# COMMONWEALTH OF VIRGINIABOARD OF EDUCATIONRICHMOND, VIRGINIA

The Board of Education met in the Board Room, 22nd Floor, James Monroe Building, 101 North 14th Street, Richmond, VA 23219, with the following members present:

Mr. Daniel A. Gecker, President Dr. Jamelle Wilson, Vice President

Dr. Francisco Durán Ms. Anne Holton

Dr. Tammy Mann Dr. Stewart Roberson

Mr. Anthony Swann

Mr. Gecker called the meeting to order at 10 a.m.

## EXECUTIVE SESSION

Dr. Wilson made a motion to go into executive session under § 2.2-3711 A 40 of the *Code of Virginia* for the purpose of discussion and consideration of records relating to denial, suspension, or revocation of teacher licenses and that Susan Williams, legal counsel to the Virginia Board of Education, as well as staff members Amanda Blount, Joan Johnson and Kevin Foster, whose presence would aid in this matter, participate in the closed meeting. The motion was seconded by Dr. Durán and carried unanimously. The Board went into executive session at 10:07 a.m. Dr. Wilson made a motion that the Board reconvene in open session at 11:20 a.m.

 Mr. Gecker made a motion that the Board certify by roll-call vote that, to the best of each member’s knowledge, (i) only public business matters lawfully exempt from open meeting requirements under Chapter 32 of Title 2.2 of the *Code of Virginia* and (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed or considered.

Board roll call:

* Mr. Gecker - aye
* Dr. Wilson - aye
* Dr. Durán - aye
* Ms. Holton - aye
* Dr. Mann - aye
* Dr. Roberson - aye
* Mr. Swann - aye

The Board made the following motions:

Dr. Wilson made a motion to revoke the license of Rebecca Lane Benedict-Miller. The motion was seconded by Dr. Mann and carried unanimously.

Dr. Mann made a motion to issue a license in Case 2. The motion was seconded by Dr. Wilson and carried unanimously.

Dr. Durán made a motion to revoke the license of Michael Alexander Rind. The motion was seconded by Mr. Swann and carried unanimously.

Dr. Wilson made a motion to revoke the license of Matthew Daniel Calton. The motion was seconded by Dr. Roberson and carried unanimously.

Dr. Durán made a motion to deny a license to Keith Nolan Morgan. The motion was seconded by Dr. Roberson and carried unanimously.

Dr. Mann made a motion to deny a license to Muriel Margaret March. The motion was seconded by Dr. Durán and carried unanimously.

## ADJOURNMENT

There being no further business of the Board, Mr. Gecker adjourned the Executive Session at 11:23 a.m.



Daniel Gecker

President

# COMMONWEALTH OF VIRGINIABOARD OF EDUCATIONRICHMOND, VIRGINIA

The Board of Education met at the Board Room, 22nd Floor, James Monroe Building, 101 North 14th Street, Richmond, VA 23219, with the following members present:

Mr. Daniel A. Gecker, President Dr. Jamelle Wilson, Vice President

Dr. Keisha Anderson Dr. Francisco Durán

Ms. Anne Holton Dr. Tammy Mann

Dr. Stewart Roberson Mr. Anthony Swann

 Mrs. Jillian Balow,

 Superintendent of Public Instruction

 The start of the meeting was delayed due to technical difficulties with the livestream. Mr. Gecker called the meeting to order at 9:10 a.m. and welcomed Board members, staff and visitors to the meeting.

## MOMENT OF SILENCE

 Mr. Gecker asked for a moment of silence.

***PLEDGE OF ALLEGIANCE***

 The recitation of the Pledge of Allegiance followed the moment of silence.

## APPROVAL OF MINUTES

 Dr. Durán made a motion to adopt the November 17-18, 2021, meeting minutes of the Board as presented. The motion was seconded by Mr. Swann and carried unanimously. Copies of the minutes were distributed in advance of the meeting.

