

**COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA  
May 7, 2020**

Pursuant to Chapter 1283 of the 2020 Acts of Assembly, the Virginia Board of Education convened in a virtual webinar on Thursday, May 7, 2020 at 1 p.m.

The meeting was open to the public for listening and viewing. 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 1 p.m.

**Board Roll Call:**

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

***APPROVAL OF MINUTES***

Dr. Durán made a motion to approve the meeting minutes of January 22-23, 2020, March 20, 2020 and April 2, 2020. Dr. Mann objected to information obtained in the meeting minutes of April 2, 2020, stating that Ms. Davis-Vaught made the comments in reference to social emotional learning resources. The motion was seconded by Dr. Wilson with the corrections stated by Dr. Mann and the motion carried unanimously by Board roll call.

**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

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 was not be accepted, however written comments as of 5 p.m. the day before were accepted and posted on the meeting webpage for viewing.

Mr. Gecker took time to recognize and honor Virginia's teachers for Teacher Appreciation Week, May 4-8, 2020.

### ***CONSENT AGENDA***

- A. Final Review of the Proposed Revisions to the *Regulations Governing Secondary School Transcripts***
- B. Final Review of the Proposed Revisions to the *Fine Arts Standards of Learning***
- C. Final Review of the Update to the Literary Fund First Priority Waiting List**
- D. Final Review of Financial Report on Literary Fund**
- E. Final Review of Proposed Revisions to the School Bus Driver Physical Form (Form EB.001) in the *Regulations Governing Pupil Transportation***

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

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

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

#### **F. Final Review of Recommended Cut Scores for the Grades 3-8 and End-of-Course Standards of Learning Reading Tests Based on the 2017 English Standards**

Mr. Gecker noted that since Standards of Learning assessments will not be administered in Fall 2020 due to the COVID-19 pandemic, there was less urgency for this item to be discussed at this time. He recommended that the item be delayed until a later agenda so that discussion could occur in person.

Dr. Durán, Dr. Mann, and Ms. Davis-Vaught concurred.

Mr. Gecker made a motion to defer this item to the next in person Board meeting. The motion was seconded by Dr. Wilson and carried unanimously by a Board roll call.

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

### **G. Final Review of Virginia's Perkins V State Plan**

Mr. George Willcox, director of career and technical education, operations and accountability, and Dr. David Eshelman, director of career and technical education, workforce development and initiatives, presented this item to the Board for final review. A copy of the presentation is available at <http://www.doe.virginia.gov/boe/meetings/2020/05-may/item-g-presentation.pptx>.

Mr. Willcox stated that the Board of Education is designated as the State Board of Career and Technical Education to carry out the provisions of the federal Vocational Education Act of 1963, as amended, and as such shall promote and administer the provision of agriculture, business, marketing, home economics, health, technology education, trade and industrial education in the public middle and high schools, regional schools established pursuant to § 22.1-26, institutions of higher education, and other eligible institutions for youth and adults.

Mr. Willcox provided an overview of the consideration for the use reserve funds to award grants to secondary and postsecondary eligible recipients for CTE activities in rural areas; areas with high percentages of CTE concentrators or CTE participants; areas with high numbers of CTE concentrators or CTE participants; and areas with disparities or gaps in performance.

Mr. Willcox explained the anticipated revenue based on a 10-year projection of reserve funds. An average of five percent increase of funding is projected each year. Since the January 2020 Board meeting, the department has received the allocation for 2020 – 2021 school year.

Dr. Lane noted that slide 4 was presented to the Board at the January's meeting and the department is recommending the ten-year reserve fund projections on slide 5 in the Board's electronic Board book.

Mr. Willcox stated that based on input from the Key Stakeholders Group, CTE Advisory Committee, local administrators and teachers, Virginia will utilize two secondary indicators of quality to measure the percentage of CTE concentrators graduating from high school having:

- Recognized postsecondary credential that measure the percentage of CTE concentrators graduating from high school with a recognized postsecondary credential; and
- Work-based learning experiences that measure the percentage of CTE concentrators graduating from high school in sustained interactions with industry or community

professional in real workplace setting, to the extent practicable, or simulated environments at an education institution that foster in-depth, first-hand engagement with tasks required of a given career field, that are aligned to curriculum and instruction.

