

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA

**MINUTES**

February 25, 2010

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:

Mrs. Eleanor B. Saslaw, President  
Dr. Ella P. Ward, Vice President  
Mrs. Betsy D. Beamer  
Dr. Billy K. Cannaday, Jr.  
Mrs. Isis M. Castro

Mr. David M. Foster  
Mr. David L. Johnson  
Mr. K. Rob Krupicka  
Dr. Virginia L. McLaughlin

Dr. Patricia I. Wright, Superintendent of  
Public Instruction

Dr. Wright called the meeting to order at 9 a.m.

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

Dr. Wright led in a moment of silence and Pledge of Allegiance.

***ELECTION OF THE OFFICE OF PRESIDENT OF THE BOARD OF EDUCATION***

Dr. Wright announced that the floor was open for nominations for the office of president of the Board of Education. Mrs. Castro made a motion to nominate Mrs. Saslaw as president of the Board of Education. The motion was seconded by Dr. Ward and carried unanimously. Dr. Wright called for any additional nominations. There being none, the Board voted unanimously to close the nominations. Dr. Margaret Roberts, executive assistant for the Board, called for the roll call vote for Mrs. Eleanor Saslaw for the office of president for the 2010-2012 term. The Board's roll call:

Mrs. Beamer – Yes	Mr. Krupicka – Yes
Dr. Cannaday – Yes	Dr. McLaughlin – Yes
Mrs. Castro – Yes	Mrs. Saslaw – Yes
Mr. Foster – Yes	Dr. Ward – Yes
Mr. Johnson – Yes	

After the vote, Mrs. Saslaw, the newly elected president, presided at the meeting.

***ELECTION OF THE OFFICE OF VICE PRESIDENT OF THE BOARD OF EDUCATION***

Mrs. Saslaw announced that the floor was open for nominations for the office of vice president of the Board of Education. Dr. McLaughlin made a motion to nominate Dr. Ward as vice president. The motion was seconded by Mr. Johnson and carried unanimously. Mr. Johnson moved that the nominations be closed. The motion was seconded and was passed unanimously. Dr. Roberts called for the roll call vote for Dr. Ward for the office of vice president. The Board's roll call:

Mrs. Beamer – Yes	Mr. Krupicka – Yes
Dr. Cannaday – Yes	Dr. McLaughlin – Yes
Mrs. Castro – Yes	Mrs. Saslaw – Yes
Mr. Foster – Yes	Dr. Ward – Yes
Mr. Johnson – Yes	

***NEW BOARD MEMBERS***

Mrs. Saslaw welcomed new Board members, Mrs. Betsy D. Beamer and Mr. David M. Foster. Mrs. Beamer was appointed February 2, 2010, for a term of four years beginning January 30, 2010, and ending January 29, 2014, to succeed Mark Emblidge. Mr. Foster was appointed February 2, 2010, for a term of four years beginning January 30, 2010, and ending January 29, 2014, to succeed Thomas Brewster.

***APPROVAL OF MINUTES***

Mr. Krupicka made a motion to approve the minutes of the January 14, 2010, of the Board. The motion was seconded by Dr. Ward and carried with a vote of 7 affirmative votes with 2 abstentions. Mr. Foster and Mrs. Beamer abstained. Copies of the minutes had been distributed to all members of the Board of Education.

***PUBLIC COMMENT***

The following persons spoke during public comment:

Dr. James Murday  
James Batterson  
Angela Ciolfi  
Sylvia Jones

***ACTION/DISCUSSION ITEMS***

***First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure to Grant Approval of an Education Program in Administration and Supervision PreK-12 at the University of Richmond***

Mrs. Patty Pitts, assistant superintendent for teacher education and licensure, presented this item. Mrs. Pitts introduced Dr. Thomas Shields, director of the Center for Leadership in Education at the University of Richmond. Mrs. Pitts said that Dr. Shields has done exemplary work on preparing the proposal for the department's review.

Mrs. Pitts said that the University of Richmond submitted a request to add an education program in Administration and Supervision PreK-12 at the graduate level. The program will lead to a master's degree in education and a graduate certificate in Educational Leadership and Policy Studies. On January 25, 2010, the Advisory Board on Teacher Education and Licensure recommended that the Board of Education grant "Approved" status to the new education (endorsement) program in Administration and Supervision PreK-12 at the University of Richmond.

Program endorsement competencies, based on the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-530), have been verified through the review of course descriptions and syllabi to determine alignment with each of the competencies required, including supervised classroom instruction. A review of the Request for New Endorsement Program application submitted by the University of Richmond evidenced written documentation of school division demand data, as well as institutional and school division support for the program.

