

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA

**MINUTES**

July 22, 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

Mrs. Saslaw called the meeting to order at 9 a.m.

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

Mrs. Saslaw asked for a moment of silence, and Dr. McLaughlin led in the Pledge of Allegiance.

***APPROVAL OF MINUTES***

Mrs. Castro made a motion to approve the minutes of the June 24, 2010, 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 person spoke during public comment:

Dr. Susan G. Magliaro

***CONSENT AGENDA***

Dr. Ward made a motion to approve the consent agenda. The motion was seconded by Dr. McLaughlin and carried unanimously.

- Final Review of Financial Report on Literary Fund

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

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

The Board approved the financial report (including all statements) on the status of the Literary Fund as of March 31, 2010.

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

The following element was approved with the Board's vote on the consent agenda:

1. The Richmond County Elementary School project on the First Priority Waiting List was partially funded through the school division's participation in the Series 2009-1 Virginia Public School Authority Qualified School Construction Bonds Program on November 13, 2009. The school division requested on June 8, 2010, that the reduced amount of \$2,018,041 that remained on the First Priority Waiting List be withdrawn from funding.

***ACTION/DISCUSSION: BOARD OF EDUCATION REGULATIONS***

**First Review of a Notice of Intended Regulatory Action (NOIRA) for Proposed Regulations Governing Unexcused Absences and Truancy**

Dr. Cynthia Cave, director of Office of Student Services, presented this item. Dr. Cave said that Section 22.1-258 of the *Code of Virginia* addresses school attendance issues. It requires schools to make a reasonable effort to notify parents when a student fails to report to school. This section also requires each school division to create an attendance plan for any student with five unexcused absences and to schedule a conference with parents after the sixth unexcused absence. This section further addresses the procedure for enforcement of attendance requirements.

Dr. Cave said that public comments were received during a 21-day public comment period. Eleven comments were received from ten individuals in support of the proposed regulations. No comments were received in opposition to the proposed regulations. Dr. Cave said that regulations are being proposed to establish a uniform definition for "unexcused absence" and any concomitant policies, procedures, or reporting requirements.

Dr. Cannaday made a motion to waive first review and authorize the Virginia Department of Education to proceed with the requirements of the Administrative Process Act. The motion was seconded by Mrs. Beamer and carried unanimously.

**First Review of the Notice of Intended Regulatory Action (NOIRA) to Promulgate Regulations Governing the Operation of Private Day Schools for Students with Disabilities and Educational Programs Offered in Group Homes and Residential Facilities in the Commonwealth and to Repeal Regulations Governing the Operation of Private Day Schools for Students with Disabilities (8 VAC 20-670-10 et seq.)**

Dr. Sandra Ruffin, director of Office of Federal Program Monitoring, presented this item. Dr. Ruffin's report included the following:

- The Board of Education regulates private day schools for students with disabilities. It is proposed that the Board replace the current regulations with new regulations governing both private day schools for students with disabilities and the education programs in private children's residential facilities and group homes.
- According to the December 1, 2009, Child Count Report, 1,832 students with disabilities received their special education and related services in private day schools and 664 in private residential school programs. These numbers represent children with disabilities placed by public schools, DSS, and the courts. An additional 1,000 students without disabilities were enrolled in private residential schools that were placed by DSS, the courts, or by their parents or guardians. Generally, children in day schools are placed because of their disability. Children in residential school programs are largely placed by a Family Assessment and Planning Team (FAPT) under the Comprehensive Services Act or the courts for noneducational reasons.
- Currently, there are 83 licensed private day schools for children with disabilities and 56 licensed private children's residential facilities that offer school programs. These schools are located in northern Virginia, Richmond, Charlottesville, and the Tidewater area. The Board of Education and the Department of Education will continue to provide general supervision over these private schools and any new private schools for students with disabilities and issue certificates/licenses to operate. The Board and the Department of Education no longer have responsibility over the residential environment of children's residential facilities and group homes. This change in responsibility will allow the Department of Education to focus on improving the quality of educational programs in private day schools for children with disabilities and children's residential facilities and group homes.
- The new regulations will provide provisions for the operation of private day schools for students with disabilities and residential schools for students with disabilities. It will provide provisions for school administration, including school and instructional leadership; a philosophy, goals, and objectives that serve as the basis for all policies and practices and student achievement expectations; a program of instruction that promotes individual student academic achievement in the essential academic disciplines, (English, mathematics, science, and history/social science); an organized library media center as the resource center of the school; licensure for school personnel; maintenance of student education records, and school facilities and safety.
- The proposed regulations will outline provisions for obtaining a license to operate, denial, revocation or suspension of a license, and renewal of licenses; application fees; student guaranty; application commitments; license restrictions; monitoring and investigation of complaints.
- The Board of Education has the option to promulgate two separate regulations, a regulation to govern the education programs in children's residential facilities and group homes and a regulation to govern the education programs in day schools for students with disabilities or a single regulation.

