# COMMONWEALTH OF VIRGINIA BOARD OF EDUCATION RICHMOND, VIRGINIA

# January 23, 2019

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

Mr. Daniel A. Gecker, President Mrs. Diane T. Atkinson, Vice President

Ms. Kim E. Adkins Dr. Francisco Durán

Ms. Anne Holton Mrs. Elizabeth V. Lodal

Dr. Keisha Pexton Dr. Tamara Wallace

Dr. Jamelle Wilson Dr. James F. Lane,   
Superintendent of Public Instruction

Mr. Gecker called the meeting to order at 11:00 a.m.

## EXECUTIVE SESSION

Mrs. Atkinson made a motion to go into executive session under *Virginia Code §2.2-3711(A) (40)*, 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 Dr. James Lane, Patty Pitts, Nancy Walsh and Ann Belanger whose presence will aid in this matter, participate in the closed meeting. The motion was seconded by Dr. Wilson and was carried unanimously. The Board went into Executive Session at 11:01 a.m. Mrs. Atkinson made a motion that the Board reconvened in open session at 1:07 p.m. The motion was seconded by Dr. Wilson and carried unanimously.

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 this chapter 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. Any member who believes there was a departure from these requirements shall so state prior to the vote, indicating the substance of the departure that, in his or her judgement, has taken place. The statement of the departure will be recorded in the minutes.   
  
Board roll call:

* Dr. Durán – yes
* Dr. Wallace - yes
* Mrs. Lodal – yes
* Mrs. Atkinson - yes
* Mr. Gecker - yes
* Dr. Wilson - yes
* Ms. Holton – yes
* Ms. Adkins – yes
* Dr. Pexton - yes

The Board made the following motions:

Dr. Wilson made a motion to revoke the license of Terry Wayne Waller. The motion was seconded by Ms. Adkins and carried unanimously.

Mrs. Lodal made a motion to revoke the license of Christopher Ray Brannan. The motion was seconded by Mrs. Atkinson and carried unanimously.

Mrs. Atkinson made a motion to revoke the license in Case #2019-1-3. The motion was seconded by Dr. Wilson. Eight members were in favor, one member was not in favor. The motion carried.

Dr. Durán made a motion to deny a license to Suzanne Barbara Mann. The motion was seconded by Mrs. Lodal. Six members were in favor, three members were not in favor. The motion carried.

Mrs. Lodal made a motion to issue a license (reinstatement) with an endorsement in only English as a Second Language in Case 2. The motion was seconded by Mrs. Atkinson and carried unanimously.

Mrs. Atkinson made a motion to deny an endorsement in Administration and Supervision to Jenny Georgina Enrique. The motion was seconded by Dr. Wilson and carried unanimously.

Dr. Wilson made a motion to revoke the license of Kristin Grace Rawls. The motion was seconded by Mrs. Lodal and carried unanimously.

Dr. Pexton made a motion to deny a license to Donna Rae Jacobs. The motion was seconded by Dr. Wilson and carried unanimously.

Dr. Durán made a motion to revoke the license of Jeremy Nathaniel Pohlman. The motion was seconded by Mrs. Atkinson and carried unanimously.

Dr. Wilson made a motion to revoke the license of Richard A. Wellbeloved-Stone. The motion was seconded by Dr. Pexton and carried unanimously.

## ADJOURNMENT

There being no further business of the Board of Education, Mr. Gecker adjourned the meeting at 1:10 p.m.

Daniel A. Gecker

Daniel A. Gecker

President

## EXECUTIVE SESSION

Mrs. Atkinson made a motion to go into executive session under Virginia Code §2.2-3711(A)(7), for the purpose of consultation with legal counsel and briefings by staff members or consultants pertaining to actual or probable litigation, where such consultation or briefing in open meeting would adversely affect the negotiating or litigating posture of the public body. Susan Williams, legal counsel to the Virginia Board of Education; as well as staff members Shelley Loving-Ryder, Sarah Susbury and Ann Belanger whose presence will aid in this matter, participate in the closed meeting. The motion was seconded by Dr. Wilson and was carried unanimously. The Board went into Executive Session at 1:11 p.m. Mrs. Atkinson made a motion that the Board reconvened in open session at 1:55 p.m. The motion was seconded by Dr. Pexton and carried unanimously.

