

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA

**MINUTES**

July 26, 2006

The Board of Education and the Board of Career and Technical Education met at the James Monroe State Office Building, Jefferson Conference Room, 22<sup>nd</sup> Floor, Richmond, with the following members present:

Dr. Mark E. Emblidge, President  
Dr. Ella P. Ward, Vice President  
Dr. Thomas M. Brewster  
Mr. David L. Johnson

Dr. Gary L. Jones  
Mr. Kelvin L. Moore  
Mr. Andrew J. Rotherham  
Mrs. Eleanor B. Saslaw

Dr. Billy K. Cannaday, Jr.  
Superintendent of Public Instruction

Dr. Emblidge, president, presided and called the meeting to order at 9 a.m.

***MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE***

Dr. Emblidge asked Mr. Moore to lead in the Pledge of Allegiance and a moment of silence.

***APPROVAL OF MINUTES***

Dr. Jones made a motion to approve the minutes of the June 28, 2006, meeting of the Board. The motion was seconded by Dr. Ward and carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

***ANNOUNCEMENT REGARDING THE FORMATION OF NEW BOARD OF EDUCATION COMMITTEE***

Dr. Emblidge announced the formation of a special committee of the Board of Education to research and recommend policies to reduce the number of students who drop out of high school and to improve graduation rates, especially among minority students. The Graduation and Drop-Out Rate Committee will be co-chaired by Dr. Ward and Mr. Rotherham.

The Board's Committee on Dropouts and Graduation will:

- Examine policies and data related to middle-to-high school transition, ninth-grade retention, truancy, and dropout and graduation rates;
- Identify best practices to reduce ninth-grade retention and increase the percentage of students who complete high school by earning a diploma; and
- Recommend policies to incorporate the raising of graduation rates into the Commonwealth's accountability system.

In revising Virginia's school accreditation standards this year, the Board added increasing graduation rates as an objective for high schools. In 2008, the Commonwealth's new education information management system will be able to calculate graduation rates for every school and school division based on longitudinal, student-level data using a formula recommended by the National Governors Association. Dr. Emblidge added that the work of this new committee and its recommendations to the full Board will be instrumental in developing the policies related to these important tasks.

### ***PUBLIC COMMENT***

The following person spoke during public comment: Princess Moss, president, Virginia Education Association. Mrs. Moss discussed the *No Child Left Behind Act of 2001* and the provisions for highly qualified teachers.

### ***ACTION/DISCUSSION ITEMS***

#### ***First Review of Proposed Response to No Child Left Behind (NCLB) Compliance Monitoring Report on Highly Qualified Teachers***

Dr. Thomas Elliott, assistant superintendent for teacher education, licensure, and professional practice, presented this item. Dr. Elliott said that the *No Child Left Behind Act of 2001* (NCLB) requires that states and school divisions ensure that all teachers of the core academic subjects be "highly qualified" by the end of the 2005-06 school year. The law requires that to be designated as highly qualified, new teachers must hold a bachelor's degree, have full state licensure (including alternative licensure), and demonstrate subject-matter competence in the core academic subjects taught.

Dr. Elliott said that experienced teachers must meet requirements by the end of the 2005-06 school year to be designated as highly qualified by meeting one of the following options:

- (1) Passing a rigorous state academic subject matter test; or
- (2) Completing an academic major, graduate degree, coursework equivalent to an academic major, or advanced certification or credentialing for middle or secondary school teachers; or

- (3) Using the High Objective Uniform State Standard of Evaluation (HOUSSE). The HOUSSE provides states with a method by which teachers can demonstrate competency in each subject they teach.

Dr. Elliott said that Virginia is required to submit a revised plan in response to the issues addressed in the recent compliance monitoring letter from the U.S. Department of Education (USED). To address the testing concern for high school special education teachers new to the profession, Dr. Elliott presented the following options to demonstrate subject-matter competency in the subject(s) they teach:

- Options provided by NCLB, including an academic major in the content area, graduate degree in the teaching content area, or coursework equivalent to an undergraduate major. [New secondary special education teachers who teach two or more academic subjects who are highly qualified in mathematics, language arts, science, or social studies have two years after the date of employment to be highly qualified in the other core academic subject area, which may include HOUSSE. If teaching core academic subjects exclusively to children assessed on alternate achievement standards, the teacher must meet highly qualified requirements for an elementary teacher.]
- Rigorous State Academic Subject Test: Pass the appropriate Praxis II assessment(s) in the high school subject(s) they teach.

