

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

June 28, 2006

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

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

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

Dr. Patricia I. Wright, Acting
Superintendent of Public Instruction

Dr. Emblidge, president, presided and called the meeting to order at 9:00 a.m. Dr. Emblidge welcomed everyone to the new Board room located on the 22nd floor in the James Monroe State Office Building.

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

Dr. Emblidge asked for a moment of silence, and Mr. Rotherham led in the Pledge of Allegiance.

RECOGNITIONS

- Dr. Emblidge presented a Resolution in the memory of Elizabeth B. Davis, recognizing her service to public education. It reads as follows:

**Resolution in Memory of
Elizabeth B. Davis
Champion of Public Education**

Whereas, Beth Davis, vice chair of the Chesterfield County School Board and assistant director of the Appomattox Regional Governor's School, died on Monday, June 12, 2006; and

Whereas, Beth Davis is fondly remembered as a champion for the cause of public education and as one who rose to the highest levels of influence, yet whose love for her fellow citizens made her a professional of unparalleled compassion and dignity; and

Whereas, Beth Davis' work to apply her considerable gifts of heart and mind to provide steady, reasoned leadership calls forth warm respect from all persons dedicating their careers to the interest of the young people of this Commonwealth;

Now, Therefore, Be It Resolved that the members of the Virginia Board of Education salute the memory of Beth Davis and extend their sincere sympathy to her husband, her children, and her entire family;

Be It Further Resolved that the members of the Board of Education express their respect and admiration for the life and work of Beth Davis, whose service to her fellow citizens, especially to the young people of Virginia, brings honor to her family and to all associated with her memory.

Adopted in Richmond, Virginia, This Twenty-eighth Day of June in the Year 2006.

- A Resolution of Recognition for the 2006 Title I Distinguished Divisions was presented to the following school divisions:
- Bath County Public Schools
 - Charles City County Public Schools
 - Chesterfield County Public Schools
 - Craig County Public Schools
 - Henrico County Public Schools
 - Highland County Public Schools
 - Prince George County Public Schools
 - Richmond County Public Schools
 - Town of Colonial Beach Public Schools
 - Town of West Point Public Schools
 - Buena Vista City Public Schools
 - Hopewell City Public Schools
 - Lexington City Public Schools
- Dr. Emblidge recognized a group of graduate students visiting the international faculty at Virginia Commonwealth University with faculty advisor, Dr. Sherri Magill. The students are from Canada, Jamaica, South America, and India.

BOARD COMMITTEES

Dr. Emblidge announced the formation of two new committees to parallel the Governor's priorities in Pre-K and literacy. They are as follows:

- Committee on Early Childhood Education
- Mrs. Saslaw, chairperson
 - Mr. Moore, committee member

The purpose of the committee will be to help establish guidelines for school divisions for developing, selecting, and evaluating preschool curricula for quality and alignment with Virginia's Foundation Blocks for Early Learning,

which constitute the Commonwealth's standards for appropriate early childhood education in English, mathematics, science, and social science. The committee will also develop a plan to increase the number of licensed preschool teachers and qualified teacher assistants in Virginia for current and future needs and collaborate with school divisions, community colleges, and higher education to assess the current and future need for preschool teachers and qualified teacher assistants.

Dr. Emblidge noted that the Virginia Preschool Initiative (VPI), which was established by the General Assembly in 1995, provides funding for early childhood education programs for "at-risk" four-year-olds not served by federal programs, such as Head Start. In 2005, the General Assembly expanded the initiative to provide funding for 100 percent of at-risk children who otherwise would not have access to preschool. Initiative-funded preschool programs now serve approximately 11,000 children in 92 of the commonwealth's 132 school divisions. Instruction in all VPI programs must be aligned with the state's standards for early childhood education.

The Board of Education adopted Virginia's Foundation Blocks for Early Learning in 2005. The preschool-standards define the skills and knowledge essential for success for children entering kindergarten and provide early childhood educators with a set of minimum objectives and research-based indicators of kindergarten readiness.