Dr. McLaughlin made a motion to waive first review and authorize the Department of Education staff to proceed with the requirements of the Administrative Process Act to promulgate regulations for a single regulation for the operation of education programs in private day schools for students with disabilities and children's residential facilities and group homes. The motion was seconded by Dr. Ward and carried unanimously.

### ***ACTION/DISCUSSION ITEMS***

#### ***Final Review of a Request for Approval of a Waiver of 8 VAC 20-110-50 of the Regulations Governing Pupil Accounting Records from Richmond City Public Schools***

Mrs. Anne Wescott, assistant superintendent for Policy and Communications, presented this item. Mrs. Wescott said that on June 24, 1999, the Board adopted Resolution Number 1999-8 that identified regulations that could be waived for charter schools. The resolution included 8 VAC 20-110-50 of the *Regulations Governing Pupil Accounting Records*.

Mrs. Wescott said that Richmond City Public Schools (RPS) is requesting approval of a waiver of 8 VAC 20-110-50 of the *Regulations Governing Pupil Accounting Records* for Patrick Henry School of Science and Arts, a charter school serving grades K-5. Patrick Henry School of Science and Arts (PHSSA) is a public charter school operating under a contractual arrangement with Richmond City Public Schools. It plans to open this summer for the 2010-2011 school year.

The waiver request from Richmond City Public Schools says that "PHSSA will frequently conduct walking trips and other excursions approved by parents of pupils, but that will not be approved through procedures adopted by the local school board." The request further states that "PHSSA must develop procedures for planning and approving field trips in place of those already in place for RPS, to include a detailed itinerary, SOL alignment, list of potential hazards and procedures for handling emergency situations, which will be submitted to the local school board." The procedures will be reported to the Richmond School Board.

Mrs. Beamer made a motion to approve the request from Richmond Public Schools to waive the provisions of 8 VAC 20-110-50 for Patrick Henry School of Science and Arts. The procedures for field trips and other activities and events would be approved by the parents, and would be reported to the Richmond School Board. The motion was seconded by Mr. Johnson and carried unanimously.

#### ***Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve a Braille Assessment for Teachers Seeking an Initial License with an Endorsement in Special Education-Visual Impairment***

Mrs. Patty Pitts, assistant superintendent for Teacher Education and Licensure, presented this item. Mrs. Pitts' report included the following:

- In consultation with the Department for the Blind and Vision Impaired, the Advisory Board on Teacher Education and Licensure (ABTEL) began discussions regarding Braille instruction, certification, and licensure.
- On April 20, 2009, the Advisory Board approved a committee to research the policy issues and make recommendations to the full Advisory Board.
- The Advisory Board on Teacher Education and Licensure met on September 20-21, 2009, to review the committee's report and make a recommendation to the Board of Education. The Advisory Board received the report of the committee including research on Braille instruction, authority regarding Braille instruction, licensure assessments, the current teacher work force with endorsements in visual impairments, Virginia's consortium to prepare teachers of visual impairments, requirements of other states, and available Braille assessments.
- On September 20-21, 2009, the Advisory Board on Teacher Education and Licensure approved the following recommendation to the Board of Education:

The Advisory Board unanimously recommends to the Board of Education that a reliable, valid, and legally defensible assessment available statewide (to be determined) demonstrating Braille proficiency prescribed by the Virginia Board of Education be required for individuals seeking an initial license with an endorsement in Special Education-Visual Impairments. [The Department of Education shall follow policies and procedures relative to the procurement of such an assessment.] Additionally, contingent upon available funding, opportunities for licensed teachers with the endorsement in Visual Impairments will be afforded additional professional development in the teaching of Braille through the Virginia Department of Education and the Department for the Blind and Vision Impaired. The Advisory Board supports the Virginia Board of Education's efforts to include teachers of visual impairments in the *Standards of Quality* funding formula.

