

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA

**MINUTES**

March 26, 2009

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	Mr. K. Rob Krupicka
Dr. Ella P. Ward, Vice President	Dr. Virginia L. McLaughlin
Dr. Thomas M. Brewster	Mr. Kelvin L. Moore
Mrs. Isis M. Castro	Mrs. Eleanor B. Saslaw
Mr. David L. Johnson	
	Dr. Patricia I. Wright
	Superintendent of Public Instruction

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

***MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE***

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

***APPROVAL OF MINUTES***

Dr. Ward made a motion to approve the minutes of the February 19, 2009, meeting of the Board. The motion was seconded by Mrs. Castro and carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

***INTRODUCTION OF VISITORS***

Dr. Emblidge recognized Ms. Jessie Levin, early childhood education and state adolescent literacy network program associate, and Mr. Chris Sun, project associate for the high school redesign initiative, representatives of the National Association of State Boards of Education. They were visiting to observe the Board.

***PUBLIC COMMENT***

The following persons spoke during public comment:

Dr. Kitty Boitnott	Dr. Bess Worley
Liz Nelson	Angela Ciolfi

***ACTION/DISCUSSION ITEMS***

***Final Review of Proposed Revisions to the Regulations Governing Educational Services for Gifted Students (8 VAC 20-40-10 et. Seq.)***

Dr. Linda Wallinger, assistant superintendent for instruction, presented this item. Dr. Wallinger said that the current *Regulations Governing Educational Services for Gifted Students* were adopted by the Board of Education in 1993, and became effective in 1995. Dr. Wallinger said that the proposed regulations will provide updated information to school divisions regarding services for gifted education.

The public comment on the proposed *Regulations Governing Educational Services for Gifted Students* was conducted from June 23–September 26, 2008. A majority of the comments dealt with language clarifications and consistency.

Mrs. Saslaw made a motion to adopt the revisions to the *Regulations Governing Educational Services for Gifted Students* as amended and authorized staff of the Department of Education to proceed with the remaining steps required by the Administrative Process Act. The motion was seconded by Dr. Ward and carried unanimously.

Following are the amendments to the *Regulations Governing Educational Services for Gifted Students* in response to major concerns from public comment:

8VAC20-40-20. Definitions

2. Specific academic aptitude. Such students demonstrate or have the potential to demonstrate superior reasoning; persistent intellectual curiosity; advance use of language; exceptional problem solving; rapid acquisition and mastery of facts, concepts, and principles; and creative and imaginative expression beyond their age-level peers in selected academic areas. Specific academic aptitude areas include English, history and social science, mathematics, and science.

8VAC20-40-40. Screening, referral, identification, and service

A. Each school division shall establish uniform procedures for screening, referring, identifying, and serving students in grades kindergarten through twelfth grade who are gifted in general intellectual or specific academic aptitude.

If the school division elects to identify students in general intellectual aptitude, it shall provide service options from kindergarten through twelfth grade.

Identification in a specific academic aptitude area may occur as assessment instruments exist to support identification. If the school division elects to identify students in one or more selected academic aptitude areas, it shall provide service options through twelfth grade.

8VAC20-40-60. Local plan, local advisory committee, and annual report

A. Each school board shall submit a comprehensive plan for the education of the gifted students to the Department of Education for technical review on a schedule determined by the department. Each school board shall approve a comprehensive plan for the education of gifted students that includes the components identified in these regulations.

VAC20-40-70. Funding

Funds designated by the Virginia General Assembly for the education of gifted students shall be used by school divisions in accordance with the provisions of the Appropriation Act.

The Department of Education will notify local school divisions of the changes in the regulations when the regulations become final, pursuant to the requirements of the Administrative Process Act.

**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, and Mrs. Wendy Kang, director of work force services research, Virginia Community College System, presented this item.

Ms. Russell said that the Board approved the Virginia System of Performance Standards and Measures as part of the 2008-2013 Five-Year State Plan for Career and Technical Education (CTE). Each school division and the Virginia Community College System receive an annual report of performance. All secondary performance standards were met or exceeded by the Virginia Department of Education.

