

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

June 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
Dr. Thomas M. Brewster
Mr. David L. Johnson

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

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

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

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

Dr. Emblidge asked Dr. Brewster to lead in a moment of silence and Pledge of Allegiance.

APPROVAL OF MINUTES

Dr. Ward made a motion to approve the minutes of the May 30-31, 2007, meeting of the Board. The motion was seconded by Mr. Moore and carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

PUBLIC COMMENT

The following persons spoke during public comment:

Linwood Christian
Tarrkia Brown
Eulica Kimber
Linda Moore
Angela Ciolfi

CONSENT AGENDA

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

- Final Review of an Appeals Process for Supplemental Educational Services Providers Under the No Child Left Behind Act of 2001
- Final Review of an Appeals Process for Instructional Interventions to Satisfy Provisions in the Regulations Establishing Standards for Accrediting Public Schools in Virginia

Final Review of an Appeals Process for Supplemental Educational Services Providers Under the No Child Left Behind Act of 2001

The Department of Education’s recommendation to approve the appeals process for supplemental educational services providers under the *No Child Left Behind Act of 2001*, was approved with the Board’s vote on the consent agenda.

Appeals Process for Supplemental Educational Services Providers Under the No Child Left Behind Act of 2001

Submission of Application	Potential Supplemental Educational Services (SES) provider submits application to Virginia Department of Education (VDOE) on a schedule determined by the Department.
Review of Application	<p>VDOE Review The Supplemental Educational Services provider application is reviewed by a VDOE team within 15 business days of submission deadline. The VDOE review team forwards the application with recommendations to the Superintendent of Public Instruction.</p> <p>Superintendent of Public Instruction Review The Superintendent of Public Instruction reviews the recommendation from the VDOE review team within 15 business days of receiving the application from the review team. The Superintendent, acting on behalf of the Virginia Board of Education (BOE) through the Delegation of Authority, will:</p> <ul style="list-style-type: none"> • approve the SES application; or • deny the SES application. <p>SES Application Resubmission If a SES application has been denied by the Superintendent of Public Instruction, the applicant may submit a revised application in accordance with submission deadlines.</p>
Appeals Process	<p>Denied Applicant Appeals to the Superintendent of Public Instruction If a SES application has been denied approval by the Superintendent of Public Instruction, the applicant may appeal, in writing to the Superintendent of Public Instruction within 15 business days of the date the denial letter is mailed. The Superintendent of Public Instruction will convene a review team consisting of one representative for the VDOE, one representative for the SES applicant, and one independent third party. The review team will review the appeal within 60 business days of the date the appeal is received. The decision of the review team will be sent by letter to the individual submitting the appeal within 15 calendar days of the review team’s decision.</p> <p>Denied Applicant Appeals to the BOE</p>

	<p>If a SES appeal has been denied approval by the Superintendent of Public Instruction, the applicant may appeal, in writing, to the BOE within 15 business days of the date the denial letter is received. The BOE will review the appeal within 60 business days of the date an appeal is received. The final decision of the BOE will be sent by letter to the individual submitting the appeal within 15 calendar days of the BOE's decision.</p> <p>Denied Applicant Appeals Through Virginia Administrative Process Act This decision of the BOE is intended to be a final "case decision" within the meaning of the Virginia Administrative Process Act (APA) §§2.2-4000 et seq. of the <i>Code of Virginia</i>, and subject to further review in accordance with the APA and Part 2A of the Rules of the Supreme Court of Virginia.</p>
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Final Review of an Appeals Process for Instructional Interventions to Satisfy Provisions in the Regulations Establishing Standards for Accrediting Public Schools in Virginia

The Department of Education's recommendation to approve the appeals process for instructional interventions to satisfy provisions in *Regulations Establishing Standards for Accrediting Public Schools in Virginia* was approved with the Board's vote on the consent agenda.

