

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

July 23, 2009

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:

Dr. Mark E. Emblidge, President
Dr. Ella P. Ward, Vice President
Dr. Thomas M. Brewster
Mrs. Isis M. Castro
Mr. David L. Johnson

Mr. K. Rob Krupicka
Dr. Virginia L. McLaughlin
Mr. Kelvin L. Moore
Mrs. Eleanor B. Saslaw

Dr. Patricia I. Wright, Superintendent of
Public Instruction

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

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

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

APPROVAL OF MINUTES

Dr. Ward made a motion to approve the minutes of the June 25, 2009, meeting of the Board. The motion was seconded by Dr. Brewster and carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

PUBLIC COMMENT

The following persons spoke during public comment:

James Batterson
Ms. Vandie Hodges
Carolyn Williamson
Tichi Pinkney Eppes
Bethany Welcher
Andrew Derer

CONSENT AGENDA

Dr. Brewster made a motion to approve the consent agenda. The motion was seconded by Dr. Ward 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
- First Review of Proposed Revised Guidelines and Standards of Learning for Family Life Education as Required by the 2009 General Assembly
- First Review of Revised Guidelines for Awarding the Veteran Honorary High School Diploma in Response to HB 1767 Adopted by the 2009 General Assembly
- First Review of Proposed Board of Education Meeting Dates for 2010 Calendar Year
- First Review of Revised Eligibility Criteria for Cost-Saving and Service-Sharing Agreements Between School Divisions in the Commonwealth of Virginia
- First Review of Nominations to Fill Vacancies on Board of Education Advisory Committees: Advisory Committee on Adult Education and Literacy, State Special Education Advisory Committee, Virginia Advisory Committee for Career and Technical Education, Virginia Advisory Committee for the Education of the Gifted, and the Advisory Board on Teacher Education and Licensure

Final Review of Financial Report on Literary Fund

The Board approved the financial report (including all statements) on the status of the Literary Fund as of March 31, 2009.

Final Review of Recommendations Concerning Applications for Literary Fund Loans

The Board's approval of one application totaling \$7,500,000 was approved with the Board's vote on the consent agenda.

DIVISION	SCHOOL	AMOUNT
Buckingham County	Dillwyn Lower Elementary	\$7,500,000.00
	TOTAL	\$7,500,000.00

Final Review of Recommendations Concerning Literary Fund Applications

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

1. One new project, totaling \$7,500,000, is eligible for placement on the First Priority Waiting List.

DIVISION	SCHOOL	AMOUNT
Buckingham County	Dillwyn Lower Elementary	\$7,500,000.00
	TOTAL	\$7,500,000.00

2. Orange County submitted a letter dated June 30, 2009, requesting that its Middle School project be removed from the First Priority Waiting List. The school board has acquired funding from sources other than the Literary Fund for this project.
3. One new project, totaling \$7,500,000, has a Literary Fund application, which is approved as to form, but the plans have not yet been finalized. When the Department receives the plans, this project will be eligible for placement on a waiting list. Until such time, this project should remain on the Approved Application List.
4. Roanoke County submitted a letter dated April 8, 2009, requesting that the William Byrd High School project be removed from the Approved Application List. The school board has acquired funding from sources other than the Literary Fund for this project.

First Review of Proposed Revised Guidelines and Standards of Learning for Family Life Education as Required by the 2009 General Assembly

The Board's approval to waive first review and adopt the revised curriculum guidelines regarding Family Life Education was approved with the Board's vote on the consent agenda.

The revised standards are listed below:

Grade Level	Amended Standards of Learning Descriptive Statements	Page
Kindergarten	K.3, K.7	16, 17
First Grade	1.12	19
Second Grade	2.5, 2.7	20, 21
Third Grade	3.1, 3.2, 3.10, 3.11	22, 23
Fourth Grade	4.7	25
Fifth Grade	5.10, 5.12	27
Sixth Grade	6.8	29
Seventh Grade	7.4, 7.7, 7.10	30, 31
Eighth Grade	8.3, 8.5, 8.6, 8.13	33, 34
Ninth Grade	9.2, 9.7, 9.14	36, 37

Tenth Grade	10.2, 10.14	38, 39
Eleventh Grade	11.1, 11.6	41
Twelfth Grade	12.8, 12.12	45

First Review of Revised Guidelines for Awarding the Veteran Honorary High School Diploma in Response to HB 1767 Adopted by the 2009 General Assembly

The Board's approval to adopt the revised *Guidelines for Awarding the Veteran Honorary High School Diploma* and the revised honorary diploma request form to reflect legislative changes adopted by the 2009 General Assembly was approved with the Board's vote on the consent agenda.

The revised *Guidelines for Awarding the Veteran Honorary High School Diploma* and the request form will be posted on the Department of Education's Web site and broadly disseminated to appropriate veterans' organizations, community groups, and interested individuals.

The revised guidelines are as follows:

**Guidelines for Honorary Diplomas for World War II,
Korean War and Vietnam War Veterans**

Requirements of the Code of Virginia

Pursuant to §§ [2.2-3309.1](#), [2.2-3310](#), and [22.1-17.4](#) of the *Code of Virginia*, veterans of World War II, the Korean War, and the Vietnam War who were unable to complete their high school education may apply for a Veteran Honorary Diploma, if they were subsequently honorably discharged and meet the criteria specified by the Board of Education.

Any World War II, Korean War, or Vietnam War veteran may apply for a Veteran Honorary High School Diploma by filing with the Board of Education a written statement declaring that:

1. The veteran served in a branch of the United States Armed Forces during the years specified as follows: World War II between 1939 and 1945; Korean War between 1950 and 1953; and Vietnam War between 1959 and 1975;
2. The veteran was drafted or enlisted in the United States Armed Forces;
3. The veteran was subsequently honorably discharged; and
4. The veteran was unable to resume his or her high school education upon returning to civilian life.

