

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA

**MINUTES**

October 18, 2007

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

Dr. Mark E. Emblidge, President  
Dr. Ella P. Ward, Vice President  
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 Dr. Ward to lead in a moment of silence and Pledge of Allegiance.

***APPROVAL OF MINUTES***

Mrs. Castro made a motion to approve the minutes of the July 25, 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.

***PUBLIC COMMENT***

The following persons spoke during public comment:

Robbie Patton  
Joseph Shumate  
Dana Cooper Roberts  
Angela Ciolfi

***CONSENT AGENDA***

Mr. Rotherham made a motion to approve the items on the consent agenda. Dr. Ward seconded the motion and carried with unanimous vote.

- Final Review of Financial Report on Literary Fund
- Final Review of Recommendations Concerning Applications for Literary Fund Loans
- Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Funds or Placement on a Waiting List
- First Review of Proposal Funding Distributions for Local Project Discovery Programs and Delegation of Authority Request

**Final Review of Financial Report on Literary Fund**

The Department of Education’s recommendation to approve the financial report (including all statements) on the status of the Literary Fund as of June 30, 2007, was approved with the Board’s vote on the consent agenda.

**Final Review of Recommendations Concerning Applications for Literary Fund Loans**

The Department of Education’s recommendation to approve eight applications totaling \$45,475,000 was approved with the Board’s vote on the consent agenda.

<b>DIVISION</b>	<b>SCHOOL</b>	<b>AMOUNT</b>
Covington City	Jeter Watson Intermediate	\$7,500,000.00
Covington City	Edgemont Primary	7,500,000.00
Prince George County	North Elementary	7,500,000.00
Radford City	Belle Heth Elementary	7,500,000.00
Town of West Point	West Point High	275,000.00
Town of West Point	West Point Middle	200,000.00
Rockingham County	Elementary School in Elkton	7,500,000.00
Rockingham County	High School in Elkton	7,500,000.00
	<b>TOTAL</b>	<b>\$45,475,000.00</b>

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

The Department of Education’s recommendation that funding for eight new projects totaling \$41,990,000, are eligible for placement on the First Priority Waiting List, was approved with the Board’s vote on the consent agenda.

The Department of Education’s recommendation that three new projects totaling \$22,500,000 are eligible for placement on a waiting list when the Department receives the plans, was approved with the Board’s vote on the consent agenda. Until such time, these projects should remain on the Approved Application List.

**First Review of Proposed Funding Distributions for Local Project Discovery Programs and Delegation of Authority Request**

The Department of Education's recommendation to approve the funding distributions for the current budget year and adopt the resolution to delegate its authority for determination of distributions, subject to specific conditions, was approved with the Board's vote on the consent agenda.

The resolution is as follows:

**Virginia Board of Education Resolution  
Delegating Certain Duties to the Superintendent of Public Instruction**

That the following Board responsibilities, as currently set forth in the 2007 Session, Chapter 847, 2007 Acts of Assembly, Appropriation Act, and as may be set forth in subsequent Appropriation Acts, be delegated to the Superintendent of Public Instruction.

Under the section, Direct Aid to Public Education (197), ITEM 134, Financial Assistance for Educational, Cultural, Community, and Artistic Affairs (14300) and Financial Assistance for Supplemental Education (14304), Item #B, states that:

"B.1. Out of this appropriation, the Department of Education shall provide \$800,000 the first year and \$900,000 the second year from the general fund for Project Discovery. These funds are to fund approximately one-half of the cost of the program in Abingdon, Accomack/Northampton, Alexandria, Amherst, Appomattox, Arlington, Bedford, Bland, Campbell, Charlottesville, Cumberland, Danville/Pittsylvania, Fairfax, Franklin/Patrick, Goochland/Powhatan, Lynchburg, Newport News, Norfolk, Richmond City, Roanoke City, Smyth, Surry/Sussex, Tazewell, Williamsburg/James City, and Wythe and the salary of a fiscal officer for Project Discovery.

2. The Board of Education shall determine the Project Discovery funding distributions to each community action agency. The contract with Project Discovery, Inc. should specify the allocations to each local Project Discovery program. Allocations shall be on a per pupil basis for students enrolled in the program."

This delegation of authority shall apply only to the determination of funding distributions. Such delegation shall also be subject to the following conditions:

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

This delegation of authority shall remain in effect until amended or rescinded by the Board of Education, or until the language in the Appropriation Act is amended so that the Board is no longer obligated to determine Project Discovery funding distributions.

Adopted this 18<sup>th</sup> day of October, 2007.

***ACTION/DISCUSSION ITEMS***

***First Review of the Notice of Intended Regulatory Action (NOIRA) to Revise the Regulations Governing Pupil Transportation (8 VAC 20-70)***

Mr. Kent Dickey, assistant superintendent for finance, presented this item. Mr. Dickey said that the Board of Education is required to promulgate regulations governing pupil transportation pursuant to §22.1-176, *Code of Virginia*. Executive Order Number 36 (2006) states, “Since circumstances, conditions and technologies change, regulations should not be considered perpetual and will be subjected to periodic re-evaluation.”

Mr. Dickey said that the Board’s *Regulations Governing Pupil Transportation* were last revised in 2004. Due to changes in technology and issues surrounding pupil transportation, the regulations need to be updated. The following is a preliminary list of issues to be addressed with changes in the pupil transportation regulations:

- Federal regulations have added a “multifunctional” bus that needs to be included in the Virginia regulations.
- Due to the increased speed limit allowed for school buses, the regulation allowing standees on buses for the first 30 instructional days of the school year needs to be reviewed.
- Maintenance requirements for local school divisions need to be more clearly defined. Currently, the regulations state that maintenance must be conducted on buses every 30 operating days or 2,500 miles of travel. It was the intent of this language that school divisions would have a maintenance schedule of every 30 operating days or 2,500 miles of travel, not a combination.
- Due to the new non-sequential lighting system that is required on school buses, the language on railroad crossings needs to be updated to reflect the operation of this lighting system.
- As new division pupil transportation directors are hired, it is deemed imperative that they attend the training class provided by the Department of Education to ensure they understand the regulations and requirements for pupil transportation.
- A new section needs to be added to the regulations which outline the on-site fleet assessments conducted by the Department of Education. This section would include the items to be assessed by the Department.
- The majority of the section on activity vehicles has been moved to the Bus Specifications document which is reviewed by the Board of Education each year. This section needs to be updated to delete items moved to the Specifications document.