Ms. Russell's report included the following highlights for Career and Technical Education for 2007-2008:

- 19,462 students obtained the Career and Technical Education Seal
- 1,067 students obtained the Advanced Studies Diploma
- 44.96% of CTE completers attained an Advanced Studies Diploma
- 49.12% of CTE completers attained a Standard Diploma
- 2.71% of CTE completers attained a Modified Standard Diploma
- 1.78% of CTE completers attained a Special Diploma
- 0.62% of CTE completers attained a General Educational Development (GED) certificate
- Less than 1% of CTE completers attained Other Completion Certificates
- Less than 0.01% of CTE completers attained a General Achievement Diploma (GAD)
- 10,244 CTE students participated in the Cooperative Education Program (CO-OP)
- 9,696 employers employed CTE students under the CO-OP program
- \$45,201,288.65 total wages earned by our CO-OP students
- 2,436 CTE teachers have passed industry certification examinations as of March 9, 2009
- 43.23% of CTE completers attend post-secondary education
- 19.76% of CTE completers have transitioned to full-time employment
- 27.92% of CTE completers have transitioned to employment and postsecondary education
- 3.29% of CTE completers have transitioned to the military

- 1.43% of CTE completers have transitioned to a full-time equivalency of part-time combinations of transition indicators.

Mrs. Kang's report on the Virginia Community College System (VCCS) performance on Perkins Core Performance Standards and Measures included the following:

Each state negotiates target levels of performance with the USDOE. Targets are established based on a three-year historic average. These targets are incorporated into each state's annual Perkins plan. Performance by measure for the VCCS over a three-year period follows:

#### 1P1 Technical Skills Attainment

In 2007-08, the VCCS did not achieve 90 percent (77 percent) of the Technical Skills Attainment target (85.5 percent). The performance result was 75 percent, approximately ten percentage points less than the target. The Technical Skills Attainment measure also declined by two percentage points over the three-year period. Technical Skills Attainment focuses on CTE concentrators who achieve a G.P.A of 2.5 or better in the reporting year. This target will need to be readjusted.

Colleges have continually concentrated funding and efforts to improve skills attainment through initiatives such as enhancement of curriculum, online instructional services, and tutoring.

#### 2P1 Completion

The new completion measure more closely aligns and is more reflective of the attendance patterns of the typical CTE student – that is, part-time and continuing (stop-out/drop-in) students. Unlike previous and traditional completion/graduation measures, this new measure is configured to measure the exit (as opposed to entry) cohort. The exit cohort consists of those exiting postsecondary education – graduates and those dropping out of postsecondary education altogether.

The VCCS was successful in the Completion measure (40.4 percent) meeting 90 percent of the target (42.0 percent). Completion also has remained stable at 40 percent over the three-year period.

While this measure indicates success, colleges should continue to focus energy on helping students complete as well as decreasing the number of students leaving postsecondary education every year.

#### 3P1 Retention and Transfer

The VCCS exceeded the target (50 percent) on the Retention/Transfer measure (71 percent) by over 20 percentage points. Retention and Transfer has increased marginally (two percentage points) over the three-year period. Several factors may affect improvement of this measure including the transfer agreements with Virginia's four-year institutions and the newly implemented Commonwealth Transfer Grant. Student success also is the focus of several concerted initiatives of the VCCS. The

economy and the ability for people to pay for postsecondary education may counter improvement.

#### 4P1 Employment

Career resources and career coaching, job placement software, skills training and relationships with business and industry are all in place to affect this measure. However, the VCCS has been unable to access data to measure performance on placement and employment. VCCS has signed a Memorandum of Understanding with the VEC. The VCCS will begin to receive employment data later in 2009 enabling evaluation of this measure. Additionally, the VCCS is attempting to secure access to the federal employment database to track federal employment. The federal government is a significant employer in the Commonwealth of Virginia.

#### 5P1 Non-traditional Gender Participation

VCCS met the Non-traditional Gender Representation measure for the past three years; however, it has been on the decline over this period and in 2007-08 fell just below the target. If the trend continues, non-traditional participation will not meet the target.

