	Thomas E. Sawner, Chief Executive Officer 3440 N. Fairfax Drive Arlington, Virginia 22201 Phone: (703) 243-7460 Fax: (703) 248-0704 E-mail: sawner@edoptions.com Web site: http://www.edoptions.com	Reading Mathematics (7-12)	All Divisions
Extended Learning Opportunities (ELO)	Suzanne Swendiman, Director 2801 Clarendon Boulevard, Suite 306 Arlington, Virginia 22201 Phone: (703) 228-7224 Fax: (703) 288-7205 E-mail: sswendim@arlington.k12.va.us Web site: N/A	Reading (K-5)	Arlington
NCLB Tutors	Stephannie Wyckoff 121 South Main Street, Suite 400 Akron, Ohio 44308 Phone: (888) 625-2999 Ext. 231 Fax: (330) 535-7022 E-mail: stephannie.wyckoff@nclbtutors.com Web site: http://www.nclbtutor.com/	Reading/Language Arts (K-12)	All Divisions

Providers Deleted from List Upon Their Request

Provider	Deletion Reason	Request Made
HOSTS Learning	Reorganization of the company	August 3, 2005
SMARTHINKING	No longer providing SES services	September 7, 2005

First Review of Timeline for the Review and Approval of the Revised English Language Proficiency Standards of Learning

Dr. Wallinger presented this item. Dr. Wallinger said that in compliance with the Code of Virginia, the Board of Education adopted a schedule for review and revisions to the Standards of Learning at its September 28, 2000, meeting. The Board has received a request applicable to the English Language Proficiency standards earlier than was projected. To comply with the request, the Department of Education proposes the following timeline:

**SCHEDULE FOR THE REVIEW OF THE ENGLISH LANGUAGE
PROFICIENCY STANDARDS OF LEARNING**

November 17, 2005	A Superintendent's Memorandum is distributed that announces the schedule of the review process; announces the availability of a Standards of Learning review/comment page on the Department of Education Web site; and requests that division superintendents submit nominations for review team members. The Department of Education posts on its Web site a Standards of Learning review/comment page for the 2002 English Language Proficiency Standards of Learning. The page will be active for 30 days.
January 2006	The Department of Education aggregates and conducts a preliminary analysis of the comments entered on the Web page.
March 2006	The Standards of Learning review team meets for four days to analyze statewide Web page input; review national documents and make recommendations for potential changes.
April 2006	The Department of Education prepares the review team's comments in a draft.
May 2006	The Department of Education and the steering committee (a subgroup of the review team) meet to discuss and review the draft English Language Proficiency Standards of Learning for first review by the Board of Education.
June 2006	The Department of Education presents the draft document to the board for first review.
July 2006	The proposed Standards of Learning document is distributed for public comments. The document is placed on the Virginia Department of Education Web site for review. One or more public hearings are held as prescribed by the Board of Education.
September 2006	The Superintendent of Public Instruction presents the proposed English Language Proficiency Standards of Learning to the Board of Education for final review and adoption. The final document is posted on the Department of Education Web site within three weeks of adoption.
October 2006	Printed copies of the approved English Language Proficiency Standards of Learning are distributed to schools and local school division central offices.

Mrs. Castro made a motion to waive first review and approve the schedule for review of the English Language Proficiency Standards of Learning timeline. The motion was seconded by Dr. Ward and carried unanimously.

First Review of Revised Fine Arts Standards of Learning

Mrs. Cherry Gardner, principal specialist for fine arts, presented this item. Mrs. Gardner said that academic content Standards of Learning for Fine Arts were developed in 1983 for music and visual arts, in 1985 for theatre arts, and in 2000 for dance arts. In 1989, the visual arts Standards of Learning were revised. In May 2000, the Fine Arts Standards of Learning were revised for dance arts, music, theatre arts, and visual arts.