Dr. Jones made a motion to waive first review and permit the Department to proceed with submission of the NOIRA to the Department of Planning and Budget and to the Virginia Registrar. The motion was seconded by Mrs. Castro and carried unanimously.

Upon approval of the NOIRA package by the Department of Planning and Budget and the Secretary of Education, the Department will file the NOIRA package with the Virginia Registrar, which will begin the APA process. The first step in the APA process is for the NOIRA to be published in the Virginia Register. This first publication meets the requirements for public notice.

The Board will be asked to begin the revision process at the first meeting following the conclusion of the public notice period. The Department will present details regarding changes to improve safety, incorporate changes in manufacturing standards, or to address requirements of state or federal laws.

### **Final Review of Pupil Transportation Specifications for School Buses**

Mr. Dickey also presented this item. Mr. Dickey said that the *Regulations Governing Pupil Transportation*, as approved in January 2004, deleted the sections that detailed the specifications for school buses and made them a separate document that requires periodic approval by the Board of Education. This permits the Department of Education to revise and update the bus specifications more efficiently than would be permitted under the process for revising regulations. It also permits the specifications to be refreshed more frequently to recognize new or emerging technology.

Mr. Dickey said that the proposed specifications have been updated and revised to include recent changes in equipment and technology. The changes were developed by the Department's Specifications Committee, which is comprised of pupil transportation representatives from school divisions across the state.

The committee also made comparisons with specifications of other states and adjusted the previous specifications to improve Virginia's minimum specifications and align Virginia's specifications with the best practices of other states. Also included in the proposed revisions are recommendations to incorporate changes adopted in May 2005 by the Fourteenth National Congress on School Transportation, "National School Transportation Specifications and Procedures."

The proposed specifications presented to the Board in July were posted on the Department's Web site for 30 days to provide school divisions and other interested parties with the opportunity to review them and offer comments. Comments were received from all three school bus dealers in Virginia, one school bus manufacturer, five school divisions, and one regional group of pupil transportation directors.

The majority of public comments dealt with mechanical issues, such as cruise control, communication systems, identification of school buses, lights, and seats. A few comments were made regarding activity buses and lift-gate buses. The proposed specifications contain changes recommended by the Specifications Committee in response to the public comment received.

Mr. Moore made a motion to adopt the school bus specifications. The motion was seconded by Dr. Ward and carried unanimously. School buses purchased by school divisions subsequent to the effective date of the revised specifications must conform to the revised specifications.

**Final Review of a Request for a Continued Rating of Conditionally Accredited from Sussex County Public Schools for Annie B. Jackson and Ellen W. Chambliss Elementary Schools**

Mrs. Kathleen Smith, director, office of school improvement, division of student assessment and school improvement, presented this item. Mrs. Smith said that Sussex County Public Schools has requested a continuation of the rating Conditionally Accredited based on a change in student population at Ellen W. Chambliss Elementary and Annie B. Jackson Elementary. Implemented last year, this change moved the 3<sup>rd</sup> grade from Annie B. Jackson Elementary to Ellen W. Chambliss Elementary.

The English pass rate at Ellen W. Chambliss Elementary increased from fifty percent (3<sup>rd</sup> and 5<sup>th</sup> grades) to seventy-three percent (3<sup>rd</sup> grade only). Mathematics pass rates increased from forty-one to ninety-three percent. The English pass rate at Annie B. Jackson Elementary School increased from fifty percent (3<sup>rd</sup> and 5<sup>th</sup> grade) to sixty-five percent (4<sup>th</sup> and 5<sup>th</sup> grades). Mathematics pass rates increased from forty-one percent to fifty-nine percent.

Mrs. Saslaw made a motion to approve the continued request for a rating of Conditionally Accredited from Sussex County Public Schools for Annie B. Jackson and Ellen W. Chambliss Elementary Schools with the inclusion of the following recommendations:

1. The department will appoint an auditor through the academic review process or the PASS program to monitor the implementation of the school's reconstitution efforts monthly.
2. LEA staff assigned to work with the school throughout the year will attend in-service provided by the department regarding district support and the district framework needed to restructure and support low-performing schools. This in-service will be provided by the Virginia Foundation of Educational Leadership, the Appalachian Regional Comprehensive Center, and the Center for Innovation and Improvement.
3. The division will adhere to any additional recommendations indicated in the Conditional Request and Follow-up form or by the auditor throughout the year and will comply with any reporting requirements requested (submission of ARDT data on a regular basis, monthly reporting to the board).
4. Additionally, the auditor appointed by the department will follow the reading and mathematics programs closely and make recommendations to the superintendent regarding the program's continued implementation and/or

modifications that are needed in order to ensure that student achievement is improved.

The motion was seconded by Dr. Ward and carried unanimously.

**First Review of the Annual Report for State-Funded Remedial Programs**

Mrs. Smith also presented this item. Mrs. Smith said that §22.1-199.2.B. of the *Code of Virginia* requires the Virginia Board of Education to collect, compile, and analyze data required to be reported by local school divisions to accomplish a statewide review and evaluation of remediation programs.