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 this chapter 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. Any member who believes there was a departure from these requirements shall so state prior to the vote, indicating the substance of the departure that, in his or her judgement, has taken place. The statement of the departure will be recorded in the minutes.   
  
Board roll call:

* Dr. Durán – yes
* Dr. Wallace - yes
* Mrs. Lodal – yes
* Mrs. Atkinson - yes
* Mr. Gecker - yes
* Dr. Wilson - yes
* Ms. Holton – yes
* Ms. Adkins – yes
* Dr. Pexton - yes

The Board made the following consensus:

To direct legal counsel to have the situation reviewed through the normal internal process by which potential litigation is reviewed by the Office of the Attorney General and report back to the Board on March 20, 2019 Executive Session.

## ADJOURNMENT

There being no further business of the Board of Education, Mr. Gecker adjourned the meeting at 2:10 p.m.

Daniel A. Gecker

Daniel Gecker

President

# COMMONWEALTH OF VIRGINIA BOARD OF EDUCATION RICHMOND, VIRGINIA

# January 24, 2019

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

Mr. Daniel A. Gecker, President Mrs. Diane T. Atkinson, Vice President

Ms. Kim E. Adkins Dr. Francisco Durán  
Ms. Anne Holton Mrs. Elizabeth V. Lodal

Dr. Keisha Pexton Dr. Tamara Wallace

Dr. Jamelle Wilson Dr. James F. Lane,

Superintendent of Public Instruction

Mr. Gecker called the meeting to order at 9:00 a.m.

## MOMENT OF SILENCE

Mr. Gecker asked for a moment of silence.

## PLEDGE OF ALLEGIANCE

The Pledge of Allegiance followed the moment of silence.

## APPROVAL OF MINUTES

Mrs. Lodal made a motion to approve the minutes of November 14-15, 2018, meeting of the Board. The motion was seconded by Ms. Adkins and carried unanimously. Copies of the minutes had been distributed in advance of the meeting.

## Resolutions of Recognition

Resolution of Recognition to Virginia’s 2019 Regional Teachers of the Year were presented to the following teachers:

Region 2 – Stephen Legawiec, Lafayette High School, Williamsburg-James City County

Region 3 – Daniel Reichard, Kate Waller Barrett Elementary School, Stafford County

Region 4 – Timothy Cottman, Jr., Thomas Jefferson Middle School, Arlington County

Region 5 – Christine Grimm, Fulks Run Elementary School, Rockingham County

Region 6 – Jamie Nichols, Lucy Addison Middle School, Roanoke City

Region 7 – Charlcia D. Jones, Jonesville Middle School, Lee County

Region 8 – Ashley Blackwell, Cumberland Elementary School, Cumberland County

Recognition of Virginia’s 2019 Teacher of the Year was presented to Mr. Rodney Robinson (Region 1), Virgie Binford Education Center, Richmond City

Mr. Robinson is also one of four finalist for the 2019 National Teacher of the Year.

## PUBLIC COMMENT

The following persons spoke during the public comment period:

Sarah Hopkins, Virginia Council on Economic Education spoke on establishing an add-on endorsement in the licensure regulations for school personnel to teach Economics and Personal Finance.

Stephanie Peters, Virginia Council on Economic Education, spoke on establishing an add-on endorsement in the licensure regulations for school personnel to teach Economics and Personal Finance.

Ben Kiser, Virginia Association of School Superintendents, spoke on supporting the 270 professional development points required for licensure renewal.

Christina Bohringer, Virginia Education Association, spoke on professional development learning requirements and licensure.

Chantea Wright, Virginia Education Association spoke on professional development learning requirements and licensure.

Teresa Abdulbaaqee, Virginia Education Association, spoke on professional development learning requirements and licensure.

Donna Sayegh, Portsmouth, Virginia resident, spoke on review of the *Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension*.

Aaron Hall, Education Services Specialist with the US Army, spoke on local and national educator tours for Board members and policymakers to learn more about the Education opportunities available within the United States Army.

Delegate Glenn Davis spoke on the career and technical education stigma and options for high school diplomas.

Laurie McCullough, VASCD, spoke on the professional development points required for licensure renewal.