## Recognition of the 2022 Virginia Regional Teachers of the Year and the 2022 Virginia Teacher of the Year

Certificates of recognition for Virginia’s 2022 Regional Teachers of the Year were presented to the following teachers:

* Region 1: Mrs. Ashley Bland, Instructional Technology Resource Teacher at John B. Cary Elementary school
* Region 3: Mr. Robert LaFollette, Science, Mathematics, and Career-and-Technical Education teacher
* Region 4: Mr. Howard Brewer, Jr., Lead Teacher at the Transition Support Resource Center
* Region 5: Mr. Matthew Uselton, English Language Arts educator
* Region 6: Ms. Eboni Harrington, Mathematics teacher
* Region 7: Ms. Ashley Cannon, Health and Physical Education teacher
* Region 8: Mr. Brendan Conroy, alternative education teacher

A certificate of recognition for Virginia’s 2022 Teacher of the Year was presented to Ms. Daphne Fulson, second grade teacher in Chesapeake Public Schools, representing Region 2.

## PUBLIC COMMENT

There were no public comments.

## CONSENT AGENDA

## A. Final Review to Certify a List of Qualified Persons for the Office of Division Superintendent of Schools

**B. Final Review of Financial Report on Literary Fund and Updates to the First Priority Waiting List**

Dr. Durán made a motion to approve the consent agenda as presented. The motion was seconded by Mr. Swann and carried unanimously.

## ACTION/DISCUSSION ITEMS

**C. Final Review of the Advisory Board on Teacher Education and Licensure’s Recommendation for a Passing Score for the Praxis® Middle School Mathematics (5164) Test for the Middle Education 6-8 Mathematics Endorsement**

Dr. Joan Johnson, Assistant Superintendent for Teacher Education and Licensure, presented this item to the Board on final review.

Dr. Johnson introduced Malik McKinley, Director of Client Relation Teacher Licensure and Certification with Educational Testing Services (ETS).

Dr. Johnson stated that she would combine Item C and Item D into one presentation, but requested approval separately.

Dr. Johnson provided some background information that the Board currently requires the following assessments for initial licensure:

• Virginia Communication and Literacy Assessment (VCLA);

• Praxis Subject Assessments; and

• Reading for Virginia Educators (RVE) for specified endorsements.

The Board prescribes the Praxis Subject Assessments as a professional teacher’s assessment requirement for initial licensure in Virginia. The current prescribed assessments for both the mathematics endorsements and middle school math has been updated, and the Educational Testing Service (ETS) will offer the regenerated Praxis test. A cut score needs to be established for the revised test.

Dr. Johnson reported that on Item C, the proposed recommendation from the Advisory Board on Teacher Education and Licensure is to set a passing score of 150 for the Praxis® Middle School Mathematics (5164) Test for the Middle Education 6-8 Mathematics endorsement. This test will be required for individuals seeking initial licensure unless exempted by holding a full, clear out-of-state license with no deficiencies and can be taken and passed to add an endorsement in Middle Education 6-8 Mathematics by individuals holding a valid renewable teaching license.

The current Board of Education’s prescribed assessment for middle education mathematics is the Praxis® Middle School Mathematics (5169). Furthermore, the Board established the following passing score for the Praxis II Middle Mathematics Test (5169): 31 out of a possible 45 raw-score points (165 scaled score on a 100 to 200 scale {passing score 165}).

The technical report contains three sections. The first section describes the content and format of the test. The second section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study.

As requested during the first review in November, a literature review and analysis of licensure assessment and student outcomes was provided to the Board in advance of this meeting.

Staff recommended that the Board approve the recommendation of the Advisory Board on Teacher Education and Licensure to establish a cut score of 150 for the Praxis® Middle School Mathematics (5164) test. Individuals may take either the currently prescribed assessment for middle education mathematics, Praxis® Middle School Mathematics (5169) or the new Praxis® Middle School Mathematics (5164) test through August 2022; in September 2022, only the new Praxis® Middle School Mathematics (5164) test will be offered in Virginia. Beginning September 2022, the Praxis® Middle School Mathematics (5169) test will be accepted only for those individuals who took and passed the test during the period it was prescribed by the Board of Education.

Mr. Swann voiced his appreciation to ABTEL for their recommendation to lower the cut score as this is often a barrier to licensure for new teachers.

Ms. Holton thanked the Office of Research for their work on developing the literature review.

Dr. Wilson highlighted that the data must be related to outcomes as the Board seeks to make decisions that are driven by data.

