

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

February 28, 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
Mrs. Isis M. Castro
Dr. Thomas M. Brewster

Mr. David Johnson
Dr. Gary L. Jones
Mr. Andrew J. Rotherham
Mrs. Eleanor B. Saslaw

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

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

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

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

APPROVAL OF MINUTES

Mrs. Castro made a motion to approve the minutes of the January 10, 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.

USED UPDATE

Dr. Emblidge read a letter from the U.S. Department of Education (USED) responding to Virginia's request for additional information about the potential financial consequences if a local educational agency in Virginia continues to administer the Stanford English Language Proficiency (SELP) test to its limited English proficient (LEP) students as a substitute for the reading/language arts content test. The letter stated that if this practice continues, USED could withhold all or a portion of any local educational agency's allocation under Title I, Part A of the ESEA, if the local educational agency is in violation of the law. Dr. Cannaday added that all school divisions have complied with the law.

RESOLUTIONS/RECOGNITIONS

- A Resolution of Recognition was presented to Virginia's 2006 Milken Family Foundation National Educator Awards recipients. The recipients are as follows:
 - Ms. Daphne R. Keiser, principal of Burnley-Moran Elementary School, Charlottesville City Public Schools
 - Mr. Joshua Cole, first-grade teacher, Chalkley Elementary School, Chesterfield County Public Schools

- The Board also recognized Dr. Bud Spillane, former superintendent of Fairfax County Public Schools, who was in the audience.

PUBLIC COMMENT

The following person spoke during public comment: Jeff Cobb, vice president of Virginia Education Association.

REPORTS FROM BOARD OF EDUCATION COMMITTEE CHAIRPERSONS

The chair of each committee gave a brief overview:

Committee on School and Division Accountability – Mr. David Johnson, Chair

The purpose of this committee is to study chronically low-performing schools and school divisions and make recommendations on increasing accountability for effective instruction and achievement. During the committee meeting held on February 27, 2007, representatives of the following school divisions with Memorandums of Understanding presented to the Board: Richmond City Public Schools, Petersburg City Public Schools, and Sussex County Public Schools.

Committee on Quality Preschool Programs – Mrs. Eleanor Saslaw, Chair

The purpose of this committee is to strengthen early childhood education in the Commonwealth. During the committee meeting held on February 27, 2007, the following was presented to the Board: (1) An Overview of the Proposed Foundation Blocks for Early Learning: Standards for Physical and Motor Development and for Personal and Social Development; (2) An Overview of the Virginia Preschool Initiative Start-up and Expansion Grants, and (3) An Overview of the National Association of State Boards of Education Early Childhood Grant Committee's visit to Virginia Preschool Initiative Classrooms in Arlington County Public Schools.

Committee on Literacy - Mrs. Isis Castro, Chair

The purpose of this committee is to develop strategies to raise the level of literacy of children, adolescents, and adults in the Commonwealth. During the committee meeting held on February 27, 2007, a panel discussion of literacy approached at the middle and high schools was presented to the Board.

ACTION/DISCUSSION ON BOARD OF EDUCATION REGULATIONS

First Review of the Notice of Intended Regulatory Action (NOIRA) to Amend the Regulations Establishing Standards for Accrediting Public Schools in Virginia (8VAC 20-131-10 et seq.)

Mrs. Anne Wescott, assistant superintendent, Policy and Communications, presented this item. Mrs. Wescott said that Section 22.1-253.13:3 of the *Code of Virginia* requires the Board of Education to promulgate Standards of Accreditation (SOA) for Virginia's K-12 public schools. The current regulations were adopted by the Board of Education on May 24, 2006, and became effective September 7, 2006.

In July 2006, the president of the Board formed a special committee of the Board of Education to research and recommend policies to reduce the number of students who drop out of high school and to improve graduation rates, especially among minority students. Mrs. Wescott said that the SOA review is an outgrowth of the work of that committee and other work the Board is undertaking.