## CONSENT AGENDA

**A. Resolution of Recognition to Commemorate January 20-26, 2019, as Virginia School Principals Appreciation Week**

**B. Final Review of Revisions to the Procedure for Appointment of a School Division Superintendent by the Virginia Board of Education to Comport with House Bill 81 (2018)**

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

**D. Final Review of Corrective Action Plan Required by the Division-level Review for Richmond City Public**

**E. Final Review of the *Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension***

At the request of Board Members, this item was removed from the Consent Agenda for additional discussion.

**F. Final Review of Revised Guidelines for Local Alternative Assessments for 2018-2019 through 2019-2020**

**G. Final Review of Recommended Cut Scores for the End-of-Course Standards of Learning Tests in Algebra I, Geometry, and Algebra II Based on the 2016 Mathematics Standards**

H. Final Review of a Technical Revision to the Licensure Regulations for School Personnel (8VAC20-23)

Dr. Wilson made a motion to approve the Consent Agenda, excluding Item E. The motion was seconded by Dr. Durán and carried unanimously.

## ACTION/DISCUSSION ITEMS

**E. Final Review of the Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension**

Ms. Maribel Saimre, director of student services, and Ms. Rebecca Kahila, school safety and discipline specialist, presented this item to the Board for final review.

Ms. Holton recommended adding the following language to the section on Data Driven Decision Making beginning on page 84: *At least annually, the school board, school superintendent, and school level administrators should review school-level discipline data by race, gender, disability status, socio-economic status and the intersections of those categories. The review should identify and analyze gaps between these categories and subcategories and should be used to inform plans to address disparities revealed in the analysis. The review should also include input from students, parents and teachers.*

Ms. Saimre agrees with the language and the document will be updated to include this language.

Ms. Holton made a motion to approve the *Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension* with the recommended additional language. The motion was seconded by Dr. Durán and carried unanimously.

**I. Final Review of Proposed Amendments to the Licensure Regulations for School Personnel (8 VAC20-23) to Comport with 2018 Legislation Passed by the General Assembly Under the Fast Track Provisions of the Administrative Process Act**

Mrs. Patty Pitts, assistant superintendent for teacher education and licensure, presented this item to the Board for final review.

During the October 18, 2018 and November 15, 2018 Board Meeting, Mrs. Pitts highlighted the revisions that are being incorporated to the *Licensure Regulations for School Personnel* to comport with the 2018 Legislations passed by General Assembly. The Board requested additional stakeholder input from the Advisory Board on Teacher Education and Licensure (ABTEL) and other professional associations regarding license renewal, including the number of points to renew a ten-year license. The Board requested more research on the impacts of professional development on student outcomes and stakeholder outreach and asked staff put together a framework of quality professional development.

Mrs. Pitts stated that although the recommended number of points to renew a license differs between the stakeholder organizations, there is consensus that a comprehensive review of professional development quality needs to be conducted.

Current professional development renewal point requirements include the following statutory requirements for renewal, of which each counts as five points:

* Child abuse recognition and intervention training
* Emergency first aid; hands on CPR, use of ADE, deliberators
* Dyslexia training
* For School Counselors only – training of mental health disorders and behavior distress
* Middle School Teachers, training in Economics and History are required to complete a Virginia History state or local government module.

On November 19, 2018, ABTEL reviewed the number of professional development points required to renew a ten-year license. ABTEL unanimously approved the following recommendations to the Board of Education:

* Require 250 professional development points for the renewal of a ten-year license;
* Require quality diversity training for renewal; and
* Continue its review of the Licensure Renewal Manual and the professional development points’ distributions, and submit a recommendation to the Board of Education.

On January 3, Mrs. Pitts and Ms. Emily Webb, director of board relations, met with the Virginia Public Education Coalition that represents numerous professional organizations. The members engaged in a conversation regarding renewal requirements and made the following recommendations:

* Require 180 professional development points for the renewal of a ten-year license;
* Focus professional development on relevance (high quality professional learning) and choice;
* Improve messaging of the importance of professional growth and learning;
* Continue to review the professional development requirements -- tying into annual goal setting as Virginia’s Guidelines for Uniform Performance Standards and Evaluation Criteria are undergoing revision.