Mrs. Smith said that data for the summer 2006 remedial summer programs were collected after the results of the 2007 Standards of Learning assessments were released. Mrs. Smith's report contained a summary of the remedial plans for all school divisions for summer remedial programs held in 2006 and intercession programs in the case of year-round schools in 2006-2007. The report also contained the regulations specifying standards for state-funded remedial programs and a summary of funding amounts provided to each local school division for Standards of Learning Remediation and Standards of Learning Remedial Summer School.

Mrs. Saslaw made a motion to waive first review and accept the report for submission to the Governor and General Assembly as required by 22.1-99.2.B of the *Code of Virginia*. The motion was seconded by Dr. Jones and carried unanimously.

**Data reported for summer remedial programs held in 2006.**

Type of Program(s) Offered in the Summer of 2006 or in the case of year-round schools (2006-2007)	Percentage of Localities
An integrated summer remedial program in K-5 or intercession program in the case of year-round schools (2006-2007)	77.5%
A summer remedial program or intercession program in the case of year-round schools (2006-2007) in one or more content areas grades K-8	98.4%
A summer remedial program or intercession program in the case of year-round schools (2006-2007) in one or more content areas for secondary programs	91.4%

Demographic Profile	Number Reported	Percent of Total
A demographic profile of the students who attended remedial programs in 2006 or in the case of year-round schools (2006-2007)		
Total Number	100,457	
Male	54,994	100%
Female	45,388	55%
Unspecified		

American/Indian Alaska Native	1,797	45%
Asian/Pacific Islander	283	2%
Black or African American, not of Hispanic origin	3,678	<1%
Hispanic	44,201	3.66%
White, not of Hispanic origin	14,844	44%
	35,654	15%
		35%
The number of students who attended remedial programs in 2006 or in the case of year-round schools (2006-2007) and who failed a state sponsored test required by the Standards of Quality or Standards of Accreditation		
Kindergarten-8 <sup>th</sup> Grade		
Grades 9-12	27,572	32%
	6,584	8%
The academic status of each student is defined as students who attended remedial programs in 2006 or in the case of year-round schools (2006-2007) and who were retained in 2005-2006.		
	13,241	15%

The number of disabled students and those with limited English proficiency who attended remedial programs in 2006 or in the case of year-round schools (2006-2007)	<b>Number Reported</b>	<b>Percent of Total</b>
	Disabled Students	
	Limited English Proficiency	
	20,183	24%
	20,394	24%

<b>SOL Goal Attainment</b> The percentage of students who attended remedial summer school in 2006 at each grade level who have met their remediation goals either <b>benchmark tests</b> or <b>SOL tests</b> .	<b>English</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>3</b>	66	66	51	65
<b>4</b>	62	64	██████	57
<b>5</b>	68	62	62	47

<b>SOL Goal Attainment</b> The percentage of students who attended remedial summer school in 2006 at each grade level who have met their remediation goals either <b>benchmark tests or SOL tests.</b>	<b>English</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>6</b>	73	57	██████	88
<b>7</b>	61	56	██████	80
<b>8</b>	62	60	81	82
<b>9-12</b>	66	71	68	72

**Note:** 8 VAC 20-630-30 requires each local school division to record, for each eligible student attending a state-funded remedial program: (i) the state or local criteria used to determine eligibility; (ii) the expected remediation goal for the student in terms of a target score on a locally designed or selected test which measures the SOL content being remediated; and (iii) whether the student did or did not meet the expected remediation goal. The percentages indicated reflect the number of students who met their remediation goal, including the SOL assessment, if appropriate.

<b>SOL Goal Attainment</b> The percentage of students who attended remedial summer school in 2006 at each grade level who have met their remediation goals of <b>SOL only.</b>	<b>English</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>3</b>	64	82	56	69
<b>4</b>	65	65	██████	54
<b>5</b>	65	59	56	46
<b>6</b>	73	37	██████	66
<b>7</b>	65	43	██████	72
<b>8</b>	50	42	93	82
<b>9-12</b>	70	61	64	66

**First Review of Proposed Process for Initiating a Governor's Career and Technical Academy**

Dr. Linda Wallinger, assistant superintendent for instruction, presented this item. Dr. Wallinger said that Virginia received a \$500,000 grant from the National Governors Association Center for Best Practices to improve science, technology, engineering, and

mathematics (STEM) education. It provides the opportunity to develop STEM-focused Governor's Career and Technical Academies that are partnerships of business and industry; public school divisions; higher education institutions, including community colleges, universities, and/or private postsecondary institutions, as applicable; and may also include local government, including workforce and economic development entities. These academies will have the primary focus of increasing the readiness of high school graduates for college-level work and other postsecondary pathways in STEM areas.

Dr. Wallinger said that the proposed process includes the following elements:

- Requirements to establish a planning committee of involved partners that addresses the rationale for the Academy, a brief description of the program and agreements with local businesses, industries and institutions of higher learning;
- Review of the proposed plan by both the State Council of Higher Education for Virginia and the Board of Education, with the ultimate designation as a Governor's Career and Technical Academy resting with the Board;
- Technical assistance provided by the Department of Education, the State Council for Higher Education, and the Virginia Community College System for planning and implementation as needed, and
- An Administrative Procedures Guide that provides the planning committee more detail in developing the program description, objectives and performance measures, course and career pathway descriptions, participant benchmarks, work-based experiences, evaluation processes and administrative procedures.

Dr. Ward made a motion to accept for first review the proposed *Process for Initiating a Governor's Career and Technical Academy*. The motion was seconded by Mrs. Saslaw and carried unanimously. The proposed process document will be brought to the Board for final adoption at a later date.