Dr. David Eshelman provided additional clarity in reference to the state's required leadership activities and funds. He stated that when funds are allocated to the following:

- State Institutions
- Nontraditional Research and Training
- Trailblazers
- CTE Completer Follow-Up Survey
- CTE Federal Program Monitoring

The state leadership focus areas of innovation include:

- National Alliance for Partnerships in Equity (NAPE)
- Academic and Career Plan Portfolio (expanded services)
- New Teacher Institute (expanded services)
- Experience Works (expanded services)

Dr. Lane noted that an incorrect slide#5 was displayed on the screen earlier and that the correct slide #5 was included in the Board's electronic book board.

Dr. Wilson noted that it made sense to work with the actual funds for 2020-2021. She asked if the full increase in funds would be devoted to the reserve fund. Dr. Lane explained that in the first year, the majority of the increase would go to create a reserve fund. In subsequent years, all other funding categories would see an increase. Dr. Wilson felt that it was important for localities to realize that they are receiving an increase and not all funds would be held in reserve.

Mrs. Atkinson noted that the uses of the funds worked very well with the expectations of the *Profile of a Virginia Graduate*. She thanked staff for their work.

Mrs. Atkinson made a motion to adopt the revised slide #5 and the remainder of the Perkins V State Plan. The motion was seconded by Ms. Davis-Vaught 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

#### **H. Final Review of Emergency Career and Technical Education Work-Based Learning Guidelines for Internship and Cooperative Education Experiences due to COVID-19**

Mr. George Willcox, director of career and technical education, operations and accountability, and Dr. David Eshelman, director of career and technical education, workforce development and initiatives, presented this item to the Board for final review.

On March 23, 2020, Governor Ralph Northam ordered that all K-12 schools close for the remainder of the 2019-2020 academic year in an effort to control the spread of COVID-19. Recognizing that the extended closure impacts students that were enrolled in a cooperative education experience, emergency guidance was needed to the *Career and Technical Education Work-Based Learning Guide* for internships and cooperative education experiences. The emergency guidelines are meant to supplement the *Career and Technical Education Work-Based Learning Guide* that is in effect until June 30, 2020. The revised *Career and Technical Education Work-Based Learning Guide*, approved by the Board in November 2019, will go into effect on July 1, 2020.

Under the current *Guide*, any student enrolled in a cooperative education experience or internship must meet a 280-hour requirement to earn a standard unit of credit. For students enrolled in a cooperative education experience or internship for the 2019-2020 school year only, the 280-hour requirement for cooperative education and internships is reduced to 140 hours to earn a standard unit of credit.

School divisions must award standard credit for high school credit-bearing courses by ensuring that the student has demonstrated mastery in a majority of the standards, competencies, and objectives, including those that are essential for success in subsequent coursework. This process must be based on the Emergency Guidelines for Local Alternatives to Awarding Standard Units of Credit, approved by the Board on April 2, 2020.

The Superintendent of Public Instruction recommended the Board of Education approve the *Emergency Career and Technical Education Work-Based Learning Guidelines for Internship and Cooperative Education Experiences due to COVID-19* for immediate implementation

Dr. Wilson made a motion to approve the guidelines as presented. 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

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

## **I. Final Review of the Proposed Revisions to the Family Life Education Board of Education Guidelines and Standards of Learning for Virginia Public Schools**

Dr. Samantha Hollins, assistant superintendent for special education and student services, presented this item to the Board for final review.

The proposed revisions to the *Family Life Education Board of Education Guidelines and Standards of Learning for Virginia Public Schools* are in response to changes to the *Code of Virginia* resulting from legislation passed during the 2018 and 2019 Virginia General Assembly. The proposed revisions align the guidelines with 2018 and 2019 legislative changes but do not reflect a comprehensive review.

The Board reviewed the proposed revisions to the *Family Life Education Board of Education Guidelines and Standards of Learning for Virginia Public Schools* on January 23, 2020. Feedback from Board members identified concerns related to the removal of Section II, B that addressed local curriculum and the distinction between “privacy” and “personal privacy” in Standard K.3. Superintendent's Memo 035-20 published on February 14, 2020, invited school personnel, parents, and community members to provide comments about the proposed revision and announced two public hearings, one in Williamsburg and one in Roanoke. Comments were received from school staff, administrators, family life instructors, and parents across the Commonwealth. While some concerns are addressed in the proposed revision, this revision only includes changes to *Code* based on 2018 and 2019 legislative actions. A comprehensive revision of the *Family Life Education Board of Education Guidelines and Standards of Learning for Virginia Public Schools* is planned for the 2020-2021 school year and will provide an opportunity to include relevant stakeholders to address the additional concerns raised.

