

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

October 27, 2011

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

Mrs. Eleanor B. Saslaw, President
Mr. David M. Foster, Vice President
Mr. Chris N. Braunlich
Mrs. Betsy B. Beamer
Dr. Billy K. Cannaday, Jr.

Mrs. Isis M. Castro
Mr. K. Rob Krupicka
Dr. Virginia L. McLaughlin
Mrs. Winsome E. Sears

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 Mrs. Beamer led in the Pledge of Allegiance.

APPROVAL OF MINUTES

Mrs. Beamer made a motion to approve the minutes of the September 22, 2011, 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.

RECOGNITIONS

- A Resolution of Recognition was presented to the following school divisions recently receiving the SACS/CASI District Accreditation. Mrs. Hilda Kelly and Mrs. Trish Golden, directors of the SACS/CASI program for the Southern Association of Colleges and Schools joined the Board in congratulating the school divisions.

Isle of Wight County Public Schools

The following were in attendance to accept the Resolution of Recognition:

- Mrs. A. Katrise Perera, division superintendent
- Mrs. Lynn Briggs, executive director for educational services
- Mr. T. Hayes Griffin, school board chairman.

Salem City Public Schools

Dr. H. Alan Seibert, division superintendent accepted the Resolution of Recognition.

Mathews County Public Schools

The following were in attendance to accept the Resolution of Recognition:

- Dr. David J. Holleran, division superintendent
 - Mr. O. J. Cole, Jr., chairman, Board of Supervisors
 - Mr. John T. Persinger, school board chairman
 - Mr. Steven K. Whiteway, county administrator
 - Mrs. Nancy B. Welch, assistant superintendent
 - Mrs. Larnell W. Jarvis, school board member
 - Mrs. Virginia J. Richards, school board member
 - Mr. Charles Koenig, editor, Gloucester-Mathews Gazette Journal
 - Mrs. Judy Rowe, retired educator and advocate for Mathews County Public Schools
- A Resolution of Recognition was presented to Ms. Stacy Hoeflich, John Adams Elementary School in Alexandria City Public Schools, Recipient of the 2011 National History Teacher of the Year Award.
- A Resolution of Recognition for Outstanding Service was presented to Ms. Brenda L. Welburn upon the occasion of her retirement as Executive Director of the National Association of State Boards of Education.

PUBLIC COMMENT

The following persons spoke during public comment:

Mr. O. J. Cole	Dr. Amy Griffin
Mr. John Persinger	Dr. Charles Lackey
Dr. David Holleran	Dr. Roger Morris
Mrs. Angela Ciolfi	Dr. Gail Pope
Dr. Rosa Atkins	Dr. Alan Seibert
Dr. Brian Ratliff	

CONSENT AGENDA

Mr. Krupicka made a motion to approve the consent agenda. The motion was seconded by Mrs. Castro and carried unanimously.

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

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 June 30, 2011.

Final Review of Recommendations Concerning Applications for Literary Fund Loans

The Board's approval of five applications totaling \$23,211,425 was approved with the Board's vote on the consent agenda.

DIVISION	SCHOOL	AMOUNT
Sussex County	Sussex Central Elementary	\$5,000,000.00
Smyth County	New Elementary	7,500,000.00
Smyth County	Marion Primary	5,000,000.00
Town of West Point	West Point Middle/High	3,320,985.00
Town of West Point	West Point Elementary	2,390,440.00
	TOTAL	\$23,211,425.00

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

The following elements were approved with the Board's vote on the consent agenda:

1. Four new projects, totaling \$23,000,000 are eligible for placement on the First Priority Waiting List.

DIVISION	SCHOOL	AMOUNT
Richmond County	Rappahannock High	\$7,500,000.00
Caroline County	Bowling Green Elementary	3,000,000.00
Smyth County	New Elementary	7,500,000.00
Smyth County	Marion Primary	5,000,000.00
	TOTAL	\$23,000,000.00

2. Henry County's Magna Vista High School project on the First Priority Waiting List was partially funded through the school division's participation in the Series 2011-1 Virginia Public School Authority Qualified School Construction Bonds Program in June, 2011. The school division requested on August 26, 2011, that the reduced amount of \$800,000 remaining on the First Priority Waiting List be withdrawn from funding.
3. Three new projects, totaling \$10,711,425 have a Literary Fund application which is approved as to form, but the plans have not yet been finalized. When the department receives the plans, these projects will be eligible for placement on a waiting list. Until such time, the projects should remain on the Approved Application List.

DIVISION	SCHOOL	AMOUNT
Sussex County	Sussex Central Elementary	\$5,000,000.00
Town of West Point	West Point Middle/High	3,320,085.00
Town of West Point	West Point Elementary	2,390,440.00
	TOTAL	\$10,771,425.00

Final Review of Request of Conditionally Accredited from Norfolk City School Board and Northampton County School Board

Dr. Kathleen Smith, director, office of school improvement, division of student assessment and school improvement, presented this item. Dr. Smith's presentation included the following:

- Two schools from two divisions are requesting a rating of *Conditionally Accredited* for the first year. The schools are indicated below:

Division	School Name	Subjects Warned in 2008-2009	Subjects Warned in 2009-2010	Subjects Warned in 2010-2011	Subjects Warned in 2011-2012
Norfolk City	Lindenwood Elementary School	English, Mathematics, Science	English	English, History, Science	English
Northampton County	Kiptopeke Elementary	Mathematics, History, Science	Mathematics, History, Science	English, Science	History

Adequate Yearly Progress (AYP)

School	Based on Assessments in 2008-2009	Based on Assessments in 2009-2010	Based on Assessments in 2010-2011	Current Sanction for English	Current Sanction for Mathematics
Lindenwood Elementary Norfolk City	Did not make AYP	Did not make AYP	Did not make AYP	Not in Improvement	Year 3 – Corrective Action
Kiptopeke Elementary Northampton County	Did not make AYP	Did not make AYP	Did not make AYP	Year 3 – Corrective Action	Year 4 – Planning for Alternative Governance

Unadjusted* AYP Scores for Standards of Learning Assessments

Lindenwood Elementary			
	Based on Assessments in 2008-2009	Based on Assessments in 2009-2010	Based on Assessments in 2010-2011
English	68.83%	65.29%	72.38%
Mathematics	70.58%	71.09%	66.66%
Science	75.82%	67.79%	68.60%
History	79.78%	68.64%	80.72%

*An unadjusted pass rate is the percent of students demonstrating proficiency on the Standards of Learning Assessments and alternative assessments without adjustments as allowed by the Standards of Accreditation or by No Child Left Behind.

Kiptopeke Elementary

	Based on Assessments in 2008-2009	Based on Assessments in 2009-2010	Based on Assessments in 2010-2011
English	79.69%	69.25%	72.78%
Mathematics	65.60%	68.81%	69.20%
Science	64.02%	65.54%	72.51%
History	66.56%	72.40%	59.67%

*An unadjusted pass rate is the percent of students demonstrating proficiency on the Standards of Learning assessment without adjustments as allowed by the Standards of Accreditation or by No Child Left Behind.