The information may be submitted by the veteran, by his or her family, or by any individual or veterans' organization on behalf of the veteran. The Virginia Board of Education will issue the honorary diploma to eligible veterans upon request at any time during the year. The Board also honors requests from families for posthumous awards.

The term veteran means a person who served in the active military, naval, or air service, and who was discharged or released under conditions other than dishonorable. 38 USC § 101.(5) SB 1210, supra.(6) Id.

Virginia Board of Education Requirements

Any veteran of World War II, the Korean War, or the Vietnam War who is interested in receiving the Commonwealth of Virginia Veteran Honorary High School Diploma may submit the honorary diploma request form or a statement that includes the following information:

1. The veteran's full name as it should be printed on the diploma;
2. Dates of service;
3. Statement affirming that the veteran:
 - a. Was drafted or enlisted in the United States Armed Forces;
 - b. Was unable to complete his education upon returning to civilian life; and
 - c. Was subsequently honorably discharged from military service.

The information may be submitted by the veteran, by his or her family, or by any veterans' organization on behalf of the veteran.

First Review of Proposed Board of Education Meeting Dates for 2010 Calendar Year

The Board's approval to adopt the schedule of meeting dates for the 2010 calendar year was approved with the Board's vote on the consent agenda. The dates will be widely disseminated to local school officials, statewide organizations, and to the public. The meeting dates will also be posted on the Board of Education's Web site.

The meeting dates for 2010 are as follows:

Thursday, January 7, 2010
Thursday, February 25, 2010
Thursday, March 18, 2010
Wednesday-Thursday, April 21-22, 2010
Thursday, May 27, 2010
Thursday, June 24, 2010
Thursday, July 22, 2010
Thursday, September 23, 2010
Thursday, October 28, 2010
Thursday, November 18, 2010

First Review of Revised Eligibility Criteria for Cost-Saving and Service-Sharing Agreements Between School Divisions in the Commonwealth of Virginia

The Board's approval to adopt the revised eligibility criteria for cost-saving and service-sharing agreements between school divisions in the Commonwealth of Virginia and authorize the Department of Education to make subsequent technical revisions to the criteria in order to keep them aligned with any future changes made by the General Assembly was approved with the Board's vote on the consent agenda.

Currently, only one school division (Highland County Public Schools) meets the eligibility criteria to receive supplemental Basic Aid funding in FY 2010. Additional school divisions may qualify beginning in FY 2011; however, those divisions will not be known until the Governor introduces the 2010-2012 biennial budget.

First Review of Nominations to Fill Vacancies on Board of Education Advisory Committees: Advisory Committee on Adult Education and Literacy, State Special Education Advisory Committee, Virginia Advisory Committee for Career and Technical Education, Virginia Advisory Committee for the Education of the Gifted, and the Advisory Board on Teacher Education and Licensure

The Board's approval to adopt the nominees recommended for appointment to Board of Education advisory committees for the July 2009-June 2012 term was approved with the Board's vote on the consent agenda. The Department of Education staff will notify the nominees appointed to the Board of Education advisory committees so that the committee meetings for the 2009-2010 school year may be set as soon as possible.

The nominees recommended for appointment or reappointment to the 2009-2012 term are as follows:

Advisory Board on Teacher Education and Licensure

- Business Community Representative: Ms. Rena Berlin, Director of Education, Virginia Holocaust Museum
- Classroom Teacher (Middle): Ms. Kathy Heil, Mathematics Teacher, Grade 8, King George Middle School, King George County Schools
- Classroom Teacher (Secondary): Ms. Patricia McGloine, Social Studies Teacher, Princess Anne High School, Virginia Beach City Public Schools
- Higher Education (Public): Dr. Susan G. Magliaro, Director, School of Education, Virginia Tech
- Nonpublic School: Ms. Courtney Gaskins, Teacher of Special Education, Youth for Tomorrow, Bristow, Virginia
- Classroom Teacher (Elementary): Incumbent-reappointment to a second term: Ms. Dawn Rees-Blakeman, Westside Elementary School, Roanoke City Public Schools
- Higher Education (Independent): Incumbent-reappointment to a second term: Dr. Carole C. Grove, Director, Master of Arts in Teaching Program, Mary Baldwin College
- School Board Member: Incumbent-reappointment to a second term: Ms. Ann Y. Williams, Hopewell City School Board

State Special Education Advisory Committee

- Region II Parent: Mrs. Sandra Hermann, Virginia Beach
- Region III Parent: Mrs. Lori Jackson, Mathews County
- Region VII Parent: Mrs. Jackie Myal, Pulaski County
- Region VIII Parent: Mrs. Bernadette Jones, Amelia County
- Region I Parent: Mrs. Carletta Wilson, Richmond: Incumbent-reappointment to a second term
- Classroom Teacher: Ms. Melodie Henderson, Chesterfield County: Incumbent-reappointment to a second term

Advisory Committee on Adult Education and Literacy

- Ms. Elaine Callahan, Adult Education Program Manager, Henrico County Public Schools
- Ms. Betsy Mathias, Regional Adult Education Program Manager, Spotsylvania County Public Schools
- Ms. Annette Loschert, Executive Director, Literacy Volunteers of the Roanoke Valley
- Dr. Bonita Moore, Director, Adult and Community Education, Fairfax County Public Schools
- Ms. Paulette Richmond, Academic Coordinator for Adult Education, Virginia Beach City Public Schools
- Dr. Troilen Seward, Educational Consultant, Claremont, VA