Praxis II Tests

Biology: Content Knowledge (0235)

Chemistry: Content Knowledge (0245)

Earth Science: Content Knowledge (0571)

English Language, Literature, and Composition: Content Knowledge (0041)

Mathematics: Content Knowledge (0061)

Physics: Content Knowledge (0265)

Social Studies: Content Knowledge (0081)

- Rigorous State Academic Subject Test: Pass the appropriate Middle School Praxis II assessment(s) in the subject(s) they teach if the special education teacher new to the profession is teaching classes at a high school campus in which the students are not earning standard credit in core academic areas towards a high school diploma.

The criteria for highly qualified teachers do not apply to special education consultative teachers who are collaborating with a core academic teacher.

Dr. Elliott said that to address citation by USED regarding the option of allowing licensed elementary, middle, and secondary teachers not new to the profession to become highly qualified by the completion of an earned advanced degree from an accredited college or university, the following revision is recommended for Virginia's HOUSSE:

Amend the HOUSSE option “a” as follows:

- 3.a. completion of an earned advanced degree from an accredited college or university in the subject(s) the teacher is teaching.

Dr. Ward made a motion to accept for first review the proposed revisions to the criteria for teachers to be designated highly qualified in special education and the amendment to HOUSSE. The motion was seconded by Mrs. Saslaw and carried unanimously.

**First Review of Timeline for Submission of Additional Evidence to the United States Department of Education for Review of Virginia’s Assessment System**

Mrs. Shelley Loving-Ryder, assistant superintendent for assessment and reporting, presented this item. Mrs. Loving-Ryder said that as part of the *No Child Left Behind Act of 2001* (NCLB) compliance requirements, states must submit materials to the United States Department of Education (USED) for a peer review of the processes and policies related to the development and implementation of the state’s standards and assessments.

Mrs. Loving-Ryder said that in November 2005, the Virginia Department of Education submitted available documentation to USED for review under this requirement. Because Virginia implemented new tests in reading and mathematics in grades 3 through 8 in spring 2006, as well as a revised alternate assessment program for students with significant cognitive disabilities, some of the required information was not available at the time of the November 2005 submission.

Mrs. Loving-Ryder said that on March 22, 2006, USED issued a letter to Virginia outlining additional evidence to be submitted after the spring 2006 test administration. On June 13, 2006, Virginia submitted a timeline for providing the additional evidence. On June 28, 2006, USED issued a second letter rating Virginia’s assessment system as *Approval Pending*. The letter stated that “Virginia’s system has one fundamental component that warrants the designation of *Approval Pending*. Specifically, we cannot approve Virginia’s standards and assessment system due to outstanding concerns regarding the validity, comparability, alignment, reporting and approved academic achievement standards for the Stanford English Language Proficiency (SELP) assessment when used as a proxy for the reading Standards of Learning (SOL) assessments.”

Based on the *Approval Pending* rating, Virginia has been placed under mandatory oversight by USED and must provide, within 25 business days from the receipt of the letter, a plan and a detailed timeline for how it will meet the remaining requirements to come into full compliance by the end of the 2006-2007 school year. A second peer review of the additional information will be conducted once all additional evidence has been submitted.

Dr. Jones made a motion to waive first review and approve the timeline for providing additional evidence supporting Virginia's assessment system for submission to USED and authorize Board president to approve minor changes. The motion was seconded by Dr. Ward and carried unanimously. Existing NCLB funding is expected to cover the estimated costs for providing additional information to USED.

**First Review of Recommended Cut Scores for the Literacy and Numeracy Assessments Required for the Modified Standard Diploma**

Mrs. Loving-Ryder also presented this item. Mrs. Loving-Ryder said that the *Regulations Establishing Standards for Accrediting Public Schools* (SOA) adopted by the Board of Education on July 28, 2000, describe the Modified Standard Diploma as "intended for certain students at the secondary level who have a disability and are unlikely to meet the credit requirements for a Standard Diploma. Eligibility and participation in the Modified Standard Diploma shall be determined by the student's Individualized Education Program (IEP) team and the student, where appropriate, at any point after the student's eighth grade year." The Standards of Accreditation also require that "beginning with the ninth-grade class of 2000-01, students pursuing the Modified Standard Diploma shall pass literacy and numeracy competency assessments prescribed by the Board."