- Northampton County Public Schools selected Edison Learning as its Lead Turnaround Partner for Kiptopeke Elementary and as such has met the requirements of reconstitution as a change in governance. The school has selected to implement the Transformation Model, one of four approved USED models. The Northampton County Public Schools was awarded 2010 1003(g) SIG funds in the amount of \$949,302 for the first year (pending subsequent funding for a three year total of \$2,368,132).
- Norfolk City Public Schools selected Pearson Education as its Lead Turnaround Partner for Lindenwood Elementary and as such has met the requirements of reconstitution as a change in governance. The school has selected to implement the Transformation Model, one of four approved USED models. The Norfolk City Public Schools was awarded 2010 1003(g) SIG funds in the amount of \$646,839 for the first year (pending subsequent funding for a three year total of \$1,758,099).
- Both schools will implement alternative governance through a contract with the Lead Turnaround Partners (LTP) who have been contracted to guide the improvement process. The local educational agency (LEA) will designate an Internal Lead Partner (ILP) to oversee and manage implementation of the SIG as well as serve in the capacity of liaison between school leadership and the LTP. Together, the ILP, representative(s) from the external LTP, and school leadership from the school transformation team make decisions and drive the implementation of the following:
 1. Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental involvement, student attendance, and student discipline.
 2. Employ research-based strategies that provide an immediate and dramatic turnaround in student achievement.
 3. Work with the school division to recruit and recommend teachers and a leader(s) who have a proven record of success of increasing student achievement.
 4. Recommend necessary restructuring of teacher and leader contracts.
 5. Develop and engage teachers and the leader in professional development aligned to programmatic goals.
 6. Promote student motivation for learning.
 7. Secure parental commitment and involvement through school choice.
 8. Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community.
 9. Work with the school division to expand community support to garner human resources needed for reform.
 10. Evaluate teacher and leader performance and outcomes and make staffing recommendations accordingly.
 11. Develop constructive relationships with existing school personnel.
 12. Recommend changes to the school calendar according to student and program needs, for example, year-round schools or extending the length of the school day.
 13. Require commitment from parents to allow for additional time for instruction (such as after school support).

14. Work with the school division to obtain a commitment from teachers to allow for additional time for instruction and professional development.
 15. Provide comprehensive, coherent, manageable and integrated instructional and support programs.
 16. Recommend which existing programs are to be continued and which programs are to be eliminated.
 17. Consistent with the state Standards of Learning recommend alignment of curriculum, instruction, classroom formative assessment and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.
 18. Organize programming to engage students' sense of adventure, camaraderie, and competition.
 19. Develop and implement evidence-based discipline programs that minimize time out of school and/or class.
 20. Identify and recommend supporting partners to address social, emotional and behavioral issues (e.g., over-age students).
 21. Identify and obtain adequate materials from school system resources (such as the Algebra Readiness Diagnostic Test (ARDT) or benchmark assessments).
 22. Identify and recommend outside resources needed in the reform effort.
 23. Develop and recommend a budget to the School Board based on available per pupil amounts of local, basic Standards of Quality (SOQ), school improvement, appropriate Title monies, and special education funding in addition to other sources identified and aligned specifically for the turnaround zone.
 24. Work with school division to seek outside funding from the greater community (business, private foundations, federal and state sources) to support the reform effort.
 25. Integrate all academic and support services.
- Schools granted a rating of *Conditional Accreditation* in 2011-2012 will be required to participate in technical assistance from the Office of School Improvement (OSI). Since both Kiptopeke Elementary and Lindenwood Elementary will implement the USED Transformation Model, the principals, internal lead partners, and a Virginia Department of Education (VDOE)-contracted lead turnaround partner facilitator will participate in technical assistance activities to assist them with successful implementation of the model. Through a partnership with the Appalachia Regional Comprehensive Center (ARCC), the Center for Innovation and Improvement (CII), Corbett Education Consulting, and the VDOE, participants will be provided a series of technical assistance activities provided via webinars and monthly meetings.
 - Using research-based indicators that lead to increased student achievement is imperative for improvement. As part of the transformation model requirements, the schools will provide quarterly reports to the OSI on the following minimum school-level data points:
 - Student attendance
 - Teacher attendance
 - Formative assessment data
 - Reading, mathematics, science and history grades
 - Student discipline reports
 - Phonological Awareness Literacy Screening (PALS) data (fall and spring)
 - World-Class Instructional Design and Assessment (WIDA) data for ELL students
 - Student transfer data
 - Student intervention participation by intervention type

Dr. Cannaday made a motion to approve the ratings of *Conditionally Accredited* for Lindenwood Elementary School from the Norfolk City School Board and Kiptopeke Elementary School from the Northampton County School Board. The motion was seconded by Mrs. Castro and carried unanimously.

Final Review of Requests for Rating of Conditionally Accredited from Norfolk City Public Schools for Lafayette-Winona Middle School

Dr. Smith presented this item. Dr. Richard Bentley, superintendent of Norfolk City Public Schools was available to answer questions from Board members. The presentation included the following:

- Based on assessments administered in 2010-2011, Norfolk City Public Schools is requesting a rating of *Conditionally Accredited* rather than *Accreditation Denied* for LWMS (Attachment C). The request is based on the school's improvement in history even with new more rigorous assessments as well as a change in the school's staff and governance. The school's accreditation history is as follows:

Accreditation History

Division	School Name	Subjects Warned in 2008	Subjects Warned in 2009	Subjects Warned in 2010	Subjects Warned in 2011
Norfolk City Public Schools	Lafayette-Winona Middle School	Mathematics	History	History	History

History/Social Science Accreditation Pass Rates with Content Specific History Assessments

School	2009-2010 Rating Based on assessments in 2008-2009	2010-2011 Rating Based on assessments in 2009-2010	2011-12 Rating Based on assessments in 2010-2011
Lafayette-Winona Middle School	59%	59%	60%

Lafayette Winona Middle School

	Based on Assessments in 2008-2009 for the 2009-2010 Rating	Based on Assessments in 2009-2010 for the 2010 -2011 Rating	Based on Assessments in 2010-2011 for the 2011-2012 Rating
English	78	73	74
Mathematics	73	76	72
Science	78	79	79
History	59 - Warned	59 - Warned	60 - Warned

- The Office of School Improvement has worked closely with this school to design and implement an oversight committee as a formal mechanism to focus on and improve instruction in the area(s) of warning. The Office of School Improvement will continue to assign an auditor to provide technical assistance to the oversight committee. The auditor will continue to work closely with the principal and central office until the school achieves full accreditation. The auditor does meet with the oversight committee. The oversight committee shares the governance of instruction in the area(s) of warning as well as other core areas. In these committees, the principal is not the sole instructional decision-maker.
- Upon receipt of the preliminary scores this July, an in-depth analysis of the results was conducted by both school-based and central office personnel. It became apparent to us that further steps would be necessary if we are to ensure success for all students at LWMS.
- Next steps for the 2011-2012 academic year:

- Additional staff has been added for 2011-2012 to reduce class size in the history department.
- A new assistant principal strong in instruction has been reassigned to the school.
- A new department chair for social studies has been selected by the principal.
- Changes made to the master schedule to allow for additional remediation and acceleration time.
- Review shared governance committee's process which included representation from the school, division, and state and university levels and determine the best model to proceed for 2011-12 as a team.
- Continued collaboration with the Virginia Department of Education history and social sciences coordinator and Norfolk City public schools history senior coordinator to review curriculum and professional development.
- A focus on the adult actions for accountability from all levels of the organization including:
 - ✓ The superintendent's senior leadership team will receive status updates and provide support through the various departments (Academics, Operations, Human Resources, Technology, Testing, Finance)
 - ✓ Associate superintendent for Academics and executive director will continue for 2011-12 to review the quarterly content observations completed by LWMS administrators and department chairs
 - ✓ Executive director to monitor and provide feedback of monthly data team meeting minutes
 - ✓ Principal will communicate with human resources and her immediate supervisor necessary support and professional development for the staff
 - ✓ The department of Curriculum and Staff Development will continue to make LWMS a priority for training and support
 - ✓ Accountability plans will focus on adult actions. The executive director will monitor the deep implementation of these actions.