This fall, the Board adopted a graduation rate formula first proposed by the National Governors Association. This formula includes all of Virginia's high school diplomas and acknowledges that certain special education and limited English proficient (LEP) students may take longer than four years to graduate. When graduation rates are reported in 2008, using this formula, the Board will be able to establish a new and more accurate baseline for accountability purposes. It will ensure that all accountability decisions, whether on the federal or state side, are grounded in the Standards of Quality and the Standards of Accreditation. Ms. Wescott added that this review will also include changes necessitated by legislation passed by the 2007 General Assembly, including the establishment of a Technical Diploma, modification of the civics education seal, and notification of parents when students are removed from class.

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.

ACTION/DISCUSSION ITEMS

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

Mrs. Castro and Mrs. Saslaw are representatives from the Board to work with members of the 2006-2007 Student Advisory Committee. The committee members were selected from more than 200 nominations received in November 2006, from public middle and high schools across the state. Each public middle school and high school was eligible to nominate one student for consideration. Statewide student organizations were also invited to submit nominees.

During the first meeting in December 2006, the members of the Student Advisory Committee discussed a broad spectrum of issues and concerns for students in the public schools across the state. From this discussion, the committee members selected three topics for in-depth study and divided into the following small work groups focused on the following three topics:

Group I: Cultural Awareness, International Studies, and Foreign Language in the Public Education System

Katlyn Allen, James River High School, Chesterfield County Public Schools
Adam Baker, Tabb High School, York County Public Schools
Justin Scott, Franklin County High School, Franklin County Public Schools
Anna Skubel, George Washington Middle School, Alexandria City Public Schools

Group II: Drug Abuse and Alcohol Awareness and Prevention Program

Rachel Chitwood, Pulaski County High School, Pulaski County Public Schools
Emma Horton, West Point High School, West Point Public Schools
Shelton Seaborn, Jr., Greenville County High School, Greenville County
Jeremy Jones, Bailey Bridge Middle School, Chesterfield County

Group III: Closing the Achievement Gap

Brian Bills, Charlottesville High School, Charlottesville City Public Schools
Paula Lewis, Lynnhaven Middle School, Virginia Beach City Public Schools
Monique Sturdivant, T. C. Williams High School, Alexandria City Public Schools
Kenzie VanDerwerker, Bedford Middle School, Bedford County Public Schools

First Review of a Resolution Releasing Richmond City Public Schools from the Division-Level Review Process

Mrs. Kathleen Smith, director of school improvement, presented this item. Dr. Deborah Jewell-Sherman, division superintendent, and Dr. Yvonne Brandon, associate superintendent for instruction and accountability, attended the meeting representing Richmond City Public Schools.

Mrs. Smith said that on April 4, 2005, the Board of Education and the Richmond City School Board entered into a Memorandum of Understanding (MOU) to voluntarily participate in a division-level review conducted by the Department of Education. The Board of Education accepted the findings of *Charting a New Course for Richmond Public Schools*, a report by the Council of Great Cities Schools, December 2003, in lieu of the on-site Report of Findings (ROF) for a division-level review as authorized by 8VAC 20-700-50.

On June 27, 2005, the Richmond City School Board adopted a corrective action plan that addressed the essential actions indicated in findings of the division-level review. In September 2005, the Richmond City School Board came before the Board of Education's Committee on Lowest Performing Schools and summarized the progress

made in meeting the compliance indicators for the essential actions as indicated in the division's corrective action plan. At that time, the corrective action plan addressed the essential actions indicated in the MOU.

In 2006-2007, 42 out of 49 or 86 per cent of the Richmond City Public Schools are rated as fully accredited. Of the seven schools not fully accredited, five schools are rated as accredited with warning and two are rated as conditionally accredited. The Department of Education continues to monitor and provide technical assistance to these schools through the academic review process, turnaround specialist program and the Partnership for Achieving Successful Schools (PASS) initiative.

Mr. Johnson made a motion to recommend by resolution to notify the Richmond City School Board that, with continued monitoring and reporting to the Board of Education, it is released from the Memorandum of Understanding for the division-level review. The motion was seconded by Dr. Ward and carried unanimously. The president of the Board warmly congratulated Dr. Jewell-Sherman for the impressive progress made by the Richmond City Public Schools. Several members of the Board commented favorably on Richmond's progress and the leadership shown by Dr. Jewell-Sherman and her staff.