Career and Technical Education Advisory Committee

- Mr. Allan R. Melton, Manager of Product Training, The Apprentice School, Northrop Grumman-Region II
- Mr. Frederick R. Norman, Owner, Commonwealth of Virginia Consulting, LLC, an Information Technology business development consulting firm-Region I
- Mrs. Lynn May, Registered Nurse-Region III
- Ms. Jane Foy, Co-host and Producer, WINA Morning News Program, Charlottesville-Region V
- Mr. Chad Ratliff, General Manager and Co-Owner of the Ratliff Group, LLC (Real Estate Investment Firm)-Region VII

Virginia Advisory Committee for the Education of the Gifted

- Ms. Patti Davis, Parent, Ashland
- Dr. Carol V. Horn, Coordinator of Gifted Programs, Fairfax County Public Schools
- Mr. Reginald Johns, Gifted Resource Teacher, Hampton City Public Schools
- Ms. Veronica Annette Kouassi, Assistant Director, Appomattox Regional Governor's School, Petersburg
- Ms. Kerri M. Wilson, VSBA Board of Directors, Harrisonburg City School Board
- Dr. Ellen Fithian, Independent Educational Consultant, Poquoson: Incumbent-reappointment to a second term
- Dr. Judith Greathouse, Coordinator of Gifted Programs, Frederick County Public Schools: Incumbent-reappointment to a second term
- Mr. Brian Pace, Director, Piedmont Governor's School: Incumbent-reappointment to a second term
- Dr. Margee Greenfield, High School Gifted Coordinator, Rockingham County Public Schools

ACTION/DISCUSSION: BOARD OF EDUCATION REGULATIONS

First Review of Proposed Guidelines for an Academic and Career Plan as Required in Section 8 VAC 20-31-140 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia

Dr. Linda Wallinger, assistant superintendent for instruction, presented this item. Dr. Wallinger said that in December 2007, Governor Tim Kaine requested that the Board of Education include in its revised *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, (8 VAC-20-131-5 et seq) provisions for each middle and high school student to have a personal learning plan that aligns academic and career goals with the student's course of study. On February 19, 2009, the Virginia Board of Education approved revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131-5 et seq.) (Standards of Accreditation or SOA) that included a requirement for an Academic and Career Plan.

Mrs. Saslaw made a motion to approve the *Guidelines for the Academic and Career Plan*. The motion was seconded by Dr. Brewster and carried unanimously.

The guidelines are as follows:

**Guidelines for Academic and Career Plans
as prescribed in
*Regulations Establishing Standards for Accrediting Public Schools in Virginia***

Introduction

The Board of Education included in its 2009 revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, (8 VAC-20-131-5 et seq) provisions for each middle and high school student to have a personal learning plan that aligns academic and career goals with the student's course of study. On February 19, 2009, the Board adopted the revised Regulations, also known as the *Standards of Accreditation*. The section pertaining to Academic and Career Plans reads:

8 VAC 20-131-140: College and career preparation programs and opportunities for postsecondary credit.

Beginning with the 2010-2011 academic year, all schools shall begin development of a personal Academic and Career Plan for each seventh-grade student with completion by the fall of the student's eighth-grade year. Students who transfer from other than a Virginia public school into the eighth-grade shall have the Plan developed as soon as practicable following enrollment. Beginning with the 2011-2012 academic year, students who transfer into a Virginia public school after their eighth-grade year shall have an Academic and Career Plan developed upon enrollment. The components of the Plan shall include, but not be limited to, the student's program of study for high school graduation and a postsecondary career pathway based on the student's academic and career interests. The Academic and Career Plan shall be developed in accordance with guidelines established by the Board of Education and signed by the student, student's parent or guardian, and school official(s) designated by the principal. The Plan shall be included in the student's record and shall be reviewed and updated, if necessary, before the student enters the ninth and eleventh grades. The school shall have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the Plan. Any personal academic and career plans prescribed by local school boards for students in grades 7-12 and in effect as of June 30, 2009, are approved to continue without further action by the Board.

Purpose of Academic and Career Plans

The Academic and Career Plan is designed to be a working document that maximizes student achievement by having the student accomplish goals in middle and high school that lead to postsecondary and career readiness. The Plan should be student-driven and maintained by school professionals working cooperatively to assist the student in reaching his or her goals in the most logical academic and career path.

The Academic and Career Plan should start with the end in mind. The student, parent or guardian, and school professional(s) will create a plan agreed upon by all parties to ensure everyone is focused on working toward the same goals and analyze and adjust the Plan in response to new information to meet the needs of the student.

Academic and Career Plan Timeline

Beginning with the 2010-2011 academic year, all schools shall begin development of a personal Academic and Career Plan for each seventh-grade student, with completion by the fall of the student's eighth-grade year.

Students who transfer from other than a Virginia public school into the eighth grade shall have the Plan developed as soon as practicable following enrollment. Beginning with the 2011-2012 academic year, students who transfer into a Virginia public school after their eighth-grade year shall have an Academic and Career Plan developed upon enrollment.

The Academic and Career Plan shall be signed by the student, student's parent or guardian, and school official(s) designated by the principal. The Plan will be included in the student's record and must be reviewed and updated, if necessary, before the student enters the ninth and eleventh grades. The schedule for revising the Plan may be determined by the school division. The school shall have met its obligation for parental involvement if it makes a good faith effort to notify the parent or guardian of the responsibility for the development and approval of the Plan.

Academic and Career Plan Template

The format of the Academic and Career Plan is flexible. Any personal academic and career plans prescribed by local school boards for students in grades 7-12 and in effect as of June 30, 2009, are approved to continue without further action by the Board.

A technical assistance document will be developed by the Virginia Department of Education to include a model Academic and Career Plan template that can be adapted for use by school officials working with students in academic and career preparation.