Colleges have developed learning communities to build a support network for gender minorities, published gender- and minority-balanced marketing materials to demonstrate access, and employed career coaches to encourage students to pursue their career interests regardless of traditional gender for that career.

#### 5P2 Non-traditional Gender Completion

The VCCS has met the target established for Non-traditional Gender Completion for the past three years. The trend has remained stable averaging 17 percent, three percentage points above the target (14 percent). Learning communities, career coaches and marketing materials are all means the colleges employ to help increase Non-traditional Gender Completion. The focus on student success will also affect this measure.

VCCS will work with the USDOE to establish system-level targets for each measure. Similarly, the staff at the system office will work with the colleges to establish individual college targets. Colleges will be required to achieve performance of at least 90 percent of the established target. Colleges that do not achieve 90 percent of the state-identified target in year 1 are required to develop a plan for improving the measure. If the target is not achieved in year 2, the institution will be required to seek on-site technical assistance; if the institution continues to not reach the target in year 3, funding will be reduced.

Members asked Mrs. Kang a number of questions, a couple of which Mrs. Kang will need to research and send to the members at a later date.

Dr. Brewster made a motion to accept the report as presented, 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 Dr. Ward and carried unanimously.

**Report on Data Elements to be Included in the Virginia Cohort Report**

Dr. Deborah Jonas, executive director for research and strategic planning, presented this item. Dr. Jonas said that House Bill 19 (2006) amended § 22.1-253, 13:4 of the *Code of Virginia* and requires the State Board of Education to assure uniform assessment of high school graduation rates by collecting, analyzing and reporting high school graduation and dropout data using a formula prescribed by the Board. In November 2006, the Board of Education adopted the NGA On-Time Graduation Rate formula to calculate graduation rates in Virginia.

In October 2008, the Virginia Department of Education reported the graduation rates using the new formula. The Department reported graduation rates at the state, school division, and school level for all students and for student subgroups consistent with those defined for federal accountability purposes.

The Virginia Cohort Report, which is scheduled to be released by the Department on March 31, 2009, accounts for the status of all students as of the end of the school year including students who graduate or complete high school in the summer. The report relies on longitudinal data to calculate a snapshot report that accounts for all students in the adjusted cohort before they begin the next school year.

The Cohort Report reports the status of students in each of the following categories:

- Diplomas: Students who earned one of the five approved Board of Education diplomas;
- Alternative completion credentials: Students who earned a GED or Certificate of Program Completion;
- Still enrolled: Students who did not earn a completion credential and were still enrolled in school on the last day of the 2007-2008 school year;
- Dropout: Students who dropped out of school according to the state's official definition.
- Long-term absence: Students who were on long-term medical absence, emergency family absence, and students who were expelled for one-year. These students had not earned a credential and were not enrolled in school at the time of the report.
- Unconfirmed Status: Students whose records were properly reported to the state but whose status is inconclusive.

Dr. Ward made a motion to accept the report for informational purposes. The motion was seconded by Dr. McLaughlin and carried unanimously.

**Update on the Web-based Standards of Learning (SOL) Testing Program**

Mrs. Shelley Loving-Ryder, assistant superintendent, division of student assessment and school improvement, presented this item. Mrs. Loving-Ryder's report included the following:

### Online Testing in Virginia

- Introduced legislatively in 2000 as part of Virginia's Web-based SOL Technology Initiative
- Goals of the Initiative:
  - Provide student access to computers at a ratio of one computer for every five students;
  - Create Internet-ready local area network capability in every school;
  - Assure adequate high-speed, high-bandwidth capability for instructional, remedial, and testing needs; and
  - Establish a statewide Web-based SOL test delivery system.
- Phased approach beginning with high schools followed by middle schools and then elementary schools
- All school divisions participate in online testing
  - Approximately 98% of all End-of-Course tests administered online
  - Approximately 61% of all middle school tests administered online
  - Approximately 12% of all elementary school tests administered online
  - Highest number of online tests administered in a single day: (125,255 spring 08)
  - Highest number of online tests administered in a single week: (532,597 spring 08)