The Superintendent of Public Instruction recommended:

1. The Board of Education approve the proposed revisions to the Licensure Regulations for School Personnel (fast-track) to comport with legislation passed by the 2018 General Assembly and authorize Department of Education staff to make technical edits, if necessary, and continue with the procedures of the Administrative Process Act.
2. The Board of Education approve 270 professional development points for license renewal and include in the Licensure Renewal Manual the following maximum professional development points for each option until the renewal requirements are comprehensively reviewed:

* 1. College Credit 270 points
* 2. Professional Conference 60 points
* 3. Curriculum Development 135 points
* 4. Publication of Article 135 points
* 5. Publication of Book 135 points
* 6. Mentor/Supervision 135 points
* 7. Educational Project 135 points
* 8. Professional Development Activities 270 points

Mrs. Lodal thanked Mrs. Pitts for her report. She asked what the number of points required for renewal of 5-year license. Mrs. Pitts explained that teachers holding a five-year license were required to complete 180 professional development points for renewal. The 10-year license renewal went into effect on July 1, 2018, therefore, many teachers still hold a five-year license. Mrs. Lodal stated that if the level of requirements were to continue to the ten-year license, would the professional development points double to 360? Mrs. Pitts explained that the period of the license doubled to 10-years, the superintendent is recommending the professional development points for renewable be set at 270.

Mrs. Atkinson explained that during work session on Wednesday, Board Members were given a timeline for developing the *Profile of a Virginia Educator, Virginia Ed Leader and Virginia Classroom*. The work of the *Profiles* would lead the department to carefully examine the requirements and better understand the types of professional development needed for renewal. The Board intends to spend the next 18 months reviewing the Profiles, educator evaluations and professional development. In addition, Dr. Durán stated that professional development must be meaningful and connect to the *Profile of a Virginia Educator*.

Dr. Lane stated that Secretary of Education Atif Qarni agrees with the superintendent’s recommendation of 270 professional development points for license renewal.

Ms. Adkins asked how ABTEL came up with their recommendation of 250 points and the superintendent’s recommendation of 270 points. Mrs. Pitts explained that ABTEL felt 180 points was not adequate for a 10-year license and 360 was too much. The committee came to a consensus of 250 while also stating that a comprehensive review professional development needs to be conducted. Dr. Lane stated that he didn’t want to set the required points too low. He added further that many types of professional development activities are awarded points in multiples of 45 points in which 270 points would be appropriate.

Board members thanked Mrs. Pitts, ABTEL and the staff for their diligent work.

Dr. Wilson made a motion to approve the superintendent’s recommendation to this item. The motion was seconded by Mrs. Atkinson and carried unanimously.

J. First Review of a Notice of Intended Regulation Action (NOIRA) to Establish an Add-on Endorsement in the *Licensure Regulations for School Personnel* (8VAC20-23) to Teach Economics and Personal Finance

Mrs. Patty Pitts, assistant superintendent for teacher education and licensure, presented this item to the Board for first review.

In response to the 2005 General Assembly, Senate Bill 950 directed the Virginia Board of Education to "establish objectives for economic education and financial literacy" to be required of all students at the middle and high school levels to gain knowledge and skills needed to become responsible citizens and required for graduation.

Mrs. Pitts reported that there was not a specific endorsement included in the *Licensure Regulations for School Personnel* to teach courses in Economics and Personal Finance. Teachers holding valid Virginia licenses with endorsements in specific areas of agricultural education, business and information technology, family and consumer sciences, history and social science, marketing, and mathematics may teach the courses. The regulatory action is to establish an add-on endorsement to teach economics and personal finance. The add-on endorsement will expand the number of teachers who may want to teach economics and personal finance.

The Superintendent of Public Instruction recommended the Board of Education receive for first review the Notice of Intended Regulation Action to establish an add-on endorsement in the *Licensure Regulations for School Personnel* (8VAC20-23) to teach economics and personal finance.

Dr. Wilson made a motion to waive first review and approve the Notice of Intended Regulation Action (NOIRA) to Establish an Add-on Endorsement in the *Licensure Regulations for School Personnel* (8VAC20-23) to Teach Economics and Personal Finance. The motion was seconded by Mrs. Atkinson and carried unanimously.

K. First Review of an Amendment to Virginia’s Consolidated State Plan under the Every Student Succeeds Act of 2015 (ESSA)

Dr. Lynn Sodat, director, office of ESEA programs, presented this item to the Board for first review.

Dr. Sodat reported that Title I, Part A of the consolidated state plan requires a description of how the state will address disproportionate rates of access to ineffective, out-of-field, or inexperienced educators in Title I schools. In its original plan submitted to USED in September 2017, Virginia’s description included the definitions for out-of-field as a licensed teacher who is assigned to teach a class outside of the teacher’s endorsement area and inexperienced teacher as a teacher in his or her first year of teaching.