Mr. Gecker indicated that the data does not indicate that the cut scores are related to student outcomes. Dr. Johnson clarified that the Praxis tests indicate subject mastery, not student outcomes.

Dr. Wilson made a motion to approve ABTEL’s Recommendation for a Passing Score for the Praxis® Middle School Mathematics (5164) Test for the Middle Education 6-8 Mathematics Endorsement. The motion was seconded by Dr. Anderson and discussion continued.

Dr. Roberson as for clarification as to why ABTEL’s recommended cut score is below ETS’s recommended cut score. Dr. Johnson stated that ABTEL’s recommendation was lower due to acceptable scores in other states as well as the needs unique to Virginia. By lowering the cut score, there would be an opportunity to collect additional data.

Dr. Durán asked for additional information on cut scores in other states. Mr. McKinley responded that cut scores vary by state and often respond to state needs. However, Virginia would be in the lower tier of cut scores if the Board approved ABTEL’s recommendation.

Ms. Holton asked if ABTEL’s recommended cut score was unanimous. Dr. Johnson responded that there was one dissent in the recommendation. Ms. Holton stated that additional information from ABTEL on their recommendation and more public comment was needed.

Mr. Gecker stated that it would be helpful to have Superintendent Balow’s perspective and recommendation for the Board to move forward on a decision.

After much discussion, Mr. Gecker recommended to defer Items C and D to the March Board meeting to provide Superintendent Balow an opportunity to make a recommendation to the Board.

Dr. Wilson withdrew her motion of approval and deferred the items to March 2022 Board meeting to receive additional information and superintendent’s recommendation.

**D. Final Review of the Advisory Board on Teacher Education and Licensure’s Recommendation for a Passing Score for the Praxis® Mathematics (5165) Test for the Mathematics Endorsement**

Dr. Joan Johnson, Assistant Superintendent for Teacher Education and Licensure, presented this item to the Board on final review.

Dr. Johnson reported on Item D: The proposed recommendation from the Advisory Board on Teacher Education and Licensure (ABTEL) is to set a passing score of 152 for the Praxis® Mathematics (5165) Test for the Mathematics endorsement. This test will be required for individuals seeking initial licensure unless exempted by holding a full, valid out-of-state license with no deficiencies and can be taken and passed to add an endorsement in Mathematics by individuals holding a valid renewable teaching license.

The Board prescribes the Praxis Subject Assessments as a professional teacher’s assessment requirement for initial licensure in Virginia. The current Board’s prescribed assessment for mathematics is the Praxis® Mathematics: Content Knowledge (5161). Furthermore, the Board established the following passing score for the Praxis Mathematics: Content Knowledge (5161): 32 raw-score points (160 scaled score on a 100 to 200 scale {passing score 160}).

Staff recommended that the Board approve the recommendation of ABTEL to establish a cut score of 152 for the Praxis® Mathematics (5165) test. Individuals may take either the currently prescribed assessment for mathematics, Praxis® Mathematics: Content Knowledge (5161) test or the new Praxis® Mathematics (5165) test through August 2022; in September 2022, only the new Praxis® Mathematics (5165) test will be offered in Virginia. Beginning September 2022, the Praxis® Mathematics: Content Knowledge (5161) test will be accepted only for those individuals who took and passed the test during the period it was prescribed by the Board of Education.

The Board deferred this item until March 2022 Board Meeting.

**E. First Review of the Proposed Revisions to the Regulations Governing Secondary School Transcripts**

Dr. Samantha Hollins, Assistant Superintendent for Special Education and Student Services, presented this item to the Board on first review.

Dr. Hollins stated that the Board approved the last full revision to the *Regulations Governing Secondary School Transcripts* in 2007. Changes in professional practice at postsecondary institutions and business and industry necessitated revisions to the regulations. The proposed revisions will better serve the students of the Commonwealth by aligning elements contained in the student transcript to the needs and demands of postsecondary partners.

In May 2019, a stakeholder group consisting of representatives from K-12, institutions of higher

education, the Parent Education Advocacy Training Center (PEATC), and the Virginia

Department of Education (VDOE) offices of Special Education, Student Services, and

Technology convened to discuss important issues around high school transcripts and provide suggestions for proposed revisions. Further feedback was provided through a questionnaire from

institutions of higher education.