- At the request of the Advisory Board on Teacher Education and Licensure, a committee was convened on March 29, 2010, to recommend a Braille assessment to be considered as a requirement for individuals seeking an initial license with an endorsement in visual impairments.
- After reviewing available assessments, the committee unanimously recommended the Braille Proficiency Test owned by the Texas Education Agency and administered by the Educational Testing Service (ETS). The Braille-only test was developed by the Educational Testing Service for Texas. The state of Mississippi also has adopted this test.
- The four-hour Braille Proficiency Test (0631) is administered as a low volume test by ETS, and is scheduled three times a year (November, March, and June). The projected number of new teachers in Virginia seeking the endorsement in Special Education-Visual Impairments who would be required to take the Braille Proficiency Test is anticipated to be less than 30 teachers annually. State procurement testing requirements exempt competitive procurement up to \$50,000 over the life of the contract.
- The test addresses the following standards developed by the Texas Education Agency:  
*The beginning teacher knows and understands:*
  - \* skills for reading uncontracted and contracted literary Braille; and
  - \* skills for reading Nemeth Code.  
*The beginning teacher is able to:*
  - \* apply skills for reading uncontracted and contracted literary Braille;
  - \* apply skills for reading basic Nemeth Code; and
  - \* use resources for reading advanced Nemeth Code.

*The beginning teacher knows and understands:*

- \* *skills for producing uncontracted and contracted literary Braille; and*
- \* *skills for producing Nemeth Code.*

*The beginning teacher is able to:*

- \* *produce uncontracted and contracted literary Braille with a braillewriter;*
- \* *produce uncontracted and contracted literary Braille with a slate and stylus;*
- \* *produce basic Nemeth Code with a braillewriter; and*
- \* *refer to Nemeth Code rules to produce advanced Nemeth Code with a braillewriter.*

[Source: *Texas Braille Standards (Standard VII)*, approved April 2, 2004]

- The Braille Proficiency Test is composed of two sections. The multiple-choice section assesses the examinees' ability to read Braille using simulated Braille text. The performance-assessment section assesses the examinees' ability to produce Braille text from printed text using both a slate and stylus and a braillewriter. The standard form of the Braille Proficiency Test takes five hours. An Alternate Test Form (ATF) is available for candidates requiring accommodations. The ATF is a combination Reader Script/Braille edition and can only be administered one-to-one.
- Candidates must bring the following items to the test site:
  1. Manual (non-electric) braillewriter that accommodates standard 11 ½ by 11-inch Braille paper
  2. Slate and stylus that accommodates 8 ½ by 11-inch Braille paper
  3. Braille eraser
  4. Pencil
- On April 19, 2010, the Advisory Board on Teacher Education and Licensure voted unanimously to recommend that the Virginia Board of Education approve the Braille Proficiency Test administered by the Educational Testing Service as the required assessment for teachers seeking the Special Education-Visual Impairments endorsement in Virginia. The committee's rationale included the following: (1) the Braille Proficiency Test developed by the Educational Testing Service is a reliable, valid, and legally defensible assessment; (2) the test appears to cover the appropriate knowledge and skills for Braille; (3) the test would be available after a state-specific standard setting study; and (4) the test is accessible across the state.

Dr. Ward made a motion to adopt the Advisory Board on Teacher Education and Licensure's recommendation that the Braille Proficiency Test administered by the Educational Testing Service be approved as the required assessment for teachers seeking an initial Virginia license with the endorsement in Special Education-Visual Impairments and authorize the Department of Education to begin the standard-setting process for the test. The motion was seconded by Mrs. Castro and carried unanimously.

### **First Review of Board of Education Meeting Dates for the 2011 Calendar Year**

Dr. Margaret Roberts, executive assistant to the Board of Education, presented this item. Dr. Roberts said that 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-day planning session.

The proposed dates for meetings in 2011 are set to avoid scheduling conflicts with major professional commitments for Board of Education members and the Superintendent of Public Instruction. The proposed dates are also set to avoid conflict with national holidays and other important calendar events.

