

**COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA  
June 18, 2020**

Pursuant to Chapter 1283 of the 2020 Acts of Assembly, the Virginia Board of Education convened in a virtual meeting on Thursday, June 18, 2020 at 10 a.m.

The meeting was open to the public for listening and viewing and livestreamed on the VDOE YouTube webpage. Oral public comment was not accepted; however, written public comment was accepted on the Board's email account at [BOE@doe.virginia.gov](mailto:BOE@doe.virginia.gov) and posted on the Board's website at <http://www.doe.virginia.gov/boe/meetings/2020/05-may/agenda.shtml>.

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

**Board Roll Call:**

Mr. Daniel Gecker, President  
Mrs. Diane Atkinson, Vice-President  
Dr. Francisco Durán  
Ms. Anne Holton  
Dr. Tammy Mann  
Dr. Keisha Pexton  
Dr. Jamelle Wilson

***APPROVAL OF MINUTES***

Dr. Wilson made a motion to approve the meeting minutes of May 7, 2020 and June 2, 2020. The motion was seconded by Dr. Durán and carried unanimously by Board roll call.

**Board Roll Call:**

Mr. Daniel Gecker - aye  
Mrs. Diane Atkinson - aye  
Dr. Francisco Durán - aye  
Ms. Anne Holton - aye  
Dr. Tammy Mann - aye  
Dr. Keisha Pexton - aye  
Dr. Jamelle Wilson - aye

Mr. Gecker welcomed the Board members, staff and the public to the Board of Education virtual meeting. He stated that the meeting is open to the public via livestream on the department's webpage and YouTube channel. Oral public comment would not be accepted due to the limitations of the platform, however written comments as of 5 p.m. the day before were accepted

and posted on the meeting webpage for viewing.

### ***CONSENT AGENDA***

- A. Final Review of Division-level Memorandum of Understanding for Danville City Public Schools**
- B. Final Review of Division-level Memorandum of Understanding for Prince Edward County Public Schools**
- C. Final Review of the Proposed Revisions to the Suicide Prevention Guidelines**
- D. Final Review of Nominations to Fill Vacancies on Board of Education Advisory Committees**

Dr. Durán made a motion to approve the consent agenda as presented. The motion was seconded by Mrs. Atkinson and carried unanimously by Board roll call.

Board Roll Call:

Mr. Daniel Gecker - aye  
Mrs. Diane Atkinson -aye  
Dr. Francisco Durán - aye  
Ms. Anne Holton - aye  
Dr. Tammy Mann - aye  
Dr. Keisha Pexton - aye  
Dr. Jamelle Wilson - aye

### ***ACTION/DISCUSSION ITEMS***

#### **E. Final Review of the Advisory Board on Teacher Education and Licensure Recommendation to Establish an Economics and Personal Finance (Add-on) Endorsement in the Licensure Regulations for School Personnel and the Regulations Governing the Review and Approval of Education Programs in Virginia**

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

Mrs. Pitts reported that Virginia does not have a specific endorsement in the *Licensure Regulations for School Personnel* and the *Regulations Governing the Review and Approval of Education Programs in Virginia* 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.

A workgroup was established, and proposed regulations were presented to the Advisory Board on Teacher Education and Licensure (ABTEL). ABTEL proposed establishing requirements for the Economics and Personal Finance (Add-on Endorsement), including a timeline to implement the

add-on endorsement.

The workgroup and ABTEL recommended Six semester hours of economics or Three semester hours of economics and or a non-college credit institute in economics. The non-college credit institute in economics must be a minimum of 45 clock hours and offered by a Virginia school division or a regionally accredited college or university.

The Superintendent of Public Instruction recommended that the Board approve ABTEL's recommendation to establish an Economics and Personal Finance (Add-on Endorsement) revising the number of semester hours and the option to complete an institute as follows:

- Three semester hours of economics or a non-college credit institute in economics; and
- Three semester hours of personal finance or a non-college credit institute in personal finance.