Based on feedback received from the Board of Education and during the public comment period, the following changes were made to the proposed revisions to the Board of Education *Guidelines for Family Life Education and Standards of Learning*.

1. A clarification statement was added (Page 12) to ensure that local curriculum include components required by the Code.
2. To clarify “personal privacy and boundaries of self,” the word “personal” was omitted from Standards K.3 (Page 13), 1.11 (Page 16), 2.4 (Page 17), 6.7 (Page 25), 7.13 (Page 30), 10.7 (Page 37), and 12.3 (Page 42). That change does not impact the meaning.
3. Language related to female genital mutilation in Standard 9.7 (Page 35) was removed and included only in Standard 12.8 (Page 43).

The Superintendent of Public Instruction recommended that the Board of Education approve the proposed revisions to the *Family Life Education Board of Education Guidelines and Standards of Learning for Virginia Public Schools*.

Mrs. Atkinson noted that during the public comment, individuals were very clear that they were interested in a more comprehensive review of the Family Life Education SOL's. She suggested that when the Family Life Education SOL's are sent to school divisions that it be acknowledged up front that the SOL's have not undergone a comprehensive review. Rather, the changes reflected requirements from the most recent legislation. Dr. Hollins explained that the superintendent's memo that accompanies the release of the Family Life Education SOL's will explain that plans are underway for a more comprehensive review.

Dr. Mann commented that she appreciated the addition of content that addressed personal privacy.

Ms. Davis-Vaught made a motion to adopt the revised *Family Life Education Board of Education Guidelines and Standards of Learning for Virginia Public Schools*. The motion was seconded by Mrs. Atkinson 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

## **J. First Review of Proposed Revisions to the Computer Technology Standards of Learning**

Mr. Mark Saunders, technology and virtual learning coordinator, presented this item to the Board for first review.

Mr. Saunders reported that the *Computer Technology Standards of Learning* provide a framework for technology-related knowledge and skills, focused on learning, that are needed by students to succeed in post-secondary education and the workforce. The Standards also provide guidance on the knowledge and skills that teachers in Virginia are expected to integrate into instruction in order for students to understand the role of technology in learning.

Mr. Saunders explained that the *Computer Technology Standards of Learning* will be transitions to a new name as part of the revision to the *Digital Learning Integration Standards of Learning*. In many ways, the *Computer Technology Standards of Learning* complement some concepts and skills covered with the *Computer Science Standards of Learning*. However, there are distinct differences between computer technology and computer science. Since the adoption of the *Computer Science Standards of Learning* in 2017, there has been considerable misunderstanding of the distinctions between computer technology, computer science, and the standards for the two areas. Therefore, to avoid any misunderstanding and to emphasize the essential role of technologies in the deeper learning experiences of students, as digital citizens in an ever-increasing digital world, through integrated instruction in all content areas, it is proposed that the

*Computer Technology Standards of Learning* be renamed the *Digital Learning Integration Standards of Learning*. The proposed revisions focus less on actual technologies or devices (spreadsheets, word processors, keyboard, etc.) and the use (interact, edit, open, etc.) of them and more on the integration of the technologies in students' learning experiences. The proposed standards delineate seven roles students will function in during their learning:

- 1) Empowered Learner, students leverage technologies including assistive technologies, to take an active role in choosing, achieving and demonstrating competency in learning goals, informed by the learning sciences
- 2) Digital Citizen, cultivate and manage digital identity and reputation
- 3) Knowledge Constructor
- 4) Innovative Designer, students will know and use appropriate technologies in a purposeful design process.
- 5) Computational Thinker, students will formulate problem definitions suited for technology-assisted methods in finding solutions
- 6) Creative Communicator, students will create original works or responsibly repurpose or remix digital resources.
- 7) Global Collaborator, students will use collaborative technologies to work with others.

The department received many positive comments during an initial public comment period from October 2019 – February 2020.

The proposed standards represented a change in mindset in which is a significant difference from the current standards. The difference will include:

- Focus on learning, not technology
- New strands based on student roles
- New format shows learning progression
- Learning Priority component
- Connection to the 5 C's

The Superintendent of Public Instruction recommended that the Board of Education receive the proposed 2020 Computer Technology Standards of Learning (proposed name change to the *Digital Learning Integration Standards of Learning*) for first review.

