COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

January 6, 2000

The Board of Education and the Board of Vocational Education met for the regular business meeting at the Virginia Museum of Fine Arts in Richmond on Thursday, January 6, 2000 with the following members present:

Mr. Kirk T. Schroder	Mrs. Audrey B. Davidson
Senator J. Brandon Bell	Mrs. Susan T. Noble
Mrs. Jennifer C. Byler	Mrs. Ruby W. Rogers
Mr. Mark C. Christie	Senator John W. Russell
	Dr. Jo Lynne DeMary, Acting Superintendent of Public Instruction

Mr. Schroder called the meeting to order at 9:20 a.m.

Mr. Schroder extended a personal greeting and welcome to Dr. Jo Lynne DeMary who is serving as Acting Superintendent of Public Instruction.

INVOCATION AND PLEDGE OF ALLEGIANCE

Senator Russell gave the invocation and led in the Pledge of Allegiance.

WELCOME

On behalf of the Virginia Museum of Fine Arts, Sandy Rusak, Associate Director of Education, extended greetings to the Board of Education.

APPROVAL OF MINUTES OF THE MEETING OF THE BOARD

Mrs. Byler made a motion to approve the minutes of the October 28 and November 18 meetings. Copies of the minutes had been distributed previously to all members of the Board for review. The motion was seconded by Senator Russell and carried unanimously.

APPROVAL OF AGENDA

Mrs. Rogers made a motion to move *Item M, First Review of Pre-NOIRA for the Proposed Revisions to Vocational Education Regulations 8 VAC 20-120* to the Consent Agenda. The motion was seconded by Mrs. Byler and carried unanimously.

APPROVAL OF CONSENT AGENDA

The motion was made by Mrs. Noble, seconded by Mrs. Byler, and carried unanimously for approval of the consent agenda.

- Final Review of Recommendations Concerning Release of Literary Fund Loans for Placement on Waiting List
- Final Review of Financial Report on Literary Loan Fund
- First Review of Pre-NOIRA for the Proposed Revisions to Vocational Education Regulation 8 VAC 20-120

Final Review of Recommendations Concerning Release of Literary Fund Loans for Placement on Waiting List

The Department of Education's recommendation is that Roanoke County's request that the project for the Roanoke Valley Governor's School be removed from the First Priority Waiting List. This recommendation was accepted by the Board of Education's vote on the consent agenda. No other action by the Board is required.

Final Review of Financial Report on Literary Loan Fund

The Department of Education's recommendation to approve the financial report on the status of the Literary Fund as of October 30, 1999 was accepted by the Board of Education's vote on the consent agenda.

First Review of Pre-NOIRA for the Proposed Revisions to Vocational Education Regulation 8 VAC-20-120

The Department of Education's recommendation that the Board authorize the Department to begin the procedure as specified in Virginia's Administrative Process (APA) Pre-NOIRA (Pre-Notice of Intended Regulatory Action) documents was accepted by the Board of Education's vote on the consent agenda.

RESOLUTIONS AND RECOGNITIONS

A Resolution of Appreciation was presented to Mr. Ernest J. Mannino, Executive Director of the Virginia Association of Elementary School Principals. Mr. Mannino is leaving the position as executive director to accept a position with the National Association of Elementary School Principals.

ACTION/DISCUSSION ITEMS

First Review of Study of Alternative Education

This item was presented by Delegate Phillip A. Hamilton, chair of the Commission on Youth and H. Douglas Cox, Director of Special Education at the Department of Education. Mr. Cox also introduced Nancy Ross, Director of the Commission on Youth.

The 1998 General Assembly, through the Appropriation Act and House Joint Resolution 242, directed the Department of Education and the Board of Education to work with the Commission on Youth to conduct a study on alternative education for expelled and suspended students and to develop guidelines for alternative education, including "the recommended number of settings (placements) per 1,000 middle and high school students and the average incremental cost thereof." Following a study, the Commission on Youth, at its meeting November 12, considered six funding scenarios. Three scenarios emerged for final consideration at the December 16 meeting. Following a review and discussion of the three, the Commission voted to send forward the recommendation.

The Commission on Youth recommends that monies be appropriated to support the state share of funding alternative education for 5.6 placements per 1,000 students.

Mrs. Byler made a motion to waive first review and approve the report, and in conjunction with the Commission on Youth, transmit the report and funding recommendations to the Governor and the 2000 General Assembly. The motion was seconded by Mrs. Noble and carried unanimously.