### Looking Ahead to Spring 2009 Testing

- Projected to administer over 1.7 million online tests in spring 2009
- Significant increases in online testing at the middle and elementary school levels in 2009
  - Grades 3, 4 & 5: increase varies from 5% to 7% higher than administered online in spring 2008
  - Grades 6, 7 & 8: increase varies from 6% to 21% higher than administered online in spring 2008

### Looking Beyond 2009

Dr. Wright shared that when the General Assembly approved the SOL Web-based Technology Initiative the goal was for all schools to be certified for online testing by spring 2009. Dr. Wright stated that future assessments would be designed to reflect this goal, thereby, allowing for more innovative item types to be introduced into the state testing program. Paper-and-pencil forms of state assessments would become accommodations for students. Ms. Loving-Ryder informed the Board that the Department plans to introduce an online writing assessment with the implementation of assessments to reflect pending revisions to the English Standards of Learning. Dr. Wright also shared her desire to identify resources for the development of a new online Algebra, Functions, and Data Analysis end-of-course exam to be made available for verified credit.

Dr. Ward made a motion to accept the report on the use of technology in Virginia's assessment programs. The motion was seconded by Mrs. Castro and carried unanimously.

**Report on Amendments to the 2008-2010 Biennial Budget Adopted by the 2009 General Assembly and Funding for Public Education Under the American Recovery and Reinvestment Act (ARRA)**

Mr. Kent Dickey, assistant superintendent for finance, presented this item. Mr. Dickey's report included the following:

General Assembly Budget

- Governor Kaine's amendments to the 2008-2010 Direct Aid budget included technical updates to funding formulas, targeted reductions in FY10 in response to revenue shortfalls, a funding loss cap payment, and flexibility provisions.
- The 2009 General Assembly acted on the Governor's introduced budget and adopted its version on Feb. 28, 2009. The General Assembly adopted most of the Governor's budget recommendations, as well as several of its own amendments.
- The General Assembly's overall budget is based on \$821.5 million less in projected GF revenue than the introduced budget, thus increasing the total GF budget shortfall to \$3.7 billion based on appropriations in the 2008-2010 budget passed at the 2008 session. No additional reductions in Direct Aid funding resulted from this latest decrease in projected GF revenues.
- Maintains the Governor's recommendation to limit targeted reductions to Direct Aid funding to FY10 only (only routine formula updates made to FY09 funding). Adopted the FY10 major reductions totaling \$495.8 million as recommended by the Governor:
  - support position cap in SOQ (cap funded support positions at 1 pos. per 4.03 instructional pos.);
  - elimination of school construction grants;
  - elimination of Lottery funding for school construction; and
  - elimination of FY10 salary increase.
- Adopted the funding reduction from the support position cap methodology proposed by the Governor; however, did not adopt the methodology as a permanent change to the SOQ funding formula. Instead, the General Assembly requires:
  - DOE to generate a cost estimate for the 2010-2012 SOQ rebenchmarking that includes and excludes the support position funding cap, and to report the resulting costs to the Governor, General Assembly money committees, and the Board by Sept. 1, 2009.
  - Board to evaluate the current staffing standards for SOQ instructional positions and the appropriateness of establishing ratio standards for support positions, with the objective of maximizing resources for instruction, and to report its findings and recommendations for rebenchmarking to the Governor, the General Assembly money committees, and the Joint Subcommittee on Elem. & Sec. Education Funding by Nov. 1, 2009.
- Did not adopt the Governor's proposal to use \$60.9 million in Lottery funds for a one-time funding loss cap payment to mitigate divisions' loss of state funding in FY10.
  - ✓ Instead, maintains the existing per pupil methodology for distributing these funds. This change impacts division distributions. Waives in FY10 the local match and requirement to spend 50% of the funds for non-recurring costs.