Dr. Emblidge reported that the work of the early childhood education committee will be supported by a \$15,000 grant from the National Association of State Boards of Education (NASBE) to help improve early learning experiences for children. Virginia was one of six states to receive early childhood education grants from NASBE. The grant program was funded by the W.K. Kellogg Foundation.

- Committee on Literacy
 - Mrs. Castro, chairperson
 - Dr. Brewster, committee member

The committee will consider ways to:

Increase the number of students reading on grade level by the third grade; sustain literacy and a love of reading among students as they move from the elementary-school environment to middle school and high school; assist limited English proficient (LEP) students in obtaining an education; and strengthen literacy programs and policies for adult learners. The committee will review data and monitor the progress of the Commonwealth's public schools and adult education programs in addressing literacy at all levels. The committee also will advise the Board on issues and policy considerations

related to the instruction and assessment of limited English proficient (LEP) students.

APPROVAL OF MINUTES

Dr. Jones made a motion to approve the minutes of the May 24, 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.

PUBLIC COMMENT

The following person spoke during public comment: Angela Ciolfi

CONSENT AGENDA

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

- Final Review of Financial Report on Literary Fund
- Final Review of Recommendations Concerning Applications for Literary Fund Loans
- Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Fund or Placement on a Waiting List

Final Review of Financial Report on Literary Fund

The Department of Education's recommendation to approve the financial report (including all statements) on the status of the Literary Fund as of March 31, 2006, was approved with the Board's vote on the consent agenda.

Final Review of Recommendations Concerning Applications for Literary Fund Loans

The Department of Education's recommendation to approve seven applications totaling \$45,250,000 subject to review and approval by the Office of the Attorney General pursuant to Section 22.1-156, *Code of Virginia*, was approved with the Board's vote on the consent agenda.

DIVISION	SCHOOL	AMOUNT
Cumberland County	Cumberland Middle	\$7,500,000.00
New Kent County	New Kent High	7,500,000.00
Dinwiddie County	New High School	7,500,000.00
Dinwiddie County	New Elementary School	7,500,000.00
Nottoway County	Nottoway Intermediate & Middle School Complex	3,000,000.00
King George County	New High School	7,500,000.00
Galax County	Galax High	4,750,000.00
	TOTAL	\$45,250,000.00

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

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

1. Four new projects, totaling \$25,500,000, are eligible for placement on the First Priority Waiting List, subject to review and approval by the Office of the Attorney General pursuant to §22.1-156, *Code of Virginia*.
2. Three new projects, totaling \$19,750,000 have Literary Fund applications, which are approved as to form, but the plans have not yet been finalized. When the Department receives the plans, these projects will be eligible for placement on a waiting list, subject to review and approval by the Office of the Attorney General pursuant to §22.1-156, *Code of Virginia*. Until such time, these projects should remain on the Approved Application List.

The Department of Education's recommendation for projects on the First Priority Waiting List to be deferred because no funds are available was approved with the Board's vote on the consent agenda.

ACTION/DISCUSSION ON BOARD OF EDUCATION REGULATIONS

First Review of Emergency Regulations: Standards for Interdepartmental Regulation of Children's Residential Facilities

Mr. Douglas Cox, assistant superintendent, division of special education and student services, presented this item. Mr. Cox said that emergency regulations to address community concerns regarding children's residential facilities are required by House Bill No. 577 (2006) and Senate Bill No. 190 (2006). These emergency regulations would amend 22 VAC 42-10-10 et seq., *Standards for Interdepartmental Regulation of Children's Residential Facilities* (Interdepartmental Standards). The state Board of Education; Mental Health, Mental Retardation and Substance Abuse Services Board, Juvenile Justice Board; and Social Services Board are the promulgating entities for the proposed regulation.