**Appeals Process for Instructional Interventions
Under the Regulations Establishing Standards
for Accrediting Public Schools in Virginia**

Submission of Application	Potential Instructional Intervention provider submits application to Virginia Department of Education (VDOE) on a schedule determined by the Department.
Review of Application	<p>VDOE Review The Instructional Intervention provider application is reviewed by a VDOE team within 15 business days of submission deadline. The VDOE review team forwards the application with recommendations to the Superintendent of Public Instruction.</p> <p>Superintendent of Public Instruction Review The Superintendent of Public Instruction reviews the recommendation from the VDOE review team within 15 business days of receiving the application from the review team. The Superintendent, acting on behalf of the Virginia Board of Education (BOE) through the Delegation of Authority, will:</p> <ul style="list-style-type: none"> • approve the Instructional Intervention application; or • deny the Instructional Intervention application. <p>Instructional Intervention Application Resubmission If an Instructional Intervention application has been denied by the Superintendent of Public Instruction, the applicant may submit a revised application in accordance with submission deadlines.</p>
Appeals Process	<p>Denied Applicant Appeals to the Superintendent of Public Instruction If an Instructional Intervention application has been denied approval by the Superintendent of Public Instruction, the applicant may appeal, in writing to the Superintendent of Public Instruction within 15 business days of the date the denial letter is mailed. The Superintendent of Public Instruction will convene a review team consisting of one representative for the VDOE, one representative for the instruction intervention applicant, and one independent third party. The review team will review the appeal within 60 business days of the date the appeal is received. The decision of the review team will be sent by letter to the individual</p>

	<p>submitting the appeal within 15 calendar days of the review team's decision.</p> <p>Denied Applicant Appeals to the BOE If an Instructional Intervention appeal has been denied approval by the Superintendent of Public Instruction, the applicant may appeal, in writing, to the BOE within 15 business days of the date the denial letter is received. The BOE will review the appeal within 60 business days of the date an appeal is received. The final decision of the BOE will be sent by letter to the individual submitting the appeal within 15 calendar days of the BOE's decision.</p> <p>Denied Applicant Appeals Through Virginia Administrative Process Act This decision of the BOE is intended to be a final "case decision" within the meaning of the Virginia Administrative Process Act (APA) §§2.2-4000 et seq. of the <i>Code of Virginia</i>, and subject to further review in accordance with the APA and Part 2A of the Rules of the Supreme Court of Virginia.</p>
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ACTION/DISCUSSION ON BOARD OF EDUCATION REGULATIONS

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

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. Dr. Audrey Elaine Fogliani, superintendent of Westmoreland County Public Schools, and Mr. Gerald Roan, chairman of the Westmoreland County School Board, were introduced to the Board.

Dr. Fogliani said that Westmoreland County Public Schools is requesting approval to require students to complete six additional courses to earn a Standard or an Advanced Studies Diploma. Students would be required to complete one course in personal finance, two courses in career and technical education, and three additional electives. This would increase the number of prescribed credits by three and the number of electives from six to nine for the Standard Diploma, and from two to five for the Advanced Studies Diploma.

Dr. Fogliani said that Westmoreland County is requesting the increased graduation requirements to become effective for students entering the ninth grade for the first time in the 2007-2008 school year. A semester block schedule will be implemented in the fall of 2008-2009, providing new opportunities for students to earn standard credits. Several Board members asked questions and expressed concerns about the implementation date for the measured requirements.

Mr. Moore made a motion to accept for first review the request from Westmoreland County Public Schools to increase graduation requirements. The motion as seconded by Dr. Ward and carried unanimously. The proposal will be brought to the Board for final action at a later date.

Final Review of Guidelines for Schools for Students with Disabilities Fund

Mr. Doug Cox, assistant superintendent for special education and student services, presented this item. Mr. Cox said that the 2006 Appropriation Act established a provision, known as the *Schools for Students with Disabilities Fund*, whereby individuals or businesses may receive tax credits for contributions made to private schools for students with disabilities when the donations are for the purpose of providing tuition assistance for students to attend the school.

Dr. Jones made a motion to approve the *Guidelines for the Schools for Students with Disabilities Fund*. The motion was seconded by Mrs. Saslaw and carried unanimously.

The *Guidelines for the Schools for Students with Disabilities Fund* are as follows:

Guidelines: Schools for Students with Disabilities Fund

Preamble

The 2006 Virginia General Assembly, through the Appropriation Act (Item 5.06, Chapter 3, 2006 Special Session I), established the *Schools for Students with Disabilities Fund*. The purpose of this program is to establish a mechanism whereby individuals and businesses may donate monies to help offset the cost of tuition for students with disabilities to attend state approved private schools for students with disabilities and to receive a tax credit for such donations.