First Review of Criteria for Local Character Education Programs

This item was presented by Mr. James P. Ashton, Specialist, Office of Compensatory Education at the Department of Education.

Senate Bill 817 passed by the 1999 General Assembly requires each local school board to establish a character education program in its schools, improve the learning environment, promote student achievement, reduce disciplinary problems, and develop civic-minded students of high character. The bill also requires that the Virginia Board of Education establish criteria for such programs consistent with the provisions of the bill.

The Board of Education established the following criteria for character education programs: (1) be developed in cooperation with the students, parents, and the community at large; (2) specify those character traits to be taught, selecting from those which are common to diverse social, cultural, and religious groups; (3) avoid indoctrination of any religious or political belief; (4) be implemented at the elementary and secondary levels; (5) complement the state Standards of Learning, be interwoven into existing curricula and

taught primarily by example, illustration, and participation; (6) provide for relevant professional development and adequate resources; and (7) include a method for program evaluation.

Senate Bill 817 states that the basic character traits taught may include the following: (1) trustworthiness, including honesty, integrity, reliability, and loyalty; (2) respect, including the precepts of the Golden Rule, tolerance, and courtesy; (3) responsibility, including justice, consequences of bad behavior, principles of consideration, generosity, and charity; and (4) citizenship, including patriotism, the Pledge of Allegiance, respect for the American flag, concern for the common good, respect for authority and the law, and community-mindedness.

Mrs. Byler asked Mr. Ashton if the Board would present or offer a model for expectations of what professional development, what resources are appropriate, and a program evaluation. Mr. Ashton answered that these would be included with any other recommendations from the Board.

Dr. DeMary stated that a workplan was developed in response to the legislation. Part of the legislation places responsibility on the Department of Education. The work done by the Department was done on behalf of the Board, and eventually this has to become something that the Board is comfortable with. Once the Board has done this, the Department will work with the field and provide technical assistance in order to meet the legislation.

Dr. DeMary further stated that the Department is committed to establishing a website that would provide additional information and strategies on character education development and implementation for any school system interested. School systems will also be able to see the kinds of programs that have worked and are working across the nation.

Senator Bell questioned Criteria # 3 and Criteria #5. Dr. DeMary said the Board could consider not listing #3 as a criterion but make a general statement as part of it if they feel criteria # 3 inhibits the potential examples that teachers may use. Dr. DeMary also said that Criteria #3 could be written more as an understanding if the Board is uncomfortable with it. Mr. Schroder expressed some caution in establishing criteria.

The Board accepted the proposed criteria for first review.

Final Review of Board of Education Guidelines for the Evaluation of Superintendents, Teachers, and Administrators and Instructional Central Office Personnel in Response to the Education Accountability and Quality Enhancement Act of 1999

This item was presented by Mrs. Susan Noble, a member of the Board of Education and Dr. Thomas Elliott, Assistant Superintendent, Teacher Education and Professional Licensure at the Department of Education.

Mrs. Noble read the following intended use of the guidelines for clarification: As set forth in the *Education Accountability and Quality Enhancement Act*, these evaluation criteria are intended to provide guidance for local school boards to consider in the development of evaluation policies and procedures for superintendents, building and central office administrators, and teachers. They are intended to reflect the priorities of the Board of Education and provide recommended guidelines for use in local school divisions; however, they are not intended to be prescriptive in nature.

Dr. Elliott said that once the guidelines are adopted they would be translated into a brochure that will be user-friendly and sent to Virginia School Board Association, superintendents, and other school personnel. It will be made very clear in the introduction section of the brochure that they are guidelines although the bill says they *shall* be used. The Department will also suggest an infusion of the guidelines into principal preparation programs and in the training of mentors who support new and beginning teachers.

Mrs. Noble made a motion to grant final approval of the proposed "Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents" as required in the Education Accountability and Quality Enhancement Act of 1999. The motion was seconded by Mrs. Rogers and carried unanimously.

Information Report on the Education of Homeless Children and Youth in Virginia

This item was presented by Mr. George Irby, Director of Compensatory Programs at the Department of Education and Dr. Patricia Pope, Assistant to Dr. James H. Stronge, State Coordinator for the Education of Homeless Children and Youth.