Mr. Cox introduced Mrs. Charlene Vincent, director, Office of Interdepartmental Regulation. The Office of Interdepartmental Regulation coordinates the children's residential regulatory activities conducted by four agencies. It assigns a lead regulatory agency to conduct all licensing activities. The lead regulatory agency is assigned according to the primary focus of the residential program, the services to be provided, the qualifications of the staff, and the population to be served. More than one agency may have regulatory authority for a facility, but the lead agency is responsible for facilitating licensing visits, investigating complaints, and issuing the license. The Office of Interdepartmental Regulation also facilitates the development of regulations and conducts training for regulatory personnel and providers of children's residential services on a

variety of topics. That office also processes background checks for residential facilities licensed by the four regulatory agencies.

The *Code of Virginia* §22.1-323 authorizes the Board of Education to issue licenses to residential schools for students with disabilities. The *Code* states that no person shall open, operate, or conduct any school for students with disabilities in this Commonwealth without a license to operate such school issued by the Board of Education. A license shall be issued for a school if it is in compliance with the regulations of the Board pursuant to Chapter 16, Schools for Students with Disabilities, of the *Code of Virginia*.

Substantive changes to the regulations include the following:

- Requirement that the regulatory authority for a facility notify relevant local governments and funding agencies including the Office of Comprehensive Services, of multiple health and safety or human rights violations.
- Requirement that the facility self report all lawsuits against or settlements with residential facility operators.
- Allowance for the license or certificate of a children's residential facility to be changed during the term of the license or certificate based on compliance.
- Allowance for the lead regulatory authority to issue an order of summary suspension when conditions or practices exist in a children's residential facility that pose an immediate and substantial threat to the health, safety and welfare of the residents.
- Requirement that the applicant for licensure be interviewed by the regulatory authority to determine the applicant's qualifications and that the applicant show evidence of training on appropriate siting of children's residential facilities.
- Requirement that as part of the admission procedures, the facility have exclusion criteria to define those behaviors that the facility cannot manage.
- Requirement compliance with locally imposed curfews.
- Requirement that each facility name a community liaison; develop and implement written policies and procedures for promoting positive relationships with neighbors; and that staff have been trained on good neighbor policies and community relations.

Dr. Jones made a motion to waive first review and approve the emergency regulations and authorize the staff of the Department of Education to proceed with the next steps required by the Administrative Process Act. The motion was seconded by Dr. Ward and carried unanimously. Dr. Jones thanked Ms. Vincent for her outstanding work with the emergency regulations.

Second Review of Proposed Additional Revisions to the Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)

Dr. Thomas Elliott, assistant superintendent, Division of Teacher Education, Licensure, and Professional Practice, presented this item.

Dr. Elliott said that as stipulated in Section 22.1-298 of the *Code of Virginia*, the Board of Education prescribes the requirements for the licensure of teachers and establishes other requirements for teacher preparation. On September 21, 2005, the Board of Education received for first review the proposed revisions to the *Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)*, and authorized Department of Education personnel to continue the requirements of the Administrative Process Act (APA).

Dr. Elliott said that the 2006 General Assembly passed Senate Bill (SB) 687 that “prohibits the Board of Education from conditioning full approval of teacher education programs provided by an institution of higher education on (i) the number of students in individual licensure programs, such as, but not limited to, prekindergarten-three, Spanish, music education, high school physics, or other disciplines, or (ii) documented efforts to increase enrollment in such programs .” This resulted in a revision to the proposed regulations. During the regulatory review required by the Office of the Secretary of Education it was determined that the revision required by SB 687 would be presented to the Board of Education prior to the regulations continuing the APA.

Mrs. Saslaw made a motion to accept the proposed additional revisions to the *Regulations Governing the Review and Approval of Education Programs in Virginia* for second review and authorize the Department of Education to continue the Administrative Process Act. The motion was seconded by Dr. Ward and carried unanimously.

Second Review of Additional Revisions to Proposed Regulations Governing the Licensure of School Personnel (8 VAC 20-22-10 et seq.)