Following USED action to rescind guidance on consolidated state plans in early 2017, Virginia believed that this definition was optional. Virginia’s plan explained that teacher effectiveness is determined by school divisions, in large part through the implementation of evaluation criteria outlined in the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*, and that school divisions utilize performance standards to establish evaluation procedures that inform personnel decisions according to local school board policies. This data is not currently collected at the state level.  
  
During the consolidated state plan review and negotiation process, USED required Virginia to include in the state plan an assurance that the state would develop an ineffective teacher definition and would report data based on the definition by September 15, 2019. In response to this requirement, the assurance below was added to Virginia’s plan:

*Beginning in the spring of 2018, Virginia will develop guidelines and collection methods for teacher effectiveness data. The Virginia Department of Education will collect and report aggregate school-level data on teacher effectiveness by September 15, 2019.*

The approval letter from USED received in May 2018 included the requirement to amend the state plan no later than September 15, 2019. Following receipt of the approval letter, previous stakeholder feedback on the ineffective teacher definition was revisited with several stakeholder groups. As a result of discussions with stakeholders and within the Department, the definition of an ineffective teacher is defined as a teacher who is both out-of-field and inexperienced. This definition is recommended for Board’s review and approval.

Dr. Sodat discussed the teacher evaluation and reporting data based on the definitions recommended and concerns within divisions.

If approved by the Board, the state plan will be amended to include this definition and will be submitted to USED for review and approval. It should be noted that this definition is recommended only to meet the federal reporting requirement.

The Superintendent of Public Instruction recommended the Board of Education receive for first review the amendment to Virginia’s consolidated state plan.

Board members expressed concerns of the recommended definition for ineffective teacher and how it would affect the federal data reporting.  
  
Ms. Holton requested more information on what other states have used for their ineffective teacher definition, an update on the reporting requirements and an update on update on the implementation of the vertical scale for student. Additionally, Ms. Holton asked for more information on what it would take for VDOE to collect teacher evaluation ratings from school divisions.

The Board accepted this item for first review.

L. First Review of Proposed State Approved Textbooks for K-12 English

Ms. Jill Nogueras, English coordinator, office of humanities, presented this item to the Board for first review.

Ms. Nogueras acknowledged her colleagues and teachers whom helped with the review of the textbooks. She reported that the Virginia Department of Education (VDOE) began the process to review English textbooks following the Board of Education’s review of the timeline on January 25, 2018. VDOE followed the Timeline for State Approval Process for English and the Textbook Criteria for English to conduct the textbook review. In March 2018, publishers of the reviewed English textbooks submitted a Publisher’s Certification and Agreement form for each textbook being considered for approval by the Board of Education. VDOE staff members have reviewed the information included in each submitted Publisher’s Certification and Agreement form.

Upon acceptance of the list of proposed K-12 English textbooks for first review by the Board of Education, a 30-day public comment period will be announced. The English textbooks submitted for review may be reviewed at any of the following eight Textbook Public Review Sites around the commonwealth: The College of William and Mary, George Mason University, James Madison University, Radford University, The University of Virginia’s College at Wise, Longwood University, Old Dominion University, and J. Sargeant Reynolds Community College. The list of recommended K-12 English textbooks will be presented to the Board of Education for final review on March 21, 2019.

The Superintendent of Public Instruction recommended that the Board of Education receive for first review the list of proposed recommended textbooks for K-12 English.

The Board accepted this item for first review

M. First Review of Proposed Revisions to the *Virginia School Bus Specifications*

Mr. Kerry Miller, associate director for pupil transportation, presented this item to the Board for first review.

