

**COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA
October 20, 2021**

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

Mr. Daniel A. Gecker, President
Dr. Pamela Davis-Vaught
Dr. Tammy Mann

Dr. Jamelle Wilson, Vice President
Dr. Francisco Durán
Dr. Stewart Roberson

Mr. Gecker called the meeting to order at 10:30 a.m.

EXECUTIVE SESSION

Dr. Wilson made a motion to go into executive session under § 2.2-3711 A 40 of the Code of Virginia for the purpose of discussion and consideration of records relating to denial, suspension, or revocation of teacher licenses, and that Susan Williams, legal counsel to the Virginia Board of Education, as well as staff members Amanda Blount, Joan Johnson and Kevin Foster, whose presence would aid in this matter, participate in the closed meeting. The motion was seconded by Dr. Durán and carried unanimously. The Board went into executive session at 10:32 a.m. Dr. Wilson made a motion that the Board reconvene in open session at 11:01 a.m.

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

Board roll call:

- Mr. Gecker - aye
- Dr. Wilson - aye
- Dr. Davis-Vaught - aye
- Dr. Durán - aye
- Dr. Mann - aye
- Dr. Roberson - aye

The Board made the following motions:

Dr. Duran made a motion to issue a license in Case #1. The motion was seconded by Dr. Roberson and carried unanimously.

Board roll call:

- Mr. Gecker - aye
- Dr. Davis-Vaught - aye
- Dr. Durán - aye
- Dr. Mann - aye
- Dr. Roberson - aye

Dr. Mann made a motion to revoke the license of Leonard Edward Orange. The motion was seconded by Dr. Davis-Vaught and carried unanimously.

Board roll call:

- Mr. Gecker - aye
- Dr. Davis-Vaught - aye
- Dr. Durán - aye
- Dr. Mann - aye
- Dr. Roberson - aye

ADJOURNMENT

There being no further business of the Board, Mr. Gecker adjourned the Executive Session at 11:03 a.m.



Daniel Gecker
President

**COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA
October 21, 2021**

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

Mr. Daniel A. Gecker, President
Dr. Pamela Davis-Vaught
Dr. Tammy Mann
Ms. Anne Holton via zoom

Dr. Jamelle Wilson, Vice President
Dr. Francisco Durán
Dr. Stewart Roberson
Dr. James Lane,
Superintendent of Public Instruction

Mr. Gecker called the meeting to order at 9:00 a.m. and welcomed Board Members, staff and visitors to the meeting. Mr. Gecker noted that he approved Ms. Holton's participation in the meeting via electronic means due to a personal family matter in accordance with § 2.2-3708.2 of the *Code of Virginia* and the Bylaws of the Virginia Board of Education.

MOMENT OF SILENCE

Mr. Gecker asked for a moment of silence.

PLEDGE OF ALLEGIANCE

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

APPROVAL OF MINUTES

Dr. Wilson made a motion to adopt the September 22-23, 2021, meeting minutes of the Board as presented. The motion was seconded by Dr. Davis-Vaught and carried unanimously. Copies of the minutes were distributed in advance of the meeting.

Resolutions of Recognition

The Board recognized the following finalists for the 2021 Presidential Award for Excellence in Mathematics and Science Teaching State Finalists:

- Raymond Cotter, Engineering teacher at William Fleming High School in Roanoke, Virginia.

- Stephanie Harry, Chemistry teacher at Tabb High School in Yorktown, Virginia.
- Melinda Liebau, Geometry and Algebra II teacher at Green Run Collegiate in Virginia Beach Public Schools.
- Geraldine Maskelony, Mathematics teacher at the Arlington Career Center, Arlington County Public Schools.
- Yvette Lee, Computer Science teacher at John Randolph Tucker High School in Henrico County.

The Board also approved a Resolution of Recognition to commemorate November 2021 as Family Engagement In Education Month.

PUBLIC COMMENT

The following individuals offered public comment:

- Daniel Latham, spoke on the masking requirements, quality of education, Social Emotional Learning and Critical Race Theory.
- Amy Sudbeck from Empowering Parents, Inspiring Children (EPIC) spoke about Critical Race Theory and Social Emotional Learning.
- Amy Dodson spoke on the comprehensive long-range unified school plan required by the Standards of Accreditation and the Board's SOQ prescription regarding Teacher Mentors.
- Nancy DiFranco, spoke on Senate Bill 1303 from the 2021 General Assembly session.