The Act specifies that the Virginia Department of Education will administer the fund and that the Board of Education will establish guidelines for the program. The following guidelines address eligibility requirements for private schools to participate in the program; monetary awards to participating private schools under the program; and tax credit administration.

Eligible Schools

All schools licensed by the Board of Education as private day schools for children with disabilities or through the interagency licensure process as private residential schools for students with disabilities will be eligible to receive awards through this program, subject to the submission to the Virginia Department of Education (VDOE) of applicable assurances regarding the use of the award monies and the maintenance of documentation (see Appendix I). Schools not licensed as described herein will not be eligible to participate in the program.

Grant Administration

Individuals or businesses wishing to donate to the *Schools for Students with Disabilities Fund* will submit a completed application to the VDOE using a process and forms established by the Department. An account will be established within the Department of Education to receive donations to the Fund and disburse awards to eligible private schools. The account will be administered according to state accounting practices and the Appropriation Act provisions governing this program.

All monies in the fund will be distributed equitably to participating private schools for students with disabilities through a method developed by the VDOE. Awarded funds will be disbursed to eligible private schools one time per year on a date to be determined by the Department.

All monies received by private schools under this program must be used for tuition assistance/scholarships for eligible students with disabilities to attend the school. The private schools must maintain documentation that the grant was used accordingly.

The VDOE will develop procedures to oversee and monitor the appropriate use of awards by the private schools as follows:

- Each school that received an award during the fiscal year will submit to the VDOE a report at the end of the fiscal year detailing the number of students who received assistance under the fund, the amount received by each student, and, if applicable, the balance.
- During the conduct of routine or unannounced on-site visits to private schools, VDOE staff will review financial records associated with the fund.

The VDOE will reserve the right to recover funds not expended in accordance with the provisions of the program.

Tax Credit Administration

In any given state fiscal year, the total tax credits issued by the VDOE shall not exceed \$3 million based on \$7.5 million in donations per fiscal year.

Only monetary donations will be accepted for the purpose of awarding tax credits.

For every qualified donation received, the donating individual/entity will receive a tax credit, issued by the VDOE, equal to 40 cents for every dollar donated with the following restrictions:

- For businesses, the minimum required donation is \$1,000 for the minimum \$400 tax credit; the maximum annual donation is \$437,500 for the maximum tax credit of \$175,000.
- For individuals, the minimum required donation amount is \$500, resulting in a minimum \$200 tax credit.

When tax credit certificates are issued, VDOE will notify appropriate units in the Virginia Department of Social Services and the Virginia Department of Taxation. The credit will be applied to the calendar year in which the donation is made.

Tax credits will be awarded to donors on a first-come, first-served basis, based on the order of receipt of donations.

The VDOE will maintain a cumulative total of tax credits issued each fiscal year. When the \$3 million annual tax credit cap has been reached, no further applications for monetary donations will be accepted until the next fiscal year.

Appendix I

Private School Assurances

Any private school licensed by the Virginia Department of Education (VDOE) as a private day school for children with disabilities or licensed through the interagency licensure process as a private residential school for students with disabilities that wishes to establish eligibility to receive monetary awards under the *Schools for Students with Disabilities Fund* (fund) must provide assurances as follows:

- All monies received under the fund must be maintained in a separate account to be used only for the purpose of reducing tuition costs for eligible students with disabilities to enroll.
- The school will maintain an audit trail, subject to review by VDOE personnel that demonstrates that all monies received through the fund were used only for student tuition assistance. The audit trail must include the names of each student recipient and the respective amount of assistance awarded.
- The school must document an equitable methodology for awarding tuition assistance to students.

Appendix II

§ 3-5.06 NEIGHBORHOOD ASSISTANCE PROGRAM AND SCHOOLS FOR CHILDREN WITH DISABILITIES FUND TAX CREDIT

A. Notwithstanding any other provisions of law and effective July 1, 2007, (1) the annual fiscal year cap for tax credits allowed under the Neighborhood Assistance Act shall be increased from \$8 million to \$12 million, (2) \$1 million of the increase shall be allocated for education programs and \$3 million for providing grants to private schools for students with disabilities, (3) the tax credit percentage for donations made by corporations and individuals is reduced from 45 percent to 40 percent, and (4) the restriction placed upon individuals from claiming a tax credit for the donation if a charitable contribution deduction credit is also taken is removed.