The Board approved the Notice of Intent for Regulatory Action (NOIRA) at the July 25, 2019, meeting. The proposed stage was approved by the Board at the May 7, 2020, meeting.

During the public comment period following executive branch review, there were six public comment submissions through Town Hall. Four comments expressed support for the change of making test scores on transcripts an “opt-in” instead of “opt-out.” One comment expressed concern that section 8 VAC 20-160-60, Elements for Weighting, was not included in the revision proposal. It was communicated to the constituent that the section was not added because there were no proposed changes being considered. The last comment expressed concern about 8 VAC 20-160-50, Weight of advanced-level courses, and the proposed change of the language form “shall” to “may” for divisions determining courses and programs to receive weighted credits. The concern was that there would be inconsistencies between the grade point averages of students achieving the same grades in the same courses, but who live in different school divisions. The proposed change in language will still allow divisions to continue to set weighting policy based on the best interest of their students, in particular those students who may not have equitable access to advanced-level courses. Some minor technical edits have been made by VDOE staff to provide clarity and consistency in the language of the regulations.

Staff recommended that the Board receive the *Proposed Revisions to the Regulations Governing Secondary School Transcript*s on first review.

The Board accepted this item on first review.

**F. First Review of Proposed Revisions to the Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals and Superintendents**

Dr. Joan B. Johnson, Assistant Superintendent for Teacher Education and Licensure and Dr. James Stronge, Stronge & Associates Educational Consulting, LLC presented this item to the Board on first review.

Dr. Johnson acknowledged Dr. Stronge and Dr. Amy Griffin for facilitating this process prior to her tenure at VDOE.

The VDOE and the Board are currently involved in Phase 2 of a three-phase plan to revise the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Principals and Superintendents*. Phase 2 is intended as a bridge between the current and future principal and superintendent performance evaluation systems. The major revision to the *Guidelines* in Phase 2 is the creation of a new performance standard, Culturally Responsive and Equitable Leadership, as required by House Bill 1904 and Senate Bill 1196 from the 2021 General Assembly.

The Board is required to establish performance standards and evaluation criteria for teachers, principals and superintendents to serve as guidelines for school divisions to use in implementing educator evaluation systems. The *Code of Virginia* requires (1) that principal and superintendent evaluations be consistent with the performance objectives (standards) set forth in the Board’s

*Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers,*

*Principals, and Superintendents*, (2) that school boards’ procedures for evaluating instructional personnel address student academic progress, and (3) that evaluations include an evaluation of cultural competency.

The current Guidelines were originally approved on February 23, 2012 (Principals) and September 27, 2012 (Superintendents) with both subsequently revised on July 23, 2015, and January 10, 2020.

Work groups were convened to comprehensively review the guidelines. The VDOE engaged

Stronge & Associates Educational Consulting, LLC, to facilitate this work.

Dr. Stronge thanked the work groups that provided revisions to the guidelines. He provided additional details of the review process and major revisions to the guidelines. Two new sections were added to the evaluation process to include Growth and Improvement and What Can School Divisions Modify. The four rating level names for summative evaluation were revised from Exemplary, Proficient, Developing/Needs Improvement, and Unacceptable to Highly Effective, Effective, Approaching Effective, and Ineffective. Forms were revised to reflect this revision.

Dr. Stronge presented additional changes that were made to existing performance standards, indicators, and rubrics to address new research and lessons from the field. A new performance standard was created for principals to include Culturally Responsive and Equitable School Leadership, and for Superintendents, Culturally Responsive and Equitable Division Leadership. Dr .Stronge reviewed the components of the new performance standard for principals and superintendents.

In closing, Dr. Stronge stated that evaluation is merely one part of a quality teacher leader and effective superintendent system.

The Board accepted this item on first review.

**G. First Review of the Advisory Board on Teacher Education and Licensure's Recommendation to Approve New Education (Endorsement) Programs**

Dr. Joan B. Johnson, Assistant Superintendent for Teacher Education and Licensure, presented this item to the Board on first review.

Dr. Johnson stated that Virginia institutions of higher education requests to add new education endorsement programs must be approved by the Board as required by the *Regulations Governing the Review and Approval of Education Programs in Virginia*. Requests for new programs must be submitted annually by March 31.