CONSENT AGENDA

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

B. Final Review of Quarterly Report of the Literary Fund

C. Final Review of the Advisory Board on Teacher Education and Licensure Recommendation for Revisions to the Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers

D. Final Review of Approved Training Programs for the Treatment of Students with a Seizure Disorder

Dr. Duran made a motion to approve the consent agenda as presented. The motion was seconded by Dr. Mann and carried unanimously.

ACTION/DISCUSSION ITEMS

E. Final Review of the 2021 Prescriptions to the Standards of Quality

Dr. Leslie Sale, Director of Policy, presented this item to the Board on final review.

Dr. Sale reported that the Constitution of Virginia requires the Virginia Board of Education to prescribe standards of quality for the public schools of Virginia (prescriptions), subject to revision only by the General Assembly. The Virginia General assembly has codified Standards of Quality (SOQ) §§ 22.1-253.13:1 through 22.1-253.13:9 of the *Code of Virginia*. The SOQ provides the foundational program for public education in Virginia. During odd-numbered years, the Board reviews the SOQ and proposes amendments as necessary.

During the 2019 SOQ review cycle, the Board developed a comprehensive package of prescriptions, which were informed by education data and trends, particularly student demographics, equity, staffing, resource allocation, nationally recognized best practices, and current prevailing practice in local school divisions. The Board received feedback and public comment on the prescriptions and made technical edits to support implementation as part of its review. As a result of this work, the Board prescribed eleven amendments to the SOQ that focused on directing funding to those divisions and schools with the highest levels of concentrated poverty and ensuring the necessary staffing for instruction, remediation, and student supports.

Since the last review cycle in 2019, the General Assembly has made some changes to align the SOQ with the Board's prescriptions. Legislation has improved ratios for school counselors as well as English Learner teachers, established the specialized student support personnel category, removed staffing flexibility, and expanded at-risk add-on funding. With federal funding, there has also been progress in implementing the regional support model for work-based learning coordination. However, none of the Board's 2019 prescriptions have been fully implemented.

The Board's Committee on the Standards of Quality began its 2021 review and revision process on June 16, 2021. The Committee also met in July, September, and October to continue its discussion and to provide additional public comment opportunities. The Committee reflected on the need to adjust or amend the existing SOQ prescriptions and progress already made through General Assembly action. With the exception of a few technical changes, the Committee recommended the Board continue to emphasize its commitment to fully realizing its prescriptions in order to achieve the greatest impact for students enrolled in the Commonwealth's public schools.

The 2021 prescriptions build upon the Board’s extensive and thorough work during the 2019 review cycle; represent evidence-based and research-driven proposals that help to create a stronger system of support for Virginia’s evolving student population as well as teachers, support personnel, and staff; and align state resources with need. The prescription package also addresses all three of the Board’s priorities as identified in the Virginia Board of Education Comprehensive Plan: 2018-2023. These prescriptions promote educational equity (Priority 1) by establishing the resources required to fully support a system of quality education for all students, regardless of background, including wrap-around services and other programs to increase opportunities for all students to succeed. Additionally, these prescriptions support educator recruitment, development and retention (Priority 2) by promoting the equitable allocation of resources and high-quality personnel and the implementation of teacher mentorship programs. Third, the 2021 prescriptions support the implementation of the Profile of a Virginia Graduate and the revised school accountability system (Priority 3) by deploying resources necessary to support continuous improvement and alignment with higher education and workforce needs.

Dr. Sale noted a change to the resolution that includes a recommendation outside of the SOQ that discusses the support cap, a change to the appropriation act that removes the support cap that has been in place since the recession era, which would ensure additional support is provided to the divisions. The Board was provided a copy of the Resolution Prescribing the Standards of Quality for Public Schools in Virginia with the recommendations that were discussed during SOQ meeting on Wednesday.

The Superintendent of Public Instruction recommended the Board approve the 2021 prescriptions to amend the Standards of Quality for submission to the Governor and General Assembly.

