

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

April 27, 2007

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
Mrs. Eleanor 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 for a moment of silence in remembrance of the slain victims and their families at Virginia Tech and led in the Pledge of Allegiance.

RESOLUTION

Dr. Emblidge asked Dr. Brewster to read the following Resolution:

Resolution of Consolation
Presented to
Virginia Tech Students, Faculty, and Staff

The members of the Virginia Board of Education extend our support and deepest sympathy to the students, faculty, and staff of Virginia Tech and to all families affected by the recent tragic event. We are deeply saddened and share in a profound sense of loss for the students and their professors whose promising lives, cut short, now serve as an example for all of us as we work together to make the world a better place to live. The selfless heroism displayed by so many students and faculty in the face of mortal danger is a lasting testament and will be an inspiration for generations yet to come.

The members of the Board of Education join the Hokie Nation in looking to the days ahead with renewed hope and with the confidence that *We Will Prevail*.

Adopted in Richmond, Virginia, This Twenty-seventh Day of April in the Year 2007.

APPROVAL OF MINUTES

Mrs. Castro made a motion to approve the minutes of the February 28, 2007, 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.

RESOLUTIONS/RECOGNITIONS

A Resolution of Recognition was presented to the 2007 Distinguished Title I School Divisions. Dr. Emblidge and Dr. Cannaday presented the resolutions to representatives in the audience from the various school divisions. Some of the school divisions were not represented.

- *Halifax County Public Schools*
The resolution was presented to Mr. Paul Stapleton, division superintendent and Ms. Val Marshall, Title I director.
- *Highland County Public Schools*
- *Nottoway County Public Schools*
The resolution was presented to Dr. Yvonne Johnson, assistant superintendent, and Ms. Carrie Gravely, director of special services.
- *Roanoke County Public Schools*
- *Scott County Public Schools*
- *Lynchburg City Public Schools*
The resolution was presented to Dr. Paul McKendrick, division superintendent.
- *Poquoson City Public Schools*
The resolution was presented to Dr. Marilyn Barr, assistant superintendent for instruction; Mrs. Wendy Barrick, principal of Poquoson Elementary School; Mr. Clifford Bowen, school board chair; and Mrs. Kerry Knowlton, school board member.
- *West Point Public Schools*
The resolution was presented to Dr. Jane Massey-Redd, division superintendent, and Ms. Linda Minor, former principal of West Point Title I School and the current director of instruction.

PUBLIC COMMENT

The following persons spoke during public comment:

Sarah Geddes
Angela Ciolfi

CONSENT AGENDA

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

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

Final Review of Financial Report on Literacy Fund

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

Final Review of Recommendations Concerning Applications for Literacy Fund Loans

The Department of Education's recommendation to approve five applications totaling \$29,972,500 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
Greensville County	E. W. Wyatt Middle School	\$7,500,000.00
Powhatan County	New Elementary School	7,500,000.00
Culpeper County	New Elementary School	7,500,000.00
Wise County	Coeburn Middle School	3,457,500.00
Wise County	Powell Valley Primary School	4,015,000.00
	TOTAL	\$29,972,500.00

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

The Department of Education's recommendation that funding for the Campbell County project in the amount of \$7,500,000 be released contingent on approval of the application by the Office of the Attorney General and receipt of the required memorandum of lien by the Department of Education, was approved with the Board's vote on the consent agenda.

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

1. Seven new projects, totaling \$52,500,000 are eligible for placement on the First Priority Waiting List, subject to the review and approval by the Office of the Attorney General pursuant to § 22.1-156, *Code of Virginia*. They are as follows:

DIVISION	SCHOOL	AMOUNT
Cumberland County	Cumberland Middle School	\$7,500,000.00
Cumberland County	Cumberland High School	7,500,000.00
New Kent County	New Kent High School	7,500,000.00
Southampton County	Riverdale Elementary School	7,500,000.00
Rockingham County	Montevideo Elementary School	7,500,000.00
Greensville County	E. W. Wyatt Middle School	7,500,000.00
Culpeper County	New Elementary School	7,500,000.00
	TOTAL	\$52,500,000.00

2. When Washington County and Galax City received bids on projects, the bids were higher than the projected amounts. They have submitted revised applications for their projects as follows:

<u>Washington County</u>	<u>Original</u>	<u>Revised*</u>	<u>Difference</u>
Abingdon Elementary	\$ 1,211,924	\$ 1,845,218	\$ 633,294
High Point Elementary	\$ 986,356	\$ 1,465,253	\$ 478,897
Valley Institute Elementary	\$ 735,613	\$ 1,166,525	\$ 430,912
E. B. Stanley Middle	\$ 931,273	\$ 1,419,383	\$ 488,110
John Battle High School	\$ 241,680	\$ 489,126	\$ 247,446
Abingdon High School	\$ 241,680	\$ 489,126	\$ 247,446
Patrick Henry High School	\$ 543,780	\$ 1,177,236	\$ 633,456
Holston High School	\$ 382,660	\$ 602,186	\$ 219,526
Meadowview Elementary	\$ 975,380	\$ 1,491,288	\$ 515,908
Wallace Middle	\$ 739,540	\$ 1,165,073	\$ 425,533
Glade Spring Middle	\$ 1,019,084	\$ 1,596,000	\$ 576,916
 <u>Galax City</u>	 <u>Original</u>	 <u>Revised*</u>	 <u>Difference</u>
Galax High School	\$ 4,750,000	\$ 5,000,000	\$ 250,000

*The revised application amounts above are based on the actual bids submitted. None of the additional costs are based on a change in the scope of the approved project.