Ms. Holton thanked staff for their great work to integrate the 5C's into the Standards. She raised a concern that she had previously expressed about why Computer Technology SOL's were required as a stand-alone document rather than integrated into other content standards. She felt that certain aspects of the Computer Technology SOL overlap with the Computer Science SOL's, and wondered if it might be possible to have the two sets of standards combined into one document. Mr. Saunders explained that the *Code of Virginia* requires the two separate sets of standards. He noted that there really is a difference between computer technology and computer science. Ms. Holton suggested that even if the requirement is in statute, a long-term goal might be to combine the two sets of standards so as not to place a burden on classroom teachers.

Dr. Wilson asked about levels of technical assistance that the VDOE will offer to school divisions to integrate the standards into other content areas. Mr. Saunders stated that VDOE had developed the Computer Science Curriculum Framework and a computer science summit was held in the past to help teachers understand how to use computer science in other content areas. He noted that

VDOE has not received much pushback from teachers on the standards. He stated that a crosswalk being considered for the Computer Technology SOL. He also explained that computer technology and computer science approached the digital world from different levels of expertise.

Dr. Wilson suggested that the role of computer technology in other content areas might be comparable to the teaching of writing, i.e., teaching writing alone as a skill set vs integrating writing into other content areas. She also supported Ms. Holton's concern about not wanting to introduce one more thing for teachers to have to address. Mr. Saunders agreed that it was a great idea to integrate two areas, but that it would be a larger undertaking to consider for the future.

Mrs. Atkinson thanked staff for their work and complimented how the material was laid out. She wondered to what degree teacher preparation programs will incorporate these standards in their teacher prep programs, noting that the current situation of school closures has shone light on the importance of having computer technology skills.

The Board of Education accepted this item for first review.

**K. First Review of the Advisory Board on Teacher Education and Licensure  
Recommendation to Establish Dual Language Endorsements in the Regulations Governing  
the Review and Approval of Education Programs in Virginia**

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

Mrs. Pitts reported that the Board of Education approved requirements for dual language preK-6 endorsements for the *Licensure Regulations for School Personnel* on November 14, 2019, that are subject to the processes of the Administrative Process Act. A Dual Language Endorsement Workgroup was established to develop recommendations for dual language endorsements. In addition, professional studies requirements for the endorsements were proposed.

On January 13, 2020, the Advisory Board for Teacher Education and Licensure (ABTEL) unanimously recommended to submit the proposed regulations for dual language endorsements to be added to the *Regulations Governing the Review and Approval of Education Programs in Virginia*. The proposed regulations include the following.

- Professional Studies Requirements for Dual Language
- Dual Language (English) Endorsement PreK-6
- Dual Language (English) PreK-6 (Add-on Endorsement)
- Dual Language (Target Language) Endorsement PreK-6
- Dual Language (Target Language) PreK-6 (Add-on Endorsement)

The Superintendent of Public Instruction recommended that the Board of Education waive first review and approve the Advisory Board on Teacher Education and Licensure's recommendation to establish dual language endorsements preK-6 in the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

Dr. Durán made a motion to waive first review and adopt ABTEL's recommendation. The motion was seconded by Ms. Davis-Vaught 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

**L. First 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 Pitts, assistant superintendent for teacher education and licensure, presented this item to the Board for first review.

Mrs. Pitts reported that currently 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. The regulatory action (standard procedure) 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 teach economics and personal finance.

A workgroup was established, and proposed regulations were presented to the Advisory Board on Teacher Education and Licensure. The Advisory Board proposed requirements to establish the Economics and Personal Finance (Add-on Endorsement). The Advisory Board also submitted to the Board recommendations for the implementation of the Economics and Personal Finance (Add-on Endorsement):

Upon the effective date of the establishment of the Economics and Personal Finance (Add-on Endorsement), teachers (grandfathering) who hold a teaching license may be eligible for the economics and personal finance add-on endorsement if the individual:

- completed one year of successful teaching experience [satisfactory performance rating on summative evaluation] in Virginia as the teacher of record in economics and personal finance prior to the effective date of this endorsement; and

- receive the recommendation from the Virginia school division superintendent where the individual is employed at the time of the request.

#### Current Teachers

- Individuals who are teaching in Virginia public schools and meet grandfathering requirements will receive the Economics and Personal Finance (Add-on Endorsement) at no additional cost.