Dr. Duran made a motion to approve 2021 Prescriptions to the Standards of Quality, as well as requesting the support cap be removed. The motion was seconded by Dr. Roberson and carried unanimously.

F. First Review of the Proposed Stage of the Regulatory Action to Amend the Regulations Establishing Standards for the Accreditation of Public Schools in Virginia

Dr. Leslie Sale, Director of Policy, presented this item to the Board on first review.

On behalf of the Special Committee to Review the Standards of Accreditation (“Committee”), Dr. Wilson provided a brief overview of the committee’s work over the past 15 months.

The Committee commenced work in June of 2020 in order to review the newly implemented accreditation system and to assess positive, negative, and unintended outcomes of performance indicators. Some of the Committee’s considerations included the Board’s SOQ and equity work, the complexity of the system, and alignment with federal requirements.

Since that initial meeting, the Committee has received numerous presentations and hosted panel discussions with stakeholders. For the first few months, the Committee's work focused on understanding the complexity of the school accreditation process, the 2017 revisions to the Standards of Accreditation, and school quality actions and technical assistance as a result of the 2017 changes.

The Committee then reviewed research and best practice. The team from the Education Commission of the States provided an overview of school accountability systems across the country, including examples of school quality indicators from a number of states. VDOE staff also provided a presentation on the differences between federal accountability requirements under ESSA and Virginia's school accreditation system

Last fall, the Committee hosted panel discussions with stakeholder groups to receive feedback on the positive, negative, and unintended consequences of the 2017 SOA revisions. The Committee heard from superintendents and principals, Virginia Education Association, Virginia School Board Association, the Virginia PTA, Virginia ASCD, the Virginia School Counselors Association and the Accreditation Task Force. These stakeholders provided insight into how the revisions have changed school accreditation, policies, and practices in the field.

In early 2021, the committee received an update on the College, Career and Civic Readiness Index indicator, an update on growth measures used in school accreditation calculations, and an update on the definition and supports for Students with Limited and/or Interrupted Formal Education (SLIFE). The committee was particularly interested in these areas and has specific recommendations for changes.

In March 2021, the Committee was delighted to be joined by members of the African American Superintendents Advisory Council (AASAC), who provided a report and recommendations that helped inform the committee's equity work on the SOA revisions. In April, the Committee learned more about student discipline and disproportionality data along with VDOE's current and future measurement strategy for discipline disproportionality. Although the Committee was interested in making changes related to student discipline and disproportionality, the committee recognized that more data is needed before changes can be recommended.

Since early summer, the Committee has been discussing, refining and prioritizing its recommendations to the Board. These recommended revisions are intended to improve the impact and efficacy of the SOA. Dr. Wilson noted two specific recommendations about which the committee feels strongly: 1) adding language about the appeals process for certain indicators when a school's performance level was determined by SLIFE; and 2) requiring a school's comprehensive, long-range unified plans to draw on student group data in order to identify opportunity and achievement gaps and identify strategies to improve outcomes for all student groups.

Both of these recommendations address concerns from stakeholders and local school divisions and align with the Board's Priority #1 and #3 from the Comprehensive Plan.

Dr. Sale provided the Board with an overview that combined the committee's work and VDOE's SOA Implementation Committee. The VDOE SOA Implementation Committee has been working to address questions that have come up as the new SOA ruled out providing technical assistance and guidance during implementation.

Dr. Sale noted the edits in each of the different sections as stated below.

Part III: Sets expectations for graduation requirements, assessments, grade promotion, and remediation as well as requirements for the assimilation of transfer students.

- Clarifies that locally-awarded verified credits are available in reading and writing as subsets of English;
- Adds language to indicate that performance assessments can be used to earn a verified credit in history/social science based on new language in the Appropriation Act;
- Amends language related to expectations for students on performance assessments as well as pluralizes authentic performance assessments to clarify the expectation that multiple assessments are required for the purpose of earning verified credit;
- Removes the cap on locally-awarded verified credits to be reinstated in the SOA guidance document;
- Amends language related to Certificates of Program Completion to align with language in the Standards of Quality and to clarify how these certificates can be employed;
- Adds a diploma seal in Fine Arts;
- Allows transfer students to use other states' assessments for earning verified credit in Virginia; and
- Adjusts verified credit requirement for students entering tenth grade, recognizing some test opportunities will be unavailable.