3. Three new projects, totaling \$14,972,500 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. Washington County combined the two applications for Patrick Henry High School, which were already on the approved application list, into one.

ACTION/DISCUSSION ON BOARD OF EDUCATION REGULATIONS***First Review of the Notice of Intended Regulatory Action (NOIRA) to Amend the Regulations Governing Literary Loan Applications in Virginia (8 VAC 20-100-10 et seq.)***

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. Mrs. Wescott said that the literary loans are used by local school divisions for the purpose of renovating existing schools or building new ones. *Virginia Code* §§ 22.1-142 through 22.1-161 and the *Regulations Governing Literary Loan Applications in Virginia* (8VAC20-100-10 et seq.) govern the literary loan process in Virginia. The regulations were last revised in 1995.

Changes that were made to the *Code* sections governing literary loans by the 2007 General Assembly. HB 2350, patroned by Delegate Tata, made several changes to the application process that need to be added to the Board's regulations. HB 2350 provides that a school board's application to the Board of Education for a loan from the Literary Fund must be authorized by the governing body and the school board.

The Board may not disburse any proceeds of any approved loan before its receipt of the concurrent approval of the governing body at the time of initial disbursement and an acceptable opinion of bond counsel obtained by the local governing body as to the validity of the loan. The bill also repeals §§ 22.1-154 through 22.1-157 of the *Code* that provide for: (i) the examination of title to property on application for loan, (ii) the certificate of the clerk of court or copy of lease on the application for a loan, and (iii) the submission of the application and certificate of title to the Attorney General. This bill resulted from a legislative proposal put forth by the Department of Education intended to streamline the application process for loans. The department worked with both the Virginia School Boards Association and the Department of Treasury on the legislation.

Mrs. Wescott said that the Notice of Intended Regulatory Action (NOIRA) Background Document summarizes the major elements of the current literary loan regulations that need to be considered for addition, deletion or revision. They include:

- Revising the definitions section.
- Requiring that a school board's application to the Board of Education for a loan from the Literary Fund be authorized by the governing body and the school board.
- Adding a provision that requires the Board not to disburse any proceeds of any approved loan before its receipt of the concurrent approval of the governing body at the time of initial disbursement and an acceptable opinion of bond counsel obtained by the local governing body as to the validity of the loan.
- Removing provisions that require: (i) the examination of title to property on application for loan, (ii) the certificate of the clerk of court or copy of lease on the application for a loan, and (iii) the submission of the application and certificate of title to the Attorney General.

- Reviewing and revising each section of the current regulations to ensure compliance with the *Code of Virginia*.
- Adding provisions that may be necessary for the general administration of the program by the Department of Education.

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

First Review of the Notice of Intended Regulatory Action (NOIRA) to Revise the Regulations Governing Jointly Owned and Operated Schools and Jointly Operated Programs (8 VAC 20-280-10 et seq.)

Mrs. Wescott also presented this item. Mrs. Wescott said that the *Regulations Governing Jointly Owned and Operated Schools and Jointly Operated Programs*, 8 VAC 20-280-10 et seq., were adopted on or before September 1, 1980. These regulations have not been amended since that time and do not address changes that have been made in the operation of joint schools and joint programs since the regulations were written. Joint schools include academic-year Governor's schools. Not including the academic-year Governor's schools, there are approximately 50 joint schools (i.e., regional programs).

The 2003 General Assembly passed legislation allowing academic-year Governor's schools to choose a fiscal agent from among the treasurers of the cities and/or counties participating in this joint school program. Current law dictates that each of the regional programs other than the Governor's schools designate a fiscal agent according to the physical location of the school. HB 2371, patroned by Delegate Tata, and passed by the 2007 General Assembly will permit all joint school boards to designate a fiscal agent from among participating school divisions beginning July 1, 2007. This bill resulted from a legislative proposal put forth by the Department of Education to streamline the operation of joint schools.

As a result of this legislation and the language that needs to be included to address the changes that have been made in the operation of joint schools and joint programs since the regulations were written, these regulations need to be revised. Because the changes will be extensive, the current regulations, 8 VAC 20-280-10 et seq., will be repealed and new regulations will be promulgated bearing the number 8 VAC 20-281-10 et seq.

The Notice of Intended Regulatory Action (NOIRA) Background Document summarizes the major elements. These include:

- A complete revision of the first section of the regulations because it is largely aspirational in nature rather than regulatory. (8 VAC 20-280-10)
- The addition of a definitions section to the regulations.

- A complete revision of the second section of the regulations (8 VAC 20-280-20) into several sections addressing individual topics. Currently this section includes all of the organizing and operating procedures, including membership, organization, authority, authority of the division superintendent, annual budget and financing plan, annual appropriations and expenditures.
- Inclusion of any new language that is needed to address the changes in the operation of joint schools and programs since the regulations were written.
- Addition of the new language passed by the 2007 General Assembly regarding the appointment of a fiscal agent.