Academic and Career Plan Components

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

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

First Review of Proposed Amendments to the Regulations Governing Local School Boards and School Divisions (8 VAC 20-720) and Repeal of the Regulations Governing Instructional Materials – Selection and Utilization by Local School Boards (8 VAC 20-170), Regulations Governing Textbook Adoption State Level (8 VAC 20-220), Regulations Governing Textbook Adoption Local Level (8 VAC 20-230), and Regulations Governing Textbook Fund Management and Handling on Local Level (8 VAC 20-270)

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. Mrs. Wescott said that the Board of Education currently has three sets of regulations governing textbooks and one set of regulations governing instructional materials. The regulations governing textbooks are: *Regulations Governing Textbook Adoption State Level* (8 VAC 20-220), *Regulations Governing Textbook Adoption Local Level*, (8 VAC 20-230), and *Regulations Governing Textbook Fund Management and Handling on Local Level*, (8 VAC 20-270). The regulations governing instructional materials are: *Regulations Governing Instructional Materials – Selection and Utilization by Local School Boards* (8 VAC 20-170). All of these regulations were adopted on or before September 1, 1980, have not been amended since that time, and are out-of-date.

During the 2008 General Assembly, three bills were passed that impact the purchasing and provision of textbooks for Virginia's public school students. These bills were HB 137, patroned by Delegate Chris Peace, HB 354, patroned by Delegate Mark Cole and SB 356, patroned by Senator John Watkins. HB 137 and SB 356 are identical and were proposed by the Department of Education. HB 354 is identical, with the addition of a provision making it possible for any private school within a school division to purchase textbooks from the local school board's contract. These bills took effect on July 1, 2008. The purpose of this proposal is to repeal the four current regulations and amend the *Regulations Governing Local School Boards and School Divisions* by creating a section governing textbooks. The three current regulations will be repealed simultaneously with the adoption of the amendment. The amendment will also capture the requirements of the bills passed by the 2008 General Assembly.

Dr. McLaughlin made a motion to accept the proposed regulations for first review and authorize the Department of Education staff to proceed with the requirements of the Administrative Process Act. The motion was seconded by Dr. Brewster and carried unanimously.

First Review of Proposed Amendments to the Regulations Governing Local School Boards and School Divisions (8 VAC 20-720) and Repeal of the Rules Governing Fees and Charges (8 VAC 20-370)

Mrs. Wescott also presented this item. Mrs. Wescott said that the Board of Education's *Rules Governing Fees and Charges*, 8 VAC 20-370-10, were adopted on or before September 1, 1980, and have not been amended since that time. Mrs. Wescott said that the purpose of this proposal is to update the regulations by repealing the current regulations governing fees charged by local school divisions and creating a new regulation

that will be added as a section to the proposed *Regulations Governing Local School Boards and School Divisions*, 8 VAC 20-720-10 et seq.

The following changes related to policy are proposed:

- Local school boards that charge fees would be required to have a policy and a fee schedule that would be provided to parents annually and posted on the school division's Web site.
- The policy would include a provision to waive or reduce fees for economically disadvantaged students and students whose families are undergoing economic hardships.
- The policy and fee schedule would be required to be consistent across the school division.
- No fees could be charged that had not been approved by the local school division.

The following changes related to fees and charges are proposed:

- Fees may not be charged as a condition of school enrollment unless the student is not of school age or does not live within the jurisdiction (§§ 22.1-1, 22.1-3, and 22.1-5, *Code of Virginia*).
- Fees may not be charged for textbooks or textbook deposits; however, § 22.1-143, *Code of Virginia*, permits local school divisions to assess a reasonable fee for lost or damaged textbooks.
- Fees may not be charged for pupil transportation to and from school (Attorney General's Opinion dated August 29, 2007), but may be charged for the student's pro rata cost of providing for voluntary extracurricular activities (§ 22.1-176, *Code of Virginia*).
- Fees may be charged for summer school unless the summer school program is a remediation program required by the Standards of Quality (§ 22.1-253.13:1, *Code of Virginia*).
- Fees may be charged for class dues; however, class dues shall not be mandatory, and the school board must specify the kinds of programs and activities covered by class dues;
- Fees may be charged for nonmandatory services such as parking fees and locker fees (Attorney General's Opinions dated November 8, 1991 and 1964-65 Att'y Gen. Ann. Rep. 294).
- Fees may be charged for consumable materials, such as workbooks, but the local school board must have a policy to ensure that these are furnished at a reduced price or free of charge to students who are unable to afford them (§ 22.1-243, *Code of Virginia*).
- Fees may be charged for the behind the wheel portion of the driver's education program (§ 22.1-205, *Code of Virginia*).
- Fees may be charged for the preparation and distribution of official paper copies of the student's transcript, provided that the school board first provides

a reasonable number of copies for free. Official electronic copies of transcripts shall be provided at no cost.

The following additional provision related to nonpayment of fees is proposed:

- A student may not be suspended or expelled for nonpayment of fees and charges.

Dr. Ward made a motion to accept the proposed regulations for first review and authorize the Department of Education staff to proceed with the requirements of the Administrative Process Act. The motion was seconded by Mrs. Castro and carried unanimously.

ACTION/DISCUSSION ITEMS

First Review of the Proposal to Establish the Governor's School @ Innovation Park (GS@IP) Serving Students from Manassas City, Manassas Park City, and Prince William County Public School Divisions

Dr. Felicia Dyke, director, office of middle and high school instruction, with assistance from Dr. Gail Pope, superintendent of Manassas City Public Schools; Dr. Thomas DeBolt, superintendent of Manassas Park City Public Schools; and Dr. Steven Walts, superintendent of Prince William County Public Schools, presented this item. Mr. Ronald Carmichael, executive officer, George Mason University, Prince William Campus, was recognized for assisting with establishing the Governor's School @ Innovation Park.