Dr. Elliott also presented this item. Section 22.1-298 of the *Code of Virginia* requires the Board of Education to promulgate licensure regulations. The *Code* states: The Board of Education shall, by regulation, prescribe the requirements for licensure of Teachers. Regardless of the authority of any other agency of the Commonwealth to approve educational programs, only the Board of Education shall have the authority to license teachers to be regularly employed by school boards, including those teachers employed to provide nursing education.

During the regulatory review required by the Office of the Secretary of Education, additional revisions were recommended. Dr. Elliott presented an overview of the additional revisions to the Board of Education.

Dr. Ward made a motion to accept the additional revisions to the proposed *Regulations Governing the Licensure of School Personnel* for second review and authorize the Department of Education personnel to continue the Administrative Process Act (APA). The motion was seconded by Mrs. Saslaw and carried unanimously.

ACTION/DISCUSSION ITEMS

First Review of a Request for Increased Graduation Requirements from a Local School Board

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. Dr. Scott R. Kizner, superintendent of Martinsville City Public Schools, and Dr. Thomas P. Fitzgibbons, principal of Martinsville High School assisted Mrs. Wescott.

The Standards of Quality for Public Schools (SOQ) in § 22.1-253.13:4 of the *Code of Virginia* require local school boards to “award diplomas to all secondary school students who earn the units of credit prescribed by the Board of Education, pass the prescribed literacy tests and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education.”

In addition, the *Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA)*, in 8 VAC 20-131-50, include a provision that requires Board of Education approval of all additional requirements above those prescribed in the standards. Those standards further stipulate that local school boards that had increased requirements in effect as of June 30, 1997, would be granted approval through June 30, 1999. Those approvals have since been extended indefinitely.

On November 30, 2000, the Board of Education adopted the *Guidelines Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*. The guidelines incorporate *Guidance Document Regarding Requests for Additional Graduation Credit Requirements and Requests to Allocate Electives from Local School Boards*, adopted by the Board of Education on June 25, 1998, for use in considering future requests.

Dr. Kizner said that Martinsville City Public Schools has requested approval from the Board to modify the requirements for both a Standard Diploma and Advanced Studies Diploma. The request will shift electives offered in the school division and will not increase the number of credits currently required for graduation.

Effective with the ninth-grade class of 2006-2007, students pursuing a Standard Diploma would be required to earn one additional standard credit in mathematics, one additional credit in technology, and two additional credits in a foreign language. The number of electives would be reduced from six to two.

Effective with the ninth-grade class on 2006-2007, students pursuing an Advanced Studies Diploma would be required to earn one additional credit in technology. The number of electives would be reduced from six to five.

Effective with the ninth-grade class of 2006-2007, students pursuing either a Standard Diploma or an Advanced Studies Diploma would be required to complete 40 hours of community service over a four-year period as part of their graduation requirements. The community service module is designed to provide a practical experience to students through work with adults in the community, such as physicians, nurses, child care providers, teachers, and nonprofit organization leaders. Provisions are in place to ensure student safety, and the program will provide for special accommodations and arrangements to ensure that all students can participate. Finally, there will be a variance in place so that this requirement may be modified by the principal based on extenuating circumstances, such as illness.

Dr. Ward made a motion to waive first review and approve the request. The motion was seconded by Dr. Jones and carried unanimously. The Board complimented Dr. Kizner on the interesting proposal he presented.

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

This item was postponed until July.

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

This item was postponed until July.

First Review of Proposed Board of Education Meeting Dates for the 2007 Calendar Year

Dr. Margaret Roberts, executive assistant for Board Relations, presented this item. The Board of Education meets 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.

Dr. Roberts asked the Board members to review the proposed dates and make adjustments as needed. Dr. Roberts noted that the April date will be adjusted as requested. The Board will discuss this item at July meeting.

Annual Report: Virginia Advisory Committee for Career and Technical Education

This item was postponed until July.

Annual Performance Report on Adult Education and Family Literacy

Ms. Elizabeth Hawa, director, adult education and literacy, presented this item. Ms. Hawa said that the *Code of Virginia* requires the Board of Education to collect and report data on adult education.