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

ACTION/DISCUSSION ITEMS

Final Review of the Proposed Board of Education Spirit of the Commonwealth Award

Dr. Cynthia Cave, director, office of student services, presented this item. Dr. Cave said that on April 26, 2006, the Board of Education's 2005-2006 Student Advisory Committee presented a recommendation to the Board to create the *Spirit of the Commonwealth Award*. This award would be created and given annually to individual high school juniors who have demonstrated academic achievement, well-rounded participation in school activities, and community and civic responsibility. Individual middle/junior and high schools would also be able to receive an award by providing diverse opportunities for students to serve the community and others in co-curricular and/or extracurricular activities, such as service learning and volunteering experiences.

Mrs. Castro made a motion to adopt the criteria and guidelines for the *Spirit of the Commonwealth Award*. The motion was seconded by Mrs. Saslaw and carried unanimously.

The criteria and guidelines were adopted as follows:

The Individual Student Awards

In order to be eligible for an individual award, a student must be nominated by a school division principal, teacher, guidance counselor, or a parent. Nominations should be based on academic achievement, participation in a variety of service and community/civic activities, leadership, and good character.

Nominated high school juniors would complete an application and submit it with letters of recommendation to their respective principals. Each public high school principal, with the assistance of a school team, would review all applications and select the most qualified applicants in their respective schools. The names of the selected applicants would be

forwarded to the school division administration for review and submission to the Virginia Department of Education. Award recipients would receive letters and certificates of recognition from the Board of Education.

The Middle and High School Awards

In order to be eligible for an award, a school would be nominated by a principal, teacher, or parents. Nominated schools would have demonstrated success by:

- Provision of diverse opportunities for students to participate in service activities in the school and community; and
- Recognition of demonstrated student leadership in a variety of areas.

Principals of the nominated schools would submit applications to their respective school division administrators for review by a division team. The division team would select the most qualified middle/junior high schools and the most qualified high school recipients. Names of schools would be forwarded to the Department of Education. Award recipients would receive letters and certificates of recognition from the Board of Education.

VIRGINIA SPIRIT OF THE COMMONWEALTH AWARD

Purpose: Students across Virginia are using their talents and ambition to make a difference in their schools, neighborhoods and communities. On April 26, 2006, the Board of Education's 2005-2006 Student Advisory Committee acknowledged the importance of promoting student involvement by recommending that the **Spirit of the Commonwealth Award** be developed. The award recognizes:

- Student leadership in the school and community
- Student involvement in clubs, sports, societies, and service organizations
- Academic achievement
- Civic involvement through service to others and volunteerism.

The award is also designed for school divisions and parents to recognize middle/junior and high schools that make diverse opportunities available for students in the award areas. These middle/junior and high schools collaborate with community organizations to promote student leadership, involvement, service and civic responsibility.

Process: To be eligible, a student must be nominated by a principal, teacher, guidance counselor or parent. Nominated students must submit an application and at least two letters of recommendation to their respective school principals. Each division high school principal, with the assistance of a school team, reviews all applications and selects the most qualified applicants in their respective schools. The names of the selected applicants are forwarded to the school division administrator for review and submission to the Virginia Department of Education.

Middle/junior high, high schools, and combined middle/junior/high schools nominated by principals, teachers or parents will also be required to complete and submit applications. Principals of the nominated schools would submit their applications to their respective division administrators for review. The school division administrator, with the assistance of a division-level team, is responsible for selecting the most qualified middle, junior and high schools for recognition. The school division forwards the selected award recipient school names to the Virginia Department of Education.

The Department of Education (VDOE) will provide school divisions with a certificate of recognition and a letter of congratulations from the Board of Education for each award recipient. The completed certificates will be sent to school division administrators for presentation to the recipients.

Report from the Board of Education's 2006-2007 Student Advisory Committee

Mrs. Castro and Mrs. Saslaw are the Board sponsors of the Student Advisory Committee. Mrs. Castro recognized the parents and school personnel attending the meeting with the students. Mrs. Castro also recognized Michelle Parker and Melissa Velazquez of the Policy and Communications staff at the Department of Education. Mrs. Castro said that recognition should also go to Mr. Kirk Schroeder, former president of the Board of Education, for originating the Student Advisory Committee.

The Student Advisory Committee members are as follows:

Katlyn Allen, James River High School, Chesterfield County Public Schools
Adam Baker, Tabb High School, York County Public Schools
Brian Bills, Charlottesville High School, Charlottesville City Public Schools
Rachel Chitwood, Pulaski County High School, Pulaski County Public Schools
Emma Horton, West Point High School, Town of West Point Public Schools
Jeremy Jones, Bailey Bridge Middle School, Chesterfield County Public Schools
Paula Lewis, Lynnhaven Middle School, Virginia Beach City Public Schools
Justin Scott, Franklin County High School, Franklin County Public Schools
Shelton Seaborn, Jr., Greenville County High School, Greenville County Public Schools
Anna Skubel, George Washington Middle School, Alexandria City Public Schools
Monique Sturdivant, T. C. Williams High School, Alexandria City Public Schools
Kenzie VanDerwerker, Bedford Middle School, Bedford County Public Schools

During the year, the Student Advisory Committee discussed topics in detail chosen by the students, conducted research, and discussed the issues with fellow students. The committee presented the following reports, which summarize the committee's concerns and recommendations:

Issue: Closing the achievement gap by continuing the successes of preschool education into the elementary school years and beyond.