#### Transition Period for the Endorsement

A transition period of two years should be implemented from the effective date of the Economics and Personal Finance (Add-on Endorsement) for individuals to complete the requirements to add the endorsement. As of the effective date of the Economics and Personal Finance (Add-on Endorsement), those currently teaching the course and those receiving the endorsement through “grandfathering,” will be endorsed to teach the course.

Mrs. Pitts stated that the individual must complete six semester hours of economics or three semester hours of economics and 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 six semester hours of finance or three semester hours of personal finance and a non-college credit institute in finance. The non-college credit institution in 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.

The Superintendent of Public Instruction recommended that the Board of Education receive for first review the Advisory Board on Teacher Education and Licensure recommendations 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. Atkinson noted that when the item comes back for final review, the Board will need to approve both the requirements for the add-on endorsement and the plan for implementation.

Dr. Lane explained that he plans to propose an adjustment to ABTEL’s recommendations. He did not make changes to ABTEL recommendations for today’s presentation, but does have concerns that 12 college credits for this add-on endorsement is a higher standard than was initially intended. Currently, the he and staff are considering asking the Board to enact half that number of credits, i.e., possible three credits in finance and three in economics, which could also be completed with non-college-credit institutes.

Dr. Wilson asked why this item was up for consideration now, given that the Economics and Personal Finance course requirement had been in place for some time now, with a number of licensed endorsements approved to teach the course. Dr. Lane noted that the impetus came from the Virginia Council on Economic Education, wanting to make sure that teachers who have the appropriate background are instructing students who are taking a required graduation course. VDOE also wanted to ensure that teachers already teaching the course with their current approved endorsements were grandfathered since they had developed on the job expertise in the content by teaching the course. Dr. Wilson agreed with the proposed alternate ways to demonstrate the skills necessary to teach the course.

Ms. Holton agreed that ABTEL's proposed requirements were too rigorous. She also suggested the possibility of a longer phase-in period, although with reduced requirements, the proposed two-year phase-in period may be adequate.

The Board of Education accepted this item for first review

#### **M. First Review of Division-level Memorandum of Understanding for Danville City Public Schools**

Ms. Linda Reviea, acting director, office of school quality, presented this item to the Board for first review.

Ms. Reviea reported that in August 2019, Danville City Public Schools Superintendent, Dr. Stan Jones, submitted a request to the Virginia Department of Education (VDOE) to conduct a division-level review to gain a deeper objective analysis of the division's strengths and opportunities for improvement. The division-level review focused on the following categories: Academics and Student Success, Leadership and Governance, Operations and Support Services, and Human Resource Leadership. On September 19, 2019, the Board of Education approved the division superintendent's request for a division-level review.

During the 2018-2019 school year, Danville City Public Schools and the Office of School Quality had a School Improvement Technical Assistance Plan in place to support the improvement efforts of all schools in the division. Actions of the plan included technical assistance in the areas of continuous school improvement planning, professional development for principals through the Principal Leaders in Action program, and professional development for teacher leaders through the Teacher Leaders in Action program. The professional development for principals and teachers included support related to alignment of lesson plans, lesson delivery and monitoring implementation of the written and taught curriculum. Additionally, the Office of School Quality provided the services of a contractor for all schools to support their improvement efforts. In February 2019, the Office of School Quality led academic reviews for all schools regarding lesson plan alignment. School-level reviews were followed by a division-level academic review in March 2019 regarding leadership and professional development. Schools identified under the Every Student Succeeds Act of 2015 as Comprehensive Support and Improvement (CSI) or

Additional Targeted Support and Improvement (ATSI) received on-site support in the development of the school improvement grant application as it related to each school's comprehensive needs assessment and continuous school improvement plan.

The Superintendent of Public Instruction recommended the Board of Education receive for first review the division-level MOU for the Danville City Public Schools.

Ms. Holton asked how many other school divisions were under a Division Level MOU. Mr. Reviea responded that Richmond City Public Schools, Petersburg City Public Schools, and Greensville County Public Schools has current MOUs, and that Danville City Public Schools and Prince Edward County Public Schools would be added upon Board approval.

Ms. Holton asked if VDOE had the capacity to work with five divisions under Division-Level Review. Mrs. Reviea responded that VDOE has the capacity because the work was done, not only by the Office of School Quality, but also by the agency as a whole, partnering with the local school divisions.

The Board of Education accepted this item on first review.