The proposed changes to the *Virginia School Bus Specifications* were developed in consultation with the Department’s Specifications Committee, which is comprised of pupil transportation representatives from school divisions across the state, the Virginia State Police, school bus manufacturers, and Virginia school bus dealers. The complete specifications document has been updated and revised to increase the safety and efficiency of various bus components and equipment, to incorporate various recommendations from the latest national specifications document, and to aid in the procurement of alternative fuel buses to make the language user-friendly. Mr. Miller pointed out several specifications as follows:

* Type B buses are removed from the Specifications. There will no longer be production for Type “B” chassis school buses.
* Child Check Systems specification language is added and is mandatory on all buses.
* Forces the driver to walk to the rear of the bus to deactivate the alarm before opening the service door.
* Inexpensive option at $200-$300 per bus.
* The majority of Virginia school divisions are already specifying this system when purchasing buses.
* Specification language is added for exterior camera system monitors as an approved option.
* Cameras can provide exterior views up to 360 degrees around the bus.
* Includes rear back up cameras and lane changing assistance.
* Added supplemental warning light language in the Pilot Test section.
* Extra LED warning lights that are above the front and rear bus bumpers that give vehicles more “line of sight warning” when the school bus is stopped for loading and unloading students.
* Ramps for special needs buses are removed as an approved option.
* Ramps have a greater risk of injury due to slippage.

Mr. Gecker asked for clarification on the optional status of stop arm cameras in the *Virginia School Bus Specifications*. Mr. Miller responded that the proposed changes for stop arm camera systems can be found in section 40(F) of the *Virginia School Bus Specifications.*

The Board accepted this item for first review.

Executive Session

During Executive Session on Wednesday January 23, 2019, the party of a case that was heard had not received proper notification in time. Mr. Gecker asked the Board members to rescind the motion revoking the license in Case #2019-1-3. Mrs. Atkinson made a motion to rescind the order. The motion was seconded by Dr. Wilson and carried unanimously.

## **REPORTS**

N. Final Review of Report on House Bill 1530 High School Diplomas Options and Stigma in Career and Technical Education

Gena Keller, assistant superintendent for learning, George Willcox and David Eshelman, co-directors of career, technical and adult education, presented this report to the Board.

The 2018 Virginia General Assembly passed House Bill 1530 which required the Board of Education to make recommendations to the Governor and the Chairmen of the House Committee on Education and the Senate Committee on Education and Health, relating to: (i) strategies for eliminating any stigma associated with high school career and technical education pathways and the choice of high school students to pursue coursework and other educational opportunities in career and technical education and related fields such as computer science and robotics, and (ii) the consolidation of the standard and advanced diplomas into a single diploma and the creation of multiple endorsements for such diploma to recognize student competencies and achievements in specific subject matter areas.

In November 2018, an update was presented to the Board. In December, stakeholders along with Delegate Davis met for an entire day of stakeholder meetings. The stakeholder meetings focused on the CTE stigma and review of Virginia two diplomas – the standard diploma and advanced diploma. A copy of the final report can viewed at <https://rga.lis.virginia.gov/Published/2019/RD122>.

The Superintendent of Public Instruction recommended the Board of Education approve the report for submission to the Governor and the Chairmen of the House Committee on Education and the Senate Committee on Education and Health.

Mrs. Atkinson recommended technical edits and congratulated staff for their work on the stakeholder meetings and the report.

Ms. Adkins asked if there wasn’t a consensus on recommended actions by the stakeholders, what it would mean moving forward. Ms. Keller stated that this report will be sent to the governor and members of the general assembly for review with the understanding that it could returned for further study or action.

Mrs. Lodal made a motion to approve the report with the necessary technical edits. The motion was seconded by Dr.Durán and carried unanimously.

O. Legislative Report: 2019 General Assembly

Ms. Emily Webb, director of board relations, provided an update to the Board on the 2019 General Assembly.

The policy office tracks and reports on proposed legislation of interest to superintendents, school division personnel, parents and other stakeholders. The [tracking reports are available on VDOE’s website](http://www.doe.virginia.gov/boe/legislation/index.shtml) and updated every week.

Ms. Webb covered the following hot topics from the 2019 General Assembly session:

* Work-based learning
* Alternate routes to teacher licensure
* Early childhood education
* Student health and mental health
* Data collection, specifically for alternative education programs, educator preparation program and teacher employment data
* School safety with several recommendations from the Speaker’s Select Committee on School Safety
* Virtual Virginia
* Agency legislation

Dr. Duran asked for more information on bills related to SOL testing and verified credits. Dr. Lane stated that SB1218 and HB2338, in their current form, mandate verified credit through an SOL assessment in reading, math, writing, biology and Virginia/US history. The bill further outlines other ways to earn a verified credit through Board-approved substitute tests. The bill would allow the Board to take action to eliminate additional SOL assessments and perform reviews or audits of other assessments, such as performance-based assessments in lieu of SOL assessments.