The Fine Arts Standards of Learning are due for review in 2006. On May 25, 2005, the Board approved a plan to review these standards and develop levels three and four for theatre arts during the 2005-2006 academic year.

Mrs. Gardner said that the draft of the revised Fine Arts Standards of Learning consists of the following elements:

Introduction

The Fine Arts Standards of Learning identify essential content, processes, and skills for each level of the Dance Arts, Music, Theatre Arts, and Visual Arts Standards of Learning.

Goals

Each Standards of Learning for dance arts, music, and theatre arts contain 9 goals; the visual arts, 10. The content of the standards is intended to support each goal.

Strands

Included in the introductory material for each Fine Arts Standards of Learning is an explanation of the content strands that remain constant as organizing principles for all levels. The strands reflect performance and production, cultural context and history, judgment and criticism, and aesthetics.

Standards of Learning

Dance Arts	Middle School Exploratory Dance Arts, Dance I, and Dance II;
Music	Kindergarten through Grade 5, General Music/Grades 6-8, General Music/Grades 9-12, Instrumental/Beginning Level, Instrumental/Intermediate Level, Instrumental/Advanced Level, Instrumental/Artist Level, Vocal/Beginning Level, Vocal/Intermediate Level, Vocal/Advanced Level, and Vocal/Artist Level;
Theatre Arts	Middle School Exploratory Dramatics, Theatre I/Introduction to Theatre, Theatre II/Dramatic Literature and Theatre History, Theatre III/Intermediate Acting and Playwriting, and Theatre IV/Advanced Acting and Directing; and
Visual Arts	Kindergarten through Grade 8, Art I/Art Foundations, Art II/Intermediate, Art III/Advanced Intermediate, and Art IV/Advanced.

Mrs. Saslaw made a motion to accept the draft Fine Arts Standards of Learning for first review and for public comment. The motion was seconded by Mr. Johnson and carried unanimously. This item will be brought back to the Board following the public comment period.

First Review of Recommendations for Approval of Locally Developed and/or Selected English Language Proficiency Assessments of Limited English Proficient (LEP) Students

Mrs. Shelley Loving-Ryder, assistant superintendent, presented this item. Mrs. Loving-Ryder said that Title I, Part A, of the *No Child Left Behind Act of 2001* requires the state to ensure that school divisions administer an annual assessment of English language proficiency for all limited English proficient (LEP) students in kindergarten through grade 12. For the 2003-2004 and 2004-2005 school years, the state- approved English Language Proficiency (ELP) assessment was the Stanford English Language Proficiency (SELP) test. For the 2005-2006 school year, school divisions were given flexibility to chose the SELP or submit locally developed and/or selected ELP assessments to the Virginia Department of Education for review.

Mrs. Castro made a motion to waive first review and approve the recommendations of the review panel for the locally developed and/or selected English language proficiency assessments. The motion was seconded by Mrs. Castro and carried unanimously.

**Locally Developed and/or Selected English Language Proficiency
Assessment Instruments Recommended for Board Approval
2005-2006**

School Division	Grade Level(s)	English Language Proficiency Assessment Instrument	Skills Assessed	Recommended for Board Approval
Fairfax County Public Schools	Kindergarten	<i>preLAS 2000</i>	Reading, Writing, Listening, and Speaking	Yes
Fairfax County Public Schools	1-2	Developmental Reading Assessment	Reading	Yes
Fairfax County Public Schools	3-5	Qualitative Reading Inventory	Reading	Yes
Fairfax County Public Schools	6-12	Degrees of Reading Power Test	Reading	Yes
Fairfax County Public Schools	1-2, 3-5, 6-12	FCPS ESOL Writing Assessments	Writing	Yes
Fairfax County Public Schools	1-2, 3-5, 6-12	FCPS ESOL Listening Assessments	Listening	Yes
Fairfax County Public School s	1-2, 3-5, 6-12	FCPS Oral Assessments	Speaking	Yes

Final Review of Revisions to Remediation Recovery Guidelines

Mrs. Shelley Loving-Ryder presented this item. The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* permit students who have failed certain Standards of Learning (SOL) tests to participate in remediation recovery programs. Mrs. Loving-Ryder said that in November 2000, the Board of Education adopted guidelines for implementing the *Standards for Accrediting Public Schools in Virginia*. These guidelines further defined the participation of students in remediation recovery programs and permitted students who failed the reading and/or mathematics SOL tests in grades 3-8 or end-of-course mathematics tests to retake the failed test at the next available test administration.