Dr. Wilson as for Dr. Lane or Mrs. Pitts to remind the Board and the public for the rationale for reducing the number of semester hours for economics, especially since the recommended hours requirement would be less than other add-on endorsements. Dr. Lane responded that this add-on endorsement will provide teachers the necessary understanding to teach the economics and personal finance course while not being overly burdensome to teachers. Currently, there is no add-on endorsement required to teach the course.

Mr. Gecker acknowledged that public comment was received from the Virginia Council on Economic Education (VCEE) asking the Board to support ABTEL's recommendation of six semester hours for economics.

The Board engaged in a robust discussion on the appropriate number of hours needed in economics and personal finance to receive the add-on endorsement. There was consensus of the Board to not overburden teachers while also holding a high standard.

Ms. Holton made a motion to adopt the Superintendent of Public Instruction's recommendation on this item with the change in 2-A from three semester in economics to six semester hours in economics OR a non-college credit institute in economics. The motion was seconded by Dr. Pexton and carried by Board roll call vote.

Board Roll Call:

Mr. Daniel Gecker - aye  
Mrs. Diane Atkinson - nay  
Dr. Francisco Durán - nay  
Ms. Anne Holton - aye  
Dr. Tammy Mann - nay  
Dr. Keisha Pexton - aye  
Dr. Jamelle Wilson - aye

The regulatory language approved by the Board is as follows:

**8VAC20-23-615. Economics and Personal Finance (Add-On Endorsement).**

Endorsement requirement. The candidates shall have:

1. Earned a baccalaureate degree from a regionally accredited college or university and hold a license (Collegiate Professional License, Postgraduate Professional License, or a

Provisional License leading to a Collegiate Professional or Postgraduate Professional License) issued by the Virginia Board of Education with a teaching endorsement; and

2. Completed an approved teacher preparation program in economics and personal finance (add-on endorsement); or completed the following requirements:

a. Six semester hours of economics or a non-college credit institute in economics. The non-college credit institute in economics must be a minimum of 45 clock hours and offered by a Virginia school division or a regionally accredited college or university. The institute must include the economics content set forth in the *Virginia Standards of Learning* for economics and personal finance and be approved by the Department of Education; and

b. Three semester hours of personal finance or a non-college credit institute in personal finance. The non-college credit institution in personal finance must be a minimum of 45 clock hours and offered by a Virginia school division or a regionally accredited college or university. The institute must include the personal finance content set forth in the Standards of Learning for economics and personal finance and be approved by the Department of Education.

#### **F. Final Review of Revisions to the Emergency Guidelines for Locally Awarded Verified Credits due to COVID-19**

Dr. Leslie Sale, director of policy, presented this item to the Board for final review.

Dr. Sale stated that in response to the extended closures, the Superintendent of Public Instruction waived the requirement that school divisions administer Standards of Learning (SOL) end-of-course assessments for the spring 2020 term and suspended the spring 2020 SOL administration window. Students who were enrolled in high school credit-bearing courses at the time of the closures were unable to earn the associated verified credit, if applicable, through a SOL end-of-course assessments. Students who had been previously enrolled in an eligible course and at the time, did not pass the associated SOL end-of-course assessment, were also unable to test for the second time before being eligible for a locally-awarded verified credit.

The *Standards of Accreditation* (SOA) establish multiple pathways for earning a verified credit, including a passing score on the associated SOL assessment. Alternatively, there is the option for students meeting certain conditions to use the locally-awarded verified credit process. As established in the SOA, a prerequisite for a locally-awarded verified credit is that the student must have attempted, unsuccessfully, to pass the corresponding SOL. The Board's *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards For Accrediting Public Schools in Virginia* further states that the student must have been unable to pass the corresponding SOL at least twice before being eligible for a locally-awarded verified credit.

The revised guidelines extend the flexibility provided originally in the *Emergency Guidelines for Locally Awarded Verified Credits* to students who had earned a standard credit in a course prior to spring 2020 and intended to sit for an SOL end-of-course assessment for a verified credit during the 2020 spring test administration. Changes to the guidelines still promote student accountability

but recognize that these unprecedented circumstances may have impeded a student's ability to earn a verified credit or access the locally-awarded verified credit option.