Section 8VAC20-542-40 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* requires institutions seeking education program approval to establish partnerships and collaborations based on PreK-12 school needs. The institution must provide documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.

The Board received a copy of the University of Richmond's *Virginia Department of Education – Standards for Biennial Approval of Education Programs Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs* (8VAC20-542-40.7.b) *Administration and Supervision Programs* form. The form lists the school divisions that the University of Richmond established partnerships and collaborations with to select candidates for school leadership programs to meet local needs.

Dr. Ward made a motion to waive first review and approve the accountability measurement of partnerships and collaborations and the Advisory Board on Teacher Education and Licensure's recommendation to grant "Approved" status to the new endorsement program in Administration and Supervision PreK-12 at the University of Richmond. The motion was seconded by Mr. Johnson and carried unanimously.

**First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant the Professional Education Program at Virginia Wesleyan College Accreditation through the Board of Education Approved Process**

Mrs. Pitts also presented this item. Mrs. Pitts’ report included the following:

- The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, set forth the options for the accreditation of “professional education programs” at Virginia institutions of higher education. Virginia Wesleyan College requested accreditation through the Board of Education approved process.
- An on-site visit to review the program was conducted on April 26-29, 2009. The overall recommendation of the on-site review team was that the professional education program be “accredited with stipulations.” Below are the recommendations for each of the four standards:

Standard	Team’s Recommendation
Standard 1: Program Design	Met
Standard 2: Candidate Performance on Competencies for Endorsement Areas	Met Minimally with Significant Weaknesses
Standard 3: Faculty in Professional Education Programs	Met Minimally with Significant Weaknesses
Standard 4: Governance and Capacity	Met

- On January 25, 2010, the Advisory Board on Teacher Education and Licensure voted to recommend that the Board of Education accept the recommendation of the on-site accreditation review team that the professional education program at Virginia Wesleyan College be “accredited with stipulations.” Within a two-year period, the professional education program must fully meet standards set forth in the *Regulations Governing Review and Approval of Education Programs in Virginia*.

After a brief discussion, the Board requested that Dr. O’Rourke, dean of education at Virginia Wesleyan College, write a letter describing his verbal commitment to Mrs. Pitts that the areas that need correcting will be honored.

Mr. Krupicka made a motion to amend the superintendent’s recommendation to accept for first review the recommendation of the Advisory Board on Teacher Education and Licensure’s to accept the recommendation of the on-site accreditation review team that the professional education program at Virginia Wesleyan College be “accredited with stipulations.” The Board also requests a letter from Virginia Wesleyan College stating their intent to address the areas that needed correcting will be honored. The motion was seconded by Mrs. Beamer and carried unanimously.

**First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve an Option to Meet the Praxis I Reading and Writing Tests for Entry into an Approved Preparation Program**

Mrs. Pitts also presented this item. Mrs. Pitts' report included the following:

- Section 22.1-298.1 of the *Code of Virginia* requires the Board of Education to prescribe assessments for individuals seeking initial licensure and Section 22.1-298.2 of the *Code* requires that the Board of Education prescribe assessments for individuals seeking entry into an approved education preparation program.
- Effective January 1, 2006, the Board of Education approved the following assessments for individuals seeking initial licensure in Virginia unless an individual meets the exemption criteria as prescribed in the *Licensure Regulations for School Personnel*:
  - Virginia Communication and Literacy Assessment (VCLA);
  - Praxis II (content) Assessments; and
  - Virginia Reading Assessment (VRA), if applicable.
- Praxis I (Reading, Writing, and Mathematics) continued to be the prescribed assessment of basic skills for individuals seeking entry into teacher education programs. The Board of Education also continued to allow the use of a composite score of the Praxis Reading, Writing, and Mathematics tests to meet the Praxis I assessment requirement and the use of the SAT® and ACT® as substitute tests for Praxis I (Reading, Writing, and Mathematics).
- On January 25, 2010, the Advisory Board on Teacher Education and Licensure voted to recommend that the Board of Education allow the use of the Virginia Communication and Literacy Assessment (VCLA) as an optional test for the Praxis I Reading and Writing tests for individuals seeking entry into teacher education programs. The cut scores for the VCLA prescribed by the Board of Education are as follows:

Writing Sub Test:	235
Reading Sub Test:	235
Composite Score:	470
- An individual choosing to use the VCLA (Reading and Writing) as a optional assessment for the Praxis I Reading and Writing tests will be required to meet the Praxis I Mathematics assessment (or equivalent SAT® or ACT® test scores).