First Review of a Revision to the Terminology Used in the Criteria and Disclaimers to Identify and Select Instructional Interventions in Regulations Establishing Standards for Accrediting Public Schools in Virginia

Ms. Roberta Schlicher, director of program administration and accountability, presented this item. Ms. Schlicher said that the *Regulations Establishing Accrediting Standards for Public Schools in Virginia* (SOA), effective September 28, 2000, required schools accredited with warning in English or mathematics to adopt and implement instructional methods that have a proven track record of success at raising student achievement. The Board of Education was required to publish a list of recommended instructional methods, which may be amended from time to time.

Ms. Schlicher said that the criteria for identifying and selecting instructional models/programs were originally approved at the January 6, 2003, Board of Education meeting. At the January 26, 2004, Board of Education meeting, disclaimers for identifying and selecting models/programs were also approved. A revision to terminology used is required to reflect the recent revisions in the SOA.

Ms. Schlicher said that changes in Section 8VAC 20-131-310 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* as adopted by the Virginia Board of Education on May 24, 2006, revised the term instructional "models/programs" to "instructional interventions." The change of terms must also be reflected in the criteria and disclaimers approved by the Board.

Dr. Jones made a motion to waive first review and adopt a revision to the terminology used in the criteria and disclaimers to identify and select instructional interventions. The motion was seconded by Mrs. Saslaw and carried unanimously.

First Review of a Proposed Addition to the Board-Approved List of Instructional Interventions that Satisfy Provisions in Regulations Establishing Standards for Accrediting Public Schools in Virginia

Ms. Schlicher also presented this item. Ms. Schlicher said that Section 8VAC 20-131-310 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* as adopted by the Virginia Board of Education on May 24, 2006, requires:

- B. Any school that is rated Accredited with Warning in English or mathematics shall adopt a research based instructional intervention that has a proven track record of success at raising student achievement in those areas as appropriate.
- C. The superintendent and principal shall certify in writing to the Board of Education that such an intervention has been adopted and implemented.
- D. The Board shall publish a list of recommended instructional interventions, which may be amended from time to time.
- E. Adoption of instructional interventions referenced in subdivisions B and D of this section shall be funded by eligible local, state, and federal funds.

At the February 26, 2004, Board of Education meeting, the original criteria were approved for identifying and selecting research-based instructional models/programs that have a proven track record of success at raising student achievement in English and/or mathematics.

Dr. Ward made a motion to waive first review and adopt the additional instructional intervention as proposed for the Board-approved list. The motion was seconded by Dr. Brewster and carried unanimously.

The following provider was added to the Board-approved list:

Virginia Board of Education Approved Research-Based Instructional Interventions that have a Proven Track Record of Success at Raising Student Achievement in English and/or Mathematics

English/Reading			
Model/Program	K-3	4-8	9-12
Supplemental/Intervention:			
<i>Saxon Phonics and Spelling K-3</i>	X		

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. Schlicher also 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.

Ms. Schlicher said that 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. Brewster made a motion to waive first review and approve the revised list of supplemental educational services providers. The motion was seconded by Mr. Rotherham and carried unanimously.

First Review of Standards of Learning for a New, Optional High School Mathematics Course

Dr. Linda Wallinger, assistant superintendent for instruction, presented this item. Dr. Wallinger said that recent research indicates that many students would benefit from additional instruction in the areas of algebra and data analysis as they prepare to enter postsecondary instruction and work. Achieve, The Education Trust, and the Thomas B. Fordham Foundation worked with two and four-year postsecondary faculty and front-line managers in high-growth, high-skill occupations to define the core knowledge and skills that high school graduates need to succeed in these kinds of occupations. Among the skills required is a critical understanding of higher levels of algebra and data analysis.

Dr. Wallinger said that recognizing that some students need additional time and instruction to gain these skills, in May 2006 the Department of Education convened a representative statewide group of stakeholders to discuss the desirability of creating a

new mathematics course focusing on the advanced study of relations, functions, and data analysis. During this same time frame, professionals involved in mathematics education in Virginia were informally polled about this topic. Respondents indicated that there appears to be a gap in Virginia's course offerings that could be filled by a course focusing on advanced study of relations, functions, and data analysis. On October 25, 2006, the Board granted approval for the Department to proceed with the development of Standards of Learning for this optional high school mathematics course.