Background

Children who are identified as at-risk are targeted by a variety of programs for early intervention including Head Start and the Virginia Preschool Initiative. In recent years, these programs have been expanded to cover more and more children. Governor Kaine has made this an educational priority through the Start Strong Program, which aims for universal coverage. According to the Hoover Institution, a public policy research center at Stanford, Head Start produces an initial boost in children's test scores. However, most studies also show that these effects fade within a year or two after children enter school. We believe that some of the skills that these children learn during the school year are often allowed to atrophy over the summer. Nevertheless, there are examples of preschool initiatives that have long-lasting positive effects such as the Perry Preschool program in Michigan and the Abecedarian program in North Carolina. Particularly among children

targeted by many of these programs, home life may be complicated or less than ideal, which can add to their educational struggles.

Position and Rationale of the Student Advisory Committee

The achievement gap has been a significant issue and one which the Virginia Board of Education has made a priority. It is the position of the Student Advisory Committee that the Board should encourage the creation of summer programs for children participating in preschool initiatives. Early intervention for these students is the key to success in closing the achievement gap, because it is in the elementary years that basic skills in pre-reading, reading and mathematics are taught. Students who struggle with these foundational skills are put at a disadvantage for all of their future academic studies. A summer program would prevent children from losing the skills they have gained over the preceding school year. Early intervention programs may also pay for themselves by reducing the need for expensive remedial education and grade retention. Also, since student achievement is often affected by home life, which is beyond the school systems' direct control, these programs, by providing children with more opportunities to be in a safe school setting, could mitigate the deleterious effects of a troubled home life. We recognize that at-risk youth need special attention to basic skills and thus this program can provide these students with enjoyable school experiences which can improve their outlook on education. Since this program would be both voluntary and enjoyable, participating children may have a more positive attitude than may be found in a typical classroom.

Recommendations

Because the Board of Education is a highly-respected source of information for General Assembly members, it has the opportunity to encourage and promote programs it views as successful. Therefore, we urge the Board to explore, discuss, and promote the creation and funding of a program for children who have participated in preschool initiatives, particularly targeted at at-risk demographics. This program would run five days a week during the summer months. Characteristics would include:

- Nontraditional classroom setting, possibly including, but not limited to:
 - High-tech learning methods such as podcasts, distance learning, and Smartboards;
 - A broad curriculum encompassing music, art, outdoor activities, and other opportunities for enrichment;
 - Less passive learning and more student-driven or interactive exercises.
- Involvement of community members and high school students, rather than only teachers
- Parental involvement especially during special student-parent activities and when parents come to pick up and drop off their children
- Consideration of the curriculum the children have already been exposed to and will be learning in the coming school year
- Reinforcement of practical and everyday skills such as hygiene, manners, chores, and basic safety procedures
- Incorporation of values including, but not limited to, tolerance for peers and respect for teachers.

Issue: Incorporating a more comprehensive study of foreign language as well as international education throughout a child's instruction.

Background

Studies have shown that education in foreign language and culture is beneficial to a student's development in various aspects. Learning language supports life achievements. Among these achievements are:

- Intellectual growth and mental development;
- Higher scores on standardized tests of both verbal and nonverbal orientation;
- Development of high-order thinking, analytical skills, problem-solving skills, communication skills, and listening skills;
- Extension of competency in a student's native language especially in regards to vocabulary and grammar;
- Ability to work in teams and a heightened level of creativity;
- Greater marketability and competitiveness in the domestic and international workplace;
- Development of intercultural competence and cultural awareness;
- Creation of global connectivity and a curiosity about other countries; and
- Breakdown of cultural boundaries.

Overall, a comprehensive knowledge of culture and foreign language offers students of the 21st century a wide array of opportunities academically, socially, and economically.

Position of the Student Advisory Committee

The Student Advisory Committee requests that the Board address the urgency to reform the existing foreign language, cultural, and business curriculum model. It is pivotal that this more optimal education system provide students with more opportunities to acquire the skills necessary to compete and ultimately succeed in their future career endeavors. There is a sense of urgency to raise a generation of students who have a better understanding of international culture, business, and a host of other genres from a global perspective. In order to meet the increasing demand for more bilingual and culturally aware employees on a domestic and international scale, it is vital to implement a more in-depth curriculum in regards to these subjects. After months of research and discussion, we decisively conclude that the 1.2 million students of Virginia would benefit from additional opportunities for global education as a way of maintaining the United States' international presence and competitiveness.

Recommendations

To better prepare students for the international world of the future, we request that the Board consider the subsequent recommendations and curricular model that we believe will help the Virginia Board of Education to enhance the skills necessary for students to succeed.

Kindergarten – First Grade

This would include a six week exploration in each of four languages to include cultural education such as basic language, music, art, and literature.

Second Grade –Fifth Grade

These four years would be a comprehensive study of a first foreign language to end with a culminating experience in celebration of the culture.