The Department of Education shall administer the Schools for Students with Disabilities Fund from which grants will be made to private schools for students with disabilities for the purpose of reducing the tuition costs to attend such Schools. The Fund would be funded from monetary donations for which the Department would allocate the annual \$3 million in tax credits. The Board of Education shall establish guidelines for the grants program, including guidelines for procedures to allocate the \$3 million in tax credits in fiscal years in which more than \$3 million in monetary donations were made to the Fund.

In addition, the \$50,000 taxable year limitation on individual tax credits under the Neighborhood Assistance Act pursuant to § 63.2-2006 of the Code of Virginia shall not apply in any taxable year beginning in the relevant fiscal year of the Commonwealth if, after an equitable allocation of tax credits under the Act of such relevant fiscal year, the total amount of tax credits granted for all programs approved under the Act (including tax credits for monetary donations to the Schools for Students with Disabilities fund) for such fiscal year was less than \$12 million.

B. Notwithstanding the provisions of paragraph A, any business firm that has pledged in writing on or before January 1, 2006, to a neighborhood organization to make a donation to such organization shall be eligible to receive a tax credit equal to 45% of the value of any qualifying donation that is covered under such writing, provided that the donation is made on or before January 1, 2013 and does not exceed the annual caps established in paragraph A. Nothing in this paragraph shall be interpreted or construed as affecting any other provision of the Neighborhood Assistance Act (§ 63.2-2000 et seq. of the Code of Virginia). For purposes of this paragraph, the terms "business firm" and "neighborhood organization" shall mean the same as those terms are defined in § 63.2-2000 of the Code of Virginia.

C. For purposes of this section, the term "individual" means the same as that term is defined in § 58.1-302, but excluding any individual included in the definition of a "business firm" as such term is defined in § 63.2-2000. [sic]

Final Review of Proposed Standards of Learning for Algebra, Functions, and Data Analysis

Mr. James Firebaugh, director of the office of middle and high school instruction, presented this item. Mr. Firebaugh recognized Ms. Deborah Bliss, a specialist in the office of middle and high school instruction.

Mr. Firebaugh said that in October 2006, the Board approved a plan to develop a set of *Standards of Learning* (SOL) for a new optional, high school mathematics course.

In February 2007, the Board approved the draft SOL for public comment and public hearings. Mr. Firebaugh said that final revisions to the *Algebra, Functions, and*

Data Analysis Standards of Learning were made based on the public comments received by e-mail, at public hearings, and written communication.

Dr. Brewster made a motion to adopt the *Algebra, Functions, and Data Analysis Standards of Learning*, and authorize staff to include the course on the Board's list of approved courses above the level of algebra and geometry to satisfy a standard credit towards the mathematics graduation requirements for the Standard, Advanced Studies, and Modified Standard Diplomas. The motion was seconded by Mr. Moore and carried unanimously.

First Review of the Board of Education's Comprehensive Plan: 2007-2012

Mrs. Wescott presented this item. Mrs. Wescott said that the Board, during its planning session in May, expressed its intent to revise the wording of the vision and mission statements, objectives, and strategies. Objectives were reviewed for their completeness and/or duplication.

Mrs. Wescott said that the draft of the comprehensive plan contains additional information that addresses the various components of the plan that are required by the *Code*: an assessment of the extent to which objectives are being achieved, a forecast of enrollment changes, and an assessment of the needs of public education in the Commonwealth.

Mrs. Wescott reviewed the proposed vision and mission statements, objectives, strategies, and measures. Dr. Jones moved that the language that had been suggested by Mrs. Castro in her earlier e-mail to the Board be added to the strategies section. The motion was seconded by Mr. Moore and carried unanimously.

Dr. Jones made a motion to accept the draft Comprehensive Plan: 2007-2012, as amended, for first review, authorize staff to incorporate into the text the revisions agreed to at the June 28 meeting; further authorize staff to make additional editorial adjustments as may be necessary; and disseminate the plan for a 45-day comment period. The motion was seconded by Dr. Ward and carried unanimously.