Program specialists at the VDOE reviewed the requests for the new education endorsement programs. Program endorsement competencies, based on the *Regulations Governing the Review and Approval of Education Programs in Virginia*, were verified through the review of course descriptions and syllabi to determine alignment with each of the competencies required, including supervised classroom instruction, as well as documentation of established partnerships. A review of the Request for New Endorsement Program application submitted by the institution evidenced written documentation of school divisions’ demand data, as well as institutional and school division support for the requested programs.

On November 15, 2021, the Advisory Board on Teacher Education and Licensure (ABTEL) recommended that the Board grant approval for the new endorsement programs.

The following is a list of the institutions of higher education and the new endorsements requested:

|  |  |  |
| --- | --- | --- |
| **College/University** | **Education Endorsement Program** | **Program Level** |
| **Averett University** | Special education – general curriculum elementary education K-6 (add-on endorsement) | Undergraduate,Graduate |
| Special education – general curriculum middle education grades 6-8 (add-on endorsement) | Undergraduate |
| Special education – general curriculum secondary education grades 6-12 (add-on endorsement) | Undergraduate, Graduate |
| **James Madison University** | Special education – general curriculum elementary education K-6 (add-on endorsement) | Undergraduate, Graduate |
| Special education – general curriculum middle education grades 6-8 (add-on endorsement) | Undergraduate, Graduate |
| Special education – general curriculum secondary education grades 6-12 (add-on endorsement) | Undergraduate, Graduate |
| **Old Dominion University** | Middle education 6-8 - Science ONLY | Undergraduate |
| **Radford University** | Early childhood for three-year-olds and four-year-olds (add-on endorsement) | Graduate |
| **University of Lynchburg** | Early childhood for three-year-olds and four-year-olds (add-on endorsement) | Graduate |
| **University of Richmond** | Dance arts preK-12 | Graduate |
| Theatre arts preK-12 | Graduate |
| Visual arts preK-12 | Graduate |
| **Virginia Commonwealth University** | Special education early childhood (birth through age five) | Undergraduate |
| **Virginia Tech** | Career and technical education – business and information technology | Undergraduate |
| Career and technical education – marketing education | Undergraduate |

Staff recommended the Board waive first review and approve ABTEL’s recommendation to approve the new education (endorsement) programs.

Mr. Gecker asked for a motion to waive first review and approve the new endorsements with the exception of University of Richmond. Dr. Durán made motion to approve the new endorsements with the exception of University of Richmond. The motion was seconded by Dr. Roberson and carried unanimously.

Mr. Gecker asked for a motion to waive first review and approved the new endorsements including University of Richmond. Dr. Durán made a motion to approve the new endorsements including University of Richmond. The motion was seconded by Dr. Mann. Dr. Wilson recused. The motion carried.

**H. First Review of Proposed Flexibility for a Previously Designated School Division of Innovation - Henrico County Public Schools**

Dr. Brendon Albon, Director of the Office of STEM and Innovation, presented this item to the Board on first review.

The 2017 Virginia General Assembly approved House Bill 1981, directing the Board to develop *Regulations for the Designation of School Divisions of Innovation (SDI)*. To be eligible for designation, a local school board would submit a plan of innovation according to the Board’s criteria as presented in the regulations.

SDI designation provides the ability to request flexibilities from certain regulatory provisions. It is permitted to adopt alternative policies for school administrators, teachers and staff to meet the diverse needs of students. These flexibilities must be under the purview of the Board’s regulations and not in lieu of any federal mandates or *Code of Virginia* in the requirements.

In 2020, the Board approved the designation of SDI for Henrico County Public Schools (HCPS), along with 14 other school divisions. The goals and objectives of the HCPS application include:

* Goal 1: Empower student agency by using real-time data and formative feedback to share and act upon their learning.
* Goal 2: Utilize a portfolio platform to increase student participation in opportunities to enhance their preparation for college, career, and citizenship

At the time of application, HCPS did not request any waivers or flexibility. HCPS amended their SDI plan to request flexibility to apply alternative policies for the requirement that students take the Standards of Learning (SOL) assessment or complete the Virginia Alternative Assessment Program (VAAP) in Virginia Studies, Civics & Economics, and Grade 8 Writing, such that their local alternative assessments (LAA), including performance assessments, may be used in lieu of the SOL assessment and the VAAP in each one of these content areas.