Dr. Ward made a motion to accept for first review the recommendation of the Advisory Board on Teacher Education and Licensure to approve the Virginia Communication and Literacy Assessment (Reading and Writing) as an optional test for the Praxis I Reading and Writing tests for entry into a teacher preparation program. The motion was seconded by Mrs. Castro and carried unanimously.

**Report on Critical Need Divisions Receiving Technical Assistance from the Office of School Improvement**

Dr. Kathleen Smith, director of the Office of School Improvement, presented this item. Dr. Smith said that the Virginia Department of Education (VDOE) provides targeted technical assistance to school divisions that have schools with the greatest needs.

The VDOE tracks the number of schools considered to have critical needs based on indicators established by the department and the number of schools receiving targeted technical assistance and professional development services. Data are reported by school year rather than fiscal year. "Critical need division" is defined as a division having schools that are in Years 3, 4, or 5 of No Child Left Behind (NCLB) school improvement, *Conditionally Accredited*, or *Accreditation Denied*. These divisions and schools are indicated below:

Division	School	School Improvement Status	Accreditation Status
Alexandria City Public Schools	Jefferson-Houston Elementary School	Year 4	Warned - 1st Year
Arlington County Public Schools	Hoffman Boston Elementary School	Year 6	
Arlington County Public Schools	Randolph Elementary School	Year 4 Holding	
Brunswick County Public Schools	James Solomon Russell Middle School		Warned - 3rd Year
Charles City County Public Schools	Charles City County Elementary School	Year 3 Holding	
Culpeper County Public Schools	Pearl Sample Elementary School	Year 3	
Essex County Public Schools	Essex Intermediate School	Year 5	
Essex County Public Schools	Tappahannock Elementary School	Year 6	
Fairfax County Public Schools	Dogwood Elementary School	Year 4	
Fairfax County Public Schools	Mt. Vernon Woods Elementary School	Year 3 Holding	
Hampton City Public Schools	Francis Mallory Elementary School	Year 4	
Newport News Public Schools	L. F. Palmer Elementary School	Year 3 Holding	
Norfolk City Public Schools	Lafayette-Winona Middle School		Conditional - 1st Year
Norfolk City Public Schools	Lake Taylor Middle School		Conditional - 3rd Year
Norfolk City Public Schools	Northside Middle School		Conditional - 1st Year
Orange County Public Schools	Orange Elementary School	Year 4	
Petersburg City Public Schools	J. E. B. Stuart Elementary School	Year 5 Holding	Denied
Petersburg City Public Schools	Peabody Middle School	Year 5 Holding	Denied
Petersburg City Public Schools	Vernon Johns Junior High	Year 7 Holding	Denied
Prince William County Public Schools	Mills E. Godwin Middle School		Warned - 3rd Year
Richmond City Public Schools	T. C. Boushall Middle School	Year 4 Holding	Conditional - 3 <sup>rd</sup> Year
Roanoke City Public Schools	Hurt Park Elementary School	Year 3 Holding	
Suffolk City Public Schools	Elephant's Fork Elementary School	Year 3	
Sussex County Public Schools	Ellen W. Chambliss Elementary	Year 1	Denied
Sussex County Public Schools	Sussex Central Middle School (Jackson)	Year 4	Warned - 1st Year
Wythe County Public Schools	Fort Chiswell Middle School		Warned - 3rd Year
Wythe County Public Schools	Scott Memorial Middle School		Warned - 3rd Year

Support and technical assistance include school-level and division-level academic reviews, school improvement planning, and training. Dr. Smith also reported the following:

- Schools in Title I, Year 1 and schools accredited with warning in Year 1 receive an academic review that serves to identify areas of need. The school-level academic review is designed to help schools identify and analyze instructional and organizational factors affecting student achievement. The focus of the review process is on the systems, processes, and practices that are being implemented at the school and division levels.
- Schools use an online tool to develop action plans based on the academic review findings. Action plans include a focus on selected research-based “rapid improvement” indicators such as teachers being organized into grade-level, grade-level cluster, or subject-area instructional teams. The initial academic review and action plan become the basis for subsequent school improvement plans if the school continues to be in improvement or not fully accredited.
- The school’s action plan is monitored closely by VDOE through the online tool and approval of all federal funding is based on the use of the funds to support the plan. A school division plan is also required and must address how the school division will align resources to better support the schools in improvement.
- Technical assistance for schools and school divisions is provided by the VDOE through Web conferences and is tailored to the identified needs and based on the selected indicators. Web conferences address topics such as creating a strong school leadership team, managing classroom through effective delivery of instruction, and the power of re-teaching based on assessment results. Teacher training provided through the Web conferences focuses on the selected school indicators and the BRIM (Breaking Ranks in the Middle Training) focuses on the Leader indicators.
- Following each training session school and school division staff must provide information about their implementation of the training using the online tool. Progress is evaluated by VDOE staff.
- Mentor coaches who have been trained to collaborate with school principals in establishing school support teams to develop and implement their school improvement plans using the online tool are assigned to certain schools. Additional VDOE consultants work with certain schools and divisions to ensure that the school improvement plan is based on sound research as well as monitored for implementation.
- Certain schools are provided with additional funding for a reading and mathematics pilot. Both technology-based, the reading program serves students K-5, while the mathematics program serves students K-8.