By adopting the revised *Emergency Guidelines: Locally-Awarded Verified Credits*, the Board extends its earlier relief measures to certain students whose ability to earn a verified credit through existing pathways was hindered by interrupted instruction and delayed testing as a result of the extended closure. The revised guidelines also correct an oversight in the original Guidelines approved on April 2, 2020 and clarifies that locally-awarded verified credits can be applied towards either a Standard of Advanced Diploma.

The Superintendent of Public Instruction recommended that the Board approve the revised *Emergency Guidelines for Locally Awarded Verified Credits* for immediate implementation.

The Board did not have any questions about the proposed revisions for Dr. Sale.

Dr. Durán made a motion to approve the revise guidelines for immediate implementation. The motion was seconded by Dr. Mann and carried unanimously by Board roll call vote.

Board Roll Call:

Mr. Daniel Gecker - aye  
Mrs. Diane Atkinson -aye  
Dr. Francisco Durán - aye  
Ms. Anne Holton - aye  
Dr. Tammy Mann - aye  
Dr. Keisha Pexton - aye  
Dr. Jamelle Wilson – aye

### **G. First Review of Advisory Board on Teacher Education and Licensure Recommendations to Approve Undergraduate Education Endorsement Programs at Virginia Colleges and Universities**

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

Mrs. Pitts began by thanking Mrs. Tara McDaniel, director of teacher education and her team, for their thorough review of the education endorsement programs, verifying that the program endorsement competencies were all addressed.

House Bill 1125 and Senate Bills 76 and 349 of the 2018 General Assembly amended §22.1-298 of the Code of Virginia to allow institutions of education to offer undergraduate degrees/majors in “education.”

In response to the legislation, colleges and universities were provided timelines to submit undergraduate education programs to the Virginia Department of Education (VDOE), and for public institutions, to the State Council of Higher Education for Virginia (SCHEV). Content specialists conducted a thorough review of the education endorsement programs, verifying that the program endorsement competencies set forth in the *Regulations Governing the Review and*

*Approval of Education Programs in Virginia* were addressed in the matrices and syllabi. Feedback was provided to the colleges and universities, and revisions were made, as needed.

The Superintendent of Public Instruction recommended that the Board waive first review and approve the Advisory Board on Teacher Education and Licensure's recommendations to approve the undergraduate education preparation programs outlined in Item-G.

Dr. Durán made a motion to waive first review and approve the recommendations of ABTEL with the exception of University of Richmond. The motion was seconded by Ms. Holton. Mrs. Atkinson recused herself from the vote. The motion was carried by Board roll call vote.

Board Roll Call:

Mr. Daniel Gecker - aye  
Mrs. Diane Atkinson -recuse  
Dr. Francisco Durán - aye  
Ms. Anne Holton - aye  
Dr. Tammy Mann - aye  
Dr. Keisha Pexton - aye  
Dr. Jamelle Wilson – aye

Ms. Holton made a motion to waive first review and approve the recommendation of ABTEL, for the University of Richmond. The motion was seconded by Dr. Durán. Dr. Wilson and Mrs. Atkinson recused themselves from the vote. The motion was carried by Board roll call vote.

Board Roll Call:

Mr. Daniel Gecker - aye  
Mrs. Diane Atkinson -recuse  
Dr. Francisco Durán - aye  
Ms. Anne Holton - aye  
Dr. Tammy Mann - aye  
Dr. Keisha Pexton - aye  
Dr. Jamelle Wilson – recuse

## ***PRESENTATIONS***

### **H. Update on Early Childhood Education**

Ms. Jenna Conway, chief school readiness officer, provided the Board an update on early childhood education in Virginia. Ms. Conway's presentation included an overview key accomplishments, the current situation and the 2020-2021 goals for early childhood in the Commonwealth. A copy of Ms. Conway's presentation is available online at <http://www.doe.virginia.gov/boe/meetings/2020/06-jun/item-h.pptx>.