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

OAEL manages federal and state funds allocated for these programs. Ms. Hawa said her report describes progress made in reaching programmatic goals established for providers that utilize federal and state resources to augment other public or private funds to conduct adult education programs. Virginia's adult education programs have been successful in meeting the goal of continuous improvement as prescribed by the Workforce Investment Act (WIA). Other state programs that operated under the WIA include WIA, Title I and career and technical education. While OAEL was eligible for incentive funds by successfully meeting its targets, incentive funds were not awarded because all the Virginia WIA entities did not reach their targets.

Ms. Hawa presented the following demographic indicator characteristics of the adult education population:

Total Enrollment: Virginia's total enrollment (29,222) is comprised of 42 percent Adult Basic Education, 13 percent Adult Secondary Education and 45 percent English for Speakers of Other Language students.

Ethnicity: Virginia's adult student ethnic composition includes 8,779 Hispanic; 8,661 White; 8,472 Black; 3,173 Asian; 101 American Indian/Alaskan Native; and 36 Native Hawaiian or Other Pacific Islander.

Age: Nine percent (2,560) of Virginia's adult student enrollment is 16-18; 23 percent (6,678) is 19-24; 50 percent (14,718) is 25-44 years of age; 15 percent (4,399) is 45-59; and three percent (867) is 60 or older.

Gender: Fifty-eight percent (17,085) of Virginia's adult student enrollment is female and 42 percent (12,137) is male.

Employment Status: Virginia's adult students reflect the following employment statuses: 14,671 are employed; 14,551 are unemployed; 2,654 are in a correctional setting; 67 are in another institutional setting; and 1,398 are on public assistance.

Annual Average Hours of Attendance: Average hours of attendance for students enrolled in Adult Basic Education are 61, in Adult Secondary Education 45, and in English as a Secondary Language 82. The overall average is 68.

Ms. Hawa's report summarized the progress made by learners in adult education programs funded by Title II of the Workforce Investment Act during the 2004-2005 school year. She also reported on the performance targets negotiated with the U. S. Department of Education and the progress made in reaching the targets.

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

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

Dr. Linda Wallinger, assistant superintendent for instruction, and Mrs. Shelley Loving-Ryder, assistant superintendent for assessment and reporting, presented this item.

Dr. Wallinger said that the *No Child Left Behind Act of 2001* (NCLB), which is a reauthorization of the Elementary and Secondary Education Act (ESEA), requires all state educational agencies (SEA) to submit for approval to the United States Department of Education (USED) individual program applications or a consolidated state application. In May 2002, the Virginia Board of Education submitted and received USED approval for its initial Consolidated State Application under the NCLB law.

Dr. Wallinger and Mrs. Loving-Ryder described the unofficial status of each of the proposed amendments as well as two options to unapproved amendments that may be exercised without further approval by the U.S. Department of Education (USED). They are as follows:

1. Reversing order of the school improvement sanctions.
Unofficial Status: Not approved – original request.
Approved Option – Participate in the expanded pilot.
2. Targeting choice and supplemental services.
Unofficial Status: Not approved.

3. AYP: Consecutive years same subject and same subgroup.
Unofficial Status: Not approved.
4. Scores on retests.
Unofficial Status: Pending.
5. Grade levels included in AYP calculations.
Unofficial Status: Not approved – original request.
Approved Option: Exercise the flexibility outlined in the guidance provided on March 7, 2006.
6. Assessing Students with disabilities – inclusion of SWD scores for two additional years in AYP.
Unofficial Status: Deferred until final regulations are released.
7. Assessing students with disabilities – use of two percent proxy and one percent exception.
Unofficial Status: Approved – two percent proxy request.
Pending – one percent exception request
8. Inclusion of limited English proficient students in state assessments
Unofficial Status: Not approved.

Dr. Jones made a motion to receive the report and adopt the recommendation to exercise the flexibility provided by the U. S. Department of Education on March 7, 2006, related to the grade levels of assessment to be included in the calculation of Adequate Yearly Progress. The motion was seconded by Dr. Brewster and carried unanimously.