Project HOPE, Virginia's program for the education of homeless children and youth, is administered by the College of William and Mary for the Virginia Department of Education. Funding for the program is authorized under Subtitle VII-B of the Stewart B. McKinney Homeless Assistance Act of 1987 (Public Law 100-77), reauthorized in 1990 (P. L. 101-645) and 1994 as part of the Improving America's Schools Act (P. L. 103-382).

Project HOPE and other Virginia Department of Education staff have identified several potential initiatives to facilitate the enrollment of homeless children and youth in public schools in Virginia. A comparison of the Virginia Code related to school enrollment and Title VII-B of the Stewart B. McKinney Homeless Assistance Act and a review of barriers documented by Project HOPE have been completed.

The following actions are being pursued: (1) Project HOPE is continuing its effort at building awareness through dissemination of materials such as posters, pamphlets, information briefs, and newsletters; (2) Presentations are being scheduled for Project HOPE staff to discuss homeless education issues with the State Superintendent's Leadership Council and Regional Study Group Meetings; (3) A Superintendent's Memo,

highlighting options that exist in the current Virginia Code that may expedite the enrollment of students, is being prepared; (4) The following issues may require legislative action to resolve: (a) Virginia Code requirement that a current physical be presented prior to enrollment of kindergarten students or students from out-of-state; (b) Virginia Code requirement that documentation of immunizations be presented prior to school enrollment; and (c) Virginia Code requirement that a student address be included in enrollment documentation; (5) Development of a dispute resolution procedure as outlined in current McKinney legislation should be pursued; and (6) Further procedural guidance may be needed by local school divisions related to expediting enrollment of homeless students, guardianship issues, determining school placement that is in the child's best interest, and the provision of transportation when the student's school of origin is selected.

Mrs. Byler asked if anything could be done at this legislative session. She also said that maybe the Board could have a resolution showing its support. Mr. Schroder said a subcommittee could be appointed to look into this issue and report to the Board at the February meeting. There were no volunteers.

Mrs. Byler made a motion to accept the report and direct Mr. Schroder, Dr. DeMary and the Department to take administrative action as necessary and present recommendations on any action the Board can take at the May meeting. The motion was seconded by Mrs. Rogers and carried unanimously.

Final Review of a Study of the Feasibility and Appropriateness of Establishing a Statewide Summer Governor's School for Student Leadership

This item was presented by Dr. Barbara McGonagill, Specialist, Governor's Schools and Gifted Education at the Department of Education. HJR 701, passed by the 1999 General Assembly, authorized the study of the feasibility and need for "a statewide summer Governor's School for Student Leadership at an institution such as the Jepson School." A committee was formed and charged to "determine the need for specific student leadership training, programs and types of curricula that such a Governor's School might offer; the location, governance, and funding of such a school; any relevant constitutional or statutory issues involving public-private educational partnerships; similar regional or special schools in other states; and such other issues as it deems appropriate." The conclusions of the committee's work, research in the field, and data from a survey of superintendents from across the Commonwealth will be the basis of the report.

Mrs. Byler made a motion to submit the report as modified to the members of the General Assembly. The motion was seconded by Mrs. Noble and carried unanimously.

Presentation by the President of the Virginia Association of School Superintendents: Evaluating Student Achievement Through the Use of Methods that Complement the SOL Assessments

Dr. Stewart D. Roberson, Superintendent of Hanover County Public Schools and Chairman of the Superintendent's Report Card Committee and Dr. Mark A. Edwards, Superintendent of Henrico County Public Schools, and Chairman of the Superintendent's Assessment Committee addressed the Board of Education with recommendations regarding the proposed Standards of Accreditation. The recommendations are as follows:

1. Support proposed changes to the SOAs to provide for multiple options for verifying student preparation for higher education to include Advanced Placement Testing (AP) and IB Diploma and validation for identified SOL content. We recommend that the criteria for verifying student preparation be expanded to include dual enrollment (college classes) and occupational licensures, externally validated by the business community.

2. Support the generation of item analysis data to be reported back to the school division by student, classroom, school, and division. This data is needed to develop appropriate remedial instruction for students and curriculum alignment.

3. Support bringing the problem of aligning end-of-course tests with school accreditation to the attention of the Board and recommends that a solution to the problem be developed with the assistance of superintendents.

4. Recommend that student end-of-year testing take place nearer to the end of the school year to allocate more time for teaching and learning. Students results should be returned to the school division as soon as possible to facilitate more immediate remedial instructional and curriculum alignment planning.