The Board received the report on critical need divisions receiving technical assistance from the Office of School Improvement.

**Report on Testing Irregularities in Norfolk City Public Schools**

Mrs. Shelley Loving-Ryder, assistant superintendent for student assessment and school improvement, and Mr. Douglas Cox, assistant superintendent, division of special education and student services, presented this item. Mrs. Loving-Ryder recognized Mr. Stephen Jones, superintendent, and Mr. Stephen Tonelson, school board chair for Norfolk City Public Schools, both of whom were in the audience.

Mrs. Loving-Ryder said that over the past several months staff members at the Virginia Department of Education have received reports of testing irregularities in a number of Norfolk City schools. Some of these reports were investigated by Norfolk City Public Schools staff. One state investigation was conducted at Lafayette Winona Middle School by staff from the Virginia Department of Education's Division of Special Education and Student Services. Lafayette Winona Middle School was conditionally accredited by the Board of Education in September 2009 based on an approved corrective action plan for the 2009-2010 academic year.

Mrs. Loving-Ryder reviewed the protocol for the investigation of testing irregularities adopted by the Board in 2007. The protocol calls for the following:

- Defines expectations for reporting and investigating testing irregularities
- Irregularities that must be reported by the Division Directors of Testing (DDOT) include those that involve
  - the retesting of students,
  - compromised testing procedures or policies, or
  - student test record exclusions.
- Most irregularities are investigated by local school division personnel under the guidance of assessment staff at the Virginia Department of Education.
- If the reported irregularity is egregious or suggests that staff from the school division's central office is involved, then an investigation by the Virginia Department of Education (VDOE) on behalf of the Virginia Board of Education may be warranted.
- Decisions as to whether a state-directed investigation is warranted are made by the Superintendent of Public Instruction and Assistant Superintendent for Student Assessment and School Improvement.
- State-directed investigations are typically conducted by VDOE assessment staff. If the allegations suggest that violations of IDEIA may have occurred, VDOE special education staff may conduct the investigation.

Mrs. Shelley Loving-Ryder reported on testing irregularities in the following Norfolk City Public Schools:

- Campostello Elementary
- Northside Middle
- Bayview Elementary
- Dreamkeeper's Academy
- Rosemont Middle
- Oakwood Elementary
- Lafayette-Winona Middle

As a result of testing concerns within the school division, in January 2010, the Superintendent of Public Instruction offered technical assistance to the superintendent of Norfolk City Schools, and he accepted.

Technical assistance will focus on the following:

- The use of the state-developed criteria in identifying students for participation in the Virginia Grade Level Alternative (VGLA),
- Preparation of work samples for inclusion in the VGLA collections of evidence, and
- Best practices in test administration for the Standards of Learning (SOL) tests.

Technical assistance on SOL Test Administration practices will include the following:

- Interviews in March 2010 with school administrators and teachers to gather information about current practices
- Review of materials used to train building level staff in 2009 to make recommendations for improvements for future training.

Technical assistance on VGLA practices will include the following:

- Appropriate preparation of work samples to be used for Collections of Evidence.
- Training school administrators in monitoring selection of work samples.

Dr. Jones, superintendent of Norfolk City Public Schools, said that they take the allegations and practices seriously, and they will be addressed in an aggressive fashion. Dr. Jones also assured the Board that no one is urging teachers and administrators to bend the rules and to cheat in order to reach accreditation.

Mr. Tonelson, chair of Norfolk City School Board, thanked the Board for the technical assistance. He also reminded the Board that students taking the VGLA are supposed to be on grade-level but some of the students in Norfolk taking the VGLA have an IQ that is below the norm and are included in the regular curriculum. He said these students usually would be working on their level to get the best instruction for them to maximize their potential.

Dr. Cannaday made a motion to accept the report on testing irregularities in Norfolk City Public Schools. The motion was seconded by Dr. McLaughlin and carried unanimously.

### **Report on Academic and Career Plan Technical Assistance**

Mr. Joseph Wharff, school counseling connections specialist, office of career and technical education, presented this item.