Dr. Dyke said that in 2007, a planning group representing the school divisions of Manassas City, Manassas Park City, and Prince William County began a formal study for the establishment of an Academic-Year Governor's School for gifted high school students. In 2008, the General Assembly awarded \$100,000 to Prince William County Public Schools, fiscal agent for the partnership, to begin the process of planning the program, identifying the location, and developing operational procedures for a new Governor's School. The three school divisions, along with George Mason University, have conducted a variety of studies to determine the focus, curriculum and instruction, grades, and location for a proposed Academic-Year Governor's School for the region's gifted high school students.

Each superintendent gave an overview of the academic program offered at their individual schools. The superintendents shared in the presentation which highlighted certain sections of the proposal. They are as follows:

- The GS@IP Governing Board
- Integrated Curriculum and Design
- Student Selection and Criteria
- Administration
- Advisory Committee
- Fiscal Agent

During the discussion following the presentation some members of the Board suggested that during the recruitment and application process that clear pathways be identified for elementary and middle school students so that the less traditional gifted learners will be encouraged to think about enrolling in the program.

Dr. Ward made a motion to waive first review and approve the proposal enabling the Governing Board to proceed to the 2010 General Assembly for operational funding. The motion was seconded by Mrs. Saslaw and carried unanimously.

**First Review of a Proposal to Establish a Governor's Career and Technical Academy:
The Governor's Career and Technical Academy for STEM in Richmond**

Dr. Lois Williams, STEM coordinator, and Dr. Yvonne Brandon, superintendent of Richmond City Public Schools, presented this item. Dr. Williams said that Virginia's Governor's Career and Technical Academies are programs designed to expand options for the general student population to acquire science, technology, engineering and mathematics (STEM) literacy and other critical skills, knowledge and credentials that will prepare them for high-demand, high-wage and high-skill careers. As required by the Board of Education, the State Council of Higher Education for Virginia (SCHEV) has reviewed the proposal and recommends that the Board approve the proposal. Staff at the Virginia Department of Education has also reviewed the proposal in the context of the Board's criteria.

Dr. Brandon recognized the following individuals that assisted with the project: Ms. Victoria Oakley, director of instruction, Cozette McIntyre, grants manager, Maurice Holmes, principal, Richmond Technical Center, Mr. Watts and Mr. James, teachers at Richmond Technical Center, and Dr. Julia Cothron, executive director, MathScience Innovation Center.

Dr. Brandon's overview of the proposal included the following:

- The focus of the Governor's Career and Technical Academy for STEM in Richmond is to offer Richmond City Public Schools' students a solid education in science, technology, engineering and mathematics along with the critical skills needed to succeed in a digital, global economy. Work force readiness opportunities and a rigorous academic and technical program of study in two career pathways (Engineering and Technology and Therapeutic Services) will prepare students for a full range of postsecondary opportunities (two- and four-year colleges), formal employment training, apprenticeships, and the military. The career pathway programs have been designed to lead students to opportunities in high-skill, high-wage, and high-demand employment areas.
- Students in each pathway will participate in several middle school and summer program components to help prepare them for admission into the Academy's high school program.

- ✓ The Engineering and Technology Pathway will teach students the key elements and skills of engineering-and technology-based careers by immersing them in rigorous engineering problems.
- ✓ The Therapeutic Services Pathway will focus on Sports Medicine and Emergency Medical Services.
- ✓ An Academy partnership with Virginia Commonwealth University (VCU) will enable students to shadow VCU sports trainers to learn how to care for and help athletes prevent injuries.
- ✓ Students will also participate in a variety of academic and extracurricular activities conducted by the School of Engineering at VCU and the School of Engineering, Science and Technology at Virginia State University.
- ✓ All students will have the opportunity to take dual enrollment courses from J. Sargeant Reynolds Community College and earn multiple licenses and certifications.

Mr. Johnson made a motion to waive first review and approve the proposal to establish the Governor’s Career and Technical Academy for STEM in Richmond. The motion was seconded by Dr. Ward and carried unanimously.

The Governor’s Career and Technical Academy for STEM in Richmond

Partnership Members:	Richmond City Public Schools; Virginia Commonwealth University; Virginia State University; J. Sargeant Reynolds Community College; James Madison University; Old Dominion University; Science Museum of Virginia; Timmons Group, Inc.; MathScience Innovation Center; U-Turn Sports Performance Academy; YMCA-North Richmond; Center for Educational Learning Technology (CELT); Dr. Gregory Pleasants-Parham Road Internal Medicine; Black Data Processing Associates; Jacqueline Johnson-Curl, D.D.S.; Quastar, LLC; Ronald A. Williams, LTD (electronic and technology resources); Virginia Sports Medicine & Physical Therapy; Richmond Area Program for Minorities in Engineering; Johnson Controls, Inc.; and ECPI College of Technology
Lead Entity:	Richmond City Public Schools
Fiscal Agent:	Richmond City Public Schools
Contact Person:	Ms. Cozette G. McIntyre Grants Manager 804-780-7791 cmcintyr@richmond.k12.va.us
Academy Location:	Governor’s Career and Technical Academy for STEM in Richmond Richmond Technical Center 2020 Westwood Avenue Richmond, Virginia 23230
Number	In year one, a total of forty-five slots will be allocated for rising