The Board will conduct the final review and adoption of its comprehensive plan at the September 26, 2007, meeting. The final review date may be adjusted, as deemed appropriate by the Board.

First Review of Proposed Revised Guidelines for Family Life Education as Required by the 2007 General Assembly

Dr. Cynthia Cave, director of student services, presented this item. Dr. Cave said that the Family Life Education requirements were first enacted in 1987 by the General Assembly. In 1988, the Board of Education prepared a document that included *Standards of Learning* (SOL) objectives and descriptive statements, guidelines for training individuals who will be teaching family life education, and guidelines for parent/community involvement.

The 1988 guidelines were revised in 2002 to include the requirements of 2002 legislation (HB 1206-benefits of adoption) and again in 2004 to include the requirements of 2004 legislation (HB 1015- sexual assault).

The 2007 Virginia General Assembly adopted HB 1916 which amended § 22.1-207.1 of the *Code of Virginia* to require that information concerning dating violence and the characteristics of abusive relationships be included in the *Family Life Education* curriculum guidelines. The *Family Life Education* curriculum guidelines have been revised in accordance with the 2007 legislation. The descriptive statements supporting the Standards of Learning Objectives have been amended to reflect the required changes in the curriculum guidelines.

Mrs. Saslaw made a motion to accept for first review the revised curriculum guidelines regarding *Family Life Education*. The motion was seconded by Mr. Johnson and carried unanimously.

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

Ms. Shelley Loving-Ryder, assistant superintendent of the division of assessment and reporting, presented this item. Ms. Loving-Ryder said that the Virginia Alternate Assessment Program (VAAP) is intended to assess the achievement of students with significant cognitive disabilities who are unable to participate in the *Standards of Learning* (SOL) assessment program, even with accommodations.

A compilation of student work called a Collection of Evidence is prepared for students participating in the alternate assessment program. The VAAP, which is required by the federal *Individuals with Disabilities Education Improvement Act of 2004* (IDEIA), was first administered in the 2000-2001 school year. VAAP was revised for the 2006-2007 school year based on guidance received from the United States Department of Education as part of the peer review process required under the *No Child Left Behind Act of 2001*. The communication skills previously assessed in the VAAP were removed so that all submitted evidence is now based on the student's achievement of the aligned *Standards of Learning*.

Ms. Loving-Ryder said that in addition, Collections of Evidence must now include evidence from each reporting category within a test blueprint. Previously, two aligned *Standards of Learning* were assessed without regard to reporting category coverage.

The Board made a series of motions to waive first review and adopt cut scores for the achievement levels of pass/proficient and past/advanced for reading, mathematics, science, and history social sciences for the students in grades 3 through 5, 6 through 9 and 10 through 12 so that Adequate Yearly Progress can proceed without delay. All actions were adopted by unanimous vote. A table showing the adopted cut scores is as follows:

Band	Reading	History	Mathematics	Science
3-5 Prof	4	9	11	9
6-8 Prof	4	8	11	9
HS Prof	4	9	11	9
3-5 Adv	6	13	15	13
6-8 Adv	6	13	15	13
HS Adv	6	13	16	13

First Review of Draft Guidelines Establishing an Incentive Program to Encourage and Recognize School Accountability Performance and Competence to Excellence (8 VAC 20-131-325)

Dr. Patricia Wright, chief deputy superintendent of public instruction, presented this item. Dr. Wright said that the significant gains in student achievement that have been made by Virginia public schools since the *Standards of Learning* accountability program was established in 1995 are a tribute to the vision, creativity, and hard work of teachers and school leaders throughout the Commonwealth. Building on the successes of the *Standards of Learning*, we aspire to achieve a world-class system of education that promotes an attitude of competence to excellence. Schools and school divisions must be held accountable for ensuring that all students acquire the knowledge, skills, and habits to excel in postsecondary education and careers in a 21st century global society and to become healthy and productive citizens. Similarly, schools and school divisions should be recognized and rewarded for making measurable progress in this journey towards excellence.

The Commonwealth's vision of educational excellence must combine competency requirements in reading, mathematics, science, and history and social science with an incentive-based program that recognizes and rewards higher levels of achievement and progress on multiple indicators of school and student performance. The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8VAC 20-131-325) authorize the Board to establish guidelines for recognizing and rewarding school accountability performance.