Dr. Jones made a motion to accept the proposed Algebra, Functions, and Data Analysis Standards of Learning for first review. The motion was seconded by Dr. Ward and carried unanimously. The proposed standards will be distributed for public comment and public hearings will be held. Comments will be summarized and presented to the Board for its review prior to final recommendations being presented to the Board in the fall.

First Review of Virginia's 2007-2008 Transitional State Plan for the Carl D. Perkins Career and Technical Education Act of 2006

Dr. Wallinger also presented this item. Dr. Wallinger said that the *Carl D. Perkins Career and Technical Education Act of 2006* (Perkins IV) provided states with the opportunity to submit either a six-year plan for the new law or to submit a one-year transitional plan, followed by a five-year plan. Virginia has chosen to submit a transitional plan, followed by a five-year plan in April 2008.

Dr. Wallinger said that the transitional plan will be in effect from July 1, 2007, through June 30, 2008 (FY07). During this time the five-year state plan for fiscal years 2008–2012 will be developed. The transitional plan includes legislative requirements, identified needs of secondary and postsecondary career and technical education, allocation of funds, and appropriate appendices. Additional requirements for the transitional state plan will be provided by the U.S. Department of Education, Office of Vocational and Adult Education (OVAE) for Performance Standards, definitions, and accountability during the month of March. The time for negotiation of state performance standards has not been announced. The transitional plan must be submitted to the OVAE by April 15, 2007.

Mrs. Saslaw made a motion to accept for first review Virginia's proposed transitional state plan for the *Carl D. Perkins Career and Technical Education Act of 2006*. The motion was seconded by Dr. Ward and carried unanimously.

First Review of a High Objective Uniform State Standard of Evaluation (HOUSSE) for Visiting International Faculty (VIF) Cultural Exchange Teachers

Mrs. Patty Pitts, assistant superintendent for teacher education and licensure, presented this item. Mrs. Pitts said that the *No Child Left Behind Act of 2001* (NCLB) requires all states and school divisions to ensure that all teachers of the core academic

subjects be “highly qualified.” The law applies to teachers in core academic areas that include English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. The law requires that to be designated as highly qualified, new teachers must hold a bachelor’s degree, full state licensure (including alternative licensure), and demonstrate subject-matter competence in the core academic subjects the teacher teaches.

Mrs. Pitts said that experienced teachers must meet requirements to be designated as highly qualified. No Child Left Behind provides experienced teachers the following options for meeting the highly qualified definition: (a) passing a rigorous state academic subject matter test; or (b) completing an academic major, graduate degree, coursework equivalent to an academic major, or advanced certification or credentialing in the case of middle or secondary school teachers; or (c) using the high objective uniform state standard of evaluation (HOUSSE). The HOUSSE provides states with a method by which current teachers can demonstrate competency in each subject they teach.

The NCLB legislation allows states to establish a process of evaluating teacher knowledge and ability based on a high objective uniform state standard of evaluation that meets the criteria of Section 9101(23)(c)(ii). Mrs. Pitts said that the law recognizes that teachers who have been in the classroom have a variety of experiences and preparation that may demonstrate their competency in the subjects they teach. Therefore, the HOUSSE system may involve multiple, objective measures of teacher competency. The Board of Education approved Virginia’s HOUSSE on February 25, 2004, and it was amended April 20, 2005.

Mrs. Pitts emphasized that the VIF program and quality criteria meet all requirements of NCLB as well as Virginia’s HOUSSE. Dr. Ward made a motion to accept for first review the proposed High Objective Uniform State Standard of Evaluation for cultural exchange teachers in the Virginia International Faculty program. The motion was seconded by Mrs. Castro and carried unanimously.

Final Review of Proposed Revised Foreign Language Standards of Learning

Ms. Helen Small, specialist for foreign language, presented this item. Ms. Small said that in January 2006, the Board approved a plan to review the Foreign Language Standards of Learning (SOL). In October 2006, the Board approved the revised SOL for public comment and public hearings. Two public hearings were held. No comments were received at the public hearings. Written comments submitted during the public comment period were reviewed and analyzed. Several recommendations have been incorporated into the proposed document presented to the Board for final review. The revisions were made to enhance clarity, specificity, rigor, and alignment of skills and content, and to reflect the most current best practices.