**First Review of Study of High School Dropout and Graduation Rates in the Commonwealth (SJR 329)**

Dr. Deborah Jonas, executive director for research and strategic planning, presented this item. Dr. Jonas said that Joint resolution 329 (SJR 329) from the 2007 General Assembly Session required the Virginia Board of Education (VBOE) to study high school dropout and graduation rates in the Commonwealth. The legislation required the Board of Education to:

- Evaluate the relevancy of the current process and procedures for defining, counting, and reporting school dropout statistics and consider the need for revisions in such process and procedures and compliance by school divisions;
- Determine the number of students who dropped out of school before the seventh grade and the number of students who graduated annually, for school years 2003, 2004, 2005, and 2006;

- Ascertain whether, by whom, and the manner in which students at-risk of dropping out are counseled to remain in school;
- Identify local school division initiatives and efforts to retain and retrieve students at-risk of dropping out, particularly student populations with low high school graduation rates; and
- Recommend such policy, statutory, fiscal, or regulatory changes as the Board may deem necessary to increase the high school graduation rates, particularly among student populations with high dropout rates.

The results of the study showed that:

- The Virginia Department of Education's (VDOE's) definition of a student dropout is consistent with the definition developed by the National Center for Education Statistics.
- Historically, VDOE has calculated an annual (or event) dropout rate for students in grades 7-12. The rate reflects the number of students who drop out of school in a given year.
- Experts have recommended that state departments of education report cohort dropout rates for each group of students who enter ninth grade. This rate requires at-least four years of student-level data, which will be available for the first time in the fall of 2008.
- Based on two years of available data, less than one percent of all students enrolled in grades K-6 voluntarily withdraw from school.
- In grades 7-12, the annual dropout rate dropped from 2.2 percent in the 2002-2003 to 1.9 percent in the 2004-2005 school year, and remained constant at 1.9 percent in the 2005-2006 school year.
- All school divisions reported that counseling is available to students at risk of dropping out of middle and high school; 97 percent of responding divisions provide counseling to at-risk elementary school students.
- Students are counseled by a variety of professionals, including school counselors, principals, assistant principals, school psychologists, and social workers.
- School divisions offer a wide variety of programs and services to students at-risk of dropping out and those who drop out and return to school. The services described are consistent with those that research suggests can support students and help more students complete high school.
- More than half of school divisions responding to VDOE's survey reported that they provide specific support services to student populations considered to be at high risk of dropping out of school. Several divisions also reported that all of their services are available to all students.

Based on these findings, the following recommendations are made:

1. Beginning in 2008, the Virginia Department of Education should report both the annual and cohort dropout rates.
  - a. The annual rate should be reported as the rate of student dropouts in grades 7-12 and grades 9-12 to provide a more complete picture of high

- school dropouts. The primary purpose of continuing to report the annual dropout rate is to facilitate a comparison with previous years' data.
- b. The cohort rate should provide information on the four-year, five-year, and six-year dropout rates.
2. Dropout rates should be published in the context of other information, including
    - a. Graduation rates;
    - b. Completion rates that include graduates and students who earn an alternative completion credential (e.g., General Education Development certificate [GED]); and
    - c. A 'remain in school' rate for years 5 and 6.
  3. The Board of Education should support initiatives that encourage schools and school divisions to verify the status of students who exit Virginia public schools.
  4. The Department of Education should continue to partner with other stakeholders, such as the Department of Juvenile Justice, to develop strategies for dropout prevention, and provide training opportunities to school staff and others who work to prevent or recover dropouts.
  5. The General Assembly should continue to support programs targeted at increasing the graduation rate, such as Project Graduation.
  6. The BOE should encourage school divisions to provide professional development related to dropout prevention and recovery to help teachers and other professionals who work with at-risk students provide stronger support services.

Dr. Ward made a motion to waive first review and adopt the Study of High School Dropout and Graduation Rates in the Commonwealth (SJR 329) and submit to the Governor and General Assembly. The motion was seconded by Mrs. Castro and carried unanimously.

### **First Review of Proposed Revised History and Social Science Standards of Learning**

Mr. James Firebaugh, director, middle and high school instruction, presented this item. Mr. Firebaugh said that new academic content *Standards of Learning* for history and social science were first developed in 1995 and revised in 2001. The *Standards of Quality* require the Board of Education to review the *Standards of Learning* on a regular schedule. The *History and Social Science Standards of Learning* were scheduled for review in 2008.

Mr. Firebaugh said that the proposed revised *History and Social Science Standards of Learning* consists of the following elements:

#### **Introduction**

The study of history and social science is vital in promoting a civic-minded and democratic society. All students need to know and understand our national heritage in

order to become informed participants in shaping our nation's future. The *History and Social Science Standards of Learning* were developed with the assistance of educators, parents, business leaders, academic experts, and others with an interest in public education and a civil society.

#### Goals

The *History and Social Science Standards of Learning* are designed to develop the knowledge and skills of history, geography, civics, and economics that enable students to place the people, ideas, and events that have shaped our state and our nation in perspective.

#### Strands/Reporting Categories

The *History and Social Science Standards of Learning* for each course is grouped into categories that address related content and skills.

#### Standards

The *History and Social Science Standards of Learning* for Virginia Public Schools describes the Commonwealth's expectations for student learning and achievement in grades K-12.

Dr. Ward made a motion to accept for first review the proposed revised *History and Social Science Standards of Learning*. The motion was seconded by Mrs. Castro and carried unanimously. Public hearings will be held and final review and adoption will take place following public comment.

Dr. Emblidge recognized Mr. Firebaugh with his years of service at the Department.

#### **First Review of Proposed Revised Driver Education Standards of Learning**

Mr. Firebaugh also presented this item. Mr. Firebaugh said that driver education is a prerequisite to obtaining a Virginia driver's license before age 19. Upon successful course completion, and with approval of parent/guardian, the school will issue the student a 180-day temporary driver's license.