To comply with the requirements of the federal *No Child Left Behind Act of 2001*, beginning with the 2005-2006 school year, annual Standards of Learning tests in reading and mathematics will be administered to students in grades 3-8. Based on the current remediation recovery guidelines, students who fail a reading or mathematics test in grades 3 or 5 and participate in a remediation recovery program would retake the failed test as well as taking the reading and mathematics tests for grade 4 or grade 6.

The Board of Education is asked to adopt revisions to the *Guidelines Governing Regulations Establishing Standards for Accrediting Public Schools in Virginia* to accomplish the following: 1) avoid double testing for students participating in remediation recovery programs; and 2) clarify the inclusion of scores of students participating in remediation recovery in the pass rates used for accrediting schools. The proposed revisions would be in effect for the 2005-2006 school year only. A complete revision to the guidelines will be required when the revisions to the *Standards for Accrediting Public Schools in Virginia* are approved by the Board.

Mr. Thomas Johnson made a motion to approve the remediation recovery guidelines. The motion was seconded by Dr. Ward and carried unanimously.

First Review of the 2005 Annual Report on Regional Alternative Education Programs

Mrs. Diane Jay, specialist, office of program administration and accountability, presented this item. Mrs. Jay said that Research Dimensions, Inc., conducted the evaluation of Virginia's 29 regional alternative education programs. These programs were established by the General Assembly in 1993-1994 to involve two or more school divisions working in collaboration to establish options for students who have a pending violation of school board policy, have been expelled or suspended on a long-term basis, or are returning from juvenile correctional centers.

The number of students enrolled increased from 217 students in four regional programs in 1993-1994 to 2,297 students in 29 regional programs in the 1996-1997 school year. The number of students served has subsequently increased to slightly more than 3,900 during 2004-2005, a 70 percent increase in students served within the same

number of programs. The state funding level has increased 32.5 percent during this same time period.

Mrs. Jay said that the programs have succeeded in helping students remain in school, graduate, or receive General Education Development certificates through the Individual Student Achievement Education Plan (ISAEP), and the return on the public's investment for regional alternative education programs is favorable. Approximately two-thirds of the eligible regional alternative students served during the 2004-2005 school year graduated or received GED certificates (through ISAEP). Of the remaining students who were not eligible to graduate in the 2004-2005 school year, approximately 70 percent remained in school at the beginning of the 2005-2006 school year.

Dr. Jones made a motion to waive first review and approve the 2005 Annual Report on Regional Alternative Education Programs pursuant to the Code of Virginia. The motion was seconded by Mrs. Castro and carried unanimously.

First Review of the Board of Education's 2005 Annual Report on Electronic Meetings

Dr. Margaret Roberts, executive assistant for board relations, presented this item. Dr. Roberts said that § 2.2-3708.E of the Code of Virginia requires that public bodies holding electronic meetings submit an annual report detailing their experience with any electronic meetings to the Freedom of Information Advisory Council and the Joint Commission on Technology and Science by December 15 of each year.

Dr. Roberts said that during the 2005 calendar year, the Board of Education conducted one business meeting and one committee meeting using electronic communications.

Dr. Jones made a motion to waive first review and adopt the 2005 Annual Report on Electronic Meetings. The motion was seconded by Mr. Thomas Johnson and carried unanimously.