Mr. Wharff's report included the following:

- The Board of Education included in its 2009 revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, (8 VAC-20-131-5 et seq) provisions for each middle and high school student to have a

personal learning plan that aligns academic and career goals with the student's course of study.

- The Board proposed the changes to the Standards of Accreditation at the Board meeting on January 10, 2008.
- The Board adopted the final regulations for accrediting public schools in Virginia at the Board meeting on February 19, 2009.
- *The Guidelines for the Academic and Career Plan (ACP)* were approved at the Board meeting on September 17, 2009.

Required components of the Academic and Career Plan shall include, but not be limited to:

- The student's program of study for high school graduation that is aligned with a postsecondary career pathway and/or college entrance;
- A postsecondary career pathway based on the student's academic and career interests; and
- A signature from the student, student's parent or guardian, and school official(s) designated by the principal.

A *Technical Assistance Document to the Academic and Career Plan* was created for divisions to access and assist in creating, implementing, and maintaining Academic and Career Plans. In addition to the technical assistance document, the Virginia Department of Education (VDOE) has made available a sample ACP template, access to online tutorials, and additional resources.

A Superintendent's Memo was released on December 11, 2009, announcing the *Guidelines for the Academic and Career Plan* and information on accessing the *Technical Assistance Document* and other resources for use by divisions. Regional workshops have been announced and will begin in late February. The workshop content will include information and resources related to the Academic and Career Plan requirement, Career Clusters, The Virginia Education Wizard, and division-specific best practice materials related to academic and career planning. Workshop dates and locations are below

#### Academic and Career Plan Workshops

Date	Region	Location
2/24/10	Region 1 Academic and Career Plan Workshop	J. Sargeant Reynolds Community College
3/5/10	Region 8 Academic and Career Plan Workshop	Southside Virginia Community College
3/8/10	Region 7 Academic and Career Plan Workshop	Southwest Virginia Community College
3/12/10	Region 3 Academic and Career Plan Workshop	Rappahannock Community College
3/15/10	Region 5 Academic and Career Plan Workshop	Piedmont Virginia Community College
3/18/10	Region 4 Academic and Career Plan Workshop	Lord Fairfax Community College
3/23/10	Region 2 Academic and Career Plan Workshop	Paul D. Camp Community College
3/30/10	Region 6 Academic and Career Plan Workshop	Virginia Western Community College

Mrs. Beamer made a motion to receive the report on academic and career plan technical assistance. The motion was seconded by Dr. Ward and carried unanimously.

### **Report on Internet Safety and You**

Dr. Tammy McGraw, director of educational technology, presented this item. Dr. McGraw said that in 2007, the Virginia Department of Education collaborated with Pokémon USA to develop *Internet Safety and You* as part of the award-winning Web-based *Pokémon Learning League*. Despite the commercial success of the *Pokémon Learning League*, Pokémon USA, under new leadership, discontinued its work in the education sector to focus exclusively on the company's core business; consequently, the site ceased operation on August 31, 2009. Pokémon USA generously donated the source files, lesson plans, and other resources to the Commonwealth of Virginia with the understanding that neither the Pokémon characters nor anything associated with the Pokémon brand could be used in the future.

Dr. McGraw said that Jim Davis, creator to the Garfield cartoon, and the Professor Garfield Foundation graciously offered the Commonwealth the use of Garfield and Friends free of charge as replacement characters for Pokémon. Garfield is the most widely syndicated comic strip in the world, appearing in 63 countries and translated into 23 languages. More than 200 million people see Garfield daily. Dr. McGraw further described the following:

- With support from the Office of the Attorney General and the Verizon Foundation, the Department of Education is currently working with the Professor Garfield Foundation to make this resource available to our students once again.
- The Online Safety and Cyber bullying episodes are complete. The two remaining episodes, *Distinguishing Fact from Opinion* and *Forms of Media*, will be launched by April 1.
- An application is currently being developed to enable students and families to access this content on an iPod touch and iPhone.

The Board received the report on *Internet Safety and You*.

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

Mrs. Castro asked staff to take into consideration suggestions made by speakers during public comment in reference to the *Science Standards of Learning* and Petersburg City Public Schools. Dr. Wright said that the comments will be shared with appropriate staff for review.

Mr. Krupicka suggested the Board start having discussions on the role the Board can play to help school divisions get through these difficult times.

### **Dinner Session**

The Board met for dinner at the Crowne Plaza Hotel with the following members present: Mrs. Beamer, Dr. Cannaday, Mrs. Castro, Mr. Foster, Mr. Johnson, Dr. McLaughlin, 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, Mrs. Saslaw adjourned the meeting at 12:11 p.m.

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President