This flexibility would be granted for the 2022-2023, 2023-2024, and 2024-2025 school years to align with their 2020 designation. HCPS will be required to submit an annual report updating the Board and VDOE of how the components in their innovation plan is going, including how their measuring the beneficial success of the flexibility that is granted to them.

Staff recommended that the Board waive first review and approve the addition of the requested flexibility for Henrico County Public Schools the 2022-2023, 2023-2024, and 2024-2025 school years to align with their 2020 SDI designation.

Ms. Holton asked for clarification on the staff recommendation. Dr. Albon stated that staff is asking the Board to waive first review and approve this requested flexibility.

Dr. Roberson made a motion to waive first review and approve the addition of the requested flexibility for Henrico County Public Schools. The motion was seconded by Dr. Mann. Mr. Gecker recused himself. The motion carried.

**I. First Review of the Proposed 2020 Health Education Standards of Learning Curriculum Framework**

Mrs. Vanessa Wigand, Coordinator for Health Education, presented this item to the Board on first review.

Mrs. Wigand thanked Dr. Dani Almarode, Health & Physical Education Specialist, Dr Elizabeth Payne, Family Life Education Specialist, and Sheila Jones, the Health and PE program coordinator for Virginia Beach City Public Schools, for their countless hours facilitating the review process. She also thanked all of the educators, administrators, curriculum supervisors, and subject matter experts whose collective contributions played a significant role in creating the proposed Curriculum Framework, which serves as a companion, document to the 2020 *Health Education Standards of Learning*.

Mrs. Wigand stated that the proposed curriculum framework not only amplifies the standards, it delineates in greater specificity the minimum content that teachers should teach and all students should learn. The proposed framework also includes legislative action taken by the 2021 General Assembly that directs the Board to include advanced directive education in its curriculum framework for the *Health Education Standards of Learning* for high school students.

The format for the proposed *Health Education Standards of Learning Curriculum Framework* is designed to facilitate teacher planning by identifying the key concepts, knowledge, and skills that each student should know and be able to demonstrate for each standard. The curriculum framework is divided into two columns: Understanding the Standard and Essential Knowledge and Skills.

The Standards of Learning for each grade level are also grouped into three content strands which are: Essential Health Concepts, Healthy Decisions, and Advocacy & Health Promotion. The health education standard of learning are further subdivided into topics that include: Body Systems, Nutrition, Physical Health, Disease Prevention & Health Promotion, Substance Abuse Prevention, Safety & Injury Prevention, Mental Wellness & Social and Emotional Skills, Violence Prevention, and Community & Environmental Health.

Mrs. Wigand stated in addition to reflecting changes in state law and current research on effective practice, the proposed curriculum framework includes the following:

* scaffolding health skills to be developmentally appropriate across grade levels and explicit of what students should know, understand, and be able to do;
* organizing health content and skills by strand and topic to show vertical alignment and to support teacher instruction and student learning;
* focusing on the importance of obtaining, and maintaining physical, mental, social, and emotional health;
* increasing understanding of mental illnesses and treatments;
* decreasing stigma related to mental health;
* enhancing help-seeking efficacy and promoting self-care;
* supporting the development of essential questions, skills-based health instruction, and deeper learning;
* enhancing content and skills related to preventing vaping, opioid, and cannabis use;
* explicitly integrating the 5C’s;
* providing opportunities to explore health careers and job opportunities; and
* acquiring essential skills to manage the health challenges facing today’s youth with the ultimate goal for every child to live a healthy life.

Staff recommended the Board receive the proposed *Health Education Standards of Learning Curriculum Framework* for first review.

The Board accepted this item on first review.

**J. First Review of Proposed 2022 Physical Education Standards of Learning**

Mrs. Vanessa Wigand, Coordinator for Health Education, PE and Driver Education, presented this item to the Board on first review.