Mrs. Loving-Ryder pointed out that in the *Guidelines for Implementing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, adopted by the Board on November 30, 2000, the Board identified the grade 8 Standards of Learning (SOL) assessments in reading and mathematics as the literacy and numeracy assessments for the Modified Standard Diploma. The Board of Education adopted cut scores for the achievement levels of pass/proficient and pass/advanced on the grade 8 reading and mathematics tests in 1998; however, at that time, the use of these assessments as verification measures of numeracy and literacy for the Modified Standard Diploma had not been determined. This purpose was not considered by the standard setting committees.

In early March 2004, committees of educators were convened to recommend to the Board of Education cut scores on the grade 8 SOL tests in reading and mathematics that would represent the literacy and numeracy skills required by the Modified Standard Diploma. At its March 2004, meeting the Board of Education adopted scaled scores of 299 for the grade 8 reading test and 360 for the grade 8 mathematics test as representing the literacy and numeracy requirements of the Modified Standard Diploma. These adjusted cut scores are used by school divisions solely to verify the literacy and numeracy skills of students for the purposes of the Modified Standard Diploma and have no impact on the scores required to pass the grade 8 reading and mathematics tests.

Mrs. Loving-Ryder continued her report by noting that in spring 2006, new grade 8 reading and mathematics tests were administered. Previously the grade 8 tests covered content from the Standards of Learning for grades 6 through 8. With the addition of reading and mathematics tests for grades 6 and 7 to meet the requirements of the federal

*No Child Left Behind Act of 2001*, the grade 8 reading and mathematics tests administered in spring 2006 covered grade 8 content only. In June 2006, committees of educators convened to recommend to the Board of Education cut scores on the new grade 8 reading and mathematics tests that would represent the literacy and numeracy skills required by the Modified Standard Diploma.

Dr. Ward made a motion to waive first review and adopt adjusted cut scores for the grade 8 Standards of Learning tests in reading (Median 371) and mathematics (Median 344) when used as measures of the literacy and numeracy requirements of the Modified Standard Diploma. The motion was seconded by Dr. Jones and carried unanimously.

**First Review of Recommended Cut Scores for the Virginia Alternate Assessment Program**

Mrs. Loving-Ryder also presented this item. Mrs. Loving-Ryder said that the Virginia Alternate Assessment Program (VAAP) is intended to assess the achievement of students with significant cognitive disabilities who are unable to participate in the Standards of Learning (SOL) assessment program even with accommodations.

Mrs. Loving-Ryder said that a compilation of student work called a Collection of Evidence is prepared for students participating in the alternate assessment program. The VAAP, which is required by the federal *Individuals with Disabilities Education Improvement Act of 2004* (IDEIA), was first administered in the 2000-2001 school year. VAAP was revised for the 2005-2006 school year to meet the requirements of the *No Child Left Behind Act of 2001* (NCLB). Committees of Virginia educators were convened to review selected Collections of Evidence and to recommend to the Board of Education the cut scores that should represent proficient and advanced performance for students in grades 3 through 5, 6 through 9, and 10 through 12 who are submitting Collections of Evidence in the areas of reading, mathematics, history/social sciences, and science for the Virginia Alternate Assessment Program.

Dr. Ward made a motion to waive first review, and it was seconded by Dr. Jones to adopt the following cut scores for **Grade Band 3-5 Reading**:

Proficient – 33                  Advanced – 53

Dr. Ward made a motion to waive first review, and it was seconded by Dr. Jones to adopt the following cut scores for **Grade Band 3-5 Mathematics**:

Proficient – 40                  Advanced – 52

Dr. Jones made a motion to waive first review, and it was seconded by Mrs. Saslaw to adopt the following cut scores for **Grade Band 3-5 Science**:

Proficient – 37                  Advanced – 54

Dr. Jones made a motion to waive first review, and it was seconded by Dr. Ward to adopt the following cut scores for **Grade Band 3-5 History and Social Science**:

Proficient – 39.5      Advanced – 56

Dr. Ward made a motion to waive first review, and it was seconded by Dr. Jones to adopt the following cut scores for **Grade Band 6-8 Reading**:

Proficient – 38      Advanced – 50.5

Dr. Ward made a motion to waive first review, and it was seconded by Dr. Jones to adopt the following cut scores for **Grade Band 6-8 Mathematics**:

Proficient – 37      Advanced – 52

Dr. Jones made a motion to waive first review, and it was seconded by Dr. Ward to adopt the following cut scores for **Grade Band 6-8 Science**:

Proficient – 34.5      Advanced – 54

Dr. Jones made a motion to waive first review, and it was seconded by Dr. Ward to adopt the following cut scores for **Grade Band 6-8 History and Social science**:

Proficient – 39.5      Advanced – 50

Dr. Ward made a motion to waive first review, and it was seconded by Dr. Jones to adopt the following cut scores for **High School Reading**:

Proficient – 36      Advanced – 50

Dr. Jones made a motion to waive first review, and it was seconded by Dr. Ward to adopt the following cut scores for **High School Mathematics**:

Proficient – 37      Advanced – 53.5

Dr. Jones made a motion to waive first review, and it was seconded by Mr. Moore to adopt the following cut scores for **High School Science**:

Proficient – 37      Advanced – 52.5

Dr. Ward made a motion to waive first review, and it was seconded by Dr. Jones to adopt the following cut scores for **High School History and Social Science**:

Proficient – 40      Advanced – 50

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

Mrs. Roberta Schlicher, director, office of program administration and accountability, presented this item. Mrs. Schlicher 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. These services must be offered to eligible students until the identified schools exit Title I School Improvement.

The NCLB requires states to identify and maintain a list of supplemental educational services providers. 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 nonprofit 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 supplemental educational services providers across the state and by school division from which parents can select.

Dr. Jones made a motion to waive first review and approve the revised list of supplemental educational services providers. The motion was seconded by Mr. Johnson and carried by seven yeas. Mr. Rotherham recused himself from voting because he has given a presentation for one of the providers.

The providers added to the Board approved list and one deleted at the provider's request are as follows:

**Providers Added**

PROVIDER	FOCUS AREA AND GRADE LEVEL	SERVICE AREA
A to Z In-Home Tutoring	Reading/Language Arts (K-12) Mathematics (6-12)	All Divisions
Catapult Online	Reading/Language Arts (6-12) Mathematics (K-5)	Serving 101 Divisions. See complete list at <a href="http://www.doe.virginia.gov/VDOE/nclb/boe/sups/vcs-list.pdf">http://www.doe.virginia.gov/VDOE/nclb/boe/sups/vcs-list.pdf</a>
Tsquared Tutors, LLC	Reading/Language Arts 6-12)	All Divisions
UKnow	Reading/Language Arts 6-12)	All Divisions

**Provider Deleted from List Upon Its Request**

PROVIDER	DELETION REASON	REQUEST MADE
PLATO Learning, Inc.	No longer providing SES services	May 2006

**First Review of the 2006 Annual Report on Public Charter Schools in the Commonwealth of Virginia**

Mrs. Schlicher presented this item. Mrs. Schlicher said that department staff collected information on the number of charter school applications approved and denied by local school boards through a Superintendent's Memorandum dated April 28, 2006. Additional information was collected through an annual evaluation report submitted for 2005-2006 by each of the public charter schools operating in the state.

Mrs. Schlicher said that the annual report contains the results of data collections of the public charter schools in Virginia. Since the initial state legislation for charter schools was passed in 1998, eight charter schools in eight school divisions have been approved. Three of these schools continued to operate during the 2005-2006 school year.

Information collected from school division superintendents revealed that no new charter school applications were approved or denied during 2005-2006.

Dr. Jones made a motion to waive first review and approve the 2006 Annual Report on Charter Schools in Virginia pursuant to Section 22.1-212.15, *Code of Virginia*. The motion was seconded by Mrs. Saslaw and carried unanimously. The report will be forwarded to the Governor and General Assembly.

**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, Virginia Advisory Committee for Career and Technical Education, Virginia Advisory Committee for the Education of the Gifted, and the Advisory Board for Teacher Education and Licensure**

Dr. Margaret Roberts, executive assistant to the Board of Education, presented this item. Dr. Roberts said that the Board of Education has six advisory committees, five of which have vacancies for the three-year term of July 2006 to June 2009. Dr. Roberts noted that the nomination process for the Student Advisory Committee is handled through a special procedure that will be conducted in the early fall. Therefore, nominations to the Student Advisory Committee are not being accepted at this time.

Dr. Roberts said that Superintendent's Memo Number 116, dated May 26, 2006, announced that the Board of Education is seeking nominees to fill the current advisory committee vacancies. The Superintendent's Memo and public notices were distributed to local divisions, statewide organizations, special interest groups, and other interested individuals. The deadline for submission was July 10, 2006.