Sixth Grade –Ninth Grade

These four years would be a comprehensive study of a second foreign language to end with a culminating experience in celebration of the culture.

Tenth Grade

During this year, International Relations/Foreign Policy would be incorporated into the existing curriculum to learn more of America's interaction with other countries.

Eleventh Grade

During this year, Global Economy would be incorporated into the existing curriculum to learn more of the world's global market.

Twelfth Grade

During this year, the student may finalize his or her foreign language and international education with an internship at a company of the student's intended field of study or a class in the student's intended field of study.

In the future, students could graduate with these requirements and possibly receive a "Foreign Language/International Studies Seal" and scholarships that would be advantageous in higher education and future careers.

Issue: Implementing and/or building upon drug abuse and alcohol awareness/prevention programs in Virginia middle schools.

Background

The use of drugs and alcohol during the teen years has become an increasingly serious problem in school systems throughout the country. Statistics show that the earlier a person has his or her first experimentation with an illegal substance, the more likely he or she is to become a victim of substance abuse. A 2002 survey conducted by the National Institute on Drug Abuse revealed that by the eighth grade nearly half of students surveyed had tried alcohol at least once, thirty percent had used cigarettes, and twenty percent had tried marijuana. In light of these findings, a focus on prevention in the middle school years seems to be essential. Research has indicated that programs that teach middle school students to resist the pressures to use drugs and alcohol and provide information on the health and social consequences are the most successful.

Position of the Student Advisory Committee

The Student Advisory Committee feels that this particular issue of drug and alcohol use is one of the most vitally important problems facing Virginia middle school students today. As all members of the committee are currently enrolled in Virginia public schools, we can

see first-hand the growing predicament in grades six through eight. Most drug prevention programs, such as D.A.R.E., end in 5th or 6th grade. The average age of first use for alcohol and tobacco is approximately 12, while the average age for first marijuana use is about 14. Therefore, the committee believes that this age group of pre-teens is in most need of targeted prevention programs. Studies by the RAND Corporation show that early smokers and drinkers have substantially elevated risks for increased drug use and a variety of other high risk behaviors such as violence, unsafe sex, and dropping out of school.

The objectives that the committee wishes to obtain include a reduction in the number of middle school students who report having used illegal substances and a delay in the average age of first use of an illegal substance. These can be met by working in conjunction with the preexisting Health Education Standards of Learning for grades six, seven, and eight. Specifically, the following Health SOL relate directly to the programs the committee wishes to implement:

- Health Standard (HS) 6.1. The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and well-being. Key concepts/skills include...
 - d) refusal strategies related to alcohol, tobacco, and other drugs.
- HS 6.2. The student will use knowledge of the body's structure and function to make sound decisions related to personal health. Key concepts/skills include...
 - d) the relationship of drugs, alcohol, tobacco, and inhalants to body functioning.
- HS 6.3. The student will describe the connections between mental and physical development as they relate to adolescence. Key concepts/skills include...
 - d) the effects of peer pressure.
- HS 7.2. The student will describe and exhibit the behaviors associated with a physically active and healthy lifestyle. Key concepts/skills include...
 - e) strategies for avoiding drugs, alcohol, tobacco, and inhalants.
- HS 8.1. The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and well-being during the adolescent years. Key concepts/skills include...
 - c) the short- and long-term health issues related to alcohol abuse and tobacco use.
- HS 8.5. The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include...
 - b) the health risks associated with yielding to peer pressure.

The goal of any alcohol and drug prevention program for youth should be realistic. The main goal of the program should be reducing harms associated with alcohol and other drug use, as opposed to preventing use completely.

Recommendations

The committee desires that the Board of Education encourage or implement a drug awareness/prevention program similar to the one subsequently outlined.

The Social Influence Model is based on the premise that youth who use substances do so because of social pressures from peers, the family, and the media, as well as internal pressures (e.g., the desire to be “cool” and popular). It would provide information on health and social consequences and attempt to motivate students to resist the pressure to use.

Structure

- Programs should be especially intensive just prior to the average age of first use.
- Different approaches should be used for various subgroups (e.g., those with different levels of drug knowledge, background of use, or demographic characteristics).
- Programs should actively involve students in planning the curriculum and the implementation of said curriculum.

Content

- Programs should discuss the reasons people use drugs (e.g., self-discovery, self-expression, or a perceived benefit) and present alternatives to substance use.
- Programs should present both the dangers and the benefits of using and not using drugs, and focus discussions on short-term effects.
- It is important to discuss and correct perceptions regarding occasional or social use.
- Life-skills development (e.g., assertiveness, decision-making, and communication techniques) would be beneficial in resisting peer influence.

Delivery

- A tolerant atmosphere is important, free of scare tactics and moralizing. There should be an open dialogue between the program leaders and students.
- Program leaders should be trusted adults, who will present the facts accurately and in an unbiased manner.
- Peer leaders, chosen carefully to not alienate any particular social group already existing among the students, should assist the program leaders.
- Programs should emphasize active learning about drug effects rather than relying on passive lectures and films; interactive delivery methods, such as small-group discussions and role playing, are best.