Part IV: Outlines the instructional program requirements for elementary, middle, and high schools and includes descriptions of standard and verified credits.

- Adds explicit expectations for the delivery of remediation to students, including remediation programs specific to numeracy; and
- Adds language to clarify the expectation that remediation and intervention services do not impede progress in other classes.

Part VI: Provides criteria for school facilities and safety.

- Clarifies expectations regarding the requirements and frequency of fire drills and lock

down drills to comport with the Code of Virginia and other relevant regulatory language;
and

- Adds language related to security and the requirement to establish a comprehensive data security plan.

Part VIII: Establishes the methodology for the accreditation model, which provides a comprehensive view of school quality while encouraging continuous improvement for all schools and places increased emphasis on closing achievement gaps. Also provides scaffolding for technical support for low-performing schools and divisions.

- Adds language about the appeals process for certain indicators when a school's performance level was determined by Students with Limited and Interrupted Formal Education students;
- Allows the Board to incorporate an improvement indicator for the College, Career, and Civic Readiness Index into the accreditation model when data is available; and
- Requires a school's comprehensive, long-range unified plans to draw on student group data to identify opportunity and achievement gaps and identify strategies to improve outcomes for all student groups.

Dr. Sale noted that the proposed technical and substantive amendments to the SOA were vetted by the Committee and are intended to improve the impact and efficacy of the SOA. She also noted the comprehensive, unified long-range school plans shall identify and report student outcomes based on data that has been disaggregated and analyzed by student groups and shall include actions to improve the performance of all student groups to 1) close achievement gaps between student groups and 2) achieve school quality indicator improvement for all student groups to the Level One standard. Those schools with all students at the Level One standard on school quality indicators should include strategies to close achievement gaps between student groups if they exist within that level. The school plan should outline strategies to ensure access of opportunity to advance successful outcomes for all student groups and address inequitable access to opportunities. The plan should address how the division has allocated resources, and what additional resources are needed at the school level to 1) close achievement gaps between student groups and 2) bring all student groups to the Level One standard on school quality indicators. As part of its plan, the school should reflect on the need for any improved data collection and verification processes that will assist it in assessing and monitoring issue areas. This plan shall align with guidelines prescribed by the Board and shall be reviewed on an annual basis and revised as necessary.

The Superintendent of Public Instruction recommended that the Board receive the proposed amendments to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* for first review.

Dr. Wilson noted that the recommendations do not attempt to address equity concerns by advancing an either/or situation referenced during public comment.

Dr. Duran appreciated the revised language and made the same observation as Dr. Wilson that the increase in Level 1 students and the closing of gaps is not opposed to the success of all students. He also asked for clarification for the public of the changes to the SLIFE appeals process, since this was a big topic of discussion. Dr. Sale stated that the focus is on a multi-pronged approach. In addition to a standardized definition, there is a new data component. The new appeals process allows school divisions to bring data to the attention of the Board when a significant number of SLIFE students drive a school division below Level I, so long as they can show that they are providing appropriate supports. The appeal process is three years.

Dr. Roberson discussed the appeals and recommendations brought forth. Dr. Roberson observed that the revisions include extensive work with “the field” (i.e., teachers and practitioners). Dr. Roberson also had a question about the comprehensive security plan. Since schools collect data in a manner that is driven by the state, Dr. Roberson asked if the conversations included consideration of a requirement for cyber-insurance. Dr. Lane responded that the language almost makes it impossible to comply without cyber-insurance. Specific language regarding cyber insurance was not added because it would add a definite cost. Dr. Roberson responded that such insurance is very expensive, and Dr. Lane suggested that the Board revisit the question of funding.

Dr. Lane also stated that the language is specifically meant to dispel the notion that standards would be lowered in order to achieve greater educational parity. Dr. Lane provided a sentence for the Board’s consideration: “All plans should reflect plans to raise student achievements for all students and no plans should seek to achieve their goals by lowering standards.” Mr. Gecker agreed that stronger language may be necessary.

Dr. Mann voiced her appreciation for the way the revisions to the standards are written.