5. Support local or regional scoring.

6. Support pilot programs in the use of technology in assessing students.

7. Support state funding needed to implement the proposed changes to the Standards of Accreditation.

8. Support the costs of implementing assessment for which substitution is permitted for verified credit.

9. Support adjusting Report Card distribution timelines to reflect all intended data for the preceding school year. This change would permit families to receive data in a timely manner.

10. Support removing the proposed changes in accreditation ratings for schools (e.g. fully accredited with honors and high honors).

11. Support maintaining recommendations, rewards, and incentives for students.

Dr. Steve Staples, VASS President, addressed the Board of Education on two topics. First, on behalf of VASS he expressed their support of the recommendations from two committees--The Assessment Committee, chaired by Dr. Mark Edwards, and the Report Card Committee, chaired by Dr. Stuart Robertson. Second, he made clear a few publicly held misconceptions regarding VASS participation in ongoing discussion of the current statewide reform effort. Virginia's superintendents do not oppose the SOLs and do not oppose accountability.

Dr. Staples said, "On behalf of VASS, I thank you for allowing superintendents to 'join you in the arena' through participation on these two committees. I assure you that VASS remains committed to continued participation to your work to improve public education in the Commonwealth."

First Review of Revised Foreign Language Standards of Learning

Dr. Linda Wallinger, Principal Specialist for Foreign Language and ESL at the Department of Education, presented this item. Academic content Standards of Learning (SOL) were written for four levels of French, German, Spanish, and Latin in 1983. In April 1999, the Board approved a plan to revise these standards during the 1999-2000 academic year. In accordance with the plan, the Department of Education produced a draft of the revised Foreign Language Standards of Learning for the Board's first review. Five sets of Standards of Learning are included in the draft document. These include: Modern Foreign Language Standards of Learning, a generic document which serves as the common basis for the other documents and which may be adapted for other modern languages; French Standards of Learning; German Standards of Learning; Spanish Standards of Learning; and Latin Standards of Learning.

Senator Russell made a motion to waive first review and accept the draft Foreign Language Standards of Learning, to conduct public hearings, and incorporate appropriate changes prior to final review. The motion was seconded by Mrs. Byler and carried unanimously.

First Review of Revised Music Standards of Learning

Dr. Theresa F. Lee, Specialist for Fine Arts/Music Education at the Department of Education, presented this item. In April 1999, the Board approved a workplan that included a revision of the Music SOL. The workplan calls for submission of a draft in January 2000 to the Board; public hearings in the spring of 2000; final review by and approval from the Board in late spring of 2000; and dissemination of the revised Music SOL by summer of 2000.

Members of the Music SOL Revision Writing Committee were selected from nominations submitted by district superintendents. The Committee is composed of seventeen music classroom teachers and three central office music administrators.

Mrs. Davidson made a motion to waive first review and accept the draft Music SOL, to conduct public hearings, and incorporate appropriate changes prior to final review. The motion was seconded by Mrs. Rogers and carried unanimously.

First Review of Dance Arts Standards of Learning

Mrs. Cherry Gardner, Principal Specialist for Fine Arts (Art, Dance, and Theatre), presented this item. In April 1999, the Board approved a plan to revise the visual arts and theatre arts standards and to develop new dance arts standards during the 1999-2000 academic year. In accordance with the plan, the Department of Education took steps to produce a draft of the Dance Arts Standards of Learning for the Board's first review. Three sets of Standards of Learning are included in the draft document: Middle School Exploratory Dance, Dance I, and Dance II.

Mrs. Byler made a motion to waive first review and accept the draft Dance Arts Standards of Learning, to conduct public hearings, and incorporate appropriate changes prior to final review. The motion was seconded by Mrs. Noble and carried unanimously.

First Review of Revised Theatre Arts Standards of Learning

Mrs. Cherry Gardner at the Department of Education presented this item. Content Theatre Arts Standards of Learning (SOL) were written for one high school level in 1985. In April 1999, the Board approved a plan to revise these standards during the 1999-2000 academic year. In accordance with the plan, the Department of Education took steps to produce a draft of the revised Theatre Arts Standards of Learning for the Board's first review. Three sets of Standards of Learning are included in the draft document: Middle School Exploratory Dramatics, Theatre I/Introduction to Theatre, and Theatre II/Dramatic Literature and Theatre History.