P. Report from the Virginia is for Learners Advisory Committee

Dr. Billy Cannaday, committee chair, presented this report to the Board. Dr. Lane provided an introduction as the Virginia Department of Education, in partnership with the Education Commission of the States (ECS) and the Hunt Institute convened an independent committee; the Virginia is for Learners Advisory Committee, to critically evaluate the Commonwealth’s successes in education and to identify areas for further growth.

Dr. Cannaday reported the three areas that guided the work of the committee are:

* Maintain a focus to ensure all students have opportunity to maximize their potential
* Make recommendations for the commonwealth on several foundation topics
* To refine the Department of Education priorities

Dr. Cannaday outlined the foundational topics identified by the committee:

* College & Career Pathways;
* Curriculum & Instruction;
* Early Childhood Learning;
* Equity; and
* Talent Pipeline.

Board Members congratulated Dr. Lane and Dr. Cannaday on the work of this committee and look forward to reviewing the full report. Dr. Lane also congratulated Leah Walker, director of office of equity and community engagement and Jenné Nurse, administrative assistant, for their efforts with the committee. You can find the detailed report at [Virginia is for Learners](http://www.doe.virginia.gov/boe/meetings/2019/01-jan/item-p-attachment.docx).

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

## WORK SESSION

The Board convened a public work session on Wednesday January 23, 2018 at 2:35 p.m., at the James Monroe State Office Building, Jefferson Conference Room, 22nd Floor, with the following members present: Ms. Adkins, Mrs. Atkinson, Dr. Durán, Mr. Gecker, Ms. Holton, Mrs. Lodal, Dr. Pexton, Dr. Wallace and Dr. Wilson. Dr. James Lane, superintendent of public instruction also participated.

The Board received presentations on the following topics:

* Comprehensive Strategies to Retain, Recruit and Support Talented Teachers
* Profile of a Virginia Educator: An 18-Month Review of Teacher Professional Development and Evaluation System
* Standards of Quality Review – Levers and Best Practices

Mrs. Elizabeth Eaton and Mrs. Aracelis Gray from the Appalachia Regional Comprehensive Center presented information to the Board related to teacher recruitment, retention and support.

Mrs. Eaton and Mrs. Gray provided research and data to the Board on teacher turnover. The reasons most commonly provided for leaving are:

* Dissatisfaction with accountability
* Lack of administrative support
* Dissatisfaction with teaching
* Challenging working conditions

Other reasons for leaving are financial reasons, better career opportunities and family/personal reasons.

Factors influencing teacher retention and recruitment include induction and support for new teacher, salaries and compensation and working conditions.

Mrs. Eaton and Mrs. Gray provided policy considerations for each topic area.

Policy considerations for induction and support

* Consider requiring beginning educators to complete an induction program to gain a professional teaching license
* Support the implementation of targeted induction and mentoring supports for new teacher in critical shortage areas, including mathematics, science and special education
* Review and update Virginia’s Guidelines for Mentor Teacher Programs

Policy considerations for salaries and compensation

* Assess the implementation of locally-developed compensation models that include measure of teacher effectiveness and growth
* Encourage divisions to devise a plan to regularly evaluate and update pay floors and incentive programs
* Require the development of differentiated pay plans that include a package of financial incentives and other supports required to recruit, retain and develop the teacher workforce
* Encourage divisions to revise their salary scale to front-load teacher compensation

Policy considerations for working conditions

* Develop and adopt formal standards for teaching and learning conditions
* Explore feasibility of micro-credentialing as an avenue for providing personalized learning to educators

The Board thanked Mrs. Eaton and Mrs. Gray for their presentation.

Mrs. Gena Keller, assistant superintendent for learning, and Mrs. Patty Pitts, assistant superintendent for teacher education and licensure provided an update to the Board on work related to the *Profile of a Virginia Educator*, teacher professional development and the evaluation system.

Building on the Board’s work of the *Profile of a Virginia Graduate*, profiles are being developed for the *Profile of a Virginia Educator, Profile of a Virginia Education Leader and Profile of a Virginia Classroom*. Mrs. Keller provided an update on operationalizing all of the profiles. The Profile of a Virginia Classroom will be utilized to impact classroom instructional practice. The Profile of a Virginia Educator and Profile of a Virginia Education Leader will be utilized to support revisions to the evaluation system.