The Board of Education's *Virginia Index of Performance (VIP)* incentive program is proposed to recognize and reward fully accredited schools and school divisions that make significant progress toward achieving specific measurable goals and objectives established by the Board of Education and supported by the Governor.

Dr. Wright explained that student achievement is a fundamental component in determining the accreditation status of Virginia's public schools. Student performance is measured by achievement on the *Standards of Learning (SOL)* tests or additional assessments approved by the Board of Education. A school achieves fully accredited status primarily by meeting pass rates established for all students. This model of standards-based accountability has served Virginia well for over a decade. To be competitive in a global economy, however, we must build on our successes and strive for higher levels of achievement for all of our children. Fully accredited schools and school divisions should be recognized and rewarded as they make significant progress towards this goal.

Dr. Wright stated that the *Virginia Index of Performance (VIP)* is intended to measure the extent to which students are progressing towards advanced proficiency levels in reading, mathematics, science, and history and social science and on other indicators of school and student performance. To reach excellence goals, greater attention must be placed on the achievement level of each student; we should not be satisfied with "proficient."

The advanced proficiency achievement level on *Standards of Learning* assessments is a measure of academic excellence. In the proposed index, individual student scores are weighted according to the achievement levels of basic, proficient, and advanced with the advanced level having the highest weight.

A VIP achievement measure (0 to 100 points) may be calculated at the school and division levels for combined performance across the four discipline areas in which SOL tests are administered. VIP achievement points are awarded based on the total number of students performing at each proficiency level. An index of performance is determined by multiplying the number of student scores at each level by the points awarded, adding the total points earned, and dividing by the total number of student scores.

Dr. Wright added that bonus or additional points may be earned when a school or division meets or exceeds other performance objectives established for the program, such as reading on grade level by third grade, Algebra I enrollment by grade 8, college-level course enrollments, graduation rate, diploma types, career and technical credentials, and healthy students. A tiered incentive and rewards system will be created to recognize levels of performance (points earned) on the Virginia Index of Performance.

Dr. Brewster made a motion to accept for first review the draft guidelines establishing an incentive program to encourage and recognize school accountability

performance and competence to excellence (8 VAC 20-131-325). The motion was seconded by Dr. Ward and carried unanimously.

Annual Performance Report on Adult Education and Family Literacy

Ms. Elizabeth Hawa, director of adult education and literacy, presented this item. Ms. Hawa said that Virginia's enrollment of 31,490 is comprised of 39 percent Adult Basic Education (ABE), 14 percent Adult Secondary Education (ASE) and 47 percent English for Speakers of Other Language (ESOL) students.

Program performance summary highlights:

- ✓ Thirteen thousand seven hundred seventy-six (13,776) students completed their educational functioning levels and another 7,798 completed their levels and advanced one or more levels.
- ✓ Virginia programs exceeded target performance levels in seven out of eleven educational functioning levels: ABE Beginning Literacy, ABE Beginning Basic Education, ABE Intermediate Low, ESL Beginning Literacy, ESL Beginning, ESL Intermediate Low and ESL Intermediate High. The four levels where Virginia did not meet targets in performance were ABE Intermediate High, ASE Low, ESL Low Advanced, and ESL High Advanced.
- ✓ Statewide, 15,019 adult students earned their GED credentials
- ✓ Eighty-nine percent of students exiting GED certificate programs attained their GED credentials.
- ✓ Ninety-four percent of students exiting the External Diploma Program attained their External Diploma
- ✓ Eighty-one percent of students exiting adult high school diploma programs attained their high school diploma.

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

DISCUSSION OF CURRENT ISSUES

Dr. Cannaday briefly reviewed his recent meetings with the Pearson Company regarding the recent online testings difficulties experienced by several school divisions throughout the state. Dr. Cannaday received assurances from the highest level of leadership at Pearson that the problems have been and will continue to be resolved.

The Board met for dinner at the Crowne Plaza Hotel with the following members present: Dr. Emblidge, Dr. Brewster, 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 Board of Career Technical Education, Dr. Emblidge adjourned the meeting at 11:45 a.m.

President