Dr. Roberts said that two of the five advisory committees require specific categories for membership. The categories are set by *Code* or regulation. Nominees were recommended based upon the nominees' qualifications and on the required categories for membership (if applicable). Every attempt was made to balance the membership by geographic region as well as gender and ethnicity.

The nominees recommended for appointment to the 2006-2009 term are as follows:

**Advisory Board for Teacher Education and Licensure**

Nominees recommended for appointment:

- Classroom Teacher-Elementary Reading:  
Dawn Rees-Blakeman, Title I Reading Specialist, Roanoke City Public Schools
- Division Superintendent:  
Dr. Gwen E. Edwards, Nottoway County Public Schools
- School Board Member:  
Ann Y. Williams, Hopewell City Public Schools
- Classroom Teacher (Middle):

Susan K. Shoap, Swift Creek Middle School, Chesterfield County Public Schools

- Higher Education (Private Institution):  
Dr. Carol C. Grove, Master of Arts in Teaching Program, Mary Baldwin College

Members recommended for reappointment:

- Business Community:  
Rene Massey Ashjian, Sales*Boost*, Glen Allen, VA
- Classroom Teacher-Secondary:  
Cynthia D. Baird, Brentsville High School, Prince William County Public Schools
- Higher Education (Public Institution):  
Dr. William H. Graves, III, Dean, Darden College of Education, Old Dominion University

#### State Special Education Advisory Committee

Nominees recommended for appointment:

- Classroom teacher (special education):  
Melodie M. Henderson, ED/LD teacher, Richmond City Public Schools
- Parent of a child with a disability, Region 1:  
Carletta Pittman Wilson, Parent of a child with a disability, Region 1
- Parent of a child with a disability, Region 8:  
*(No nominations received; call for nominations will be continued)*
- Person with a disability:  
Trevor Scott Green, Christiansburg

Members recommended for reappointment:

- Anne Fisher, Parent of a child with a disability, Region 2
- Carmen Sanchez, Parent of a child with a disability, Region 4

#### Advisory Committee on Adult Education and Literacy

Nominees recommended for appointment:

- Dr. David L. Red, Adult ESOL Coordinator, Fairfax County Public Schools
- Barbara E. Gibson, Associate Director, The Literacy Institute of Virginia, VCU
- Dr. Cynthia Cooper, Director of Alternative and Adult Education, Hampton City Public Schools
- Jacqueline A. Venable, Director of Adult Education, Halifax County Public Schools
- Betty A. Mullins, Classroom Teacher, Tazewell County Public Schools
- Dr. Bonita M. Moore, Director, Office of Adult and Community Education, Fairfax County Public Schools

Career and Technical Education Advisory Committee

Nominees recommended for appointment:

- John C. Barnes, Corporate Vice President, Potomac Supply Corporation, Heathsville, VA
- Tracee B. Carmean, MSM, RN, Vice President, Riverside Health Systems, Yorktown, VA

Virginia Advisory Committee for the Education of the Gifted

Nominees recommended for appointment:

- Dr. Ellen Fithian, Independent Educational Consultant, Poquoson
- Mary Downing Roberts-Gabay, School Counselor, Richmond City Public Schools
- Diane Sterbuzel, Resource Teacher, Manassas City Public Schools
- Margaret S. Turley, Middle School Coordinator for Gifted Education, Bedford County Public Schools
- Pamela Ward, Resource Teacher, Arlington County Public Schools
- Judy Williams, President, Virginia Association of the Gifted

Mr. Moore made a motion to receive the list of nominees for first review. The motion was seconded by Mr. Brewster and carried unanimously. Final appointment of the nominees will be requested at the September 27, 2006, meeting of the Board of Education. The appointments will be retroactive to July 1, 2006.

**Final Review of Proposed Board of Education Meeting Dates for the 2007 Calendar year**

Dr. Roberts also presented this item. Dr. Roberts said that Section 2 of Article Three of the Bylaws of the Board of Education states that 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.

Dr. Roberts said that in recent years, the Board of Education has met monthly except for the months of August and December. Typically, the meetings are held on the fourth Wednesday of the month, although there is no requirement for this timing. Exceptions to the fourth Wednesday schedule are the January meeting, which is held early in the month to coincide with the opening of the General Assembly session, and the November meeting, which is scheduled later in the month to avoid meeting during Thanksgiving week. 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. Unless otherwise announced by the President, all Board of Education meetings will be held in the Jefferson Conference Room on the 22<sup>nd</sup> floor of the James Monroe Building, 101 North 14<sup>th</sup> Street, Richmond, Virginia 23219.