Ms. Conway reported that Virginia made great progress during the 2019-2020 year. Major accomplishments for the year included:

- Conducting listening sessions across the Commonwealth that produced recommendations for Executive Directive 4;
- Passing groundbreaking legislation to unify oversight of early childhood under VDOE;
- Securing \$85 million in new early childhood funding to serve 11,000 more preschoolers in public and private settings, including three year olds;
- Reducing child care subsidy waitlists, resulting in ~25,000 children participating in the program; and
- Conducting 3,200+ CLASS Observations, investing \$15 million in quality improvement and working collaboratively to draft birth-five early learning standards.

Ms. Conway shared that as Virginia begins to recover from the COVID-19 pandemic, many challenges remain. All public preschool and early childhood special education programs closed in March for the remainder of the school year. Altogether, ~2,400 child care programs were temporarily closed - a loss in capacity of ~189,000 seats. Forty percent of child care centers and faith-based preschools are open. Eighty percent of family day homes are open. Throughout the shutdown, child care were allowed to be open for essential personnel.

Ms. Conway stated that there are three key goals needed to improve kindergarten readiness in Virginia:

1. Support the reopening of the early childhood system, including child care, Head Start and public preschool.
2. Transition Child Care, including oversight of the Child Care and Development Block Grant (CCDBG) and Head Start Collaboration functions from VDSS to VDOE by July 1, 2021.
3. Continue to strengthen all aspects of the birth-five system with a focus on the most vulnerable children and educators.

Ms. Conway is working closely with VDOE to support the reopening and recovery of the birth to age five early childhood system by providing updated guidance, resources and technical assistance on reopening and recovery at each phase.

In response to recent legislation, the Virginia Department of Social Services is currently transitioning two functions to the VDOE as of 7/1/2020 to build the uniform measurement and improvement system. The Quality Team (seven staff positions) and Head Start Collaboration (one staff position) will transition to VDOE on 7/1/2020.

Ms. Conway shared that Virginia will continue to build capacity, observe classrooms, coordinate enrollment, support improvement and deepen family engagement across the birth- to age five system.

## **I. View from Here: State-level Descriptive Analyses of the 2019 Virginia Working Conditions Survey**

Dr. Luke Miller, Research Assistant Professor at the University of Virginia, offered a presentation on the 2019 Virginia Working Conditions Surveys.

From the administration of the working conditions surveys, local school divisions and individual schools were provided with reports that summarized responses to individual items, facilitated comparisons across schools within a division and to average responses in division, region, and state.

Dr. Miller provided an overview of the participation and response rates. Ninety-three percent of schools in Virginia participated in the survey. 54,207 teachers and 19,588 staff responded to the survey.

Below is a chart, which represents the statewide results from the surveys.

Response categories were:

1 = Strongly Disagree 2 = Disagree 3 = Somewhat Disagree 4 = Somewhat Agree 5 = Agree  
6 = Strongly Agree

<b>Measure</b>	<b>Teacher</b>			<b>Staff</b>		
	<i>Mean</i>	<i>S.D.</i>	<i>% Negative</i>	<i>Mean</i>	<i>S.D.</i>	<i>% Negative</i>
Teacher Leadership & Autonomy	4.31	0.99	18.6			
Staff Collegiality				4.92	0.91	7.4
Rigorous Instruction	4.88	0.75	3.6			
Instructional / Workplace Environment	4.75	0.98	10.8	4.99	0.89	6.0
School Leadership	4.67	1.07	13.9	4.98	0.95	7.7
Managing Student Behavior	4.10	1.20	26.5			
Professional Growth	4.16	1.06	22.3	4.69	0.98	11.1
Engaged Students & Engaging Families	4.29	0.86	15.7			
Engaged Students				4.51	0.86	11.1
Engaging Families				4.88	0.85	5.0
Feeling Safe	4.68	1.15	12.0	4.94	1.06	7.7
Prevalence of Bullying *	4.31	1.05	22.7	4.57	1.03	15.9

*Notes:* S.D. = Standard Deviation; \* Reserve-coded

Dr. Miller reviewed the research questions posed in the survey and the differences across teachers and schools.