Students:	<p>eighth-grade student admission. This will allow thirty students in the Engineering and Technology pathway and fifteen students in the Therapeutic Services pathway. Each year the Academy will add an additional forty-five students. The potential for enrollment is 180 students in year four.</p>
Career Pathways:	<p>Engineering and Technology Therapeutic Services</p>
Academy Goals and Description:	<p>The major goal of the Academy is to raise student aspirations and attract more students to postsecondary education in preparation for technical careers, especially targeting students who might otherwise have settled for a curriculum that did not prepare them well for postsecondary education or work.</p> <p>Partnerships and collaborations will provide a program that will support and engage students in a variety of middle school, pre-Academy and summer experiences designed to help them to achieve in a rigorous high school component.</p>
Highlights of the Program:	<p>An Academy “community of learners” will be established through collaboration with partners in higher education, nonprofit organizations, and businesses. Students within the division will have the opportunity to master core academic courses from any high school and also attend the Academy.</p> <p>Additional highlights of the program are:</p> <ul style="list-style-type: none">• Rigorous, hands-on and project-based coursework;• Cross-disciplinary, hands-on professional development for teachers;• Academic support during the summer and academic year including interactive seminars covering communication, organization, negotiation, and decision-making skills;• Work force readiness opportunities;• Career and college development activities for students beginning in eighth grade to include personalized Academic and Career Plans, college tours, and exposure to college students and professionals; and• Parent and community involvement recruited through a variety of forums to present information and collect feedback

First Review of Proposed Revised Curriculum Framework for 2009 Mathematics Standards of Learning

Dr. Wallinger presented this item. Dr. Wallinger said that new academic content *Mathematics Standards of Learning* were developed in 1995 and revised in 2001. The *Standards of Quality* require the Board of Education to review the *Standards of Learning* on a regular schedule.

The major elements of the proposed revised Curriculum Framework for the 2009 *Mathematics Standards of Learning* include:

- Specificity and clarity of the scope and intent of each of the 2009 *Mathematics Standards of Learning*;
- Instructional focus for each strand in each grade K-8;
- Growth in the level at which content is presented and increased rigor in each of

- the six strands in K-8;
- Evidence of the path through K-7 to Algebra I;
 - Continued growth from the Patterns, Functions, and Algebra strand in K-8 through Algebra I; Algebra, Functions, and Data Analysis; and Algebra II; and
 - Increased emphasis on probability and statistics at the high school level in alignment with recommendations from Achieve, the College Board, ACT, and other organizations and current documents.

Mr. Krupicka made a motion to accept for first review the proposed revised Curriculum Framework for the 2009 *Mathematics Standards of Learning*. The motion was seconded by Dr. McLaughlin and carried unanimously.

Final Review of Revisions to Criteria for the Virginia Index of Performance, Virginia's Incentive Program to Encourage and Recognize School Accountability Performance and Competence to Excellence

Dr. Deborah Jonas, executive director for research and strategic planning, presented this item. Dr. Jonas said that in July 2007, the Board of Education established the *Virginia Index of Performance (VIP)* incentive program to recognize and reward fully accredited schools and school divisions that make significant progress toward achieving specific measurable goals and objectives established by the Board of Education and supported by the Governor.

VIP is intended to measure the extent to which students are progressing towards advanced proficiency levels in reading, mathematics, science, and history and social science and on other indicators of school and student performance. Schools and school divisions are eligible for VIP awards by meeting applicable federal and state achievement benchmarks (school accreditation and currently adequate yearly progress or AYP) for two consecutive years.

The VIP achievement measure is calculated using weighted student scores on Standards of Learning assessments. In the calculation, scores are weighted according to the achievement levels of basic, proficient, and advanced with the advanced level having the highest weight. The VIP score is determined by aggregating student scores in all of the content areas and adding up to five additional VIP points to the achievement measure. The additional VIP points may be earned when a school or division meets the following performance objectives established for the program or exceeds state goals in the target areas:

- Increase the percentage of third graders reading on grade level (95% state goal);
- Increase the percentage of students enrolled in Algebra I by grade 8 (45% state goal);
- Increase the percentage of high school students taking Advanced Placement, International Baccalaureate, and dual enrollment courses (25% state goal);
- Increase the number of career and technical industry certifications, state licenses, or successful national occupational assessment (15,000 state goal);

- Increase the percentage of high school graduates earning an Advanced Studies Diploma (57% state goal);
- Increase the percentage of students who receive a high school diploma recognized by the Board of Education (80% state interim target);
- Increase the percentage of schools that are fully accredited and making Adequate Yearly Progress (divisions only; 100% state goal);
- Increase the percentage of at-risk four-year-olds who are being served by the Virginia Preschool Initiative (VPI; divisions only; 100% state goal);
- Increase the percentage of students in each student subgroup achieving at higher levels of proficiency on state assessments;
- Increase the percentage of students maintaining literacy proficiency throughout their adolescent years (95% state goal);
- Increase the percentage of schools offering foreign language instruction in the elementary grades; and
- Increase participation in the Governor’s Nutrition and Physical Activity Scorecard Awards Program.

The chart below shows the number of schools and divisions earning each type of award under the existing criteria for each of the two years for which the program was in place.

Number of schools and school divisions earning VIP awards:

Award year	Governor’s Awards for Educational Excellence		Board of Education Awards					
			Excellence		Competence to Excellence		Rising Star	
	Schools	Divisions	Schools	Divisions	Schools	Divisions	Schools	Divisions
2008-2009	162	0	544	24	276	10	2	0
2007-2008	89	0	475	19	322	25	N/A	N/A

N/A: Not applicable. Rising star awards were not available in the first year of the program.

Mr. Krupicka made a motion to adopt the recommended revisions to the criteria to earn VIP awards and instruct the Department of Education to implement the revised criteria in awards given during the 2009-2010 school year. The motion was seconded by Dr. Ward. Dr. McLaughlin was not present for the vote on this item. The motion was adopted.

Updates to the VIP Award Criteria

1. In order to earn a Governor’s Award for Educational Excellence, eligible schools and school divisions with a graduating class would be required to:
 - a. Earn a minimum of 80 index points on the weighted VIP index points, using the current weightings¹, in EACH of the following content areas:
 - English/reading (combined reading and writing)
 - Mathematics
 - Science
 - History and Social Sciences; *and*

¹ Current weightings are 0 points for below basic; 25 basic; 75 proficient; 100 advanced proficient.