**Board of Education 2005 Annual Report on Electronic Meetings
Summary of Electronic Meetings Held by the Board of Education**

Date and Purpose of Meeting	Number of Sites: Number of Board members present	Types of Communication Used	Number of Public Participants	Public Comment
January 19, 2005: Emergency business session	3 sites: Richmond: 5 members Norfolk: 1 member Hillsville: 1 member	Telephone conference call	Richmond: 22 Norfolk: none Hillsville: none	None
July 18, 2005: Meeting of the Charter School Application Review Committee	2 sites: Richmond: 4 members Prince William Co.: 1 member	Telephone conference call	Richmond: 11 Prince William Co.: none	None

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

Dr. Roberts also presented this item. Dr. Roberts said that the Virginia Code requires 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.

The draft document contains the following information:

- Evidence of success for Virginia's public schools: An overview of state and national test results and other objective measures of quality;
- Listing of school divisions reporting noncompliance with any section of the Standards of Quality;
- Standards of Accreditation ratings report;
- List of schools rated Accredited with Warning: 2005;
- Overview of the needs of Virginia's lowest performing schools and divisions;
- Adequate Yearly Progress results for Virginia schools and divisions;
- The rationale for the revisions to the Standards of Quality prescribed by the Board but not yet adopted or funded by the General Assembly;
- An overview of the identified needs of Virginia's public schools: 2005 and beyond;
- Board of Education's priorities for action (as identified in the Comprehensive Plan: 2005-2010);
- Demographic and statistical data for Virginia's public school system;
- Full text of the Standards of Quality – as of July 1, 2005;
- List of data and reports used to document the condition and needs of schools.

Mrs. Saslaw made a motion to amend the language in Objective 3 of the document. The motion was seconded by Dr. Jones and carried unanimously. Mr. Rotherham noted that academic achievement among groups of students persist and are a major concern for public education. Mrs. Saslaw made a motion to accept the report for first review. The motion was seconded by Dr. Emblidge and carried unanimously.

Report on Virginia's Foundation Blocks for Early Learning: Standards for Science, History and Social Science, and Personal and Social Development (Preschool Standards)

This item was deferred.

Report on the 2005-2006 Accreditation Ratings for the Public Schools in Virginia

Mr. Charles Pyle, director of communications, presented this item. Mr. Pyle's PowerPoint presentation showed accreditation ratings based on the achievement of students on SOL assessments and approved substitute tests in English, mathematics, history/social science, and science, administered during the summer and fall of 2004 and the spring of 2005, or on overall achievement during the three most recent years. The results of tests administered in each subject area are combined to produce overall passing percentages in English, mathematics, history, and science.

Following is a summary of Mr. Pyle's report:

- Nine out of 10 Virginia public schools are now fully accredited, based on achievement of students in English, mathematics, history, and science during the 2004-2005 school year.
- Students in 1,685, or 92 percent of the commonwealth's 1,834 schools receiving accreditation ratings for 2005-2006, met or exceeded state achievement objectives on Standards of Learning (SOL) tests and other statewide assessments in the four core academic areas. Last year, 1,514 or 84 percent of Virginia's schools were initially rated as fully accredited.
- In 1998, the first year of SOL testing, only 2 percent of the commonwealth's public schools met the standard for full accreditation. The percentage of schools meeting the state's accreditation standards increased to 6.5 percent in 1999, to 22 percent in 2000, to 40 percent in 2001, to 64 percent in 2002, to 78 percent in 2003, and 84 percent in 2004.
- Ninety-five percent of Virginia's elementary schools are now fully accredited, as are 83 percent of the commonwealth's middle schools, and 94 percent of the high schools.
- The number of schools accredited with warning fell to 130, compared with 255 at the close of last year. Of the 255 schools that were on academic warning last year, 158 are now fully accredited. Only 29 schools slipped from full accreditation to accredited with warning.
- For the first time since the beginning of the SOL reform, more than half of the commonwealth's school divisions have no schools on the state's academic

warning list. In 79, or 60 percent of Virginia's 132 school divisions, all schools were either fully accredited or conditionally accredited. Conditional accreditation applies only to new schools during their first year of operation. Last year, 56, or 42 percent of Virginia's school districts had no schools accredited with warning.