School Policy

- A uniform policy on substance use and possession on school property is an important component of an inclusive prevention strategy for youth.
- A comprehensive policy, consisting of the following, should be put into effect:
 - A preventative curriculum
 - Early intervention

- Disciplinary action
- The “Zero Tolerance” policy has proven to be ineffective in curbing or preventing substance use.
 - Imposing sanctions such as this may further alienate those students already at-risk.
 - “Zero Tolerance” policies may serve to discourage those who are experimenting or are at-risk for drug-related problems from seeking help.

Following the presentation of the committees’ recommendations, each member of the Student Advisory Committee was presented with a Resolution of Appreciation from the Board of Education.

First Review of a Resolution Delegating the Approval of Other States’ Comprehensive Subject Area Assessments as Substitute Tests, Pursuant to the Board of Education’s Guidance Document Governing Certain Provisions of the Regulations Establishing Standards of Accrediting Public Schools in Virginia

Mrs. Wescott presented this item. Mrs. Wescott said that the regulations, in 8 VAC 20-131-110, permit the approval of assessments “administered as part of another state’s accountability assessment program” as substitutes for the Standards of Learning assessments, for the purpose of awarding verified units of credit to students who transfer to Virginia from out of state.

Mrs. Wescott said that the resolution would delegate the final approval of additional tests for the purpose of awarding verified credit to the Superintendent of Public Instruction, under the following specific conditions:

- 1) That the Superintendent report annually to the Board on his exercise of the authority;
- 2) That the Board reserves the right to require the Superintendent to report on the exercise of his authority;
- 3) That the Superintendent conform all actions to Board regulations and laws governing educational programs and policy;
- 4) That the review of the test to determine its suitability for use to award verified credit be conducted in the same manner as other substitute tests have been reviewed and recommended for approval, as set forth in the *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*. In addition, in order for a test to be deemed suitable for use, the test must be approved as part of another state’s accountability system and approved through the federal standards and assessment peer review process;
- 5) That school divisions shall be notified of any such tests that are approved; and
- 6) That the recognition that this delegation is not an abnegation of the Board’s power and responsibility.

Dr. Jones made a motion to accept this delegation of authority for first review. The motion was seconded by Dr. Ward and carried unanimously.

First Review of a Request for Increased Graduation Requirements from Waynesboro City Public Schools

Mrs. Wescott introduced Dr. Robin Crowder, superintendent of Waynesboro Public Schools to the Board. Dr. Crowder presented this item.

Dr. Crowder said that Waynesboro Public Schools is requesting approval to require students to have successfully completed a course in finance, incorporating the Board's objectives in economic education and financial literacy.

Dr. Crowder said that this requirement would become effective for the students entering the ninth grade for the first time in the 2007-2008 school year, as specified in both the Standards of Accreditation and the guidance document.

Dr. Ward made a motion to accept for first review Waynesboro City Public School's request to increase graduation requirements. The motion was seconded by Mrs. Saslaw and carried unanimously.

First Review of a Request for Increased Graduation Requirements from Botetourt County Public Schools

Mrs. Wescott introduced Dr. Anthony Brads, superintendent of Botetourt County Public Schools, to the Board. Dr. Brads presented this item.

Dr. Brads said that currently, Botetourt County Public School's graduation requirements are exactly the same as the minimum required in the *Regulations Establishing Standards of Accrediting Public Schools in Virginia*. He said that Botetourt County is requesting approval to require students to have successfully completed four additional electives to earn a Standard, Advanced Studies, or Modified Standard Diploma. The Board of Education's guidance document does not provide for increased requirements to the Modified Standard Diploma.

Dr. Brads said that the additional electives would be phased in over a four-year period, so that:

- First-time ninth graders in the 2007-2008 school year would need one additional elective, compared to the current graduation requirements;
- First-time ninth graders in the 2008-2009 school year would need two additional electives;
- First-time ninth graders in the 2009-2010 school year would need three additional electives; and
- First-time ninth graders in the 2010-2011 school year would need four additional electives.

Dr. Brads said that Botetourt County Public Schools would not prescribe the electives that a student must take in order to graduate, but would allow students, their parents, and the school counselor to plan a program of study for each student.

Dr. Brads said that Botetourt County Public Schools would have a policy in place to accommodate transfer students, as required by the *Regulations Establishing Standards of Accrediting Public Schools in Virginia*. Transfer students would not be denied a diploma if they would otherwise meet the graduation requirements in the Standards of Accreditation, but could meet the requirements for additional electives only by taking a heavier than normal course load, attending summer school, or taking courses after the time when the student otherwise would have graduated, as determined on a case-by-case basis.

Dr. Brewster made a motion to accept this request for first review. The motion was seconded by Dr. Ward and carried unanimously.

First Review of a Request for Approval of an Alternative Accreditation Plan from the Richmond City Public Schools for Richmond Alternative School

Mrs. Kathleen Smith, director, office of school improvement, presented this item. Dr. Yvonne Brandon, associate superintendent for instruction and accountability, Richmond City Public Schools, presented this item for Dr. Deborah Jewell-Sherman, superintendent of Richmond City Public Schools, who was unable to attend.