#### **N. First Review of Division-level Memorandum of Understanding for Prince Edward County Public Schools**

Ms. Linda Reviea, acting director, office of school quality, presented this item to the Board for first review.

Ms. Reviea reported that in September 2019, the Superintendent of Prince Edward County Public Schools, Dr. Johnson, submitted a request to the Virginia Department of Education (VDOE) to conduct a division-level review to gain a deeper objective analysis of the division's strengths and opportunities for improvement. The division-level review focused on the following categories: Academics and Student Success, Leadership and Governance, Operations and Support Services, and Human Resource Leadership. On September 19, 2019, the Board of Education approved the division superintendent's request for a division-level review.

During the 2015-2016, 2016-2017, and 2017-2018 school years, Prince Edward County Public Schools' division and school leaders met with the Office of School Quality (OSQ) to review evidence of progress on essential actions for the Partially Accredited: Reconstituted schools. In February 2017, an academic review was conducted for Prince Edward County Elementary School. In November 2017, academic reviews were conducted at Prince Edward County Middle School and Prince Edward County High School. As a follow up to the reviews, each school integrated the identified essential actions into their improvement plans. In March 2019, an on-site visit was conducted by the OSQ to review the alignment of the written and taught curriculum during lesson delivery. Following the visit, the superintendent requested additional supports for principals regarding the alignment of curriculum content and rigor. Beginning in April 2019, the

OSQ provided the services of a contractor to address the request of the division's superintendent to support principals in the alignment of the written, taught, and tested curriculum. One school identified under the Every Student Succeeds Act of 2015 as Additional Targeted Support and Improvement (ATSI) received support with the development of the school improvement grant (SIG) application as it related to the school's comprehensive needs assessment and continuous school improvement plan. A review team including representatives from various offices within the VDOE conducted a desk audit and an onsite review of systems and processes influencing student achievement. During the onsite review from December 3-4, 2019, the review team collaborated with the Prince Edward County Public Schools' central office staff to analyze artifacts for each area of review to determine the level of implementation (Full, Functional, Limited, or No Implementation) of various components using a scoring rubric. In addition, interviews were conducted on December 16, 2019, with the school board chairperson and vice-chairperson to gain perspective regarding school board governance. These data sources were used to identify division-level areas of strength and improvement. All of the information was gathered and analyzed by the OSQ staff to identify patterns and trends to clearly define areas for improvement. Once this information was compiled, the director and associate director of the Office of School Quality met with the division superintendent and assistant superintendent to discuss the findings.

The Superintendent of Public Instruction recommended the Board of Education receive for first review the division-level MOU for the Prince Edward County Public Schools.

The Board of Education accepted this item for first review.

#### **O. First Review of Revisions to the List of 2020-2021 Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Professional Licenses**

Mr. George Willcox, director, operations and accountability, office of career, technical, and adult education, presented this item to the Board for first review.

Mr. Willcox stated that the process for reviewing and validating industry credentials for the purpose of awarding verified credit is based on the following criteria: 1) the test must be standardized and graded independently of the school or school division in which the test is given; 2) the test must be knowledge based; 3) the test must be administered on a statewide, multistate or international basis, or administered as part of another state's accountability assessment program; and 4) to be counted in a specific academic area, the test must measure content that incorporates or exceeds the *Standards of Learning* content in the course for which verified credit is given. This process is important in ensuring that the credential is relevant and recognized in the workplace.

The 32 recommended industry or trade association certification examinations, professional licenses, and occupational competency assessments, met the Board's graduation requirements as identified for the Standard and Advanced Studies Diplomas for students entering ninth grade prior

to the 2018-2019 school year and students who enter the ninth grade in the 2018-2019 school year. Students shall earn the required standard and verified units of credit described in subdivision two of the appropriate subsection.

The industry credentials listed met the criteria to satisfy requirements for the Career and Technical Education Seal, Seal of Advanced Mathematics and Technology, and Seal of Science, Technology, Engineering, Mathematics (STEM).

Industry or trade association certification examinations, professional licenses, and occupational competency assessments are continually revised or discontinued to stay current with technology and new techniques. Industry Credentialing providers have discontinued 19 previously approved certification examinations. A list of Certifications that were recommended for addition and deletion from the Board-approved list can be found on <http://www.doe.virginia.gov/boe/meetings/2020/05-may/item-o.docx> .