Mrs. Wigand thanked Dr. Dani Almarode, and expressed her sincere gratitude to Sheila Jones, health and physical education program coordinator for Virginia Beach City Public Schools for her exceptional leadership throughout the review process.

The 2015 *Physical Education Standards of Learning* were reviewed and refined through numerous phases of virtual meetings convened with K-12 educators representing all regions of the state, college professors representing 14 institutions of higher education, and other passionate stakeholders representing the expertise of many other constituents.

The review focused on the goals of the standards, which are to equip students with the knowledge and skills necessary to:

* acquire, interpret, and understand physical education concepts, develop and apply a wide range of skills needed to improve health and prevent and control chronic disease;
* to acquire and practice effective communication, social awareness, self-management, collaboration, and stress-management skills;
* to engage in home, school, and community projects that enhance physical, mental, social and emotional health and
* to explore health science career opportunities in education, sport & exercise science, biomechanics, rehabilitation, coaching, fitness, and community health management.

Mrs. Wigand stated that the proposed *Physical Education Standards of Learning* also enhance clarity, specificity, rigor, and alignment of skills and content. They reflect academic research and practice, and they emphasize the Profile of a Graduate’s "life readiness" skills inherent in quality physical education programs. The proposed standards also will:

* further align the sequencing of fundamental skill acquisition within the motor skill development strand;
* they expand the "Social Development" strand to embrace "Social and Emotional Development", emphasizing inclusion, shared responsibility, and supportive and challenging experiences for all students;
* they separate eye-hand gross and fine motor coordination skills from eye-foot skills into discrete standards to promote mastery;
* they enhance the energy balance strand to reflect updates in research and
* they scaffold the instructional content for the fitness planning strand to support instructional practices that inform an incremental improvement approach to personalized learning.

Public hearings on the proposed *Physical Education Standards of Learning* will be held on February 8 at 5:30pm, and on February 16 at 7:30pm. It is anticipated that the proposed standards will come back to the Board in March for final review and adoption.

Staff recommended the Board receive the proposed *Physical Education Standards of Learning* for first review.

The Board accepted this item on first review.

**K. First Review of Fast-Track Action for Legislative Mandate to the Regulations Governing the Operation of Private Schools for Students with Disabilities (8VAC20-671)**

Mr. Jim Chapman, Regulatory and Legal Coordinator, presented this item to the Board on first review.

Mr. Chapman reported that during the 2021 Special Session I, the Virginia General Assembly directed the Board to “develop and promulgate regulations for private special education day schools on restraint and seclusion that establish the same requirements for restraint and seclusion as those for public schools.”

On September 23, 2021, the Board approved the exempt action “Legislative mandate to establish the same requirements on restraint and seclusion for private special education day schools as for public schools.” However, in consultation with the Office of the Attorney General, it was determined that the intended action was not narrowly tailored to effectuate the legislative mandate. As a result, the action was withdrawn. The present action has been developed by

VDOE staff in consultation with the Office of the Attorney General and properly effectuates the legislative mandate. Since the changes from the previous iteration are substantial, the item is being represented to the Board for approval as a fast-track regulatory action.

All regulatory changes are necessary to “establish the same requirements for restraint and seclusion [for private special education day schools] as those for public schools”—as directed by the General Assembly—with minimal, technical modifications to account for the differences between private day schools and public schools.

Mr. Chapman requested that the Board waive first review and approve this fast-track regulatory action.

Dr. Wilson made a motion to waive first review and approved the fast-track action for Legislative Mandate to the *Regulations Governing the Operation of Private Schools for Students with Disabilities*. The motion was seconded by Dr. Durán and carried unanimously.

## WRITTEN REPORTS

**L. Virginia Teacher Licensure Policy: Biases and Barriers to Diversifying the Workforce**

Maggie M. Clemmons, Director, Office of Licensure and School Leadership, provided the Board with a written report on Virginia Teacher Licensure Policy: Biases and Barriers to Diversifying the Workforce. The report can be accessed at <https://doe.virginia.gov/boe/meetings/2022/item-l.pdf>.

Dr. Wilson made note that this report may help inform the Board’s discussion on teacher evaluation and licensure and preparation.