- Adopted Governor's recommendations providing flexibility to divisions, including the Board's proposals for flexibility in the use of state funds and local match to employ data coordinators, English language learner teachers, and reading and mathematics specialists.
- For FY10, allows SOQ textbook funds to be spent by divisions for any purpose and waives the local match.
- Provides an additional \$1.0 million in FY10 for expected growth in the number of teachers eligible for bonuses for achieving national board certification.
- Allocates 50% (\$365.2M) of the K-12 portion of the State Fiscal Stabilization Fund to divisions in FY10 based on the proportion each school division's state funding was reduced by the targeted reductions (i.e., support position cap, elimination of school construction grants, & elimination of school construction funding from Lottery)
- Reduces state Direct Aid funding by \$104.2 million in FY09 and \$629.5 million in FY10 (-5.7% total) compared to the 2008-2010 budget passed at the 2008 session. The FY09 reduction is due to technical changes and the FY10 reduction is due mostly to the targeted reductions.
- Compared to the introduced budget, is \$8.0 million less in FY09 and \$26.9 million less in FY10 (-0.29% total) due mainly to lowered sales tax estimates and estimated non-participation savings in the Virginia Preschool Initiative program.
- Projected state funding to school divisions would decrease by \$383.2 million (6% overall) from FY09 to FY10 due mainly to the targeted FY10 reductions.
- The General Assembly's budget is under review by Governor Kaine. He may propose amendments or vetoes to the budget to be considered at the veto session on April 8th. The budget is not final until signed into law by the Governor.

#### ARRA: Overview

- The federal stimulus law – the American Recovery and Reinvestment Act of 2009 (ARRA) – was signed into law on February 17, 2009.
- Significant amounts of formula funding for public education under the law will be coming to Va. beginning this spring.
- Competitive grant opportunities focusing on various reform goals will also be available to Va. over the next several months.
- The principles of ARRA funding are:
  - ✓ must be spent quickly to save and create jobs;
  - ✓ to improve student achievement and help close the achievement gap through effective reforms;
  - ✓ transparency and accountability - will be subject to additional and more rigorous public reporting requirements (quarterly reporting, how funds are used, etc.); and
  - ✓ short-term, one-time funds (available 2-3 years) and should be used in ways that do not result in unsustainable commitments after the funding expires (e.g., salaries for new positions).
- All ARRA funding is federal funding, must be accounted for separately, and will be paid to divisions on a reimbursement basis.
- The ARRA includes three main formula funding sources for public education:
  - ✓ State Fiscal Stabilization Funds (SFSF);
  - ✓ Title I, Part A (in ESEA); and

- ✓ Individuals with Disabilities Education Act (IDEA).
- States required to submit a two-phase application to the U.S. Dept. of Education (USED) to receive funding from these sources. The applications must include assurances towards meeting four key goals:
  - ✓ rigorous college- and career-ready standards and high quality assessments;
  - ✓ longitudinal student data systems that meet federal requirements;
  - ✓ improving teacher quality and equitable distribution of effective teachers; and
  - ✓ providing intensive support for low-performing schools.
- Smaller amounts of formula funding will be available in areas such as educational technology with separate application processes.
- USED has begun issuing guidance to states. VDOE has begun providing information to divisions to assist them in using the funds consistent with the principles of the law.
- Limited funding available under ARRA for state-level administration in VDOE.

#### ARRA: SFSF

- State Fiscal Stabilization Fund (SFSF) is a new, limited duration program authorized under ARRA. Total Va. allocation is \$1.2 billion.
- Consists of:
  - ✓ 81.8% portion (\$983.9 million) for K-12 and higher ed., intended primarily to backfill recent state funding reductions. K-12 portion estimated at \$730.4 million; and
  - ✓ 18.2% portion (\$218.9 million) available to governors to sustain government services, which can include education.
- States must use their allocations to help restore FY09, FY10, and FY11 support for public K-12 and postsecondary education to the greater of the FY08 or FY09 level.
- As a new program, no MOE or supplanting requirements were attached.
- The General Assembly allocated the K-12 portion to divisions over a two-year period (in state FY10 & FY11). The 50% FY10 division allocation totals \$365.2 million statewide.
- Funds needed to restore support for K-12 education must be run through the state's primary K-12 education funding formula.
  - ✓ The General Assembly allocated the funding to divisions based on the proportion of targeted state funding reductions divisions experienced in FY10.
  - ✓ This is the methodology used to allocate the funds – it does not require divisions to spend the SFSF in the areas where state funds were reduced (i.e., support cap, etc.).
- The General Assembly's budget designated the entire amount of the Governor's SFSF portion for specific state-level projects.
- Anticipated the state application will be due to USED in April.
- USED will release 67% of the funds to Va. upon receiving an approvable application. Remaining funds provided during summer 2009 after the second-phase application is filed and approved.
- Funds available for obligation through Sept. 30, 2011.
- Will include rigorous public reporting requirements.
- USED guidance states that SFSF may be used at the local level to:
  - ✓ pay salaries to avoid having to lay off teachers and other school employees;
  - ✓ for modernization, renovation, or repair of school buildings;