The changes may be such that individual certifications are no longer available or no longer meet the Board of Education's criteria for the student-selected verified credit or the academic specific verified credit, the Standard Diploma's Career and Technical Education credential or the additional requirements for graduation in accordance with the Standards of Quality, and the diploma seals awards for exemplary student performance in Career and Technical Education, Advanced Mathematics and Technology, and STEM.

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the 32 new industry certification examinations, occupational competency assessments, and professional licenses to meet the Board of Education's requirements for (1) graduation effective for the students who entered ninth grade prior to the 2018-2019 school year, (2) requirements for graduation effective with the students who enter the ninth grade in the 2018-2019 school year, and (3) requirements for the Career and Technical Education, Advanced Mathematics and Technology, and STEM Seals. Further, it was recommended the Board approve the removal of 19 credentials, which were no longer offered by the providers.

Dr. Durán made a motion to waive first review and approve the revisions to the list. The motion was seconded by Dr. Pexton. Mrs. Atkinson recused herself from the vote.

Board Roll Call:

Mr. Daniel Gecker - aye

Mrs. Diane Atkinson - recuse

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

## ***WRITTEN REPORTS***

### **P. Update on the 2020 General Assembly**

Ms. Emily Webb, director of board relations, provided the Board with a written update on the 2020 General Assembly. The report can be viewed at <http://www.doe.virginia.gov/boe/meetings/2020/05-may/item-p.docx>

### **Q. Summary of the Proposed Early Childhood State Agency Transition**

Ms. Jenna Conway, chief school readiness officer, division of school readiness, provide a written report. The report can be viewed at <http://www.doe.virginia.gov/boe/meetings/2020/05-may/item-q.docx>

Mrs. Atkinson suggested that an analysis be done to anticipate what the amount of time would be required for Board members when they assumed the role of overseeing most of early childhood education. She suggested that Board members could start thinking about their calendars and skill sets needed for this new responsibility.

Ms. Holton agreed and suggested the Board receive an updated presentation on the time commitment and where things stood with the integration of early childhood programs at VDOE.

Dr. Lane explained that the General Assembly approved the transition of early childhood programs and the block grants to move from the Department of Social Services to VDOE. Some funds were “unallotted” during the reconvene session, relating primarily to supplemental funds for the Virginia Preschool Initiative, but the broader transition remains in the place with required reporting to the General Assembly. A more detailed presentation will be forthcoming.

Dr. Mann thanked Ms. Webb for her written report on the General Assembly actions. As a new BOE member, she expressed interest in learning more about the roles of the General Assembly and the Board of Education in establishing educational policy and how school divisions can be asked to constantly do more with fewer resources.

Mr. Gecker and Ms. Holton provided some insight into the how the roles of the two bodies interact.

Mrs. Atkinson expressed concern about the number of requirements added as responsibilities of VDOE and wondered if the agency had the capacity to do it all. She felt that the General Assembly often acted on legislation with a statewide policy change when the issue was specific to a particular jurisdiction. Additionally, sometimes their actions were taken in a piecemeal fashion, without consideration to the whole educational process.

Ms. Webb provided a brief explanation of the legislative process and the role of VDOE staff in interacting with legislators.

Mr. Gecker suggested that the Board might consider creating a Board legislative committee to inform General Assembly members about the Board's long-term plans and how legislation might support them and its impact on the current education system.

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

Ms. Holton applauded VDOE's work to support divisions during COVID-19 and thanked teachers for their work, especially during teacher appreciation week.

Dr. Durán welcomed Mrs. Holly Coy as the new assistant superintendent for policy, equity and communications and asked Dr Lane to provide an overview of state level work related to COVID-19.

Dr. Lane introduced Holly Coy as the new assistant superintendent for policy, equity, and communications. He also provided a brief overview of state-level work related to COVID-19.

Mrs. Coy thanked everyone for their warm welcome and looking forward to working with the department and the Board.

Dr. Lane also thanked, Ms. Webb, Dr. Sale and the entire policy team for their incredible work during the 2020 General Assembly session.

Ms. Webb noted that at the June Board meeting, a lengthier update on the COVID response and the status of waivers will be provided.

Mrs. Atkinson announced that Dr. Beverly Sgro, Virginia Secretary of Education under Governor Allen, passed away in March. She acknowledged Dr. Sgro's work and offered condolences to her family.

***ADJOURNMENT***

There being no further business of the Board of Education, Mr. Gecker adjourned the business meeting call at 3:05 p.m.



Mr. Daniel Gecker, President