The draft of the proposed revised *Driver Education Standards of Learning* consists of the following elements:

#### Introduction

The proposed revised *Driver Education Standards of Learning* will provide the framework for the *Curriculum Guide for Driver Education in Virginia*. As prescribed by §22.1-205 of the *Code of Virginia*, this curriculum guide serves as the Board of Education's approved driver education and traffic safety program of instruction for public, private and commercial school programs. The introduction includes explanations of the goals.

### Goals

The purpose of driver education is to provide students with a detailed understanding of the fundamentals of driving and foster responsible attitudes and behaviors. As a result of quality traffic safety instruction, students will be able to:

- Demonstrate a working knowledge of the laws governing the operation of a motor vehicle;
- Identify and analyze the physical and psychological conditions that affect driver performance;
- Apply knowledge, processes, and skills to become safe, competent users of the highway transportation system;
- Use visual search skills to make risk-reducing decisions by adjusting speed and/or position;
- Demonstrate balanced vehicle movement through precise and timely steering, braking, and accelerating in a variety of conditions; and
- Display responsible driving behaviors when alone and with peers.

### Standards

The classroom and in-car driver education standards focus on safe driving attitudes; time, space, and distance-perception skill development; and the recognition of and appropriate response to hazards in the ever-changing driving environment. Emphasis is placed on linking visual search skills, space management, and maintenance of balanced vehicle control to risk-reducing driving strategies. Significant attention is given to risk awareness, driver alertness, driver distractions, the social and economic consequences of driving, occupant protection, positive interactions with other roadway users, and the physical and psychological conditions that affect driver performance. Students apply basic driving skills in low-to-moderate traffic environments and progress to demonstration of skill proficiency in more complex traffic situations.

Dr. Jones made a motion to accept for first review the proposed revised *Driver Education Standards of Learning*. The motion was seconded by Mrs. Castro and carried unanimously. Public hearings will be held and final review and adoption will take place following public comment.

### **First Review of Proposed Revised Health Education Standards of Learning**

Mr. Firebaugh presented this item. Mr. Firebaugh said that the content standards for health education were first developed in 1983 and revised in 1988 and 2001. The *Health Education Standards of Learning* are scheduled for review in 2008. On January 10, 2007, the Board approved a plan to review these standards during the 2007-2008 academic school year.

The draft of the proposed revised *Health Education Standards of Learning* consists of the following elements:

### Introduction

The *Health Education Standards of Learning* delineate the concepts, processes, and skills for health education in kindergarten through grade 10 for Virginia's public schools. The standards provide school divisions and teachers with a guide for creating curricula and learning experiences in health education. The intent of health education is to help students understand how to achieve and maintain good health for a lifetime. The three learning goals focus on key health concepts and skills needed to facilitate the formation of healthy behaviors and practices.

### Goals

The purpose of health education is to help students acquire an understanding of health concepts and skills and to apply them in making healthy decisions to improve, sustain, and promote personal, family, and community health.

### Strands/Reporting Categories

As a result of health education instruction, the student will be able to do the following:

1. Act with skill and reason to demonstrate an understanding of the concepts and behaviors that reduce health risks and enhance the health of self and others. (Knowledge and Skills)
2. Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner. (Information Access and Use)
3. Demonstrate the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings. (Community Health and Wellness)

### Standards

The *Health Education Standards of Learning* for Virginia public schools describe the Commonwealth's expectations for student learning and achievement in grades K-10.

Dr. Ward made a motion to accept for first review the proposed revised *Health Education Standards of Learning*. The motion was seconded by Mr. Moore and carried unanimously. Public hearings will be held and final review and adoption will take place following public comment.

### **First Review of Proposed Revised Physical Education Standards of Learning**

Mr. Firebaugh presented this item. Mr. Firebaugh said that the content standards for physical education were first developed in 1983 and revised in 1988 and 2001. The *Standards of Quality* require the Board of Education to review the *Standards of Learning* on a regular schedule. The *Physical Education Standards of Learning* are scheduled for review in 2008. On January 10, 2007, the Board approved a plan to review these standards during the 2007-2008 academic school year.

The draft of the proposed revised *Physical Education Standards of Learning* consists of the following elements:

### Introduction

The *Physical Education Standards of Learning* identify concepts, processes, and skills for physical education in kindergarten through grade 12 for Virginia's public schools. This framework provides school divisions and teachers with a guide for creating aligned curricula and learning experiences in physical education. The intent of physical education is to help students learn the skills necessary for performing a variety of physical activities and understand the benefits of achieving and maintaining a physically active lifestyle.

### Goals

The purpose of physical education is to help students acquire the knowledge, processes, skills and confidence needed to engage in meaningful physical activity both in the present and for a lifetime. The process of participating regularly in a physically active lifestyle will lead to personal enjoyment, challenge, satisfaction, and a health-enhancing level of personal fitness.

### Strands/Reporting Categories

As a result of physical education instruction, the student will be able to do the following:

1. Demonstrate competency in motor skills and movement patterns needed to perform a variety of physical activities. (Skilled Movement)
2. Apply movement principles and concepts to learning and developing motor skills and specialized movement forms. (Movement Principles and Concepts)
3. Achieve and maintain a health-enhancing level of personal fitness. (Personal Fitness)
4. Demonstrate responsible personal and social behaviors in physical activity settings. (Responsible Behaviors)
5. Demonstrate a physically active lifestyle, including activity within and outside of the physical education setting. (Physically Active Lifestyle)

### Standards

The *Physical Education Standards of Learning* for Virginia public schools describe the Commonwealth's expectations for student learning and achievement in grades K-12.

Mrs. Saslaw made a motion to accept for first review the proposed revised *Physical Education Standards of Learning*. The motion was seconded by Mr. Rotherham and carried unanimously. Public hearings will be held and final review and adoption will take place following public comment.