- b. Meet the current VIP excellence targets for Governor's awards as specified in the currently approved VIP program; *and*
 - c. Meet or exceed the state goal for on-time high school graduation rate, currently established at 80 percent on the Governor's scorecard; *and*
 - d. The combined percent of cohort students who dropped out or have unconfirmed status is 10 percent or less.
2. To earn a Board of Education VIP Excellence Award, eligible schools and divisions would have to meet the following criteria:
- a. Earn a minimum of 80 index points on the weighted VIP index points, using the current weightings, in EACH of the following content areas:
 - English/reading (combined reading and writing)
 - Mathematics
 - Science
 - History and Social Sciences; *or*
 - b. Achieve a minimum of 80 index points in each content area using the total number of additional index points earned through the program to meet the minimum of 80 total VIP points in each content area; *and*
 - c. Meet or exceed the state goal for on-time high school graduation rate, currently established at 80 percent on the Governor's scorecard; *and*
 - d. The combined percent of cohort students who dropped out or have unconfirmed status is 10 percent or less.
3. To earn a Board of Education VIP Competence to Excellence award, eligible schools and divisions would have to meet the following criteria:
- a. Earn a minimum of 75 index points on the weighted VIP index points, using the current weightings, in EACH of the following content areas:
 - English/reading (combined reading and writing)
 - Mathematics
 - Science
 - History and Social Sciences; *or*
 - b. Achieve a minimum of 75 index points in each content area using the total number of additional index points earned through the program to meet the minimum of 75 total VIP points in each content area; *and*
 - c. Meet or exceed the state goal for on-time high school graduation rate, currently established at 80 percent on the Governor's scorecard; *or*
 - d. Have a combined percent of cohort students who dropped out or have unconfirmed status of 10 percent or less.
4. To earn a Board of Education VIP Rising Star Award, eligible schools and divisions would have to meet the following criteria:
- a. Demonstrate significant improvement in the VIP index in each academic content area in which they earn less than 75 index points:
 - English/reading (combined reading and writing)
 - Mathematics
 - Science
 - History and Social Sciences; *and*
 - b. Meet or exceed the state goal for on-time high school graduation rate, currently established at 80 percent on the Governor's scorecard; *or*
 - c. Have a combined percent of cohort students who dropped out or have unconfirmed status of 10 percent or less.

The table below illustrates how the data from each core content area and the additional index points can be used to achieve the criteria for Board of Education VIP Excellence and Competence to Excellence awards. This

approach would be used to determine awards when the weighted VIP index in one or more content areas falls below the proposed criteria of 80 and 75 for excellence and competence to excellence awards, respectively.

Content Area				Total Additional VIP index points earned	Additional index points needed for Excellence award	Additional index points needed for Competence to Excellence award	VIP Award
English/reading Weighted VIP index	Mathematics Weighted VIP index	History and Social Science Weighted VIP index	Science Weighted VIP index				
78	80	79	80	5	3	NA	Board of Education Excellence Award
74	80	75	74	3	17	2	Board of Education Competence to Excellence Award

The Department proposes to implement the revised VIP award criteria for awards given in the 2009-2010 school year.

First Review of Updates to the Virginia Board of Education Student Conduct Policy Guidelines

Dr. Cynthia Cave, director, office of student services, presented this item. Dr. Cave said that the Board of Education’s *Student Conduct Policy Guidelines* were first developed in 1994 in response to action by the 1993 General Assembly that required the Board to establish such guidelines, as reflected in 22.1-279.6 of the *Code of Virginia*. The guidelines were revised in 2001 and again in 2004 and 2006 to reflect changes in federal and state laws, regulations, and relevant case law. The guidelines are intended to aid school boards in developing and implementing student conduct standards and policies. Local school boards are required to adopt and revise regulations for codes of student conduct that are consistent with, but may be more stringent than, these guidelines.

The revised *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* became effective July 7, 2009. These revisions include updated requirements and regulations for disciplining children with disabilities, as outlined in the *Individuals with Disabilities Education Improvement Act of 2004*.

The deletion of outdated information, the inclusion of current resources and publications, and minor edits enhance the purpose and usefulness of the guidelines. The following table provides the page numbers and brief descriptions of the 2009 changes to the *Student Conduct Policy Guidelines*.

Page Number	Brief Description
Cover page	Removed old dates
Acknowledgment Page	Provided current Office of Student Services contact information
2	Addition of no suspension for truancy
8	No short- or long-term suspension for truancy
12	Removed reference to 2006 General Assembly clarification of offense
19	No suspension for truancy
21	No use of electronic means to do harm (added harassment and electronic devises or other technology which may be used for cyber bullying)
24	Removed serious injury – is no longer a valid code – considered assault and battery
26	Removed dated information from the <i>Internet Use</i> section and added guidance to include the inappropriate use of the internet to cause harm
27	Addition of prohibition of use of electronic means for purposes of bullying, harassment, and intimidation
31	Updated information
35	Added amended language to <i>Appendix A: Code of Virginia § 22.1-279.6</i>
36-39	Updated regulations for <i>Appendix B: Discipline of Students With Disabilities</i>
42	Removed page – information outdated
43	Removed page – information outdated
44-46	Updated Web sites, publications, titles

Dr. Ward made a motion to waive first review and accept the guidelines for final review. The motion was seconded by Mrs. Castro and carried unanimously. The guidelines will be disseminated in electronic format and posted to the Virginia Department of Education Office of Student Services' Web site.