- Accreditation ratings also may reflect adjustments made for schools that successfully remediate students who initially fail reading or mathematics tests. Adjustments also may be made for students with limited English proficiency, and for students who have recently transferred into a Virginia public school.
- In middle schools and high schools, an adjusted pass rate of at least 70 percent in all four subject areas is required for full accreditation. In elementary schools, a combined accreditation pass rate of at least 75 percent on English tests in grades 3 and 5 is required for full accreditation.
- Elementary schools also must achieve accreditation pass rates of at least 70 percent in mathematics, grade-5 science, and grade-5 history, and pass rates of at least 50 percent in grade-3 science and grade-3 history.

First Review of Additional Revisions to the Regulations Establishing Standards for Accrediting Public Schools in Virginia

Dr. Patricia Wright, deputy superintendent, presented this item. In consideration of the Governor's Healthy Virginians initiative, the Governor asked the Board of Education to consider two additional revisions to the proposed accreditation regulations that will help promote the health and physical fitness of elementary and middle school students.

Mrs. Castro made a motion to waive first review and authorize staff to adopt the amendment to be inserted in the proposed revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* adopted by the Board on June 22, 2005. The motion was seconded by Mr. David Johnson and carried unanimously. The proposed regulations will be resubmitted to the Executive Branch for approval to release for public comment under the provisions of the Administrative Process Act. The additional revisions are as follows:

Additional Revisions to the
Regulations Establishing Standards for Accrediting Public Schools in Virginia

8VAC 20-131-80. Instructional program in elementary schools.

- A. The elementary school shall provide each student a program of instruction which corresponds to the Standards of Learning for English, mathematics, science, and history/social science. In addition, each school shall provide instruction in art, music, and physical education and health, and shall require students to participate in a program of physical fitness during the regular school year in accordance with guidelines established by the Board of Education.

8VAC 20-131-90. Instructional program in middle schools.

- A. The middle school shall provide each student a program of instruction which corresponds to the Standards of Learning for English, mathematics, science, and history/social science. In addition, each school shall provide instruction in art, music, foreign language, physical education and health, and career and technical exploration, and shall require students to participate in a program of physical fitness during the regular school year in accordance with guidelines established by the Board of Education.

Reaffirmation of the Board's Prescribed Revisions to the Standards of Quality

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. In 2004, the Board of Education adopted a motion to prescribe revised Standards of Quality, with the recommendation to the General Assembly that the funding for the revisions be phased in over a time period not to exceed the next two biennia. The motion included a provision to approve the draft bill to include the technical and editorial changes to clarify and update the SOQ language. The Board approved 12 revisions in 2004, and 8 of the 12 have been adopted and funded by the General Assembly.

The following items were not funded by the General Assembly and will be resubmitted to the 2006 General Assembly for consideration:

- Require one full-time principal in each elementary school
- Require one full-time assistant principal for each 400 students in each school
- Reduce the state-required speech language pathologist caseload from 68 to 60 students
- Require one full-time instructional position for each 1,000 students to serve as the reading specialist

Dr. Jones made a motion to endorse the SOQ revisions and ask the General Assembly for funding. Mrs. Castro seconded the motion and it carried unanimously.

Report from Virginia Council on Private Education

Mr. George McVey, president, Virginia Council for Private Education (VCPE), presented this item. Mr. McVey said that the VCPE was organized in 1974 as the Virginia affiliate of the National Council for American Private Education (CAPE), which has headquarters in Washington, D.C. Fourteen different associations currently comprise the VCPE membership representing academic institutions. Eleven associations have VCPE-approved accreditation processes that are, in turn, recognized by the Virginia Board of Education. All VCPE member associations must be non-profit and have a racially nondiscriminatory membership policy.