Mrs. Saslaw made a motion to adopt the following dates for 2007 Board of Education meetings. The motion was seconded by Mr. Rotherham and carried unanimously.

The dates for 2007 Board of Education meetings are as follows:

Wednesday, January 10, 2007  
Wednesday, February 28, 2007  
Wednesday, March 28, 2007  
Monday-Tuesday, April 23-24, 2007  
Wednesday, May 30, 2007  
Wednesday, June 27, 2007  
Wednesday, July 25, 2007  
Wednesday, September 26, 2007  
Wednesday, October 24, 2007  
Wednesday, November 28, 2007

**Annual Report: Virginia Advisory Committee for Career and Technical Education**

Mrs. Elizabeth Russell, director, office of career and technical education services, introduced Mrs. Judy Sorrell, director, Shenandoah Valley Regional Program and member of the Virginia Advisory Committee for Career and Technical Education.

Mrs. Sorrell said that the Virginia Advisory Committee for Career and Technical Education is comprised of business and industry leaders, professional organization leaders, and representatives from secondary and postsecondary education who are appointed by the Board of Education. The membership is composed of 12 persons knowledgeable about and concerned with career and technical education.

Mrs. Sorrell said the committee identified the following commendations and recommendations for the Board's consideration:

**Commendation #1:** Inclusion of the Industry Certification on the School Report Card - The advisory committee commends the Virginia Department of Education, the Office of Career and Technical Education Services, and the Virginia Association of Career and Technical Education for their efforts to have student industry certifications included on the School Report Card. This action further shows the importance of continued rigor and relevance within the career and technical education programs in Virginia.

**Commendation #2:** Support of Career and Technical Education - The advisory committee commends the former administration for its support of career and technical education through industry certification and Senior Year Plus and the continued support that the current administration under Governor Kaine, Acting

Superintendent Dr. Patricia I. Wright, and the current State Board of Education is providing to career and technical education.

Recommendation #1: Advisory Committee Handbook for Career and Technical Education Local Administrators - The advisory committee recommends that the revised *Advisory Committee Handbook for Career and Technical Education Local Administrators* be distributed to all school divisions. The advisory committee feels that with the continued change in local administrators of career and technical education, it is essential that they be fully aware of the importance of the local advisory council for career and technical education.

Recommendation #2: Support of Federal Perkins Legislation - The advisory committee recommends the development of a Board of Education letter or resolution to be sent to members of the Virginia Congressional delegation requesting the reauthorization of Perkins legislation at the current level or increased funding to be distributed to local school divisions (secondary and postsecondary) on an established distribution formula as part of the legislation. It is our belief that career and technical education programs in Virginia are providing high-level education and are meeting the demands of business and industry but are experiencing difficulty keeping up with the ever-changing technology and equipment demands. The federal Perkins funds are essential to Virginia's CTE programs and are needed to ensure that our technical programs have up-to-date laboratories and classrooms where students receive education and training on the most current technologies.

Recommendation #3: Support of the Virginia Career and Technical Education (CTE) Curriculum Resource Center and the Virginia Career Education Foundation (VCEF) - The advisory committee recommends the continued support of the Virginia Career and Technical Education Curriculum Resource Center and the Virginia Career Education Foundation.

The CTE Resource Center provides the career and technical education programs throughout the state with curriculum and other resources that could not be developed by many individual local education agencies. The CTE Resource Center works with Department of Education program area specialists, teachers, and business and industry representatives to assure that all CTE curriculums are correlated with national and state standards and also with Virginia's Standards of Learning. We endorse the CTE Resource's mission and efforts on behalf of career and technical education.

The Virginia Career Education Foundation exists to raise funds and lend support for initiatives, including public-private partnerships that promote career awareness and quality career and technical programs, particularly for middle and high school students. We believe that the state calendar, grants for "CTE Best Practices" to be duplicated throughout the state, support of student organizations

through scholarships, and the Commonwealth Scholars Initiative are all efforts that will enhance career and technical education in Virginia. We believe the funds raised by the foundation help to expand the CTE programs offered in Virginia and we fully endorse the foundation's mission.