Mr. Foster asked the Superintendent of Public Instruction the rationale for her recommendation of *Accreditation Denied* for Lafayette-Winona Middle School for the 2011-2012 school year. Dr. Wright said the student achievement data did not show enough progress in the history/science scores to warrant the *Conditionally Accredited* request. The data show a one percent gain in the history/science scores and a slight decrease in the mathematics scores.

Mrs. Beamer made a motion to maintain a rating of *Accreditation Denied* for the 2011-2012 school year based on 2010-2011 assessments for Lafayette-Winona Middle School. The motion was seconded by Mr. Krupicka and carried unanimously.

First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve Education Programs Offered by Virginia Institutions of Higher Education as Required by the Regulations Governing the Review and Approval of Education Programs in Virginia (8VAC20-542-10 et seq.)

Mrs. Patty Pitts, assistant superintendent, teacher education and licensure, presented this item. Mrs. Pitts recognized Mrs. Beamer, the Board liaison, the ABTEL members, and department staff. Mrs. Pitts' presentation included the following:

- The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, and amended January 19, 2011, require colleges and universities that offer programs for the preparation of professional school personnel to obtain education program (endorsement) approval from the Board of Education. Thirty-seven institutions of higher education in Virginia offer programs for the preparation of instructional personnel. Nineteen of

the 37 institutions of higher education also offer programs for the preparation of PreK-12 administrative and supervision personnel.

- Pursuant to Section 22.1-305.2 of the *Code of Virginia*, the Advisory Board on Teacher Education and Licensure (ABTEL) reviews and makes recommendations to the Board of Education on approval of Virginia education programs for school personnel. Final authority for program approval rests with the Board of Education.
- The approval of the education programs at Virginia institutions of higher education include the review of partnerships and collaborations, biennial reporting of accountability measures, and program alignment with competencies.
- On September 19, 2011, the Advisory Board on Teacher Education and Licensure received a report on the biennial measures. The following education programs fell below the minimum prescribed candidate passing rate of 80 percent for the assessments required for that education program:

Institution of Higher Education	Education Program	Assessment	Pass Rate (%)
Lynchburg College	Music Education – Instrumental PreK-12	VCLA	72.7%
		PRAXIS II	63.6%
Old Dominion University	French PreK-12	VCLA	75.0%
		PRAXIS II	66.7%

- All other education programs met or exceeded a candidate passing rate of 80 percent or higher for each assessment required per education program as required by Accountability Measure 1.
- The Advisory Board approved a recommendation (two dissenting votes) to the Board of Education that the Virginia education programs submitted for review be granted the “Approved” status with the exceptions of the Music Education-Instrumental PreK-12 program at Lynchburg College and the French PreK-12 program at Old Dominion University that fell below the 80 percent passing rate requirement.

Motion 1:

The College of William and Mary

Dr. McLaughlin stated, “By virtue of my employment at The College of William and Mary, I have a personal interest in this matter. Therefore I will not vote on this matter before the Board, and I will not participate in any discussion on it.”

Mr. Braunlich made a motion to accept for first review the recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to grant “Approved” status to the education (endorsement) programs offered at The College of William and Mary. The motion was seconded by Mrs. Castro and approved with “yes” votes from the following Board members: Mrs. Sears, Mr. Foster, Dr. Cannaday, Mrs. Saslaw, Mrs. Castro, Mr. Krupicka, Mrs. Beamer, and Mr. Braunlich.

Motion 2:

The University of Virginia and The University of Virginia's College at Wise

Dr. Cannaday recused himself from voting because of his employment at The University of Virginia.

Dr. McLaughlin made a motion to accept for first review the recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to grant "Approved" status to the education (endorsement) programs offered at The University of Virginia and The University of Virginia's College at Wise. The motion was seconded by Mrs. Beamer and approved with "yes" votes from the following Board members: Mrs. Sears, Mr. Foster, Dr. McLaughlin, Mrs. Saslaw, Mrs. Castro, Mr. Krupicka, Mrs. Beamer, and Mr. Braunlich.

Motion 3

Dr. McLaughlin made a motion to accept for first review the recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to grant "Approved" status to the education (endorsement) programs offered at all other colleges and universities with the exception of the ABTEL recommendation to grant "Approval Denied" status to the Music Education-Instrumental PreK-12 program at Lynchburg College and to the French PreK-12 program at Old Dominion University. [Upon denial of a program, the public must be notified. Enrolled candidates will be permitted to complete their programs of study. New candidates shall not be admitted. The program may resubmit a request for approval at the end of the next biennial period.] The motion was seconded by Mr. Braunlich and carried unanimously.

First Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Grant Approval to Add New Education (Endorsement) Programs at Averett University, Bluefield College, George Mason University, Regent University, Shenandoah University, University of Richmond, and Virginia State University

Mrs. Pitts presented this item. Mrs. Pitts' presentation included the following:

- The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, and amended January 19, 2011, require colleges and universities that offer programs for the preparation of professional school personnel to obtain education (endorsement) program approval from the Board of Education. Requests to offer new programs are submitted to the Department of Education. Personnel in the Division of Teacher Education and Licensure and program specialists within the Department of Education review the programs to ensure competencies and other requirements have been addressed. The Advisory Board on Teacher Education and Licensure (ABTEL) reviews and makes recommendations to the Board of Education on approval of Virginia education programs for instructional personnel. Final authority for program approval rests with the Board of Education. Requests for new program endorsements approved by the Board of Education will receive a rating of *Approved*, *Approved with Stipulations*, or *Approval Denied*.

Mrs. Beamer made a motion to accept for first review the Advisory Board on Teacher Education and Licensure’s recommendation to grant “Approved” status to the new endorsement programs (including approval of partnerships and collaborations) at Averett University, Bluefield College, George Mason University, Regent University, Shenandoah University, University of Richmond, and Virginia State University. The motion was seconded by Mr. Braunlich and carried unanimously.

The approved programs, as proposed, are as follows:

Institution	Endorsement Program Requested	Level(s) of Program
Averett University	Special Education: General Curriculum K-12	Undergraduate and Graduate
Bluefield College	Special Education: General Curriculum K-12	Undergraduate
George Mason University	Theatre Arts PreK-12	Undergraduate and Graduate
Regent University	English	Undergraduate
	Gifted Education (Add-on)	Graduate
Shenandoah University	Gifted Education (Add-on)	Graduate
University of Richmond	English as a Second Language PreK-12	Undergraduate and Graduate
Virginia State University	Elementary Education PreK-6	Graduate

First Review of the Process by which Locally Prescribed Graduation Requirements that Exceed the Requirements in 8 VAC 20-131-50 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia May Be Amended or Discontinued

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. Mrs. Wescott’s presentation included the following:

- The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (Standards of Accreditation), in 8 VAC 20-131-50, permit local school boards to establish graduation requirements that exceed the requirements prescribed by the Board of Education, provided that these additional requirements are approved by the Board. The additional requirements remain in place until the local school board submits a request to amend or discontinue them.
- In March 2000, the Board of Education approved and grandfathered in additional graduation requirements that had been approved over the years in school divisions throughout Virginia. Since 2000, ten school divisions have been approved by the Board of Education to establish or amend additional graduation requirements for their students.
- Currently, there are 48 school divisions that have been approved for additional graduation requirements. Some of the additional requirements may now be outdated. For example, four school divisions require students to complete a course in keyboarding in order to graduate. Four other school divisions require students to complete a one semester course in personal finance, and one requires a standard credit in personal finance, although these requirements have been superseded by the new provision in the Standards of Accreditation requiring a standard credit in economics and personal finance. Ten school divisions simply require students to earn additional unspecified electives.