Final Review of Proposed Guidelines for the Neighborhood Assistance Program for Education

Mr. Paul Raskopf, director, division of special education and student services, presented this item. Mr. Raskopf said that effective July 1, 2009, the Neighborhood Assistance Act (§ 58.1-439) requires that the Virginia Department of Education administer the distribution of tax credits to qualifying corporations and individuals for donations to nonprofit organizations implementing approved education programs. The Act allocates \$4.9 million for education proposals for approval by the Superintendent of Public Instruction. The Board of Education was authorized by the Act to adopt guidelines for the approval or disapproval of proposals by neighborhood organizations.

Mr. Raskopf said that the proposed guidelines require that at least 50 percent of an approved organization's expenditures are for the purpose of providing scholastic instruction or scholastic assistance to impoverished people. The proposed guidelines outline the program's purpose, eligibility criteria for organizations, and procedures for submitting proposals and administration of tax credits.

Dr. Ward made a motion to approve the proposed guidelines and authorize staff to distribute the guidelines as presented. The motion was seconded by Mrs. Castro and carried unanimously. The Department of Education will post the guidelines on its Web site and implement the guidelines effective August 1, 2009.

First Review of the Direct Aid to Public Education Budget for the 2010-2012 Biennium

Mr. Kent Dickey, assistant superintendent for finance, presented this item. Mr. Dickey said that in each odd-numbered year, the Direct Aid to Public Education budget is rebenchmarked for the next biennium. This rebenchmarking is part of the biennial budget development process that involves the Board of Education, the Governor, and the General Assembly. The rebenchmarked budget represents the state cost of continuing the existing Direct Aid to Public Education programs with updates in the input data used to determine the cost of the programs. In addition, appropriation act language adopted by the 2009 General Assembly requires the Department of Education to calculate a 2010-2012 rebenchmarking cost with the support position funding cap applied and a 2010-2012 rebenchmarking cost with the support position funding cap removed.

The cost projections presented in this item represent changes in funding based on standard technical revisions made to Direct Aid accounts for each year of the 2010-2012 biennium. These cost projections do not reflect any changes in policy or technical methodology. The projections are based strictly on current approved methodologies or directives specifically approved and directed by the General Assembly and the Governor. The budget figures presented in this item represent the state cost of continuing the current Direct Aid programs in the 2010-2012 biennium with the required revisions and updates to input data using the approved funding methodologies, as well as the state cost to remove the support position funding cap.

Mrs. Saslaw made a motion to waive first review and adopt these proposed budget projections that continue current Direct Aid programs in the 2010-2012 biennium rebenchmarked for standard technical revisions and showing the cost of removal of the support position funding cap without proposing permanent changes in funding policy. It is further recommended that staff be directed to update and revise costs as additional technical revisions are completed consistent with the current funding methodology and policy adopted by the Board. In addition, as required by the General Assembly, it is recommended that the department report the final calculations and related costs of rebenchmarking (with the support position funding cap applied and removed) to the Governor and the Chairmen of House Appropriations and Senate Finance Committees prior to September 1, 2009. The motion was seconded by Mr. Krupicka and carried unanimously.

The 2010-2012 Direct Aid budget will be sent to the Governor for action and ultimately for inclusion in his budget for the 2010-2012 biennium. This budget will establish the level of state funding required by the foundation program established in the Standards of Quality (SOQ), as well as other Direct Aid accounts. The final state cost of the 2010-2012 Direct Aid budget is dependent on final technical updates to be made in fall 2009 and any funding policy decisions affecting cost.

DISCUSSION OF CURRENT ISSUES

Dr. Brewster and Mrs. Saslaw commended Dr. Roberta Schlicher and her staff on the recent Title I Conference.

Dinner Session

The Board met for dinner at the Crowne Plaza Hotel with the following members present: Dr. Emblidge, Dr. Brewster, Mrs. Castro, Mr. Johnson, Mr. Krupicka, Dr. McLaughlin, Mr. Moore, Mrs. Saslaw and Dr. Ward. A brief discussion took place about general Board business. No votes were taken, and the dinner meeting ended at 8:30 p.m.

EXECUTIVE SESSION

Dr. Ward made a motion to go into executive session pursuant to §2.2-3711.A.7 of the *Code of Virginia*, for consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation in connection with a pending administrative proceeding concerning an employment matter. The motion was seconded by Mrs. Castro and carried unanimously. The Board went into executive session at 11:06 a.m.

Dr. Ward made a motion that the Board reconvene in open session. The motion was seconded by Mr. Moore and carried unanimously. The Board reconvened at 11:53 a.m.

The Virginia Freedom of Information Acts requires a roll call or recorded vote of each member of the Board, who are asked to certify that to the best of each member's knowledge only public business matters lawfully exempted from open meeting requirements under this chapter, and only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed or considered in the closed meeting.

Board Roll call:

Dr. McLaughlin – Yes	Mrs. Castro – Yes
Mr. Moore – Yes	Mrs. Saslaw – Yes
Dr. Brewster – Yes	Mr. Johnson – Yes
Dr. Ward – Yes	Mr. Krupicka – Yes
Dr. Emblidge – Yes	

The following motions were made:

- The Board of Education revoked the license of Jamal O. Brown.
- The Board of Education revoked the license of Kelvin Serell Johnson.
- The Board of Education revoked the license of Danny Lee Swartz, Jr.
- The Board of Education revoked the license of Jodi Lee Counts Snead.
- The Board of Education revoked the license of Mary Elizabeth Morrison.
- The Board of Education suspended the license of Michelle Hoskie for one year.
- The Board of Education revoked the license of Teshia McLean.
- The Board of Education revoked the license of Conswella Miller.
- The Board of Education denied Mr. Paul Donald John West renewal (reinstatement) of his license.
- In Case 5, the Board of Education did not suspend the teaching license.
- In Case 6, the Board of Education did not take action against the teaching license.

ADJOURNMENT

There being no further business of the Board of Education and Board of Career and Technical Education, Dr. Emblidge adjourned the meeting at. 11:58 a.m.

President