

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

March 29, 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
Mr. Thomas M. Brewster
Mrs. Isis M. Castro
Mr. David L. Johnson

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

Dr. 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 Mrs. Castro to lead in the Pledge of Allegiance and a moment of silence.

APPROVAL OF MINUTES

Dr. Brewster 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.

SECRETARY OF EDUCATION

Secretary of Education, Dr. Thomas Morris, gave an overview of the P-16 Education Council and College Readiness. Secretary Morris said that the National Governors Association (NGA) selected Virginia as one of 10 states to receive funding through its Honor States Grant Program, which will capitalize on the national momentum to dramatically increase high school graduation rates and improve college readiness for all students. The Council's specific responsibilities include the following: (1) identify opportunities to better coordinate the state's education reform efforts from preschool to graduate school; (2) serve as a steering committee for oversight of the state's education reform activities as part of the NGA Honor States Grant; (3) develop approaches to improve transitions among levels of education, promote student success, and encourage

students to continue their education; (4) consider strategies for data systems that provide information about students at all educational levels; and (5) make any other recommendations as may seem appropriate.

Secretary Morris also recognized the Governor's Education Goals. They are as follows:

- Increase the proportion of students who take Algebra I in 8th grade from 30 percent in 2006 to 45 percent by 2010.
- Increase the proportion of students who successfully complete AP, IB and dual enrollment courses in high school from 17 percent in 2005 to 25 percent by 2010.
- Increase the proportion of students who score at or above the proficient level on the NAEP eighth grade reading assessment from 36 percent in 2005 to 45 percent by 2010.
- Increase the proportion of students who score at or above the proficient level on the NAEP eighth grade writing assessment from 32 percent (2002 assessment) to 40 percent by 2010.
- Change the perception and utilization of the senior education or training, rather than as a completion point.
- Increase the proportion of Advanced Studies Diplomas earned by high school students from 51 percent in 2006 to 57 percent in 2010.
- Increase the proportion of 18- to 24-year-olds with a high school diploma or equivalent from 87 percent (2002-2004 average) to 92 percent by 2010.
- Increase the proportion of 18- to 24-year-olds enrolled in college from 34 percent (2002-2004 average) to 39 percent by 2010.
- Increase the proportion of the population aged 25 to 65 with a bachelor's degree or higher from 35 percent (2002-04 average) to 37 percent by 2010.

Secretary Morris said that the primary recommendations of the P-16 Education and College Readiness Council are as follows:

- Work with the Board of Education (BOE) and public and private colleges and universities to adopt a common standard for college readiness among institutions of higher education and public schools. Endorse an existing standard or develop an alternative standard.
- Work with Virginia Department of Education (DOE) and higher education institutions and employers to ensure that high school course content and assessments are aligned with expectations of postsecondary educators and employers.

After a brief discussion with Board members, Dr. Emblidge thanked Secretary Morris for his presentation and recognized Ms. Judy Heiman, Deputy Secretary of Education. Ms. Heiman briefed the Board on a recent meeting she attended in Dallas with other American Diploma Project (ADP) network states. Ms. Heiman said that the ADP Network is a coalition of 29 states dedicated to designing K-12 curriculum, standards, assessments and accountability policies with the demands of college and work.

PUBLIC COMMENT

The following persons spoke during public comment:

Cathy Kinzler
John Holland
Angela Ciolfi
Sarah Geddes
Dr. Gwen Edwards

ACTION/DISCUSSION ITEMS

Final Review of Proposed Revisions to the Regulations Governing Secondary School Transcripts (8 VAC 20-160-10 et seq.)

Dr. Linda Wallinger, assistant superintendent for instruction, presented this item. Dr. Wallinger said that the last revisions to the *Regulations Governing Secondary School Transcripts* were made by the Board of Education in 2001. Changes in federal and state laws have necessitated changes in other Board of Education regulations that relate to these regulations governing secondary school transcripts. Therefore, the *Regulations Governing Secondary School Transcripts* must be revised to maintain clarity and consistency with the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, and applicable sections of the *Code of Virginia*.