### **First Review of Proposed Curriculum Framework for Algebra, Functions, and Data Analysis Standards of Learning**

Mr. Firebaugh presented this item. Mr. Firebaugh said that in June 2007, the Board of Education approved *Standards of Learning* for a new, optional, high school course, *Algebra, Functions, and Data Analysis*. Thus, it was necessary to develop an

entirely new curriculum framework for these recently-approved standards to provide school divisions with an aligned resource document. A selected number of mathematics teachers and specialists assisted Department staff in developing the new framework document.

The Department of Education has developed a *Curriculum Framework for Algebra, Functions, and Data Analysis Standards of Learning*. The framework includes a brief introduction and describes the context for the *Algebra, Functions, and Data Analysis* standards as focusing on real-world problems. Each standard is explicated with Essential Understandings and Essential Knowledge and Skills sections to provide school division mathematics educators with detailed information for curriculum development.

Dr. Ward made a motion to accept for first review the proposed *Curriculum Framework for Algebra, Functions, and Data Analysis Standards of Learning*. The motion was seconded by Mrs. Saslaw and carried unanimously. The Board will hold a public hearing and final adoption of the Framework will be scheduled.

***First Review of a Request for Approval of an Additional Endorsement Program in Administration and Supervision preK-12 at Hampton University***

Mrs. Patty Pitts, assistant superintendent, division of teacher education and licensure, presented this item. Mrs. Pitts said that *Regulations Governing the Review and Approval of Education Programs in Virginia* require colleges and universities that offer programs for the preparation of professional educators to obtain program approval from the Board of Education. In Virginia, the review and approval of programs are viewed as the shared responsibility of institutions of higher education, school divisions, and the Department of Education. Final approval rests with the Board of Education.

Hampton University is accredited by the National Council for Accreditation of Teacher Education (NCATE). In 1983, Hampton University received initial approval for a five-year period for a principal preparation endorsement program under then-existing Board of Education regulations. The institution did not continue the program after 1988.

Hampton University submitted a request for approval of an endorsement program in Administration and Supervision preK-12. The program was reviewed to ensure alignment to the requirements and competencies outlined in the *Virginia Licensure Regulations for School Personnel* and the *Regulations Governing the Review and Approval of Education Programs in Virginia*. The administrative and supervision program met the requirements set forth in the regulations.

At its September 17, 2007, meeting, the Advisory Board on Teacher Education and Licensure (ABTEL) recommended that the Board of Education grant program approval to Hampton University for an additional endorsement in Administration and Supervision preK-12. Effective September 21, 2007, all endorsement programs became conditionally approved with the implementation of the *Regulations Governing the Review*

*and Approval of Education Programs in Virginia.* The new regulations require that colleges and universities certify program compliance and develop biennial measurable targets. Biennial data will be submitted to the Board of Education for review and approval within established timelines.

Dr. Ward made a motion to waive first review and grant conditional program approval to Hampton University for an additional endorsement in Administration and Supervision preK-12. The motion was seconded by Mr. Moore 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 Program at Ferrum College**

Mrs. Pitts also presented this item. Mrs. Pitts said that in the spring of 2004, a review was conducted at Ferrum College under the *Regulations Governing Approved Programs for Virginia Institutions of Higher Education* (effective July 1, 2001, to September 20, 2007). Ferrum College offers endorsement area programs in Elementary Education preK-6, Computer Science, Art preK-12, Career and Technical Education (Business Education and Agricultural Education), English, Journalism (add-on), Foreign Language (Russian and Spanish), History and Social Sciences, Mathematics, Algebra I (add-on), Theater Arts preK-12, Science (Biology and Chemistry) and Health and Physical Education preK-12.

Ferrum College was reviewed under Option 1—state review process by the Board of Education. The review team found that five of 20 standards were not met. The team recommendation for the program was “approval with stipulations.” The designation of “approval with stipulations” indicates that an institution’s professional teacher preparation programs met program standards, but significant weaknesses were identified in the unit and/or the specific teaching endorsement areas. Such a designation requires the development of a corrective action plan to address the weaknesses over the next two years.

On January 24, 2005, the Advisory Board on Teacher Education and Licensure concurred with the team and recommended “approval with stipulations.” At its February 23, 2005, meeting, the Board voted to accept the Advisory Board’s and the Superintendent of Public Instruction’s recommendation to approve the program with stipulations. Ferrum College was advised to use the original team report as a checklist to develop and implement a detailed plan of corrective action.

A follow-up review team visit was made on May 7-8, 2007, to examine documents, data, and other evidence produced to meet the standards designated as unmet during the 2004 review. As a result of the review, the team recommended “approval” of the teacher education program at Ferrum College. At its September 17, 2007, meeting, the Advisory Board concurred with the findings of the review team and recommended to

the Board of Education approval of the continuing accreditation of the teacher education program at Ferrum College.

Dr. Ward made a motion to waive first review and approve ABTEL's recommendation to grant continuing accreditation to the teacher education program at Ferrum College. The motion was seconded by Mrs. Saslaw and carried unanimously.

**First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve the Sign Communication Proficiency Interview (SCPI) Assessment as an Option of Demonstrating Proficiency in American Sign Language and Establish a Proficiency Level for the Assessment**

Mrs. Pitts presented this item. Mrs. Pitts said that the *Regulations Governing the Licensure of School Personnel*, effective September 21, 2007, stipulate the following requirements for an endorsement in Foreign Language: American Sign Language.