- The Standards of Accreditation permit local school boards to submit a request to the Board of Education to amend or discontinue graduation requirements that have been prescribed by the local school board and approved by the Board of Education by submitting a request to the Board of Education. The following proposed guidance for the process by which these requests are reviewed and approved is as follows:
 - Additional locally prescribed graduation requirements may be rescinded, so long as the school board's graduation requirements meet or exceed the current graduation requirements prescribed by the Board of Education in 8 VAC 20-131-50 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.
 - The request, which must be signed by the chairman of the school board and the superintendent, must specify which locally prescribed requirements would be amended or discontinued, and must list the graduation requirements that would continue to be in effect.
 - The Board of Education would delegate approval of these requests to the Superintendent of Public Instruction. The criterion for approval would be that the graduation requirements remaining in effect would meet or exceed the current graduation requirements prescribed by the Board of Education.

Mrs. Sears said that she is against the proposal to permit school divisions to rescind additional graduation requirements, so long as their graduation requirements meet or exceed the requirements prescribed by the Board, because she would like to hear from local school divisions before these decisions are made. Dr. Cannaday suggested adding the following to the process by which requests are reviewed and approved: (1) the chairman's signature reflects the local board's action, and (2) give background information for the rationale for the request.

Mr. Braunlich made a motion to accept for first review the proposal as amended, to permit school divisions to rescind additional graduation requirements, so long as their graduation requirements meet or exceed the requirements prescribed by the Board of Education in 8 VAC 20-131-50 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. The motion was seconded by Dr. Cannaday and approved unanimously. Mrs. Sears voted "yes."

Following is a list of local school divisions as grandfathered under the provisions of 8 VAC 20-131-50 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*:

**Local School Divisions as Grandfathered Under the
Provisions of 8 VAC 20-131-50 of the *Regulations Establishing
Standards for Accrediting Public Schools in Virginia***

1. Alleghany-Highlands (2000)

- Standard and Advanced Studies Diplomas: All students must complete one-half unit of credit in technology. No increase in the total number of credits.

2. Appomattox County (2000)

- Standard Diploma: 25 units of credit, to include 2 electives from among English, mathematics, science, social science, and/or foreign languages.
- Advanced Studies Diploma: 27 units of credit to include 2 electives from among English, mathematics, science, social science, and/or foreign languages.

- 3. Bedford County (2000)**
 - Standard Diploma: 28 units of credit. No specific courses required for the additional units of credit.
 - Advanced Studies Diploma: 30 units of credit. No specific courses required for the additional units of credit.
- 4. Botetourt County (2007)**
 - Standard Diploma: 26 units of credit, to include 4 additional electives.
 - Advanced Studies Diploma: 28 units of credit, to include 4 additional electives.
- 5. Buckingham County (2000)**
 - Standard Diploma: 25 units of credit, including an additional 4 unspecified units of elective credit.
 - Advanced Studies Diploma: 27 units of credit, including 3 unspecified units of elective credit.
- 6. Charles City County (2000)**
 - Standard Diploma: 23 units of credit, to include additional elective credit to be selected from among academics, fine arts, or vocational/technical education.
- 7. Chesterfield County (2000)**
 - The Mathematics and Science High School Diploma (optional, offered only at Clover Hill High School for students enrolled in this program): 28 units of credit, to include 5 units in mathematics above the level of Algebra I Honors; 4 units of science, with emphasis on all four disciplines of earth science, biology, chemistry and physics; 4 units of English; 3 units of foreign language; one unit in fine arts; 2 units of physical education; one unit in research/technology; and 4 electives.
- 8. Clarke County (2000)**
 - Standard Diploma: One additional unit of credit in history/social science. The number of elective credits available is reduced to 5. No change in the total number of credits.
- 9. Craig County (2000)**
 - Standard and Advanced Studies Diplomas: An additional 4 units of credit. No specific courses required for the additional units of credit.
- 10. Cumberland County (2000)**
 - Standard and Advanced Studies Diplomas: A minimum of 28 units of credit, to include one additional unit of credit in history/social sciences and one course in keyboarding. All students must complete a senior project as an additional credit-bearing course requirement. No increase in the total number of credits.
- 11. Essex County (2000)**
 - Standard and Advanced Studies Diplomas: All students must complete a course in computer technology as an elective.
- 12. Fairfax County (2000)**
 - Standard Diploma: To meet the requirements in science, students must earn credit in three different disciplines from among earth science, biology, chemistry, and physics.
- 13. Franklin County (2000)**
 - Standard Diploma: One additional unit of credit in history/social science and one additional elective unit of credit. No specific courses required for the elective.
 - Advanced Studies Diploma: Two additional units of elective credit. No specific courses required for the additional units of credit.

14. Gloucester County (2000)

- Standard and Advanced Studies Diplomas: All students must complete a one-semester course in keyboarding.

15. Greene County (2000)

- Standard Diploma: No increase in the number of credits. All students must earn an additional unit of credit in history/social science, reducing the number of available electives to 5 units of credit. If students earn credit for graduation in 8th grade, a total of 26 units of credit is required. The additional units of credit are unspecified.
- Advanced Studies Diploma: No increase in the number of credits. Students must earn an additional unit of credit in history/social science, reducing the number of available electives to 3 units of credit. If students earn credit for graduation in 8th grade, a total of 28 units of credit is required. The additional units of credit are unspecified.

16. Halifax County (2008)

- Standard, Advanced Studies, and Modified Standard Diplomas: All students must successfully complete a one semester course in personal finance.

17. Hanover County (2000)

- Standard Diploma: An increase of one unit of credit to 23 units of credit. Students must earn an additional unit of credit in history/social science, reducing the number of available electives to 3 units of credit.

18. Henry County (2000)

- Standard Diploma: 25 units of credit, including an additional unit of credit in fine or practical arts and two units of credit in foreign language or technology.
- Advanced Studies Diploma: 27 units of credit, including one additional unit of credit in fine or practical arts and two additional electives. Students must also complete three units of credit in foreign language.
- Superintendent's Advanced Studies Diploma of Distinction: 29 units of credit, to include one additional unit of credit in English, one additional unit in fine or practical arts, and 3 additional electives. Students must also complete 3 units of credit in foreign language.

19. Madison County (2000)

- Standard and Advanced Studies Diplomas: No increase in the number of credits. All students who do not demonstrate proficiency on the technology Standards of Learning test must complete a course in computer applications. Students who do not demonstrate proficiency on the eighth grade English writing test must complete an additional course in writing.

20. Montgomery County (2011)

- Standard, Standard Technical, Advanced Studies, Advanced Technical, and Modified Standard Diplomas: No increase in the total number of credits. Students must complete courses in both fine and performing arts and career and technical education.

21. Nelson County (2000)

- Standard Diploma: 27 units of credit, to include an additional 5 units of unspecified elective credit.
- Advanced Studies Diploma: 29 units of credit, to include an additional 5 units of unspecified elective credits.

22. New Kent County (2000)

- Standard Diploma: No increase in the total number of credits required. Each student is required to complete an additional course in history/social science. The number of units of elective credit is reduced by one credit.

23. Northampton County (2000)

- Standard Diploma: 28 units of credit, to include one unit of credit in keyboarding and 2 additional unspecified electives.
- Advanced Studies Diploma: 30 units of credit, to include one unit of credit in keyboarding and 5 additional unspecified electives.