Dr. Wallinger said that a Notice of Intended Regulatory Action (NOIRA) required by the Virginia Administrative Process Act (APA) was published in the *Virginia Register* on November 28, 2005, to advise the public of the Board's intent to conduct a review of the regulations. No comments were received during the 30-day comment period. The first review of the proposed changes to these regulations was presented to the Board on February 15, 2006. Also, Superintendent's Informational Memorandum Number 250, Transmittal of Statement of Administrative Impact and Project Costs of Implementation for the Promulgation of *Proposed Revisions to the Secondary School Transcript*, was posted on December 1, 2006, to inform division superintendents of administrative impact and potential costs associated with implementing and complying with such regulations.

The 60-day public comment period began on December 11, 2006. On January 10, 2007, the Board held one public hearing in Richmond after the Board of Education meeting. There were six public comments regarding the transcript regulations.

Dr. Ward made a motion to accept the additional changes and adopt the revisions to the *Regulations Governing Secondary School Transcripts*. In addition, the Board may authorize the Department staff to make minor technical or typographic changes that do not affect the substance of the regulations. This motion also includes the recommendation to add an e-mail address along with the name, address, and telephone number of schools

students attended each year. The motion was seconded by Mrs. Castro and carried unanimously.

First Review of Proposed Revisions to the Standards for Interdepartmental Regulation of Children's Residential Facilities

Dr. Sandra Ruffin, director of federal program monitoring, presented this item. Dr. Ruffin recognized the following persons in the audience: Mr. Raymond Ratke, deputy commissioner, chief of staff, mental health, mental retardation and substance abuse services and Mrs. Charlene Vincent, director, office of interdepartmental regulation.

Dr. Ruffin said that the proposed regulations would replace 22 VAC 42-10-10 et seq., *Standards for Interdepartmental Regulation of Children's Residential Facilities (Interdepartmental Standards)*. The state Boards of Education; Mental Health, Mental Retardation and Substance Abuse Services; Juvenile Justice; and Social Services are the promulgating entities for the proposed regulation. The four licensing agencies and representatives of residential facilities developed the Interdepartmental Standards for use in regulating children's residential facilities. These standards are designed to provide protection and treatment/programming to vulnerable children in out-of-home care.

Dr. Ruffin said that the Office of Interdepartmental Regulation coordinates the children's residential regulatory activities conducted by the four agencies. It assigns a lead regulatory agency to conduct all licensing activities. More than one agency may have regulatory authority for a facility, but the lead agency is responsible for facilitating licensing visits, investigating complaints, and issuing the license. The Office of Interdepartmental Regulation also facilitates the development of regulations and conducts training for regulatory personnel and providers of children's residential services on a variety of topics. That office also processes background checks for residential facilities licensed by the four regulatory agencies.

Dr. Ruffin said that the changes made to this regulation reflect the changes to the children's residential facility industry in recent years and the changes in federal requirements regarding recordkeeping and behavior management. The changes also incorporate the requirements found in Chapters 168 and 781 of the 2006 Acts of Assembly and replaces the emergency regulation.

Dr. Ruffin said that the new regulation will also better ensure that safeguards are in place to protect residents of children's residential facilities and ensure that services are appropriate for these children. The new regulation will assure that these children receive an acceptable level of care and education.

The Joint Legislative Audit and Review Commission's (JLARC) December 2006 report, *Evaluation of Children's Residential Services Delivered through the Comprehensive Services Act* recommends consideration of collecting licensure fees to

provide staff training. The JLARC report states that training of facility staff is not adequately addressed in the current standards. Upon further review of the standards by the four regulatory agencies and the Interdepartmental Advisory Committee, which consists of representatives of residential facilities, and review of recommendations from the JLARC report, additional revisions were made to provide added protection for children in residential care.

After a brief discussion on language change concerning substantial compliance, full compliance, and the types of searches that are allowed at certain facilities, Dr. Jones made a motion to waive first review and approve the proposed revisions to the standards for interdepartmental regulation of children's residential facilities and authorize the staff of the Department of Education to proceed with the next steps required by the Administrative Process Act. This action will repeal 22 VAC 42-10-10 et seq. and adopt 22 VAC 42-11-10 et seq. The motion was seconded by Mrs. Castro and carried unanimously.