Mrs. Audrey Davidson made a motion to waive first review and accept the draft Theatre Arts Standards of Learning, to conduct public hearings, and incorporate appropriate changes prior to final review. The motion was seconded by Mr. Christie and carried unanimously.

First Review of Revised Visual Arts Standards of Learning

Mrs. Gardner also presented this item. Content Visual Arts Standards of Learning (SOL) were written for kindergarten through grade eight and for four core high school levels in 1983. These were revised in 1989. In April 1999, the Board approved a plan to revise these during the 1999-2000 academic year. In accordance with the plan, the Department of Education took steps to produce a draft of the revised Visual Arts Standards of Learning for the Board's first review. Thirteen sets of Standards of Learning are included in the draft document—kindergarten through grade eight and four high school levels: Art I/Art Foundations, Art II/Intermediate, Art III/Advanced Intermediate, and Art IV/Advanced.

Mrs. Byler made a motion to waive first review and accept the draft Visual Arts Standards of Learning, to conduct public hearings, and incorporate appropriate changes prior to final review. The motion was seconded by Senator Russell and carried unanimously.

Informational Report on the SREB High Schools That Work Annual State Leadership Forum : A Profile of States

This item was presented by Mrs. Audrey Davidson, member of the Board of Education, and Mr. Jim Gray, Associate Director for Vocational Education, substituting for Dr. Neil Brooks, Director of Vocational and Adult Education Services.

High Schools That Work (HSTW) was created in 1987 by the Southern Regional Education Board (SREB) in partnership with a consortium of eleven states. Virginia has participated in the initiative since the beginning. Currently, Virginia has 54 of the 940 HSTW sites nationally and is one of 23 states involved in the network.

In the fall of 1998, SREB held the first Annual State Leadership Forum to bring together state superintendents, state board of education members, state instructional leaders, state directors of vocational technical education, statewide business leaders, and state legislators. The purpose was to bring together decision-makers from participating states and to provide them with an opportunity to learn what is working. The overall goal was to facilitate discussion within states on how to best advance the HSTW School Improvement Model to the benefit of the respective states.

HSTW is a framework for implementing a comprehensive approach to school improvement. It complements and supports Virginia's educational plan. The centerpiece of HSTW is the integration of rigorous academics and modern vocational technical studies. It is guided by measurable achievement goals in reading, mathematics, and science. The Board accepted the report.

PUBLIC COMMENT

The following persons spoke during public comment:

Dick Pulley
Jean Shackleford

DISCUSSION OF CURRENT ISSUES

There was no discussion of current issues.

EXECUTIVE SESSION

Senator Bell made a motion to go into executive session under *Virginia Code* section 2.1-344A.1 for discussion of personnel matters involving the licensing and discipline of individual teachers. The motion was seconded by Senator Russell and carried unanimously. The Board went into executive session at 3:00 P.M.

Senator Bell made a motion that the Board reconvene in open session. The motion was seconded by Mrs. Byler and carried unanimously.

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

Board Roll Call:

Mrs. Rogers – Aye
Mr. Schroder – Aye
Senator Bell – Aye
Mrs. Noble – Aye
Mrs. Davidson – Aye

Mr. Christie, Senator Russell, and Mrs. Byler were not available to vote.

Senator Bell made the following motion: That the Board of Education take the following actions relative to licensure cases:

Case #1: The Board of Education voted to support the recommendation of the Superintendent of Public Instruction. The motion was seconded by Mrs. Davidson and carried unanimously.

Case #2: The Board of Education voted to support the recommendation of the Superintendent of Public Instruction. The motion was seconded by Mrs. Noble and carried unanimously.

Case #3: The Board of Education voted to support the recommendation of the Superintendent of Public Instruction. The motion was seconded by Mrs. Davidson and carried unanimously.

Case #4: The Board of Education voted to support the recommendation of the Superintendent of Public Instruction. The motion was seconded by Mrs. Noble and carried unanimously.

Case #5: The Board of Education voted to support the recommendation of the Superintendent of Public Instruction. Mrs. Noble seconded the motion. There were four yes votes. Mrs. Davidson abstained from voting

ADJOURNMENT

There being no further business, Mr. Schroder adjourned the meeting of the Board of Education and the Board of Vocational Education at 3:30 p.m.

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President

_____
Secretary of the Board