In addition to the monthly business meetings, the President may call special meetings of the full Board of Education and its committees, as deemed necessary. Unless otherwise announced by the President, all Board of Education meetings will be held in the Jefferson Conference Room on the 22<sup>nd</sup> floor of the James Monroe Building, 101 North 14<sup>th</sup> Street, Richmond, Virginia 23219.

The proposed meeting dates for 2011 are as follows:

Thursday, January 13, 2011  
Thursday, February 24, 2011  
Thursday, March 24, 2011  
Wednesday-Thursday, April 27-28, 2011  
Thursday, May 19, 2011  
Thursday, June 23, 2011  
Thursday, July 28, 2011  
Thursday, September 22, 2011  
Thursday, October 27, 2011  
Thursday, November 17, 2011

Dr. Roberts reported that the date proposed for the February 2011 meeting will need to be changed prior to the final review in September.

Mr. Johnson made a motion to receive for first review the proposed schedule of meeting dates for the 2011 calendar year. The motion was seconded by Dr. McLaughlin and carried unanimously.

***Report on the Review Process for and Evaluation of Supplemental Educational Services (SES) Providers Under the No Child Left Behind Act of 2001***

Dr. Linda Wallinger, assistant superintendent for Instruction, presented this item. Dr. Wallinger's report included the following:

- The *No Child Left Behind Act of 2001* requires states to evaluate the success of supplemental educational services (SES) providers and withdraw approval from providers that fail for two consecutive years to contribute to increasing the academic proficiency of students served.
- The Department of Education (DOE) has reviewed SES implementation annually since 2003. Beginning with the 2006-2007 school year, there were sufficient data to conduct a statistical analysis of the impact of SES in Virginia using a matched program-control design consisting of a pre-program/post-program matched samples comparison of students receiving SES services to students not receiving SES services. Additionally, the evaluations contain a qualitative analysis based on survey responses from division SES coordinators, parents of students receiving SES, and SES providers.

- The following tables provide summary data and information from the last three evaluations. These results should be interpreted with caution; small sample sizes, which reduce the ability (power) to detect statistical significance and the reliability of outcomes in general, were limiting factors for many providers. In addition, the limited sample sizes used in the inferential analyses make it difficult to generalize the results to the total population of students who participated in SES as the students who were actually included may not be representative of all students who received services.

**Statewide Impact**

School Year	# of SES Providers Serving Students	# of Students Served	# of Participating School Divisions
2006-2007	22	3,030	22
2007-2008	35	3,344	26
2008-2009	49	4,879	32

**Is there a statistically significant difference in Standards of Learning assessment performance between students receiving SES services and those not receiving the services?**

School Year	Reading/Language Arts	Mathematics
2006-2007	Yes – Negative difference for students receiving SES services compared to those not receiving SES services	No
2007-2008	No	No
2008-2009	No	No

**Impact at the SES Provider Level**

**For a specific SES provider, is there a statistically significant difference in Standards of Learning assessment performance between students receiving SES services by that provider and those not receiving services?**

School Year	Reading/Language Arts	Mathematics
2006-2007	No	No
2007-2008	Yes – Negative difference for students receiving services from Porter Education and Communications, Inc.	No
2008-2009	No	Yes – Negative difference for students receiving services from Huntington Learning Centers, Inc., and NonPublic Educational Services, Inc. (NESI)

- 2008-2009 Surveys of School Division SES Coordinators, SES Providers, and Parents of Students Receiving SES Services:
  1. SES providers serving students in Virginia during the 2008-2009 school year received generally positive reactions from parents and division coordinators who participated in the evaluation.
  2. Parents were mostly satisfied with provider tutoring services, and the majority of parent respondents were very positive about division and school personnel assistance with SES.
  3. Overall, division coordinators were also pleased with provider services.
  4. Finally, providers were predominately positive concerning their experiences with SES in Virginia during the 2008-2009 school year.

The Board accepted the report on Supplemental Educational Services Providers.

**Report on the Study and Development of Model Teacher and Administrator Evaluation Systems**

Dr. James Lanham, director of Teacher Licensure and School Leadership, presented this item. Dr. Lanham said that the Virginia Department of Education is forming a workgroup to conduct a comprehensive study of teacher and administrator evaluation.