24. Nottoway County (2000)

- Standard Diploma: 25 units of credit, to include earth science and biology, an additional unit of credit in history/social science, and one additional elective. In addition, all students must complete a career major.
- Advanced Studies Diploma: 28 units of credit, to include units of credit in both fine and practical arts, 3 additional units of elective credit, and completion of a career major.

25. Patrick County (2000)

- Standard Diploma: 26 units of credit, with an additional 4 units of unspecified elective credit required.
- Advanced Studies Diploma: 28 units of credit, with an additional 4 units of unspecified elective credit required.

26. Prince Edward County (2000)

- Standard Diploma: 28 units of credit, to include one additional unit of credit in history/social science, one additional fine or practical arts, and four unspecified elective credits. Students are also required to complete a vocational program within these requirements.
- Advanced Studies Diploma: 30 units of credit, to include one additional fine or practical arts, one additional unit in foreign language (3 years of one language and one year of another language, or two years each of two different languages) and four unspecified elective credits.

27. Prince George County (2000)

- Standard Diploma: No increase in the total number of credits. Each student must complete an additional unit of credit in history/social science.

28. Pulaski County (2000)

- Standard Diploma: 26 units of credit, to include an additional unit of credit in mathematics, an additional unit of credit in history/social science, and two additional units in fine or practical arts.
- Advanced Studies Diploma: 28 units of credit, to include one additional unit of credit in fine or practical arts and three additional units of elective credit.

29. Roanoke County (2008)

- Standard, Advanced Studies, and Modified Standard Diplomas: All students must successfully complete a one semester course in personal finance.

30. Russell County (2007)

- Standard Diploma: 24 units of credit, to include 2 additional electives.
- Advanced Studies Diploma: 26 units of credit, to include 2 additional electives.

31. Scott County (2000)

- Standard Diploma: An additional 3 units of unspecified elective credit for a total of 25 units of credit.

- Advanced Studies Diploma: An additional 3 units of unspecified elective credit for a total of 27 units of credit.

32. Smyth County (2000)

- Standard Diploma: 25 units of credit, to include one unit of credit in computer technology and 2 additional units of unspecified elective credit.
- Advanced Studies Diploma: 27 units of credit, to include one additional unit of credit in English composition, one unit of credit in computer technology, and one additional unit of unspecified elective credit.

33. Southampton County (2000)

- Standard Diploma: 28 units of credit, to include an additional six units of unspecified elective credit.
- Advanced Studies Diploma: 30 units of credit, to include an additional 6 units of unspecified elective credit.
- Special Diploma: Unless otherwise specified by the student's IEP, the requirements for this diploma are the same as the standard diploma.

34. Spotsylvania County (2000)

- Standard Diploma: No increase in the number of credits required. Students must complete an additional course in world studies, reducing the number of available electives to 5. (NOTE: Approval given by Dr. LaPointe on December 18, 1996.)

35. Westmoreland County (2007)

- Standard Diploma: 28 units of credit, to include one unit of credit in personal finance, 2 units of credit in career and technical education, and 3 additional electives.
- Advanced Studies Diploma: 30 units of credit, to include one unit of credit in personal finance, 2 units of credit in career and technical education, and 3 additional electives.

36. York County (2000)

- Standard Diploma: No increase in the number of credits required. Students must complete an additional course in world studies, reducing the number of available electives to 5.

37. Bristol City (2000)

- Standard and Advanced Studies Diplomas: No increase in the total number of credits. All students must earn a unit of credit in keyboarding. (NOTE: The Board approved an additional unit of credit in history/social science for the Standard Diploma in July 1998).

38. Covington City (2000)

- Standard Diploma: One additional unit of credit, increasing the total to 23. Each student must complete a unit of credit in fine arts over and above the option provided.
- Advanced Studies Diploma: One additional unit of credit, increasing the total to 25. Each student must complete a unit of credit in fine arts over and above the option provided.

39. Galax City (2000)

- Standard and Advanced Studies Diplomas: No increase in the total number of credits. All students must earn a unit of credit in computer applications as an allocated elective.

40. Martinsville City (2006)

- Standard Diplomas: 25 units of credit, to include an additional unit of credit in mathematics, an additional unit in history/social science, 2 units of credit in fine or practical arts, 2 units of credit in technology, 2 units of credit in foreign languages, and 40 hours of community service. The number of electives is reduced to 2.

- Advanced Studies Diploma: 30 units of credit, to include 2 units of credit in fine or practical arts, 2 units of credit in technology, 5 units of unspecified elective credits, and 40 hours of community service.

41. Petersburg City (2000)

- Standard Diploma: 23 units of credit to include one additional unit in history/social science.
- Advanced Studies Diploma: 25 units of credit to include one additional unit of unspecified elective credit.

42. Richmond City (2000; Maggie L. Walker Governor's School for Government and International Studies – 2009)

- Standard and Advanced Studies Diplomas (All schools except Richmond Community High School and Maggie L. Walker Governor's School): No increase in the total number of credits. All students must complete one-half unit of credit in computer science/computer literacy as an allocated elective.
- Richmond Community High School: 28 units of credit to include 4 credits in honors English (credits must be earned at RCHS; students who receive credit for 09A English in grade eight will graduate with five credits), 4 credits in honors mathematics (credit must be earned at RCHS - Algebra I through calculus/statistics), 4 credits in honors science (3 credits in laboratory courses - ecology, chemistry, biology, physics), 4 credits in honors history/social science (world history, world geography, U. S. history, government), 3 credits in honors foreign languages (or 2 credits each in two languages), 2 credits in health and physical education (intermediate swimming proficiency and personal safety, drug and nutrition units required), 2 credits in arts (at least one credit in performing arts - orchestra, band, choir, piano, guitar, harp, strings, theater), one credit in computer science/literacy, and one-half credit in each of the following: SAT preparation, summer orientation program (freshman and transfer students), community service (75 hours), major independent study project (must relate to area of concentration and be completed during the junior year), senior thesis, college/university course, and school of concentration courses.
- Maggie L. Walker Governor's School for Government and International Studies: 31 units of credit to include 4 credits in English (World Literature I and II, American Literature 11, and British Literature 12), 4 credits in mathematics (through a minimum of trigonometry/analysis), 4 credits in science (including biology, chemistry, and physics), 5 credits in history/social science (Global Studies I and II, U.S. and Virginia History, U.S. and Virginia Government, and one elective), 6 credits in international languages with a minimum of 4 credits in one language and two credits in a second language), 2 credits in health and physical education, one credit in fine arts, one credit in economics and personal finance, one credit in Foundations of Independent Research and Communications, one credit in community service (minimum of 140 hours in 4 years), one credit in a senior seminar/mentorship, and one elective.

43. Salem City (2005)

- Standard and Advanced Studies Diplomas: No increase in the total number of credits. Students must complete one-half unit of credit in personal finance and economics.

44. Virginia Beach City (2000)

- Standard and Advanced Studies Diplomas: No increase in the total number of credits. Students must complete one-half unit of credit in fine arts and one-half unit of credit in practical arts.

45. Waynesboro City (2007)

- Standard and Advanced Studies Diplomas: All students must successfully complete a course in finance incorporating the Board's objectives in economic education and financial literacy. This could be either a full year, credit bearing course for which the student would earn a standard credit, or a shorter, online course for which the student would not earn a standard credit.