Dr. Jones asked that the following be added to his comments: Dr. Jones is employed by Youth for Tomorrow in Prince William County which is one of the organizations covered by interdepartmental regulations discussed by the Board. Dr. Jones is also a member of several Boards as volunteer positions. Dr. Jones said he believes he is able to participate in this matter fairly, objectively, in the public interest.

Report from the Advisory Board on Teacher Education and Licensure on Recommendations on the Proposed Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.) and Proposed Regulations Governing the Licensure of School Personnel (8 VAC 20-22-10 et seq.)

Mrs. Patty Pitts, assistant superintendent, division of teacher education and licensure, introduced Mrs. Linda Kelly, chair of the Advisory Board on Teacher Education and Licensure.

Mrs. Kelly said that the Advisory Board on Teacher Education and Licensure participated in the development of the *Regulations Governing the Review and Approval of Education Programs in Virginia* and the *Regulations Governing the Licensure of School Personnel*. The 60-day public comment period, required by the Administrative Process Act (APA), for both sets of regulations was held October 15, 2006, through December 15, 2006. The Virginia Department of Education held public hearings on November 29, 2006, in Richmond, Virginia; December 5, 2006, in Blacksburg, Virginia; and on December 7, 2006, in Fairfax, Virginia.

Mrs. Kelly said that the Advisory Board reviewed the summary of public comment for the *Regulations Governing the Review and Approval of Education Programs in Virginia* and the *Regulations Governing the Licensure of School Personnel* at its January 22, 2007, and March 19, 2007, meetings.

The Advisory Board recommends that the Board of Education approve the Superintendent of Public Instruction's recommendations for the *Regulations Governing the Review and Approval of Education Programs in Virginia* and the *Regulations Governing the Licensure of School Personnel* with one exception in the licensure regulations. The Advisory Board recommends that the Board of Education continue to allow three years under a provisional license for individuals to complete the professional teacher's assessments prescribed by the Board of Education.

Dr. Ward made a motion to receive the report from the Advisory Board on Teacher Education and Licensure. The motion was seconded by Mrs. Saslaw and carried unanimously.

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

Mrs. Pitts presented this item. Mrs. Pitts said that the Board of Education prescribes the requirements for the licensure of teachers and establishes other requirements for teacher preparation. On June 28, 2006, the Board of Education approved proposed additional revisions to the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8 VAC 20-542 –10 et seq.), and authorized Department of Education personnel to continue the requirements of the Administrative Process Act (APA).

The current regulations that became effective in July 2001 will be repealed, and new regulations will be promulgated by the Board of Education. The 60-day public comment period, required by the Administrative Process Act (APA), for the *Regulations Governing the Review and Approval of Education Programs in Virginia* was held October 15, 2006, through December 15, 2006. The Virginia Department of Education held public hearings on November 29, 2006, in Richmond, Virginia; December 5, 2006, in Blacksburg, Virginia, and Fairfax, Virginia; and, on December 7, 2006, in Hampton, Virginia.

Dr. Ward made a motion to adopt the proposed *Regulations Governing the Review and Approval of Education Programs in Virginia* and authorize the Department of Education personnel to continue the Administrative Process Act. The motion was seconded by Mrs. Castro and carried unanimously. This also includes the amended motion to include English language under professional studies regulations.

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

Mrs. Pitts also presented this item. Mrs. Pitts said the current regulations that became effective in July 1998 will be repealed, and new regulations will be promulgated by the Board of Education. The 60-day public comment period, required by the Administrative Process Act (APA), for the *Regulations Governing the Licensure of*

School Personnel was held October 15, 2006, through December 15, 2006. The Virginia Department of Education held public hearings on November 29, 2006, in Richmond, Virginia; December 5, 2006, in Blacksburg, Virginia; and on December 7, 2006, in Fairfax, Virginia.

Mrs. Saslaw made a motion to adopt the proposed *Regulations Governing the Licensure of School Personnel* and authorize the Department of Education personnel to continue the Administrative Process Act. The motion was seconded by Dr. Ward and includes the amended motion to change to three years as to when an individual must complete the professional teacher's assessment. The motion was passed with a vote of seven to two.