Report on the Implementation of the Board of Education's 2005-2006 Student Advisory Committee's Recommendations

Mrs. Anne Wescott presented this item. Mrs. Wescott said that Article X of the Board of Education's bylaws sets forth the provision for a Student Advisory Committee of 12 members: one high school student from each of the eight Superintendents' Regions in the Commonwealth and four middle school students selected at-large from the Commonwealth. The Student Advisory Committee holds three meetings a year, with one meeting to coincide with a regularly scheduled Board meeting. The students research and formulate recommendations on issues of interest and concern to students in public schools in Virginia.

The 2005-2006 Student Advisory Committee identified and made recommendations on three issues:

1. Promoting a Statewide Peer Mediation/Conflict Resolution Program

The Student Advisory Committee found that Peer Mediation Programs provide students with a comfortable and confidential environment in which they can arrive at solutions to their personal conflicts. Peer Mediation Programs teach lifetime skills such as problem solving and leadership, while also demonstrating the magnitude of social interactions. According to *Pathways to Peace*, a guideline provided at the Annual Northern Virginia Regional Student Mediation Conference, mediation is a voluntary process facilitated by a third party who helps students work through conflict. Mediators do not take sides; they help students come up with their own solutions. Working with a student mediator reduces tensions between conflicting parties by addressing the issue in a non-threatening manner.

The committee recommended that the Board of Education promote Peer Mediation/Conflict Resolution Programs. To implement this recommendation, the department is convening a staff workgroup, led by the Office of Student Services, in order to:

- Draft guidelines for the Board's review and approval for schools and school divisions to establish a peer mediation/conflict resolution program.
- Identify information about best practices, resources, and professional development opportunities to assist schools and school divisions in establishing such programs.
- Provide schools and school divisions with technical assistance on program development and implementation.
- Showcase successful programs that can serve as models for other schools and school divisions.
- Create a Web page that would include video clips, teaching activities, and other available resources from the training institutes, so that peer mediation/conflict resolution resources are in one location online and easily accessible to school divisions.

2. Creating a comprehensive approach in Virginia Public Schools for a student's awareness of the real-world

The Student Advisory Committee found that an understanding of economics and career opportunities will help students become successful, functioning members of society. Currently, there are limited opportunities available prior to graduation to help students learn about and experience various career options. Furthermore, fiscal responsibility and financial literacy are lacking in the secondary school curriculum, leaving many graduates inadequately prepared for the real world. These skills and experiences are crucial to student success after graduation.

The committee recommended that the Board of Education approve objectives for economics education and financial literacy to be required of all students at the middle and high school levels, as required by SB 950 (2005), and to promote financial literacy and career awareness. Recent initiatives to accomplish this include the following:

- The Board adopted the Economics and Financial Literacy Objectives at its April 26, 2006, meeting.
- The department is conducting a series of training institutes for middle and high school teachers this summer, hosted by the Virginia Council on Economics Education.
- The department has issued *Guidelines for Banking-at-School Partnerships and Related Practical Experiences*.

In addition to what has already been done, the Division of Instruction plans to:

- Create a DVD of video clips, teaching activities, and other available resources from the training institutes.
- Create a Web page so that financial literacy resources are in one location online and easily accessible to school divisions.

3. Promoting academic and extracurricular well-roundedness in all Virginia public schools

The Student Advisory Committee recommended promoting student involvement in their communities to help students realize their civic responsibilities. This will eliminate civic apathy and will put students in touch with the realities of a dynamic society. The committee understands the importance of academic achievement but realizes the need to diversify public school education in Virginia as it pertains to the interests of students. The committee believes all Virginia students should have the opportunity to engage in extracurricular activities from sports and clubs to community services to civic involvement. Furthermore, the Board of Education should reward students who display these qualities while achieving academic success. The committee believes that maintaining a high level of involvement as well as intellectual endeavors embodies the spirit of the Commonwealth of Virginia as exemplified by historical and contemporary leaders. It is the belief of the committee that many Virginia students are deprived of academic equality as the result of their area's economic status.