46. Williamsburg City-James City County (2000)

- Standard Diploma: 28 units of credit, to include one additional unit of credit in history/social science, one unit of credit in a foreign language, one unit of credit in technology, and 3 additional credits from specialized elective clusters from among fine arts, humanities, mathematics, science, business and marketing, human services, trades and industry, and technology.
- Advanced Studies Diploma: 28 units of credit, to include one unit of credit in fine arts, one unit of credit in technology, and 3 additional specialized elective clusters from among fine arts, humanities, mathematics, science, business and marketing, human services, trades and industry, and technology (this presumes that the student completes 3 years of one foreign language as opposed to two years each of two languages. The student who completes two years of two languages will be required to earn a total of 29 units of credit.).
(NOTE: These requirements were submitted for approval in 1996. No action was taken on the request.)

47. Winchester City (2000)

- Standard Diploma: 24 units of credit, to include one additional unit of credit in history/social science and 2 additional units in physical education. All students complete 4 units of credit in health and physical education (3 in physical education and one in health). Students must also complete either a Tech Prep Program or career major. (NOTE: Approval for the one additional unit in history/social science was granted by the Board in 1998).
- Advanced Studies Diploma: 24 units of credit, to include 2 additional units in physical education. All students complete 4 units of credit in health and physical education (3 in physical education and one in health). Students may not have elective credit available.
- Special Diploma: 24 units of credit, to include 4 units of credit in English, 3 units of credit in mathematics, 2 units of credit in history/social science, one unit of credit in science, 2 units of credit in physical education, one unit of credit in health, one unit of credit in job training, and 10 units of elective credit (mostly job training). (NOTE: The Standards of Quality require that students with disabilities be awarded a Special Diploma if they complete the requirements of their IEP. No specific course requirements are outlined.)

48. Town of Colonial Beach (2000)

- Standard Diploma: No increase in the total number of credits. All students must complete 4 units of credit in history/social science.

First Review of the Board of Education's 2011 Annual Report on the Condition and Needs of Public Schools in Virginia

Mrs. Wescott presented this item. Mrs. Wescott's presentation included the following:

- The Board of Education has submitted an annual report each year since 1971, when the requirement was initially adopted by the General Assembly. Section 22.1-18 and Section 22.1-253.13.6 of the *Code of Virginia* set forth the requirements for the Board of Education's annual report on the condition and needs of the public schools in Virginia.
- By November 15 of each year, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include a complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how

long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality.

Mr. Foster suggested the following: (1) try to correlate more clearly what the Board has done with the performance measures that were stated in the *Comprehensive Plan*, and (2) address the challenges Virginia will face in the future such as the achievement gap.

Mr. Braunlich suggested the following: (1) substitute the words “quality alternatives” for “lower cost” on page 16 of the document, and (2) consider adding a fifth bullet on page 16 to read as follows: Creating more opportunities for effective learning schedules to include student and teacher performance and improve the use of time. Mr. Braunlich asked staff to send him clarification of the definition for full-time and part-time students. Mr. Braunlich said that in the future the Board may have to address the issue of accountability for online providers.

Dr. Cannaday thanked department staff and his colleagues for their work on the document. Dr. Cannaday said he agreed with Mr. Braunlich on the issue of accountability for online providers.

Mrs. Sears suggested including a chart for goal four on page 24 of the document similar to Appendix H to show proficiencies in reading and mathematical skills by ethnic group.

Mr. Krupicka encouraged using language in the document to align with the *Blueprint* report that was presented by the Virginia Association of School Superintendents.

Dr. McLaughlin made a motion to receive the draft report for first review and give staff suggestions for additions and changes to be incorporated into the report prior to the final review on November 17, 2011. The motion was seconded by Mrs. Castro and carried unanimously.

First Review of Nomination to Fill Vacancies on the Board of Education Advisory Committee: the State Special Education Advisory Committee

Mr. Douglas Cox, assistant superintendent, division of special education and student services, presented this item. His presentation included the following:

- The Individuals with Disabilities Education Act (IDEA) requires that the state establish and maintain an advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the state. The statute further requires that the membership include parents of children with disabilities; individuals with disabilities; teachers; representatives of institutions of higher education that prepare special education and related services personnel; state and local education officials; administrators of programs for children with disabilities; representatives of other state agencies involved in the financing or delivery of related services to children with disabilities; representatives of private schools and public charter schools; a representative of a vocational, community, or business organization concerned with the provision of transition services to children with disabilities; a representative from the state child welfare agency responsible

for foster care; and representatives from the state juvenile and adult corrections agencies. A majority of the members of the committee must be individuals with disabilities or parents of children with disabilities. Membership structure includes a parent of a child with a disability from each of the eight regions.

- The positions of a representative of other state agencies involved in the financing or delivery of related services to children with disabilities and a representative from the state child welfare agency responsible for foster care are currently vacant.
- Kathryn A. Hayfield, Assistant Commissioner, Department of Rehabilitative Services was nominated to fill the state agency vacancy by James Rothrock, Commissioner.
- Cynthia Bauer, Senior Permanency Policy Specialist, Virginia Department of Social Services, was nominated to fill the foster care vacancy by Therese Wolf, Permanency Program Manager.

Mrs. Beamer made a motion to accept for first review the nomination of Kathryn A. Hayfield and Cynthia Bauer to the State Special Education Advisory Committee. The motion was seconded by Dr. McLaughlin and carried unanimously.

Report on the Department of Education's Effective Schoolwide Discipline Initiative

Mr. Cox presented this item. Mr. Cox said that at its meeting in July 2011, the Board received public comment from JustChildren that commended the Department's Effective Schoolwide Discipline (ESD) initiative. Specifically, JustChildren noted the positive data generated by ESD schools and encouraged more widespread implementation of the program. The purpose of this report is to provide to the Board of Education an overview of the ESD project in Virginia.

The Board received the report. The report on the Department of Education's Effective Schoolwide Discipline Initiative is as follows:

Overview

- Nationally and throughout Virginia, school personnel, parents, and the public express concern about students' classroom conduct and academic achievement.
- Traditional approaches to student discipline have not been successful in reducing disruptive behavior, vandalism, or the drop-out rate.
- The goal of ESD is to establish a safe and effective learning environment to promote academic and nonacademic success for all students.

ESD in Virginia: Organizational Flowchart

- Project leadership team (VDOE/ODU)
- Training and technical assistance centers
- LEA division coordinators
- School team leaders
- School problem-solving teams
- School, staff, families, transportation, community

Research Support for ESD

- Over 20 years of classroom research supports Effective Schoolwide Discipline (ESD/PBIS) as a proven effective way to not only improve student behavior, but also to improve academic performance.
- ESD is a three-tiered model with: 1) schoolwide, 2) classroom level, and 3) individual student supports.

Readiness Phase of ESD

- Announcement of regional preview (overview) sessions regarding ESD in Superintendent's Memo.
- Attendance at Superintendent's regional preview sessions.
- Schools engage in readiness exploration to gain a better understanding of their responsibilities and the benefits associated with ESD.
- Schools choosing to participate in ESD, submit a Readiness Packet online.
- Readiness Packet is reviewed by the regional Training/Technical Assistance Center (T/TAC) facilitators to determine school readiness for ESD participation.
- Notification of participation is sent to the school principal and LEA Division Coordinator (central office personnel).

School level Role for Implementation of ESD

- Establish a team consisting of a coach, team leader, school faculty including general and special educators, and other personnel.
- Review existing data to make timely decisions about academic and behavioral interventions.
- Select and implement scientifically-based practices to intervene at the building, classroom, and individual levels.
- Monitor implementation to ensure achieving the outcomes identified by the school.