**M. Timeline for the Mathematics Standards of Learning Review and Revision Process**

Ms. Tina Mazzacane, Mathematics Coordinator, provided the Board with a written report on the Timeline for the *Mathematics Standards of Learning* Review and Revision Process. The report can be accessed at <https://doe.virginia.gov/boe/meetings/2022/item-m.pdf>

Ms. Holton shared her concern with the timeline process. She stated that the Board will not have opportunity for input until late in the process. She encouraged staff to revise the timeline to include discussions with the Board earlier in the process on all SOL revisions. Ms. Mazzacane responded that staff will be happy to revise the timeline to include discussions with the Board earlier in the revision process.

**N. Update of the Review and Revision of the 2015 History and Social Science Standards of Learning**

Ms. Christonya B. Brown, Coordinator of History and Social Science, provided the Board with a written update of the Review and Revision of the 2015 *History and Social Science Standards of Learning*. The report can be accessed at <https://doe.virginia.gov/boe/meetings/2022/item-n.pdf>

**O. Virginia School Survey of Climate and Working Conditions**

Dr. Jessica Marcon Zabecki, Research Analyst, Office of Research provided the Board with a written report on 2021 Virginia School Survey of Climate and Working Conditions. The report can be accessed at <https://doe.virginia.gov/boe/meetings/2022/item-o.pdf>.

Ms. Holton asked if this was the first time the survey was conducted. Dr. Jennifer Piver-Renna, Director of Research, stated that the survey was a joint project with Department of Criminal Justice Services. The 2021 Virginia School Survey of Climate and Working Conditions was co-administered to middle school students (typically grades six through eight), classroom instructors, and staff in all Virginia public schools providing a statewide snapshot of how classroom instructors and staff perceive the learning environment, receive support for their professional role, and inform with whom they collaborate to serve students well. It also provides information about how connected students feel to their school, the quality of their relationships with other students and classroom instructors, and their feelings of safety. Ms. Holton requested a presentation on the survey at a future meeting once comparison data is available.

Dr. Mann asked when the survey would be administered again. Dr. Piver-Renna responded that the 2022 survey is underway now through the middle of March. Data will be provided back to local school divisions by the end of March and the state report with trend data would be available in June.

***DISCUSSION ON CURRENT ISSUES by Board of Education Members and the Superintendent of Public Instruction***

Mr. Jim Chapman provided an update related to the Notice of Intended Regulatory Action (NOIRA) the Board approved at the November 18, 2021 meeting regarding human research. VDOE staff originally though that this regulatory action would require a new chapter of the Virginia Administrative Code. However, it has been brought to our attention that this action can be accomplished by amending the current Chapter 565. This is a technical change to where the regulatory amendments will be take place. VDOE staff will revise the NOIRA for publication in the Virginia Register. The Board did not have any concerns with this approach.

Mr. Chapman presented a plan to begin periodic reviews of regulations pursuant to Section 2.2-4017 of the *Code*. In view of the unique authority vested in the Board under the *Virginia Constitution*, the Board requested additional time to consider the process in consultation with the Office of the Attorney General. Additionally, Mr. Gecker requested that the Board have input on the periodic review schedule before VDOE staff move forward.

Dr. Durán acknowledged the Virginia Literacy Act passing through General Assembly and its very important progress. He shared that this legislation would have a fundamental shift in how students learn to read. Mr. Gecker shared that the Board was foundational in the work of this legislation with Delegate Coyner. Ms. Holton requested that the Board receive an early briefing on the Board’s role in implementing this legislation.

## WORK SESSION

The Board convened in a work session on Wednesday January 26, 2022, to receive presentations related to the impact of teacher evaluation and professional development on student outcomes. Dr. Linda Darling-Hammond and Dr. Maria Hyler from the Learning Policy Institute provided a comprehensive presentation to the Board. The Board held a discussion on their priorities for 2022 related to teacher evaluation, virtual learning standards and literacy. The Board also received a presentation to update members on the process on the identification of high-quality instructional materials in Virginia. No votes were taken. The agenda and meeting materials can be accessed at <https://doe.virginia.gov/boe/meetings/index.shtml>.

## ADJOURNMENT OF THE BUSINESS SESSION

There being no further business of the Board, Mr. Gecker adjourned the business meeting at 11:39 a.m.



Mr. Daniel Gecker, President