- ✓ for any activity authorized under the Elementary and Secondary Education Act (ESEA), the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act, or the Carl D. Perkins Career and Technical Education Act; and
- ✓ with USED approval, can be used by divisions to meet MOE for Title I and IDEA.
- Funds may not be used at the local level for:
  - ✓ maintenance costs;
  - ✓ stadiums or other facilities primarily used for athletic contests or exhibitions or other events for which admission is charged to the general public;
  - ✓ purchase or upgrade of vehicles; or
  - ✓ improvement of stand-alone facilities whose purpose is not the education of children, including central office administration or operations or logistical support facilities.

#### ARRA: Title I and IDEA

- By late March or early April, USED to release to Va. 50% of ARRA formula funds under Title I and IDEA, based on currently approved state applications.
  - ✓ LEA funds allocated using existing program formulas
- Remainder of the funds awarded by Oct. 1, 2009, based on additional information Virginia required to provide in subsequent applications.
- Allowable uses and requirements of the Title I and IDEA funds under ARRA are the same as in the existing programs – the ARRA funding supplements the regular Title I and IDEA funding that will come to Va. for next year.
- Current maintenance of effort (MOE) and supplanting requirements apply to the Title I and IDEA ARRA funds (with USED approval, SFSF funds may be used by divisions to meet MOE).
- Funding available for obligation through Sept. 30, 2011, with Title I carryover limitation requiring 85% to be spent by Sept. 30, 2010.
- State reserves 4% for school improvement activities from Title I funds, with 95% of the reserved funds allocated to divisions.

#### ARRA: Funding Summary

- Estimated ARRA funding amounts for Virginia that have been released by USED or other federal agencies include:
  - ✓ State Fiscal Stabilization Fund (\$1.2 billion – total for Education & General Government portions);
  - ✓ Title I, Part A (\$165.3 million);
  - ✓ Title 1 School Improvement (\$47.9 million);
  - ✓ IDEA, Part B State Grants (\$281.4 million);
  - ✓ IDEA, Part B Preschool Grants (\$9.5 million);
  - ✓ Educational Technology (\$10.8 million);
  - ✓ Education for Homeless (\$1.0 million); and
  - ✓ Equipment Assistance for School Nutrition Programs (\$1.9 million).
- Where available, preliminary ARRA division-level funding allocations have been communicated to divisions.

ARRA: Competitive Grants

- Various competitive education grants authorized under ARRA include (\$ = national funds available):
  - ✓ “Race to the Top” Incentive Grants – states apply but state consortia encouraged; focus on four reform areas and states making most progress towards them; 50% of funds to LEAs (\$4.35 billion);
  - ✓ Innovation Grants – available to LEAs/non-profit entities as models of best practice in closing achievement gaps (\$650 million);
  - ✓ Teacher Incentive Fund – develop compensation incentive models, etc. (\$200 million);
  - ✓ Statewide Data Systems (\$250 million); and
  - ✓ Impact Aid – for school construction; eligible divisions apply directly; 60% of funds are competitive (\$60 million).

Mrs. Saslaw made a motion to accept this informational report. The motion was seconded by Dr. Brewster and carried unanimously.

***DISCUSSION OF CURRENT ISSUES***

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

***ADJOURNMENT***

There being no further business of the Board of Education and Board of Career and Technical Education, Dr. Emblidge adjourned the meeting at 12:09 p.m.

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President