Pupil-specific Aspects of ESD

- Select measurable student outcomes.
- Systematically instruct all students regarding behavior expectations.
- Develop a system of positive reinforcement that includes immediate, delayed, and variable reinforcement options for students who demonstrate the expected behavior.
- Develop a plan to correct student behavior problems through a graduated program of consequences and direct instruction to promote appropriate behavior.

ESD Data Collection

- School Commitment Form
- School Profile - Tracks student enrollment data
- Benchmarks of Quality - Measures implementation and fidelity of ESD
- Outcome Summary Data Form - Tracks disciplinary actions for both general education students and special education students
- Office Discipline Referrals (ODRs)
- In-School Suspensions (ISSs)
- Out-of-School Suspensions (OSSs)

Administrative and Instructional Time Saved

- Reductions in disciplinary consequences have increased the amount of time for classroom instruction.
- Reductions in disciplinary consequences have increased the amount of time available to administrators for other duties.

Student Behavior Change

When implemented with fidelity, as measured on the Benchmarks of Quality ESD schools report:

- reductions in office discipline referrals in-school suspensions (ISSs), and out-of-school suspensions (OSSs).
- a narrowing of the gap between general education students and special education students for all three disciplinary consequences (ODRs, ISSs, and OSSs).

Costs Associated with Implementation of ESD

- State costs:
 - Support for facilitator training of ESD/PBIS schools at each phase of implementation and school visitation/technical support of building level ESD teams.
 - Create 'community of learners' within and across participating schools and school divisions to support capacity building and project sustainability.
- School-specific costs:
 - Incentives for students to engage in appropriate behaviors.
 - Faculty participation in ESD training.

Growth of ESD in Virginia

- Year 1
 - 28 schools - 16 school divisions
- Present
 - 229 schools - 46 school divisions

Report on Special Education Enrollment Trends

Mr. Cox presented this item. Mr. Cox said that at its meeting in July 2011, the Board requested a report on recent enrollment trends in special education. The report contains a five-year comparison of special education enrollment trends by disability based upon the December 1 child count from 2005-2010.

The Board received the report. The report on Special Education enrollment trends is as follows:

SPECIAL EDUCATION CHILD COUNT TOTALS DECEMBER 1, 2005 AND 2010

	2005	2010	Change	% Change
Severe Disabilities	970	465	(505)	(52.06%)
Hearing Impairments	1,538	1,473	(65)	(4.23%)
Speech/Language Impairments	32,239	28,974	(3,265)	(10.13%)
Visual Impairments	486	618	132	27.16%
Emotional Disturbance	12,425	9,589	(2,836)	(22.82%)
Orthopedic Impairments	934	905	(29)	(3.10%)
Other Health Impairments	25,600	28,703	3,103	12.12%
Specific Learning Disability	65,686	56,971	(8,715)	(13.27%)
Deaf-Blindness	31	25	(6)	(19.35%)
Multiple Disabilities	3,010	3,325	315	10.47%
Autism	5,674	11,703	6,029	106.26%
Traumatic Brain Injury	369	390	21	5.69%
Developmental Delay	14,945	10,425	(4,520)	(30.24%)
Intellectual Disabilities / Mental Retardation	11,823	9,934	(1,889)	(15.98%)
State Totals	175,730	163,500	(12,230)	(6.96%)

Annual Report from the Virginia Council for Private Education

Mr. George McVey, president, Virginia Council for Private Education (VCPE), presented this item. Mr. McVey introduced Mrs. Joanne "Josie" Webster, vice president for policy and communications, to the Board.

Mr. McVey explained the relationship between VCPE and the Virginia Department of Education. Mr. McVey said that at the Board meeting in November 1993, the Board of Education adopted a resolution that recognized the accrediting process for nonpublic elementary and secondary schools as administered through the Commission on Accreditation of the Virginia Council for Private Education. The resolution was primarily for the purpose of public school acceptance of credits earned by students who attended such schools when they transfer to public schools and for any other such purpose which may, from time to time, be specified by the *Code of Virginia* or as may be mutually agreed upon by the Board and VCPE. The resolution specifies, among other things, that the Board of Education will receive an annual report from VCPE. The resolution is as follows:

**Virginia Board of Education Resolution
Recognizing VCPE: Accrediting Nonpublic Elementary and Secondary Schools**

Resolution Number 1993-6

November 15, 1993

WHEREAS, the *Code of Virginia* requires that all children who are five years old by September 30 and not older than 18 attend a public or private or parochial school to satisfy compulsory attendance laws; and

WHEREAS, the Virginia Council for Private Education (VCPE) was organized in 1974 as the Virginia affiliate of the National Council for American Private Education (CAPE) for purposes including "the encouragement of a broad public commitment to excellence in education"; and

WHEREAS, the VCPE established a Commission on Accreditation in July, 1985, "...for the purpose of approving appropriate accreditation processes for nonpublic schools in order to secure recognition for those schools by the State Department of Education"; and

WHEREAS, the Board of Education ceased accrediting nonpublic schools, and at its meeting on April 25, 1985, approved recommendations affecting the relationship of nonpublic schools and the Department of Education; and

WHEREAS, the Department of Education has maintained and fostered an ongoing and viable relationship with the VCPE since that time; and

WHEREAS, the 1993 General Assembly of Virginia amended sections of the *Code of Virginia* relating to the licensure of child day care centers which included an exemption for "a certified preschool or nursery school program operated by a private school which is accredited by a statewide accreditation organization recognized by the State Board of Education..."; and

WHEREAS, the Board is desirous of reaffirming and strengthening its relationship with the VCPE;

NOW, THEREFORE BE IT RESOLVED that the Board recognizes the accrediting process for nonpublic elementary and secondary schools as administered through the Commission on Accreditation of the Virginia

Council for Private Education (VCPE) primarily for the purpose of public school acceptance of credits earned by students who attended such schools when they transfer to public schools and for any other such purpose(s) which may, from time to time, be specified by the *Code of Virginia* or as may be mutually agreed upon by the Board and VCPE; and

BE IT FURTHER RESOLVED that the Board will periodically review this recognition to ensure its continued relevancy and currency and the Superintendent of Public Instruction, or his designee, shall maintain contact with the VCPE and shall meet with its membership at least annually. Further, the Superintendent shall advise the Board on educational issues of concern to the VCPE.

Adopted in the Minutes of the Virginia Board of Education
November 15, 1993

Report from the Virginia Association of School Superintendents Regarding the Blueprint for the Future of Public Education

Dr. Pamela Moran, president of the Virginia Association of School Superintendents (VASS) and division superintendent for Albemarle County Public Schools; Dr. Ashby Kilgore, president-elect of VASS and division superintendent for Newport News City Public Schools; Dr. Ben Kiser, president-elect of VASS and division superintendent for Gloucester County Public Schools; and Dr. Al Butler, executive director of VASS, were the presenters for this item. Their presentations included the following:

The Virginia Association of School Superintendents (VASS) is a professional organization dedicated to the mission of providing leadership and advocacy for public school education throughout the Commonwealth of Virginia. The *Blueprint for the Future of Public Education* is a pro-active education reform plan developed by VASS to:

- create a public education system that better prepares Virginia's students for success in globally competitive jobs and in higher education;
- frame the debate on education issues and the funding necessary to both sustain and increase the accomplishments that have been made;
- focus the attention of policymakers on what will make a difference in student achievement;
- establish and maintain direction for public education; and,
- galvanize support of stakeholders who will enable continuous forward momentum for improvement in the quality of public education.