Dr. Lanham's report included the following:

- Phase I of the study is designed to provide revised guidance documents and new evaluation models for teachers that can be used in school divisions to improve student achievement by improving teacher performance, increasing teacher retention, and developing meaningful, targeted professional development. Results of teacher evaluations also can be used by school divisions to inform equitable distribution of teachers across school divisions as well as develop differentiated or performance-based compensation systems. The workgroup plans to target school divisions with high-poverty schools and persistently low-performing schools as initial pilot sites for revised evaluation models.
- Phase II of the study will be designed to provide revised guidance documents and new evaluation models that can be used for administrator evaluation as well as provide opportunities for selected school divisions to pilot the teacher evaluation models developed in Phase I.
- The study and development of the model teacher evaluation system will include the following:
  1. Compile and synthesize current research on comprehensive teacher evaluation as a tool to improve student achievement and teacher performance, improve teacher retention, and inform meaningful staff development. Research also should include data on effective models of differentiated and performance-based compensation as well as differentiated staffing models.
  2. Examine selected research being conducted by faculty at Virginia colleges and universities involving teacher evaluation as well as differentiated and performance-based compensation.
  3. Examine existing state law, policies, and procedures relating to teacher evaluation.
  4. Examine selected teacher evaluation systems currently in use across Virginia.
  5. Develop and recommend policy revisions related to teacher evaluation as appropriate.
  6. Revise existing documents developed to support teacher evaluation across Virginia, including the *Guidelines for Uniform Performance Standards for Teachers, Administrators, and Superintendents* and the *Virginia Standards for the Professional Practice of Teachers* to reflect current research and embed the requirement to consider student growth as a significant factor of all teacher evaluation protocols.
  7. Examine the use of teacher evaluation to improve student achievement with particular focus on high-poverty and/or persistently low-performing schools in Virginia.
  8. Examine the use of teacher evaluation to improve teacher retention and guide meaningful professional development with particular focus on hard-to-staff schools as well as high-poverty and/or persistently low-performing schools in Virginia.
  9. Examine the use of teacher evaluation as a component of differentiated compensation or performance-based compensation both in Virginia and nationally.
  10. Develop new models of teacher evaluation, including a growth model that can be field tested by selected school divisions.
  11. Provide technical support to selected school divisions as they field test new models.
  12. Evaluate field test results and use results to refine evaluation models, inform further policy development, inform legislative priorities, and support applications for federal or other grant funding to support further implementation of new evaluation models and performance-based compensation models across Virginia.

- Proposed members of the workgroup will include teachers, principals, superintendents, a human resources representative, a higher education representative, and representatives from professional organizations (Virginia Association of Elementary School Principals, Virginia Association of Secondary School Principals, Virginia Association of School Superintendents, Virginia Education Association, and Virginia School Boards Association), Department of Education personnel, and others.
- The proposed timeline to complete Phase I of the project is from July 2010 through January 2011. A contractor will be engaged to conduct evaluation research, facilitate three workgroup meetings and communication (including interviews and surveys of stakeholders), supervise consultants, and develop a Web site to solicit comments from the public. A review of national research and best practices regarding teacher evaluation, as well as differentiated compensation and performance-based compensation models will be conducted. Current state policies regarding teacher evaluation and school division evaluation systems will be reviewed. The Board of Education approved guidance documents, *Guidelines for Uniform Performance Standards for Teachers, Administrators, and Superintendents* and the *Virginia Standards for the Professional Practice of Teachers*, will be reviewed and revised as deemed appropriate. Potential pilot sites for the evaluation models will be identified focusing on high-poverty schools and persistently low-performing schools in Virginia school divisions. Guidance documents and evaluation models are projected to be finalized in December 2011 and presented to the Board of Education in January and February 2011.

The Board accepted the report on the study and development of model teacher and administrator evaluation systems.

### **Report on the Virginia Department of Education's Process for Implementing Virtual School Programs**

Mr. Lan Neugent, assistant superintendent for Technology, Career and Adult Education, presented this item. Mr. Neugent said that the General Assembly passed House Bill 1388 and Senate Bill 738 authorizing the establishment of Virtual School Programs.