Mrs. Castro made a motion to adopt the proposed Foreign Language Standards of Learning. The motion was seconded by Dr. Jones and carried unanimously.

The Department of Education will post the document on the department's Standards of Learning Web site. By summer, 2007, the document will be printed and distributed to the field.

Final Review of Recommended Cut Scores for the SAT I Writing Test When Used as a Substitute for the Standards of Learning End of Course English: Writing Test

Mrs. Shelley Loving-Ryder, assistant superintendent for assessment and reporting, presented this item. Mrs. Loving-Ryder said that the *Regulations Establishing Standards for Accrediting Public Schools* allow the Virginia Board of Education to approve substitute assessments for the Standards of Learning (SOL) end-of-course tests. Prior to the addition of the writing subtest to the SAT in 2005, there was an SAT II subject area test in writing. The SAT II subtest in writing was approved as a substitute test for the end-of-course English: Writing test on September 28, 2000, with adopted scale scores of 400 as equivalent to "proficient" on the end-of-course English: Writing test and 500 as equivalent to a proficiency level of advanced. With the addition of the writing subtest to the SAT I test, the SAT II Writing test was eliminated.

Following the elimination of the SAT II Writing test, Chesterfield County nominated the SAT I Writing test as a substitute for the SOL English Writing Test. In compliance with procedures established by the Board of Education for the approval of substitute tests, staff in the Division of Instruction at the Virginia Department of Education reviewed the SAT I Writing test and determined that the content assessed met or exceeded that measured by the SOL end-of-course English: Writing test.

Following this review, staff in the Division of Assessment and Reporting reviewed the technical quality of the assessment, and in December 2006, a committee of Virginia educators was convened to recommend scores on the SAT I Writing test that would be equivalent to scores of pass/proficient and pass/advanced on the end-of-course English: Writing test.

Mrs. Saslaw made a motion to adopt the cut score of 400 for SAT I Writing test when used as a substitute for the end-of-course English: Writing test and a scale score of 500 on the SAT I Writing test as equivalent to advanced. The motion was seconded by Dr. Ward and carried unanimously.

First Review of Revised Board of Education Meeting Dates for March-November 2007

Dr. Margaret Roberts, executive assistant to the Board of Education, presented this item. Dr. Roberts said that Section 2 of Article Three of the Bylaws of the Board of Education states the following: "Prior to and no later than the annual meeting (February), the Board shall adopt a tentative schedule for regular meetings for the applicable calendar year. Such schedule shall be subject to the change, alteration or adjustment by the President as he or she deems appropriate, to accommodate the operation of the Board as is necessary." Dr. Roberts said that at its July 2006 meeting, the Board adopted its

meeting schedule for the 2007 calendar year. Since that time, various scheduling conflicts have intervened, and the Board finds it necessary to revise the schedule of meeting dates for the remainder of the calendar year. The president of the Board of Education also proposes to move the annual planning session (2-day meeting) to the month of May, rather than April, as originally proposed.

Dr. Ward made a motion to adopt the following meeting dates for March-November 2007. The motion was seconded by Dr. Jones and carried unanimously.

**Board of Education Meeting Dates
March-November, 2007**

Thursday, March 29, 2007
Friday, April 27, 2007
Wednesday-Thursday, May 30-31, 2007
Thursday, June 28, 2007
Wednesday, July 25, 2007
Wednesday, September 26, 2007
Thursday, October 18, 2007
Thursday, November 29, 2007

First Review by the Virginia Board of Education to Ratify and Appoint the School Division Superintendent in Franklin City Schools Pursuant to Sections 22.1-60 and 22.1-61 of the Code of Virginia

Dr. Emblidge and Dr. Cannaday presented this item. Dr. Emblidge said that the *Code of Virginia* provides certain requirements in the appointment of a division superintendent by the Virginia Board of Education in the event a school board fails to appoint within the time prescribed.

The Franklin City School superintendent position became vacant on August 16, 2006. The Franklin City board has recommended Mr. William Pruett be appointed as superintendent. The Board of Education is requested to ratify and appoint Mr. Pruett as the school board's recommendation for division superintendent.