Mrs. Smith said that Richmond Alternative School was rated Accreditation Denied for the 2006-2007 school year. Therefore, Richmond City Public Schools reconstituted Richmond Alternative School and applied to the Board to accept the terms of the reconstitution and change the rating of Accreditation Denied to Conditionally Accredited on October 25, 2006. The request for this rating was granted; however, the Board of Education requested that Richmond City Public Schools submit for approval an alternative accreditation plan for Richmond Alternative School.

Dr. Brandon said that Richmond City Public Schools partners with the Community Education Partners (CEP) to provide services through the Capital City Program (CCP) at Richmond Alternative School. The purpose of the partnership is to support low-performing and disruptive students so that they can return to their home schools prepared to be successful. This program focuses on the most difficult students with learning and behavioral issues as a result of factors beyond the control of public education.

Dr. Brandon said that CCP encompasses students in grades three through twelve who are consistently experiencing severe behavioral problems and for whom no other appropriate services have been successful. Students are placed at CCP for a period of 180 days through referral from their current school principal or the hearing officer. Students have failed to respond positively to the traditional schools' intervention strategies and may face the possibilities of being retained or dropping out of school.

Dr. Brandon said that much of the time spent by students in the CCP program focuses on teaching students life skills needed for success. Due to the time required for this focus, foreign language, physical education and fine arts are not offered. For this reason, Richmond City Public Schools is requesting a waiver from 8 VAC 20-131-100 A. of the Standards of Accreditation that require foreign language, physical education and fine arts.

Beginning with the 2007 school year, Richmond City Public Schools proposes an alternative accreditation index model that will hold Richmond Alternative School accountable for increasing the achievement levels of students enrolled for a full academic year (at least 2 semesters) in reading and mathematics and use science and history and social science and other indicators of school and student performance that are aligned with the mission and goals of the school as value-added components.

The alternative accreditation index model will measure student achievement based on students' progress in moving from basic to proficient to advanced levels of performance on Standards of Learning assessments. The index will have a primary focus on reading and mathematics achievement. The index is based on a set of core achievement objectives and measures (SOL test scores and other indicators) as well as "reach" or excellence goals for the student population. An alternative accreditation index score (0 to 100 points) will be calculated primarily based on the total number of students performing at each proficiency level in reading and mathematics.

Mrs. Castro made a motion to accept for first review the alternative accreditation plan for Richmond Alternative School. The motion was seconded by Dr. Ward and carried unanimously.

First Review of Approval of Local School Division Remedial Plans

Mrs. Smith also presented this item. Mrs. Smith said that as required by 8 VAC 20-630-20, school divisions are required to develop a remediation plan designed to strengthen and improve the academic achievement of eligible students. Local school divisions have submitted remedial plans for summer 2007 to the department for approval by the Board of Education. Data regarding the summer program for 2006 will be submitted to the department by school divisions in September 2007 as required by the *Code of Virginia*. This data cannot be collected until after administration of the Standards of Learning assessments in spring 2007.

Department staff members have reviewed remediation plans from 130 school divisions and determined that all of the plans meet the requirements of 8 VAC 20-630-20. Two divisions, Loudoun County and Frederick County, have indicated that they will not offer a remedial summer program.

8 VAC 20-630-50 requires school divisions to report to the department the pass rate on the Standards of Learning assessments for students who attend the 2007 summer remedial programs or, in the case of year round schools, 2007-2008 intersession programs.

Divisions will submit SOL data pertaining to the 2007 summer remedial program, or in the case of year-round schools, 2007-2008 intersession programs in September 2008.

Senate Bill 795, passed by the 2007 General Assembly, requires programs of prevention, intervention, and remediation to be research-based. The department has provided divisions with a template for planning for remediation programs that indicate research-based strategies. These strategies include clear standards for quality that put priority on student mastery of reading and mathematics skills, program length, and scheduling of classes; pre- and post-tests used to determine student gains; and low adult/child ratio.

Dr. Brewster made a motion to accept for first review the report on local school division remedial plans. The motion was seconded by Mrs. Castro and carried unanimously.

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

Ms. Roberta Schlicher, director, office of program, administration and accountability, presented this item. Ms. 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. Virginia has schools that are offering supplemental educational services during the 2006-2007 school year. These services must be offered to eligible students until the identified schools exit Title I School Improvement.

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 a 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 achieving proficiency on Standards of Learning tests.

Under the federal law, the state educational agency must develop and apply objective criteria to identify potential supplemental education services providers. The criteria must include the ability of a provider to show a demonstrated record of effectiveness in increasing the academic proficiency of students in subjects relevant to meeting the state academic content and student achievement standards. The criteria allow programs that do not have a record of effectiveness to seek conditional approval. The *No Child Left Behind Act of 2001* requires states to identify and maintain a list of supplemental educational services providers. The Board is required to maintain this list of approved providers across the state, by school division, for use by parents for selection of services. Potential providers must be given annual notice of the opportunity to provide supplemental

educational services and the procedures for obtaining approval from the state educational agency.

Dr. Ward made a motion to waive first review and approve the revised list of supplemental educational services providers. The motion was seconded by Mr. Moore and carried unanimously.