The *Blueprint* contains five key areas of strategic focus. They are as follows:

1. Prepare all students to be college and career ready (Curriculum/Readiness)
2. Measure student progress and achievement through a variety of assessments not limited to standardized, multiple choice tests (Assessment)
3. Use evidence-based teaching and learning models that meet individual needs of diverse students (Instructional Delivery)
4. Recruit, develop, and maintain effective and technically-proficient teachers, administrators, and classified staff (Human Capital)
5. Ensure the Commonwealth meets its financial responsibility in providing public education and promoting economic development (State's Role in Funding Public Education)

Goal 1: Prepare all students to be college and career ready (Curriculum/Readiness)

Key Strategies

- Integrate rigorous content with performance competencies
- Use multiple measures to assess students' performance on contemporary college and career readiness standards

- Ensure all students experience grade-appropriate career development experiences “The benefits of established standards and criterion-referenced assessments (SOL tests) as a means to raise student achievement in Virginia have been significant but are no longer sufficient.”

Goal 2: Measure student progress and achievement through a variety of assessments not limited to standardized, multiple choice tests (Assessment)

Key Strategies

- Identify and implement a variety of assessments to measure student growth that may include case analyses, problem-based projects, collaborative presentation, and community review of work
- Identify and secure statewide pricing for assessments that measure student growth
- Provide web-based tool for sharing assessments, rubrics, and curriculum materials

Goal 3: Use evidence-based teaching and learning models that meet individual needs of diverse students (Instructional Delivery)

Key Strategies

- Secure funding and access to virtual curriculum
- Ensure use of evidence-based high-yield teaching and learning strategies
- Remove calendar and schedule barriers related to the start of school and clock hour requirements to provide flexibility in teaching and learning
- Implement a tiered instructional model in mathematics and reading utilizing formative assessment and appropriate interventions

Goal 4: Recruit, develop, and maintain effective and technically-proficient teachers, administrators, and classified staff (Human Capital)

Key Strategies

- Improve competitiveness of salary and benefits
- Develop and implement incentive programs
- Improve timeliness of student achievement and other performance indicators for use in evaluation of teacher effectiveness
- Extend probationary period for teachers
- Support evidence-based, locally-developed differentiated compensation models

Goal 5: Ensure the Commonwealth meets its financial responsibility in providing public education and promoting economic development (State’s Role in Funding Public Education)

Key Strategies

- Re-examine state mandates and cost burden to localities, eliminating unfunded mandates
- Improve funding disparity between localities
- Ensure financial solvency of the Virginia Retirement System

After the presentation, Mrs. Saslaw opened the floor for questions and/or suggestions. Mr. Krupicka applauded VASS for the work and said the *Blueprint* is a great achievement. Mr. Krupicka suggested adding pre-school and early childhood to the document and identify recommendations that can be done by school divisions, the General Assembly and the Board of Education. Mr. Krupicka said he would like to hear more about providing professional development support for teachers in Virginia. Mr. Krupicka also suggested adding more emphasis on math and science to the document. He said to be more specific about mandates that do not relate to student achievement and mandates that are well intended but not funded versus mandates that do not work.

Dr. Cannaday suggested an alignment of goals and expectations that involve the Board to include policies, resources, and governance, and he suggested that VASS develop a plan to communicate with stakeholders. Dr. Cannaday also suggested including a statement on pre-school and early childhood.

Mrs. Castro said she agreed with Dr. Cannaday that it is important to have everyone on board such as the PTA, teacher associations, and board of supervisors to send a strong message that will make a better government.

Mrs. Sears suggested that, for those recommendations that require additional funding, VASS might suggest where new funds will come from and show where increased spending equals increased results. She said because that will be what will move those who have the authority to grant monies for education. Mrs. Sears asked for clarification in Strategy 2C under Goal 4 which opposes legislation that would add additional grievance actions. Dr. Moran said that VASS is against having more bureaucratic tiers added at the state level that will cause the process of grievances to be impeded.

Mr. Foster said it would be helpful to identify the correct 21st Century Learning and International Standards and to look for research on how to benchmark college and career readiness standards to the 21st Century Learning and International Standards.

Dr. McLaughlin commended the work that has been done on the document. She suggested along with Mr. Krupicka that VASS sort through the respective responsibilities and roles of the local school divisions, the General Assembly, and the Board of Education and list what each can accomplish. Dr. McLaughlin also suggested listing priorities that are critical sequentially in terms of prerequisites for further action and which priorities are the most critical at this time.

Mrs. Saslaw encouraged working with stakeholders to advance and modify ideas. Mrs. Saslaw emphasized that the leadership that affects children in the classroom comes from the individual schools which includes principals and teachers. She said upgrading the status and the training of the teaching profession is one of the ultimate goals that she agrees with. Mrs. Saslaw said that the leadership that comes from teachers in professional development and working with each other in solving the problems can be invaluable. It is different from classroom to classroom, school to school, region to region, and the leadership is needed to come from the school teachers, counselors, physiologist, social workers, and principals to work on the particular issues in that school as part of collaboration and professional development. Mrs. Saslaw asked VASS to be more specific in *Blueprint* to upgrade the staff to increase human capital which is needed in the testing agenda.

Mr. Krupicka said the report refers to the fact that we have moved to virtual schools and online educational opportunities and a blending of children doing some things at home and in the classroom. Mr. Krupicka said educators have built diplomas at the collegiate level and high school level on time served, and he would like to hear thoughts about changing that paradigm.

DISCUSSION OF CURRENT ISSUES

The Board met for dinner at the Crowne Plaza Hotel with the following members present: Mrs. Beamer, Mr. Braunlich, Mrs. Castro, Dr. Cannaday, Mr. Foster, Mr. Krupicka, Dr. McLaughlin, Mrs. Sears, and Mrs. Saslaw. 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. Foster made a motion to go into executive session under 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 Mr. Krupicka and carried unanimously. The Board went into Executive Session at 12:30 p.m.

Mr. Foster made a motion that the Board reconvene in open session. The motion was seconded by Mr. Braunlich and carried unanimously. The Board reconvened at 1:20 p.m.

Mr. Foster 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 public business matters as were considered by the Board. The motion was seconded by Mr. Krupicka and carried unanimously.

Board Roll call:

Mrs. Sears – Yes	Mrs. Castro – Yes
Mr. Foster – Yes	Mr. Krupicka – Yes
Dr. Cannaday – Yes	Mrs. Beamer – Yes
Dr. McLaughlin – Yes	Mr. Braunlich – Yes
Mrs. Saslaw – Yes	

The Board made the following motions:

- Mr. Krupicka made a motion to revoke the license of David Ryan Witten. The motion was seconded by Mrs. Beamer and carried unanimously.
- Mrs. Beamer made a motion to reinstate the license of Casey Lynn Carico. The motion was seconded by Mr. Krupicka and carried unanimously.
- Mr. Krupicka made a motion to issue a license in Case #1. The motion was seconded by Mrs. Castro and carried unanimously.
- Mr. Krupicka made a motion to revoke the license of Jessica Williams Guy. The motion was seconded by Mrs. Beamer and carried unanimously.
- Mr. Krupicka made a motion to issue a license in Case #3. The motion was seconded by Mrs. Castro and carried unanimously.
- Mr. Krupicka made a motion to issue a license in Case #4. The motion was seconded by Mrs. Castro and carried unanimously.

ADJOURNMENT OF THE BUSINESS SESSION

There being no further business of the Board of Education and Board of Career and Technical Education, Mrs. Saslaw adjourned the meeting at 1:28 p.m.

A handwritten signature in cursive script that reads "Eleanor B. Saslaw". The signature is written in black ink and is positioned above a horizontal line.

President