**Foreign Language preK-12 – American Sign Language**

1. The candidate must have (i) graduated from an approved teacher preparation program in a foreign language – American Sign Language or (ii) completed a major in American Sign Language or 24 semester hours above the intermediate level in American Sign Language. The program shall include (i) courses in advanced grammar and syntax, conversation, and culture and (ii) a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels.
2. Native users or candidates who have learned American Sign Language without formal academic credit in a regionally accredited college or university must complete the following requirements:
  - a. Competency in American Sign Language demonstrated by written documentation of one of the following:
    - (1) Hold a current, valid qualified or professional certification by the American Sign Language Teachers Association; or
    - (2) Hold a current, valid Virginia Quality Assurance Screening Level III Interpreting certification or higher issued by the Virginia Department for the Deaf and Hard-of-Hearing; or
    - (3) Hold a current, valid Registry of Interpreters for Deaf certification in at least one of the following: Certificate of Interpretation (CI), Certificate of Deaf Interpretation (CDI), Reverse Skills Certification (RSC), or Comprehensive Skills Certificate (CSC); or
    - (4) Hold a current, valid National Association for the Deaf Level IV certification or higher; or
    - (5) Complete requirements of an assessment demonstrating proficiency in American Sign Language prescribed by the Board of Education.

- b. Earned a minimum of 3 semester hours of methods of teaching foreign languages at the elementary and secondary levels from a regionally accredited college or university in the United States.

The Advisory Board on Teacher Education and Licensure (ABTEL) has recommended the use of the Sign Communication Proficiency Interview (SCPI) as the Board of Education's prescribed assessment. The SCPI is a conversational approach to sign language communication skills assessment. The SCPI permits interview content to vary according to the job responsibilities, background, and interests of each person interviewed. The goal of the SCPI is to assess how well people are able to use sign language for their communication needs, and, as appropriate, to assist people in development of their sign language communication skills.

Mrs. Castro made a motion to waive first review and approve the Sign Communication Proficiency Interview (SCPI) as an option for demonstrating proficiency in American Sign Language and establish a proficiency level of "advanced" for the assessment. The motion was seconded by Dr. Ward and carried unanimously.

**First Review of the Board of Education's 2007 Annual Report on the Condition and Needs of Public Schools in Virginia**

Dr. Margaret Roberts, executive assistant to the Board of Education, presented this item. Dr. Roberts said that the Board of Education has submitted an annual report each year since 1971, when the requirement was initially adopted by the General Assembly. Section 22.1-18 of the *Code of Virginia* sets forth the requirement that the Board of Education shall submit an annual report on the condition and needs of the public schools in Virginia.

The *Code* requires that the annual report contain the following information: a report on the condition and needs of the public schools as determined by the Board of Education; a listing of the school divisions and the specific schools that report noncompliance with any part of the Standards of Quality (SOQ); the full text of the current SOQ; a justification for amendments; the effective date of the current SOQ; and a listing of any amendments, if any, to the SOQ being prescribed by the Board of Education.

Dr. Roberts asked the Board of Education to review the draft and make any necessary changes, additions, or deletions, which will be incorporated prior to the final review and adoption of the report.

The Board received the draft report for first review and will give staff suggestions for additions and changes to be incorporated into the report prior to the final review on November 29, 2007.

**Final Review of Proposed Board of Education Meeting Dates for the 2008 Calendar Year**

Dr. Roberts also 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.

In recent years, the Board of Education has met monthly except for the months of August and December. Meetings are typically held on the fourth Thursday of the month, although this is not a requirement. Exceptions are the January meeting which is held early in the month to coincide with the opening of the General Assembly session, and the November meeting, which is scheduled to avoid meeting during Thanksgiving week. The April meeting is typically a two- or three-day planning session. Meetings are scheduled to avoid major religious or secular holidays. In addition to the regular, monthly business meetings, the President may call special meetings of the full Board of Education and its committees, as deemed necessary.

Mrs. Saslaw made a motion to adopt the meeting schedule for 2008. The motion was seconded by Mr. Rotherham and carried unanimously.

The Board of Education meeting dates for the 2008 calendar year are as follows:

Thursday, January 10, 2008  
Thursday, February 21, 2008  
Wednesday, March 19, 2008  
Wednesday-Thursday, April 23-24, 2008  
Thursday, May 22, 2008  
Thursday, June 19, 2008  
Thursday, July 24, 2008  
Thursday, September 25, 2008  
Thursday, October 23, 2008  
Thursday, November 20, 2008

**Annual Report from the Virginia Council for Private Education**

Mr. George McVey, president, Virginia Council for Private Education (VCPE), presented this item. Mr. McVey said that the VCPE was organized in 1974 as the Virginia affiliate of the National Council for American Private Education (CAPE), which has headquarters in Washington, D.C. Fourteen different associations currently comprise the VCPE membership representing academic institutions. Eleven associations have VCPE-approved accreditation processes that are, in turn, recognized by the Virginia Board of Education. All VCPE member associations must be nonprofit and have a racially nondiscriminatory membership policy.

VCPE monitors legislation affecting private schools and is available to members of the legislature, to the Board of Education, and to the Department of Education for information and to articulate the private school viewpoint on educational matters relating to the private sector. It also serves as a vehicle through which the public school viewpoint may be conveyed to the nonpublic school constituency.

The VCPE's accrediting process became effective April 25, 1985, with full approval granted on July 1, 1987. Since that date nonpublic schools have not used the state's accreditation process. In November 1993 the Virginia Board of Education reaffirmed its relationship with VCPE in the form of a resolution. The 2000 General Assembly passed language to affirm this arrangement in Virginia's *Code*.