Recommendation #4: Support of Industry Certifications - The advisory committee recommends the continued support of industry certification for both students and teachers. The committee recommends the development of a board letter or resolution to be sent to the Governor supporting the continued funding for industry certifications. We believe that this effort will continue to place Virginia in the lead to prepare our students for postsecondary education and the workforce.

Recommendation #5: Recognition of Retiring Committee Members - The advisory committee recommends the recognition of retiring committee members for their service during their tenure on the committee.

Dr. Cannaday asked for suggestions from the Virginia Advisory Committee for Career and Technical Education to deal with the new language in the Carl Perkins Act that speaks to certifying that schools are preparing students for a good job. Dr. Cannaday asked the Advisory Committee to help staff identify what is a "good job."

Dr. Ward made a motion to receive the report. The motion was seconded by Mrs. Saslaw and carried unanimously. The report will be disseminated to the public upon request.

### ***DISCUSSION OF CURRENT ISSUES***

Dr. Cannaday announced that the executive directors and presidents of the Virginia Association of School Superintendents and the Virginia School Boards Association are planning a training orientation for local board chairs and superintendents to improve relationships. The first orientation will be held on August 1, 2006, followed by another for new board chairs to be held in January.

Mr. Moore and Dr. Brewster discussed their participation in the July 21-23 National Association of State Boards of Education (NASBE) New State Board Members Institute. Both found the NASBE program to be excellent and helpful in understanding their roles as members of a state board. Dr. Brewster and Mr. Moore pointed out that the topics discussed at the NASBE conference were in line with the topics covered at the orientation sessions held for them by the Virginia Department of Education staff.

Dr. Ward announced that she attended the Governor's Start Strong program for early childhood education. Dr. Ward said she thought the conference with very informative and exciting.

The Board met for dinner at the Crowne Plaza Hotel on July 25, 2006. Present were Dr. Emblidge, Dr. Brewster, Mr. Johnson, Dr. Jones, Mr. Moore, Mr. Rotherham, and Mrs. Saslaw. A brief discussion took place about general Board business. No votes were taken, and the dinner meeting ended at 8:30 p.m.

### ***EXECUTIVE SESSION***

Dr. Ward made a motion to go into executive session under *Virginia Code 2.2-3711.A*, specifically to discuss personnel matters related to licensure. Dr. Jones seconded the motion and it carried unanimously. The Board adjourned for the Executive Session at 10:43 a.m.

Dr. Ward made a motion that the Board reconvene in open session. The motion was seconded by Dr. Jones and carried unanimously. The Board reconvened at 12:30 p.m.

Dr. Ward made a motion that the Board certify by roll-call vote 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 Dr. Jones and carried unanimously.

#### Board Roll call:

Thomas Brewster - Yes  
Andrew Rotherham - Yes  
Ella Ward - Yes  
Gary Jones - Yes  
Eleanor Saslaw - Yes  
David Johnson - Yes  
Kelvin Moore - Yes  
Mark Emblidge - Yes

Case #1 (Gladys Cross), the Board approved a motion (4 yeas and 3 nays; Dr. Ward recused herself from the vote) to support the recommendation of the Superintendent of Public Instruction to deny the reinstatement of the teaching license of Ms. Cross.

Case #2 (Nathan Matthew Miller), the Board approved unanimously a motion to support the recommendation of the Superintendent of Public Instruction to issue a Provisional License to Mr. Miller.

Case#3 (Kevin Spears), the Board approved unanimously a motion to support the recommendation of the Superintendent of Public Instruction to deny the continuation of the license of Mr. Spears until he has completed probation in January 2009.

Case#4 (Larry A. Thomas), the Board approved a motion (6 to 1) to support the recommendation of the Superintendent of Public Instruction to revoke the administration and supervision endorsements in middle and secondary principal on the license of Mr. Thomas and allow him to retain his Postgraduate Professional License with endorsements in driver education, health education, and physical education upon meeting licensure renewal requirements.

Case#5 (Jacqueline Anita Todd), the Board approved unanimously a motion to support the recommendation of the Superintendent of Public Instruction to issue a Special Education Conditional License to Ms. Todd.

Case#6 (William Trent), the Board approved unanimously a motion to support the recommendation of the Superintendent of Public Instruction to issue a three year Provisional License to Mr. Trent.

***ADJOURNMENT***

There being no further business of the Board of Education and the Board of Career and Technical Education, Dr. Emblidge adjourned the meeting at 12:34 p.m.

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Secretary

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President