Ms. Holton thanked Dr. Anderson for her leadership, all the public comments and discussions on this topic. Ms. Holton stated that she thinks the language is already clear regarding student achievement, but she recognized that the SOA is also a communications document. Accordingly, she has no objections to the additional language of others and believes it would help clarify the Board’s intent.

Dr. Wilson stated that Dr. Anderson wanted to express her thanks to the Committee members – Dr. Jamelle Wilson, Dr. Francisco Duran and Dr. Pam Davis-Vaught for their time, thoughtful questioning and energetic discussion over the past 15 months. She also wanted to thank all of the Board members for participating in many of our committee meetings. Finally, she wanted to thank Dr. Sale, Mrs. Shelley Loving-Ryder, Ms. Emily Webb and the entire VDOE team for their

support of the committee's work. It has been her privilege to chair an important initiative and honor to have the opportunity to advance the Board's priorities to ensure all of our children in the Commonwealth receive a quality education.

The Board accepted this item on first review.

G. First Review of Recommendations for Appropriate Staffing and Funding Levels Necessary for State Operated Programs (SOP) in Regional and Local Detention Centers

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

Dr. Hollins reported that the 2021 Appropriation Act ("Act") requires that the Board convene a workgroup to make recommendations on (1) the appropriate staffing and funding levels necessary for State Operated Programs (SOP), (2) the implementation of appropriate efficiencies in staffing practices in such programs, (3) statutory and regulatory changes needed to implement the Board's findings, and (4) appropriate programs to redirect any potential savings realized from implementation of the Board's findings.

According to the Act, the workgroup was to be composed of various stakeholders, including: staff members from the Senate Finance and Appropriations Committee, the House Appropriations Committee, the Department of Planning and Budget, the Virginia Department of Education, the Department of Juvenile Justice, the President of the Virginia Juvenile Detention Association or his/her designee, the Chair of the Virginia Commission on Youth or his/her designee, and others the Board deemed appropriate. The workgroup also included personnel from the Virginia Department of Education's (VDOE) Office of Policy and Department of Special Education and Student Services, representatives from two juvenile detention centers, and an advocacy group specializing in youth justice programs.

The report, as presented to the Board during its work session on September 22, 2021, was reflective of the robust engagement by members of the workgroup.

The Superintendent of Public Instruction recommended that the Board waive first review and approve the Report on Recommendations for Appropriate Staffing and Funding Levels Necessary for State Operated Programs (SOP) in Regional and Local Detention Centers to be transmitted to the General Assembly by November 1, 2021.

Dr. Roberson made a motion to waive first review and approve Recommendations for Appropriate Staffing and Funding Levels Necessary for State Operated Programs (SOP) in Regional and Local Detention Centers. The motion was seconded by Dr. Mann and carried unanimously.

H. First Review of Fast Track Regulatory Action to Conform Definitions of “Traumatic Brain Injury”

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

Dr. Hollins reported that during the 2021 Special Session I, the Virginia General Assembly enacted Chapter 170 of the Acts of the Assembly, which directed the Board to amend the definition of “traumatic brain injury” in 8VAC20-81-10. At its meeting on September 23, 2021, the Board approved an exempt action (“Legislative Amendments to Regulations Governing Special Education Programs for Children with Disabilities in Virginia”) to conform the definition as required by the legislation.

However, the legislation left the definition of “traumatic brain injury” in 8VAC20-671-10 untouched. There does not appear to be a reason for the definitions to differ across chapters. Further, there is not currently a definition of “traumatic brain injury” in 8VAC20-750-20. These changes were beyond the scope of the legislation that required the Board to amend the definition in 8VAC20-81-10 and were inappropriate for the exempt action.

Dr. Hollins stated that this item is to provide consistency and clarity on the update to this recommendation of the definition. This will help to solidify the information and bring the regulations to conformity with this change.

The Superintendent of Public Instruction recommended that the Board waive first review and approve the fast-track action to ensure alignment in regulatory language and guidance.

Dr. Wilson made a motion to waive first review and approve the fast-track action to ensure alignment in regulatory language and guidance. The motion was seconded by Dr. Davis-Vaught and carried unanimously.