Moving forward, a 2021 Virginia School Survey of School Climate and Working Conditions will be conducted January-March 2021 with all licenses school personnel and middle school students. In the spring of 2022, high school licensed personnel and students will be surveyed. In the spring of 2023, elementary and middle school licensed personnel and middle school students will be



surveyed. Additionally, a Teacher Working Conditions and Equitable Student Outcomes survey will begin during school year 2021-2022.

A copy of Dr. Miller's presentation is available online at <http://www.doe.virginia.gov/boe/meetings/2020/06-jun/item-i.pptx>

The Board thanked Dr. Miller for his report.

### ***WRITTEN REPORTS***

#### **J. Written Report on Schools Recognized for Exemplar Performance as Required by Recognition and Rewards for School Division Accountability (8VAC20-131-410)**

A written report was provided by Ms. Julie Molique, director of accountability, department of student assessment, accountability & ESEA programs. The report is available online at <http://www.doe.virginia.gov/boe/meetings/2020/06-jun/item-j.docx>

#### **K. Written Report on State Regulatory and Statutory Waivers and Relief Measures Pursuant to Chapter 1283 of the 2020 Acts of Assembly**

A written report was provided by Dr. Leslie Sale, director of policy, department of policy, equity and communications. The report is available online at <http://www.doe.virginia.gov/boe/meetings/2020/06-jun/item-k.docx>

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

Dr. Gecker announced that Mrs. Atkinson's service to the Board was ending, due to her term expiring on June 30, 2020. Mrs. Atkinson's insight, attention to detail and policy expertise will be missed. Mrs. Atkinson served on the Board for the past eight years. Her service will be recognized at a future in-person meeting of the Board.

Mrs. Atkinson expressed that it has been her honor and privilege to serve on the Board of Education with each of her colleagues. She thanked the staff for their tremendous work, and the public for their engagement.

Dr. Lane shared a brief overview of Virginia's Return to School Plan and the Reopening Guidance. It is anticipated that schools will reopen in the fall but local school board will decide the specific reopening for their locality based on public health data.

A copy of the Phased Reopening Guidance is available at <https://www.governor.virginia.gov/media/governorvirginiagov/governor-of-virginia/pdf/Final-Phase-Guidance-for-Virginia-Schools-6.9.20.pdf>.

Each phase does not have a specific date tied to it and will mirror the economic phase openings. All school divisions are required to submit a plan on how instruction will continue for the upcoming academic year.

Additional resources are available on the VDOE website at [http://doe.virginia.gov/support/health\\_medical/office/covid-19-faq-reopening.shtml](http://doe.virginia.gov/support/health_medical/office/covid-19-faq-reopening.shtml)

Ms. Holton suggested that VDOE continue to look at options as more research becomes available so that children can get back to school.

Dr. Lane shared information on creative ideas and partnerships with local school divisions and flexible space options being considered.

Dr. Wilson shared that it is important to remember to support students and teachers as they return to school as additional supports may be needed. Mr. Gecker echoed Dr. Wilson's comments and stated that the focus should be on the well-being of students and instruction.

#### Statement from the Board on systemic racism, racial justice and education

Mr. Gecker and Dr. Wilson introduced the draft statement to Board members and the need for the Board to make a strong statement given the current events in Virginia and across the country.

Dr. Durán read the draft statement to the Board, staff and the public.

All Board member echoed their strong support for the Board issuing a statement on systemic racism, the commitment to ensuring equity in Virginia's public education system, and to ensuring Virginia student learn and understand the complex history of Black American in Virginia and our nation.

Mr. Gecker asked to change the wording in the last paragraph to remove "education" from "Virginia's education leaders" to read "Virginia's leaders."

Dr. Wilson moved that Board adopt the joint statement read by Dr. Francisco Durán, with the one change identified by Mr. Gecker. The motion was seconded by Dr. Durán and carried unanimously by Board roll call vote.