Mrs. Castro asked that the following disclaimer comments be added to the Board's minutes: I hold a teaching license, and am employed as a teacher. As such, I am a member of a group whose members are affected by the *Regulations Governing the Licensure of School Personnel*. I affirm that I can participate in the decision of this Board concerning these regulations fairly, objectively, and in the public interest.

Dr. Brewster asked that the following disclaimer comments be added to the Board's minutes: I hold a superintendent's professional and teaching license, and am employed by Pulaski County Public Schools. As such, I am a member of a group whose members are affected by the *Regulations Governing the Licensure of School Personnel*. I affirm that I can participate in the decision of this Board concerning these regulations fairly, objectively, and in the public interest.

First Review of Proposed Schedule for the Adoption of History and Social Science Textbooks and Instructional Materials

Dr. Wallinger presented this item. Dr. Wallinger said that the Board of Education's *Regulations Governing Textbook Adoption* specify the types of materials that may be adopted. During each recent textbook and instructional materials adoption, the Department of Education worked with a state committee to review and evaluate publishers' submissions with respect to correlation to the content of the Standards of Learning (SOL) and certain quality- and curriculum-related factors. Following each review, the Department of Education provided school divisions with a list of the adopted materials, which included detailed profiles of each adopted submission.

Dr. Wallinger said it is anticipated that the History and Social Science Standards of Learning will be approved by the Board of Education by June 2008. The Department proposes that textbooks and instructional materials for history and social science be scheduled for adoption in 2009-2010.

Dr. Ward made a motion to waive first review and approve the proposed history and social science textbook and instructional materials review schedule. The motion was seconded by Mrs. Saslaw and carried unanimously.

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

Mrs. Pitts 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.

Founded in 1987, Visiting International Faculty (VIF) is the largest cultural exchange program in the United States for teachers and schools, with teachers from 50 nations, including Argentina, Australia, Canada, Chile, Colombia, Costa Rica, Denmark, Ecuador, France, Germany, Ireland, Jamaica, Mexico, the Netherlands, New Zealand, Peru, South Africa, Spain, the United Kingdom, and Venezuela. “Highly qualified” and experienced teachers work in a number of states, including North Carolina, South Carolina, Georgia, Virginia, Maryland, Florida, and California.

In 2003, VIF requested that personnel in the United States Department of Education review the HOUSSE that VIF had prepared for consideration by the South Carolina Department of Education. After the review, USED staff informed VIF that South Carolina officials could adopt the set of HOUSSE procedures. Subsequently, Georgia, North Carolina, and Maryland have adopted VIF’s HOUSSE procedures.

Dr. Jones made a motion to adopt the proposed High Objective Uniform State Standard of Evaluation (HOUSSE) for cultural exchange teachers in the VIF program. The motion was seconded by Dr. Ward and carried unanimously.

First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant Continuing Accreditation to the Teacher Education Programs at Bridgewater College, Virginia Commonwealth University, and Virginia State University

Mrs. Pitts also presented this item. *The Regulations Governing Approved Programs for Virginia Institutions of Higher Education* require colleges and universities that offer programs for the preparation of professional educators to obtain continuing program approval from the Board of Education.

The following is a summary of results of the on-site reviews.

Bridgewater College

The review of the Bridgewater College undergraduate programs for teacher preparation was conducted October 31-November 2, 2005, in accordance with the standards and

procedures outlined in the *Regulations Governing Approved Programs for Virginia Institutions of Higher Education*.

The team recommended “approval” for the Bridgewater College’s teacher preparation program. As defined in the approved program regulations, a recommendation of “approval” is made when the professional education program and the endorsement areas are considered satisfactory. The review team cited 18 of 18 applicable standards as being met. Standards 5 and 6 (educational leadership) were not considered.

The following two weaknesses were cited:

Standard 10 (Admission of Candidates):

- The Department of Education at Bridgewater College does not have a plan for recruiting candidates of diverse backgrounds.

Standard 20 (Adequate Resources):

- The professional education unit does not provide adequate technology resources that are consistent with the technology resources used in the preK-12 classrooms in which candidates are placed.