### VCPE Services

VCPE is the umbrella association representing almost 300 state-recognized accredited private schools and more than 150 other nonaccredited private preschool, elementary, and secondary schools in the Commonwealth. Highlights of the services provided by VCPE include the following:

- VCPE is the only organization that has recognition from the Virginia Board of Education through §22.1-19 of the *Code of Virginia* to oversee the accreditation of private elementary and secondary schools in Virginia.
- VCPE approves and monitors the accrediting processes of 11 accrediting associations and offers additional memberships to associations that do not provide accreditation services or those that may be in the application process.
- VCPE is recognized as the principal resource for public information on private schools by the Virginia Departments of Education, Social Services, and Health as well as the public school divisions and other professional educational organizations and agencies.
- VCPE informs legislators of the interests of private schools, often preventing or eliminating well-meaning but potentially damaging bills, thus ensuring that VCPE's position of oversight of private education in Virginia continues without local or state intervention.
- VCPE is the private education organization that is approached by state agencies for nominations from its member schools to advisory boards and committees; a few of which include: the Virginia Education and Technology Advisory Committee (VETAC), the Child Day Care Council, and the Advisory Board for Teacher Education and Licensure (ABTEL).
- VCPE acts as a sounding board for complaints regarding individual schools and, where necessary, follows through on complaints with the representative associations.
- VCPE handles questions from the public about locations of private schools, start-up procedures, regulations, financial aid and scholarship resources.

The Annual Report from the Virginia Council for Private Education was received by the Board.

## ***DISCUSSION OF CURRENT ISSUES***

### Information on MRSA Prevention

Dr. Cannaday said the department sent a communication to every school division giving guidance received from the Virginia Department of Health (VDH) about management and prevention of MRSA. Dr. Cannaday said advice was given to all school divisions to consult with local health departments about steps to control and prevent MRSA, regardless of whether an infection has been reported within a school. Dr. Cannaday said that should a MRSA infection be identified in a school setting, division officials should immediately contact local health district directors for further guidance, especially if considering closing schools.

### 2007 Milken Awards

Dr. Cannaday said two Virginia K-12 educators received the \$25,000 Milken Award. The teachers are: Kimberly L. Colbert, a biology and life science teacher at Fred D. Thompson Middle School, Richmond City Public Schools, and Amy Macaleer, a mathematics teacher at Battlefield High School, Prince William County Public Schools. Dr. Cannaday said they join 27 other Virginia educators who have been recognized with the prestigious Milken Educator Awards since Virginia began participating in 1999.

### Accreditation

Dr. Cannaday said nine out of 10 schools met accreditation standards. Ninety-one percent of Virginia public schools are fully accredited and meeting state standards for student achievement in English, mathematics, history/social science and science based on 2006-2007 assessment results.

### Blue Ribbon Schools

Dr. Cannaday said ten Virginia schools earned federal Blue Ribbon status. The Blue Ribbon Schools Program honors public and private K-12 schools that are either academically superior in their states or that demonstrate dramatic gains in student achievement. The public schools receiving federal Blue Ribbon School status are as follows:

- Elk Knob Elementary, Lee County Public Schools
- Fancy Gap Elementary, Carroll County Public Schools
- Meherrin Elementary, Southampton County Public Schools
- Shady Grove Elementary, Henrico County Public Schools
- Sharon Elementary, Alleghany County Public Schools
- Tazewell Elementary, Tazewell County Public Schools
- W.H. Taylor Elementary, Norfolk City Public Schools

### Senate Finance Committee Report

Dr. Cannaday said a presentation was made to the Senate Finance Committee on how at-risk funds are used. Dr. Cannaday recognized Dr. Linda Wallinger and Dr. Deborah Jonas for collecting the data for this report.

SOQ Funding

Dr. Jones urged Board members to advocate for SOQ funding during the 2008 General Assembly Session. Dr. Jones said that Medicaid money will have an affect on school funding and will take money away from K-12.

Dinner Session

The Board met for dinner at the Crowne Plaza Hotel with the following members present: Dr. Emblidge, Dr. Brewster, Mrs. Castro, Mr. Johnson, Mr. Moore, Mr. Rotherham, and Dr. Ward. A brief discussion took place about general Board business. No votes were taken, and the dinner meeting ended at 8:30 p.m.

***EXECUTIVE SESSION***

Dr. Ward made a motion to go into executive session under *Virginia Code 2.2-3711.A*, specifically to discuss personnel matters related to licensure. Dr. Jones seconded the motion and it carried unanimously. The Board adjourned for the Executive Session at 11:25 a.m.

Dr. Ward made a motion that the Board reconvene in open session. The motion was seconded by Mr. Moore and carried unanimously. The Board reconvened at 12:51 p.m.

Dr. Ward made a motion that the Board certify by roll-call vote that to the best of each member's knowledge, (1) only public business matters lawfully exempted from open meeting requirements by Virginia law were discussed in the executive session to which this certification motion applies, and (2) only such public business matters as were identified in the motion convening the executive session were heard, discussed or considered by the Board. The motion was seconded by Mrs. Saslaw and carried unanimously.

Board Roll call:

Andrew Rotherham – Yes  
Ella Ward – Yes  
Gary Jones – Yes  
Isis Castro – Yes

Eleanor Saslaw – Yes  
David Johnson – Yes  
Kelvin Moore – Yes  
Mark Emblidge – Yes

Board of Education Action

Case

Action

Randall Bartlett

The Board of Education approved the issuance of a Postgraduate Professional License to Mr. Randall Bartlett.

Clarence Dixon

The Board of Education postponed the case of Clarence Dixon.

Brenda Livermore

The Board of Education approved the renewal of the license of Ms. Brenda Livermore.

Theodore Malone

The Board of Education approved the issuance of an Eligibility License to Mr. Theodore Malone.

Michael McIntosh

The Board of Education approved the renewal of Mr. Michael McIntosh's Postgraduate Professional license.

Anna Patterson

The Board of Education approved the issuance of a statement of eligibility to Ms. Anna Patterson.

Belford St. John

The Board of Education approved the issuance of a statement of eligibility to Mr. Belford St. John.

Juliana Yam

The Board of Education approved the issuance of a Postgraduate Professional License to Ms. Juliana Yam.

***ADJOURNMENT***

There being no further business of the Board of Education and Board of Career and Technical Education, Dr. Emblidge adjourned the meeting at 12:54 p.m.

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President