VCPE monitors legislation affecting private schools and is available to members of the legislature, to the Board of Education, and to the Department of Education for information and to articulate the private school viewpoint on educational matters relating

to the private sector. It also serves as a vehicle through which the public school viewpoint may be conveyed to the nonpublic school constituency.

The VCPE's accrediting process became effective April 25, 1985, with full approval granted on July 1, 1987. Since that date nonpublic schools have not used the state's accreditation process. In November of 1993 the Virginia Board of Education reaffirmed its relationship with VCPE in the form of a resolution. The 2000 General Assembly passed language to affirm this arrangement in Virginia's Code.

VCPE Services

VCPE is the umbrella association representing almost 300 state-recognized accredited private schools and more than 150 other nonaccredited private preschool, elementary, and secondary schools in the commonwealth.

VCPE is the only organization that has recognition from the Virginia Board of Education through §22.1-19 of the Code of Virginia to oversee the accreditation of private elementary and secondary schools in Virginia.

VCPE approves and monitors the accrediting processes of 11 accrediting associations and offers additional memberships to associations that do not provide accreditation services or those that may be in the application process.

VCPE is recognized as the principal resource for public information on private schools by the Virginia Departments of Education, Social Services, and Health as well as the public school divisions and other professional educational organizations and agencies.

VCPE informs legislators of the interests of private schools, often preventing or eliminating well-meaning but potentially damaging bills, thus ensuring that VCPE's position of oversight of private education in Virginia continues without local or state intervention.

VCPE is the private education organization that is approached by state agencies for nominations from its member schools to advisory boards and committees; a few of which include: the Virginia Education and Technology Advisory Committee (VETAC), the Child Day Care Council, and the Advisory Board for Teacher Education and Licensure (ABTEL).

VCPE acts as a sounding board for complaints regarding individual schools and, where necessary, follows through on complaints with the representative associations.

VCPE handles questions from the public about locations of private schools, start-up procedures, regulations, financial aid and scholarship resources.

On behalf of VCPE, Mr. McVey presented a resolution of appreciation to Dr. DeMary for her years of service.

EXECUTIVE SESSION

Dr. Jones made a motion to go into executive session under Virginia Code § 2.2-3711.A.1 to specifically discuss personnel matters related to licensure. The motion was seconded by Dr. Emblidge and carried unanimously. The Board adjourned for the Executive Session at 11:55 a.m.

Dr. Jones made a motion that the Board reconvene in open session. The motion was seconded by Mr. Thomas Johnson and carried unanimously. The Board reconvened at 12:27 p.m.

Dr. Emblidge made a motion that the Board certify by roll-call that to the best of each member's knowledge, (1) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the executive session to which this certification motion applies, and (2) only such public business matters as were identified in the motion convening the executive session were heard, discussed, or considered by the Board. The motion was seconded by and carried unanimously.

Board roll call:

Mr. David Johnson – Yes	Mrs. Castro – Yes
Dr. Emblidge – Yes	Mrs. Saslaw – Yes
Dr. Jones – Yes	Mr. Rotherham – Yes
Mr. Thomas Johnson – Yes	Mr. Jackson – Yes

Mr. Thomas Johnson made the following motions:

- Case #1 That the Board of Education approve the issuance of the license. The motion was seconded and carried unanimously.
- Case #2 That the case be continued. The motion was seconded and unanimously.
- Case #3 That the Board take no action. The motion was seconded and carried unanimously.
- Case #4 That the Board take no action. The motion was seconded and carried unanimously.
- Case #5 That the Board take no action. The motion was seconded and carried unanimously.

ADJOURNMENT

There being no further business of the Board of Education and Board of Career and Technical Education, Mr. Jackson adjourned the meeting at 12:30 p.m.

President

Secretary