The committee recommended that the Board create a recognition program, known as the "Spirit of the Commonwealth Award" to recognize:

- Student leadership in the school and community;
- Student involvement in clubs, sports, societies, and service organizations;
- Academic achievement; and
- Civic involvement.

To implement this recommendation, the Office of Student Services will:

- Propose criteria for the Board's review and approval for students, schools, and school divisions to qualify for the Spirit of the Commonwealth Award.
- Publicize the criteria and encourage schools and school divisions to participate.
- Recognize the achievements of students, schools, and school divisions that receive the award.

The Board received the report.

Report on the National Association of State Boards of Education (NASBE) Early Childhood Education Grant Awarded to the Virginia Board of Education

Mr. Mark Allan, director of elementary instructional services, presented this item. Mr. Allan said that Virginia has built a strong foundation of preschool programs for at-risk four-year-olds and is ready to increase the quality of these comprehensive learning environments. On May 1, 2006, the Virginia Board of Education submitted a proposal to the National Association of State Boards of Education (NASBE) for a state planning grant on early childhood education. NASBE has recognized Virginia's commitment to early childhood education and has awarded this \$15,000 grant to the Virginia Board of Education. In addition to Virginia, five other states received grant awards: Georgia, Indiana, Missouri, Nebraska, and Oregon.

The funds from the NASBE early childhood grant will be administered under the auspices of the board in support of a three-year project. The project requires the board to commit to a team approach, establish ongoing collaborative partnerships, attend a planning conference, and develop and implement a work plan that advances the project outcomes. The project team should be composed of representatives from each of the following: 1) state board of education, 2) higher education, 3) community colleges, 4) the state department of education, and 5) the department of health and human services.

The following primary outcomes have been established by the board to improve quality learning environments for preschool children in Virginia:

1. Identify and create a plan to increase the number of licensed preschool teachers and qualified teaching assistants that addresses recruitment, preparation, and ongoing professional development; and
2. Establish research-based guidelines that provide a shared language to school divisions as they develop, select, and evaluate preschool curriculum that aligns with Virginia's Foundation Blocks for Early Learning.

The Board received the report.

DISCUSSION OF CURRENT ISSUES

Dr. Emblidge acknowledged Dr. Wright's last Board meeting as acting superintendent. Dr. Emblidge, Dr. Ward, and Judy Heiman, deputy secretary of education, presented Resolutions from Virginia Board of Education and Governor of Virginia to Dr. Wright. The Resolution reads as follows:

**Resolution of Appreciation
Patricia I. Wright
Acting Superintendent of Public Instruction**

It is with great respect for her professional and personal commitment that the members of the Board of Education honor and thank Dr. Patricia I. Wright for her distinguished public service as Acting Superintendent of Public Instruction for the Commonwealth of Virginia. With understanding and wisdom during a uniquely momentous time, Dr. Wright has championed academic programs that are sure to touch the lives of students for generations to come, and Virginia's public schools are better in innumerable ways because of her steadfast leadership and vision.

Presented in Richmond, Virginia, This Twenty-eighth Day of June in the Year 2006.

Dr. Wright thanked the Board for their help in making her time as Acting Superintendent the highlight of her professional career. Dr. Wright then received a standing ovation from the Board and the audience members.

The Board met for dinner at the Crowne Plaza Hotel on June 27, 2006. Present were Dr. Emblidge, Dr. Brewster, Mrs. Castro, Mr. Johnson, Dr. Jones, Mr. Moore, Mr. Rotherham, Mrs. Saslaw, and Dr. Ward. A brief discussion took place about general Board business. No votes were taken, and the dinner meeting ended at 8:30 p.m.

ADJOURNMENT

There being no further business of the Board of Education and the Board of Career and Technical Education, Dr. Emblidge adjourned the meeting at 11:30 a.m.

Secretary

President