Virginia Commonwealth University

The review of the Virginia Commonwealth University programs for teacher preparation was conducted April 22-26, 2006, in accordance with the standards and procedures outlined in the regulations. This was a continuing accreditation review at the initial and advanced preparation levels conducted under the protocol of the Virginia/NCATE partnership agreement. The State/NCATE Board of Examiners found that five of the six NCATE 2000 standards were met.

At its October 2006 meeting, the Unit Accreditation Board (UAB) of NCATE reviewed the findings of the Board of Examiners and made a decision to continue the accreditation of Virginia Commonwealth University with conditions that require the institution to host a visit (no later than fall 2008) focused solely on Standard 2: Assessment System and Unit Evaluation that was found to be unmet by the Unit Accreditation Board.

Standard 2: Assessment System and Unit Evaluation

- The unit does not have an integrated set of assessment measures that provides aggregated data for each transition gate and regular, comprehensive information on applicant qualifications, candidate proficiencies, competence of graduates, unit operations, and program quality.
- The unit does not maintain all key assessment data through the use of integrated information technologies.
- The unit does not regularly and systematically use assessment data to evaluate the efficacy of its courses, programs, and clinical experiences.

Additionally, the following areas for improvement were noted:

Standard 1: Candidate Knowledge, Skills, and Dispositions

- There is a lack of alignment of curriculum and assessments to Specialty Professional Association (SPA) standards.
- The unit lacks performance assessment data that indicate the quality performance of program candidates.

Standard 4: Diversity

- The unit does not systematically ensure that all candidates have field placements with diverse students.

Virginia State University

The review of the Virginia State University programs for teacher preparation was conducted April 22-26, 2006, in accordance with the standards and procedures outlined in the regulations. This was a continuing accreditation review at the initial teacher preparation and advanced preparation levels conducted under the protocol of the Virginia/NCATE partnership agreement. The Board of Examiners found that all six standards prescribed in the NCATE 2000 Standards were met.

At its October 16-21, 2006 meeting, the Unit Accreditation Board (UAB) of NCATE reviewed the findings of the Board of Examiners and decided to continue accreditation at the initial teacher preparation and advanced preparation levels. The areas for improvement are listed below. The next NCATE visit is scheduled for fall 2011, which is seven years after the originally scheduled fall 2004 visit.

Standard 2: Assessment System and Unit Evaluation

- The unit assessment system is not fully operational, resulting in data collection, aggregation, analysis, and summary being incomplete.
- (Advanced Preparation) Information technologies are not used at the unit level to monitor candidate performance and manage and improve unit operations and programs.

Dr. Ward made a motion to waive first review and approve the Advisory Board on Teacher Education and Licensure's recommendation to grant continuing accreditation to the professional education programs at Bridgewater College, Virginia Commonwealth University, and Virginia State University. The motion was seconded by Mr. Moore and carried unanimously.

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

Dr. Wallinger 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.

The *Carl D. Perkins Career and Technical Education Act of 2006* requires the Virginia State Board of Education, acting as the State Board of Career and Technical Education, to approve the transitional plan. 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. Education Department (USED), Office of Vocational and Adult Education (OVAE) for Performance Standards, definitions, and accountability during the month of March.

Dr. Jones made a motion to adopt Virginia's proposed transitional state plan for the *Carl D. Perkins Career and Technical Education Act of 2006* for final review and submission to the USED. The motion was seconded by Dr. Ward and carried unanimously.

First Review of the Proposed Board of Education's 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 cocurricular and/or extracurricular activities, such as service learning and volunteering experiences.

The Board accepted for first review the proposed criteria and process for the *Spirit of the Commonwealth Award*.

Statewide Performance Report for Career and Technical Education and the Virginia Community College System, as a Sub-recipient of Perkins Funds from the Department of Education

Ms. Elizabeth Russell, director of career and technical education, presented this item. Ms. Russell said that the Board of Education approved the Virginia System of Performance Standards and Measures as part of the 2000-2004 State Plan for Career and Technical Education (CTE). Ms. Russell said that the federal Perkins Act requires that the results on the negotiated state-adjusted levels of performance for both secondary and postsecondary CTE be communicated to the Board and other audiences. Therefore, each school division and the Virginia Community College System receive an annual report of performance.