Mr. Neugent's report included the following:

#### **Requirements of Legislation (HB 1388/SB 738)**

##### Superintendent/Department of Education

- Criteria & Application/Approval Process for Multidivisional Providers
- Process for Monitoring Approved Providers
- Process for Revocation of Approved Providers
- Appeal Process for Revoked Providers
- Create and Maintain Informative Web site
- Develop Model Policies/Procedures for Student Access to Programs

##### State Board of Education

- Approval of Criteria and Processes
- Annual Progress Report to Governor and General Assembly

### School Divisions

- Post Available Offerings/Programs to Division Web site
- Address Course Costs/Granting of Credits

### Project Timeline

#### 2010

- May Project Planning/Internal Workgroups
- June Criteria/Application Development/Application Process/Monitoring
- July Revocation Process/Appeal Process/Model Policies-Procedures
- August Plan Feedback Forums/Provider Forum/Divisional Forum
- September Finalize Deliverables/Plan Web site/Reporting-Monitoring Tools
- October First Review of Criteria/Processes by Board of Education
- November Revise Deliverables Based on Feedback
- December Final Review of Criteria/Processes by Board of Education

#### 2011

- January Launch DOE Web site/Accept–Approve Applications
- July Implement Approval/Notification/Appeal Process/Certify LEA Web sites
- November Board of Education Annual Report Due to Governor/GA

#### 2012

- January Review of Implementation/Ongoing Implementation
- July Ongoing Implementation
- November Board of Education Annual Report Due to Governor/GA

### Work Plan Components

- Planning
- Development of Process and Deliverables
- Review of Process and Deliverables
- Final Deliverables
- Board Approval
- Dissemination
- Implementation
- Implementation/Project Review

### Planning: Development of Process and Deliverables

- Research Review
- Provider Survey
- Internal Cross Agency Workgroups
- Identify Virtual Accreditation Groups
- Application Approval Process
- Evaluation Course for SOL Alignment
- Reporting Template
- Revocation Process
- Appeals Process
- Identify Information for policy/Procedure Models

### Review of Process and Deliverables: Final Deliverables

- Review Cross Agency Workgroup Products
- Discuss Policy/Programmatic Revisions
- Program Providers Feedback Meeting
- Superintendent’s Feedback Meeting
- Evaluate Feedback Revise Deliverables
- Plan for Website Information
- Finalize Deliverables

Board Approval: Dissemination

- Approved Accreditation Programs List
- First Review of Criteria/Process Deliverables
- Final Review of Criteria/Process Deliverables
- Frequently Asked Questions Page for Web site
- Launch Web site

Implementation: Implementation/Project Review

- Accept and Review Applications
- Notify Multidivisional Providers of Status
- Conduct Appeals
- Request Division Posting Requirements Certification
- Implement Monitoring Process
- Prepare Annual Report
- Conduct Internal Review of Implementation Processes
- Revise Processes

The Board accepted the report on the Department of Education's Work Plan for the Establishment of Virtual School Programs (House Bill 1388 and Senate Bill 738).

***DISCUSSION OF CURRENT ISSUES***

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, Mr. Krupicka, 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.

***EXECUTIVE SESSION***

Mr. Johnson made a motion to go into executive session under *Virginia Code* Section 2.2-3711.A.41, for discussion or consideration by the Board of Education of records relating to the denial, suspension, or revocation of teacher licenses. The motion was seconded by Dr. Ward and carried unanimously. The Board went into executive session at 10:41 a.m.

Mr. Johnson made a motion that the Board convene in open session. The motion was seconded by Dr. Ward and carried unanimously. The Board reconvened at 10:59 a.m.

Mr. Johnson made a motion that the Board certify by roll-call vote that to the best of each member's knowledge, (1) only matters lawfully exempted from open meeting requirements under the Freedom of Information Act were discussed and (2) only the matters identified in the motion to have the closed session were discussed. The motion was seconded by Mrs. Castro and carried unanimously.

Board's Roll call:

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

Motions were made on the following actions presented during the executive session:

- Revoked the license of Scott Christopher Howe.
- Revoked the license of William Macgregor Leighton.
- Revoked the license of Richard Seeley Noles.
- Revoked the license of Rebecca Jane Shook.
- Revoked the license of Rachael Smith.
- Suspended the license of Casey Lynn Carol until June 30, 2011.
- Reinstated the license of Michelle L. Hoskie effective July 23, 2010, to June 30, 2012.

***ADJOURNMENT***

There being no further business of the Board of Education and Board of Career and Technical Education, Mrs. Saslaw adjourned the meeting at 11a.m.



---

President