#### Board Roll Call:

Mr. Daniel Gecker - aye  
Mrs. Diane Atkinson -aye  
Ms. Pamela Davis-Vaught - aye  
Dr. Francisco Durán - aye  
Ms. Anne Holton - aye

Dr. Tammy Mann - aye  
Dr. Keisha Pexton - aye  
Dr. Jamelle Wilson – aye

The full text of the approved joint statement of the Board is included below.

Statement from the Virginia Board of Education

The history of people of color, particularly Black Americans, in our country is a history of strength, perseverance, courageous struggle, agency and hope. But we also know that history is marked by exploitation, oppression, disenfranchisement, and discrimination. As part of broader systems of oppression, people of color have been denied access to the schoolhouse based on the color of their skin. The fight for equal access to public education is longstanding and endures to this day. The brave actions of Mary Peake, Barbara Johns, Ruby Bridges, the Norfolk 17, and countless other students, parents, and civil rights leaders helped break down racial barriers to education. The Board recognizes that equal access to a high-quality public education is a fundamental right of all Virginians, regardless of race, gender, creed, color or sexual orientation. However, systemic racism and discrimination still exist in public education, and too often, a student's skin color or socioeconomic status predicts the quality of their educational opportunities. As education leaders in the Commonwealth, we have a responsibility to recognize and confront such racism and discrimination.

The Virginia Board of Education is committed to ensuring that Virginia students learn and understand the complex and often untold history of Black Americans in Virginia, and our nation. Through the work of the Commission on African American History Education, a review of Virginia's History Standards of Learning, instructional practices, and professional development supports is underway, with recommendations due September 1, 2020. Further, the Virginia Department of Education is revising its process for reviewing all Standards of Learning so that all voices are heard during the revision process. As part of the statutory duty to establish the educational objectives for the Commonwealth, the Board is committed to making the necessary revisions to the Virginia's Standards of Learning to ensure an accurate and comprehensive history of and contributions from Black Americans is taught in Virginia's public schools.

Further, the Board remains committed to prioritizing equity in every facet of Virginia's public education system, to ensure every child receives what they need, when they need it, to access a high-quality public education. This vision of equity extends across race, socioeconomic status, and regional diversity. In October 2019, the Board prescribed revised Standards of Quality, and advocated for their implementation during the 2020 General Assembly, in order for the Commonwealth to make progress towards equity of opportunity and outcome for all of Virginia's students.

The current system of funding for our schools, codified as the Standards of Quality, has not resulted in meaningful changes in educational outcomes. In fact, in combined effect with the previously long-standing Standards of Accreditation, segregation in our schools has increased.

We have seen resources, in terms of funding and personnel, migrate to schools and localities that disproportionately served fewer students of color. The result has been a recognized achievement gap that continues to persist.

The Board of Education stands firm in its conviction that the state needs to change how it structures public education funding, and how much it provides to public schools, primarily through the Standards of Quality. Without such action, we believe student achievement gaps, easily predicted by race and socioeconomic status, will stubbornly persist as they have for decades.

An environment that fosters personal growth and economic opportunity is foundational to broader societal equality. Education is the precursor to both. Without a meaningful change to public education funding in Virginia, we believe that the unacceptable results we see today won't change.

Therefore, today the Board recommits to making good on the promise of a high-quality education for every child by eliminating racial and socioeconomic inequities in Virginia's public education system. The Board calls on the Virginia General Assembly to make progress on funding and implementing concepts embedded in the 2019 Standards of Quality in order to close the achievement gap and advance equity of opportunity and outcome for Virginia's students. Additionally, the Board calls on fellow leaders across the Commonwealth to examine policies, procedures and funding through the lens of racial inequity to implement necessary reform to ensure children of every race have equal access to educational opportunity. Virginia's leaders have a shared responsibility to deliver on the promise of a high-quality education for every child, and together, with intentional action to dismantle racism and eliminate achievement gaps, we can fulfill that promise for every learner.

Dr. Pexton announced that the Special Committee to Review the Standards of Accreditation would convene at 1:15p.m., rather than 1p.m.

## **ADJOURNMENT**

There being no further business of the Board of Education, Mr. Gecker adjourned the business meeting call at 12:46 p.m.



Mr. Daniel Gecker, President