Additional Supplemental Educational Services Providers

Name of Provider	Focus and Grade Levels	Provider Service Areas
A+ Markem	Reading/Language Arts (K-8); Mathematics (6-8)	All School Divisions
ATS Educational Consulting Services – Project Success	Reading/Language Arts (K-8)	All School Divisions

First Review of the Revised Application for a Literary Fund Loan and Delegation of Duties to the Superintendent of Public Instruction Related to the Form of the Application

Mr. Kent Dickey, assistant superintendent for finance, presented this item. Mr. Dickey said that pursuant to Section 22.1-153 of the *Code of Virginia*, “The school boards of the several school divisions are authorized to borrow money belonging to the Literary Fund, and any school board desiring to borrow from the Fund shall make written application to the Board of Education for such loan on a form to be prescribed by the Board.”

Legislation enacted at the 2007 General Assembly (House Bill 2350; Chapter 121) made certain revisions to sections of the *Code of Virginia* pertaining to the Literary Fund. Accordingly, the Literary Fund loan application form must also change. These changes to the Literary Fund statutes are effective July 1, 2007. The following is a summary of the changes in Chapter 121 that affect the Literary Fund application:

- Sections 22.1-154 through 22.1-157 of the *Code of Virginia* are repealed, which eliminates the need for a title search and for a lien in favor of the Literary Fund to be placed on the building. These changes require the removal of the following sections of the current Literary Fund application:
 - Attorney’s Certificate of Title
 - Certificate of the Clerk of the Court of Title
- Language pertaining to a judgment by the Board of Education of whether the payment of the requested Literary Fund loan with interest would entail too heavy a charge upon the revenues of the locality has been stricken. This change requires the section labeled “Statement of the County or City Treasurer” be removed from the current application.

Mr. Kent said that the resolution would delegate the authority for prescribing the form of the Literary Fund loan application to the Superintendent of Public Instruction, under specific conditions. The authority for approving applications for loans from the Literary Fund would remain with the Board of Education.

Mrs. Saslaw made a motion to waive first review and adopt the resolution and the revised application for a Literary Fund loan. The motion was seconded by Dr. Ward and carried unanimously.

The resolution is as follows:

**Virginia Board of Education Resolution
Delegating Certain Duties to the Superintendent of Public Instruction
Resolution Number 2007-xxx**

That the following Board responsibilities as to form of the Literary Fund loan application, set forth in Section 22.1-153 of the *Code of Virginia*, be delegated to the Superintendent of Public Instruction.

Section 22.1-153 states, regarding the Literary Fund, that "...any school board desiring to borrow from the Fund shall make written application to the Board of Education for such loan on a form to be prescribed by the Board."

The authority for approving applications for loans from the Literary Fund would remain with the Board of Education.

It is further moved that such delegation be subject to the following conditions:

- a) That the Board reserves the right to require of the Superintendent a report concerning the exercise of any authority herein delegated;
- b) That the Superintendent's exercise of the delegated authorities shall conform to all regulations of the Board and laws governing educational programs and policy in Virginia, and;
- c) That this delegation is not an abnegation of the Board's power and responsibility in the areas delegated.

DISCUSSION OF CURRENT ISSUES

The Board met for dinner at the Crowne Plaza Hotel with the following members present: Dr. Emblidge, Dr. Brewster, Mrs. Castro, Mr. Johnson, Dr. Jones, Mr. Moore, 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.

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. Mr. Moore seconded the motion and it carried unanimously. The Board adjourned for the Executive Session at 11:25 a.m.

Dr. Ward made a motion that the Board reconvene in open session. The motion was seconded by Dr. Brewster and carried unanimously. The Board reconvened at 11:53 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 Mrs. Saslaw and carried unanimously.

Board Roll call:

Thomas Brewster - Yes
Ella Ward – Yes
Gary Jones - Yes
Isis Castro - Yes
Eleanor Saslaw - Yes
David Johnson - Yes
Kelvin Moore - Yes
Mark Emblidge – Yes

- Case #7452-2007 Dr. Ward made a motion to accept the superintendent's recommendation. The motion was seconded by Mr. Moore and carried unanimously.
- Case #5881-2007 Dr. Ward made a motion to accept the superintendent's recommendation. The motion was seconded by Mrs. Saslaw and carried unanimously.
- Case #6055-2007 Dr. Ward made a motion to accept the superintendent's recommendation. The motion was seconded by Mrs. Castro and carried unanimously.
- Case #3163-2007 Dr. Ward made a motion to accept the superintendent's recommendation. The motion was seconded by Mrs. Castro and carried unanimously.
- Case #6867-2007 Mrs. Saslaw made a motion to accept the superintendent's recommendation. The motion was seconded by Dr. Ward and carried unanimously.

Case #1838-2007 Mrs. Saslaw made a motion to accept the superintendent's recommendation to deny the provisional license. The license will be renewed upon successful completion of probation and a clean drug screen presented to the Superintendent of Public Instruction and Mrs. Pitts. The motion was seconded by Dr. Ward. The motion passed with a vote of seven to one.

ADJOURNMENT

There being no further business of the Board of Education and Board of Career and Technical Education, Dr. Emblidge adjourned the meeting at 11:58 a.m.

PUBLIC HEARING ON THE PROPOSED STANDARDS OF LEARNING FOR A NEW, OPTIONAL HIGH SCHOOL MATHEMATICS COURSE

There were no speakers registered to speak at the public hearing. The public hearing was adjourned at 12 noon.

President