Mrs. Patty Pitts provided a quick overview of the current *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*, last revised in 2015. There are seven performance standards which define the criteria expected when teachers perform their major duties. The seven performance standards include: (1) professional knowledge; (2) instructional planning; (3) instructional delivery; (4) assessment of and for student learning; (5) learning environment; (6) professionalism; (7) student academic progress.

The development work of the Profiles will be completed in May 2019 and presented to the Board for first review in June 2019. Work on the new teacher evaluation system will begin by July 2019 with revisions to the professional develop process and alignment with the new evaluation system to begin by January 2020.

Ms. Holton asked for drafts of current educator profiles to provide informal feedback. She also asked if the Profile work will fold into the Board’s *Licensure Regulations for School Personnel*.

Mr. Gecker asked how the Board can affect change in the classroom with the current evaluation system that is locally-driven.

The Board thanked Mrs. Keller and Mrs. Pitts for their presentation.

Zachary Robbins, Director of Policy, and Dr. Jennifer Piver-Renna, Senior Executive Director of Research, presented information to the Board on the Standards of Quality (SOQ). Mr. Robbins began with a brief overview of SOQ and the Board’s 2016 SOQ recommendations. Dr. Piver-Renna and Mr. Robbins presented research, data, and policy considerations regarding the following categories in the SOQ:

1. Instructional quality
   * Class size and class size reduction
   * Teacher quality
   * School building administration
   * Reading specialists
   * Technology support
2. Student support
   * Guidance counselors
   * Specialized instructional support personnel
3. Supporting vulnerable student populations
   * Students in poverty
   * English Learner students
   * Students with disabilities

Board members inquired about existing K-3 Class Size Reduction and how those funds are allocated. Specifically, Board members asked if poverty levels are calculated division-wide or schoolwide and whether or not teachers’ aides were counted in the ratios. One Board member asked if all localities meeting the requirements are able to receive funds. Board members requested more information on K-3 Class Size Reduction.

Board members requested data on turnover for administrators in schools by school poverty level, similar to what was provided regarding new teachers in schools.

Board members discussed reading specialists. Board members asked for more information on how the data regarding reading specialists is collected and how it should be interpreted.

One Board member asked to what extent local resources are being applied to support services not included in the SOQ. Board members were interested in more information on the support service positions that are being paid for by the locality rather than the school division.

Board members discussed being cautious not to mandate more positions than qualified individuals are available. This issue became pertinent several years ago when the Board made recommendations regarding speech language pathologists. It is important for the Board to consider the pool of potential applicants that would be available to school divisions before mandating staffing requirements.

One Board member requested more information on students with interrupted formal education (SIFE). SIFE may be a factor for consideration when addressing the English Learner (EL) population and staffing ratios.

The Board thanked Mr. Robbins and Dr. Piver-Renna for their presentation.

There being no further business before the Board, Mr. Gecker adjourned the work session at 5:40p.m.

## DINNER MEETING

The Board met for a public dinner on Wednesday January 23, 2019 at 6 p.m., at the Berkley Hotel with the following members present: Ms. Adkins, Mrs. Atkinson, Dr. Durán, Mr. Gecker, Ms. Holton, Mrs. Lodal, Dr. Pexton, Dr. Wallace and Dr. Wilson. The following department staff attended Dr. James Lane, superintendent of public instruction, and Ms. Emily Webb, director of board relations. The following topics were discussed informally:

* The upcoming Virginia Student Council Association conference and possible topics for the Board panel discussion;
* Moving to electronic board books; and
* Legislation before the 2019 General Assembly

No votes were taken, and the dinner event ended at 7:41 p.m.

## ADJOURNMENT OF THE BUSINESS SESSION

There being no further business of the Board of Education, Mr. Gecker adjourned the business meeting at 12: 31 p.m.  
  
Daniel A Gecker

Mr. Daniel Gecker, President

## Public hearing on the proposed Regulations Governing the Designation of School Divisions of Innovation

Mr. Gecker opened the floor for any comments pertaining to the proposed *Regulations Governing the Designation of School Divisions of Innovation*. Ms. Webb informed the Board that no one has signed up for public comment. Mr. Gecker asked if there was anyone in the audience who wished to speak on the proposed regulations. There being no response, Mr. Gecker closed the public hearing at 12:34 p.m.