Mr. Rotherham made a motion to accept the recommendation of Franklin City Schools. The motion was seconded by Dr. Ward and carried unanimously. Mr. Pruett, who was in the audience, was asked to stand and be recognized.

Report on Virginia's Foundation Blocks for Early Learning: Standards for Physical and Motor Development and for Personal and Social Development

Mr. Mark Allan, director of elementary instruction, presented this item. Mr. Allan said that in 2001, the Department of Education developed the document, *Virginia's Foundation Blocks for Early Learning: Guidelines for Literacy and Mathematics*. The purpose of the document was to provide early childhood educators a set of guidelines for literacy and mathematics with indicators of success for entering kindergarten students. A

committee of Department of Education specialists, literacy and mathematics professors from Virginia universities, and public and private preschool teachers and administrators developed the guidelines using current scientifically-based research. The guidelines reflected a consensus of children's conceptual learning, acquisition of basic knowledge, and participation in meaningful and relevant learning experiences.

During the 2004 session of the Virginia General Assembly, language was added to the Appropriation Act for the At-Risk Four-Year-Old Program (The Virginia Preschool Initiative) requiring the Department of Education, in cooperation with the Council on Child Day Care and Early Childhood Programs to establish academic standards that are in accordance with appropriate preparation for students to be ready to successfully enter into kindergarten. The additional language required that these standards be established in such a manner as to be measurable for student achievement and success.

In order to comply with these requirements, the Department of Education convened a committee of Department of Education specialists and preschool teachers and administrators to review and revise *Virginia's Foundation Blocks for Early Learning: Guidelines for Literacy and Mathematics*. The result of their work was the document *Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics*.

During the spring and summer of 2005, the Department of Education convened a committee of department specialists and preschool teachers and administrators to develop preschool standards for four-year-olds in the areas of science, and history and social science. The result of their work was the document *Virginia's Foundation Blocks for Early Learning: Standards for Science, and History and Social Science*.

During the summer and fall of 2006, the Department of Education developed preschool standards for four-year-olds in the areas of physical and motor and personal and social development. They were reviewed by preschool teachers, administrators, and the team members for the state's Early Childhood Grant from the National Association of State Boards of Education (NASBE). The result of their work is *Virginia's Foundation Blocks for Early Learning: Standards for Physical and Motor Development and for Personal and Social Development*.

Mr. Allan said that *Virginia's Foundation Blocks for Early Learning: Standards for Physical and Motor Development and for Personal and Social Development* describes specific indicators for preschool children in the areas of physical and motor and personal and social development. These guidelines provide early childhood educators with a set of minimum standards with indicators of success in these areas for entering kindergarten.

The Board accepted the report for informational purposes.

Report on the Implementation of the Supplemental Educational Services Requirement Under the No Child Left Behind Act of 2001

Ms. Roberta Schlicher presented this item. Ms. Schlicher said that as a result of a request made by the Board of Education at its January 2007 meeting for information regarding the implementation of the supplemental educational services (SES) requirement under the *No Child Left Behind Act of 2001* (NCLB), a report was prepared to provide an update.

The report includes the following: 1) background information related to NCLB requirements for SES; 2) Virginia's approach to meeting the federal requirement; 3) statewide implementation and evaluation of SES; 3) participation in the United States Department of Education (USED) pilot for reversal of public school choice and SES; and 4) preliminary performance results for pilot participants for 2005-2006.

The Board accepted the report for informational purposes.

DISCUSSION OF CURRENT ISSUES

Dr. Cannaday said that the purpose of the conference that will be held on April 26, 2007 at the Richmond Convention Center, entitled: "Accelerating Virginia's Workforce Readiness to Ensure Competitive Advantage in the 21st Century, is to develop a strategy to help young people compete in the workplace. Dr. Cannaday noted that he was pleased that Board members will be attending this conference in preparation for its upcoming annual planning session in May.

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. Rotherham, and Mrs. Saslaw. A brief discussion took place about general Board business. No votes were taken, and the dinner meeting ended at 8:30 p.m.

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 11:48 p.m.

Secretary

President