I. First Review of the Board of Education’s 2021 Annual Report on the Conditions and Needs of Public Schools in Virginia

Ms. Emily V. Webb, Director of Board Relations, presented this item to the Board on first review.

Ms. Webb reported that the Annual Report is required by § 22.1-18 of the *Code of Virginia*. This section outlines the requirements for the report including the current Standards of Quality, information on student and parent choice including charter school, governor’s school and virtual school options, as well as a report on the reports that local school divisions are required to submit to the state or federal government. Ms. Webb noted that some of these reports were in the process

of being finalized and will not appear in the appendices but will be included for Final Review.

The Annual Report presents the needs of public education in Virginia, an update on the Board's work over the past year, and provides an overview of student achievement. Much of the report focuses on the impact of the COVID-19 pandemic on our schools and students and the priorities discussed during the September Board meeting. The priority sections of the report include information on return to in-person learning, enrollment impacts, staffing challenges, unfinished learning due to the pandemic, student mental health, digital equity and education funding. The report highlights the Board's work on the Standards of Quality, the comprehensive review of the SOA, early childhood care and education, and other key items from the past year.

Ms. Webb asked the Board to provide any edits, questions or feedback so these can be done over the course of the next week. She will provide another draft to the Board in advance of the November meeting for additional feedback.

The Superintendent of Public Instruction recommended that the Board receive the 2021 Annual Report on the Condition and Needs of the Public Schools in Virginia for first review.

Ms. Holton congratulated Ms. Webb on a great job and will forward her language edits separately. Ms. Holton also appreciates the section where the Board thanked teachers, educators and School Board Members, also recognizing parents and students for the year.

The Board members provided numerous recommendations and suggestions to include with this year's report. Ms. Webb will take all of their comments and suggestions and provide a draft to the Board before November's Board meeting.

The Board accepted this item on first review.

WRITTEN REPORTS

J. Report on Status of Memoranda of Understanding as Required for Danville City Public Schools, Greensville County Public Schools, Petersburg City Public Schools, Prince Edward County Public Schools, and Richmond City Public Schools

Dr. Aurelia Ortiz, director of school quality, provided the Board with a written report on the status of Memoranda of Understanding as Required for Danville City Public Schools, Greensville County Public Schools, Petersburg City Public Schools, Prince Edward County Public Schools, and Richmond City Public Schools. The report can be viewed at <https://www.doe.virginia.gov/boe/meetings/2021/10-oct/item-j.docx>.

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

Dr. Wilson had the opportunity and pleasure to attend and introduce the Virginia Teacher of the Year ceremony on October 14, 2021.

Dr. Davis-Vaught acknowledged a recent publication called “Virginia has the ability to fix our crumbling schools; do we have the will.” The article states that Virginia spends more Literary Funds on educator retirement than fixing the schools. She asked the VDOE for additional clarification on the data of school construction funding. Mr. Ed Lanza, Director of Budget, provided additional information. Mr. Lanza stated that a letter dated in July of 2021, offered recommendations on how to best utilize the Literary Fund for school construction and teacher retirements. The letter will be forwarded to the Board for their review.

Ms. Holton voiced concerns about Item J - the Report on the Status of Memoranda of Understanding as Required for Danville City Public Schools, Greensville County Public Schools, Petersburg City Public Schools, Prince Edward County Public Schools, and Richmond City Public Schools. She noted that the report was very process oriented and did not give a feel of how the school divisions are doing overall, their accomplishments, continuing difficulties, etc. Ms. Holton stated she would like more information on the school divisions while they are under MOU. Dr. Lane stated that VDOE staff would provide the Board with additional information.

WORK SESSION

The Board convened in a work session on Wednesday, October 20, 2021 to receive reports related to teacher evaluation research and best practice, an update on the implementation of the Culturally Competent Educators legislation, and a presentation on rebenchmarking of the Direct Aid budget for the 2022-2024 biennium. The Board held a brief discussion on edits to the 2021 Annual Report. No votes were taken. You can access the agenda and meeting materials at <https://www.doe.virginia.gov/boe/meetings/index.shtml#business>.

ADJOURNMENT OF THE BUSINESS SESSION

There being no further business of the Board of Education, Mr. Gecker adjourned the business meeting at 10:57 a.m.



Mr. Daniel Gecker, President