The Virginia system addresses performance on:

- academic achievement;
- occupational competence;
- nontraditional career preparation;
- successful transition to careers and/or further education;
- employer/employee satisfaction with high school preparation; and
- access and success for special populations as defined by Perkins.

Ms. Russell said that Career and Technical Education on the secondary level has met 100% of the performance standards and has done so every year since the inception of the standards. The CTE Annual Performance Report provides results for the first four items. All other results will be provided to each locality in a comprehensive individual Data Analysis Report.

Ms. Wendy Kang, director of workforce development research in the Virginia Community College System, presented the postsecondary report. Ms. Kang said that each year the Virginia Community College System (VCCS) is required to report performance on seven federally-established Perkins measures and is expected to meet established targets. Ms. Kang said that these measures focus on skills attainment, graduation, placement, retention in enrollment, and nontraditional gender representation.

Ms. Kang said that for the 2005-2006 year, the VCCS met or exceeded five of the seven Perkins performance targets but did not meet all of their measures for last year. The two measures that postsecondary did not meet was graduation rate and non-traditional graduate representation. Ms. Kang said the reason VCCS was unable to meet the graduation rate is because of the definition put in place with the development of Perkins III, which is, first-time full-time students graduating within a 150 percent of the time frame. Thirty percent of VCCS students are full-time and the majority of the students are part-time.

Ms. Kang said that with the reauthorization of Perkins in 2006, USED has proposed new definitions and revised measures. VCCS is in the process of reviewing the current measures and adapting them to the new guidelines. The new measures and guidelines will be completed and submitted in the five-year plan due in 2008.

Dr. Ward made a motion to accept the report as presented and to be maintained as a part of the Board of Education's meeting records, and communicated to audiences as required by the Perkins legislation. The motion was seconded by Mrs. Saslaw and carried unanimously.

Report on Proposed Process for Updating the Board of Education's Comprehensive Plan, 2005-2010

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. Mrs. Wescott introduced Ms. Stuart Gravatt, strategic planning

consultant. Ms. Gravatt will work with the Board on updating its comprehensive plan. Mrs. Wescott said that the Board of Education last updated its comprehensive plan in 2005.

The Department of Education, in conjunction with Ms. Gravatt, recommends that the Board undertake a process for updating the Board's comprehensive plan as follows:

1. The Board of Education will begin its process to update the comprehensive plan by participating in the Virginia SHRM State Council Forum on April 26, 2007, in order to learn about current and future trends in workplace employment needs, including training and education.
2. At its May 30-31 planning session, the Board will briefly review its roles and responsibilities in the planning process and review and discuss the meaning and implications of its current Vision and Mission Statements.
3. The Board will then analyze each of its current objectives using various criteria, including alignment with the Vision/Mission statements, policy gaps or omissions, and the validity and applicability of assessments/measures of outcomes. The department and the consultant will prepare draft analyses of each objective for the Board's consideration prior to the planning session. The consultant will facilitate the Board's discussion at the planning session.
4. Based on its discussion, the Board will update the wording of the objectives, strategies/activities, and assessments/measures, as appropriate. The Board will also review the objectives more broadly for their completeness and/or duplication.
5. The Board will conclude the planning session with a discussion of how to tie the assessments/measures of outcomes in the comprehensive plan to its Annual Report on the Condition and Needs of Public Schools in Virginia.
6. Based upon the conclusions and directives of the Board of Education during the planning session, the text of the Board's current comprehensive plan will be updated by staff and the consultant. A draft of the Board of Education's Comprehensive Plan: 2007-2012 will be reviewed by the Board at its June 28, 2007, meeting.
7. It is anticipated that the Board of Education will conduct the final review and adoption at its July 2007 meeting. The final review date may be adjusted, as deemed appropriate by the Board.

Dr. Jones made a motion to approve the process for updating its comprehensive plan as proposed. The motion was seconded by Dr. Ward and carried unanimously.

DISCUSSION OF CURRENT ISSUES

Dr. Cannaday complimented Mrs. Wescott and her staff on summarizing the bills from the 2007 General Assembly session. Dr. Cannaday also stated that the Board's Comprehensive Six-Year Plan is critically important.

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, 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 and Technical Education, Dr. Emblidge adjourned the meeting at 11:52 a.m.

Secretary

President