

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

March 26, 2015

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

Mr. Christian N. Braunlich, President
Dr. Billy K. Cannaday, Jr., Vice President
Mrs. Diane T. Atkinson
Dr. Oktay Baysal

Mr. James H. Dillard
Mrs. Darla Edwards
Mrs. Elizabeth Lodal
Mr. Sal Romero, Jr.

Dr. Steven R. Staples, Superintendent
of Public Instruction

Mr. Braunlich called the meeting to order at 9 a.m.

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

Mr. Braunlich asked for a moment of silence and led in the Pledge of Allegiance.

NEW BOARD OF EDUCATION MEMBER

Mr. Braunlich welcomed new Board member, Mrs. Elizabeth Lodal to the Board. Mrs. Lodal was appointed by Governor McAuliffe to serve a four-year term beginning February 13, 2015 through January 29, 2019.

***ELECTION OF THE OFFICE OF VICE PRESIDENT OF THE BOARD OF EDUCATION,
2015-2017***

Mr. Braunlich asked for nominations for Vice President. Mrs. Atkinson made a motion to nominate Dr. Billy Cannaday, Jr. as Vice President. Mrs. Atkinson said she nominated Dr. Cannaday for his experiences, credibility, and graciousness. The motion was seconded by Mr. Dillard. With no further nominations, the floor was closed for nominations of Vice President. The Board voted unanimously for Dr. Cannaday as Vice President of the Board of Education. Dr. Cannaday expressed his thankfulness to his colleagues for electing him Vice President.

APPROVAL OF MINUTES

Dr. Baysal made a motion to approve the minutes of the January 22, 2015, meeting of the Board. The motion was seconded by Mrs. Edwards and carried unanimously. Copies of the minutes had been distributed in advance of the meeting.

RESOLUTIONS/RECOGNITIONS

- A Resolution of Recognition was presented to the 2014 Outstanding Middle School Principal of Virginia: Mrs. Carole A. Kihm, principal, Longfellow Middle School, Fairfax County Public Schools.
- A Resolution of Recognition was presented to the 2014 Outstanding Secondary School Assistant Principal of Virginia: Mr. Shawn DeRose, assistant principal, J.E.B. Stuart High School, Fairfax County Public Schools
- A Resolution of Recognition was presented to Commemorate April 2015 as the “Month of the Military Child”. Cadet 1st Lieutenant Anthony Rodriguez of Franklin Military Academy accepted the resolution. The resolution reads as follows:

Resolution of Recognition to Commemorate April 2015 as the Month of the Military Child

WHEREAS, Virginia’s citizenry includes one of our nation’s highest populations of children from military families; and

WHEREAS, many of these children are public school students from families who serve our county on Active Duty, in the National Guard, or in the Reserves; and

WHEREAS, Virginia is an active participant in the Interstate Compact on Educational Opportunity for Military Children, a statutory agreement to facilitate school transitions for military children; and

WHEREAS, the children and families of our service members strive to achieve in academics as well as in many other aspects of their lives, even in times when their parents serve away from home and family; and

WHEREAS, the “Month of the Military Child” provides an opportunity to salute our military children and acknowledge all that they offer to their parents, their families, our schools, our communities, and our Commonwealth;

WHEREAS, people across the nation are being encouraged to wear purple on April 15, 2015 as the “Month of the Military Child;”

BE IT FURTHER RESOLVED, that our public schools are encouraged to celebrate this month with activities and recognitions to honor the efforts of our students from military families;

BE IT FINALLY RESOLVED, that a copy of this March 26, 2015, resolution of recognition be placed in the official minutes of the Virginia Board of Education as a record of both gratitude and encouragement as these Virginia students strive to become the scholars, leaders, and citizens crucial to the success of our Commonwealth and nation.

Adopted in Richmond, Virginia
This Twenty-sixth Day of March in the Year 2015.

PUBLIC COMMENT

The following persons spoke during public comment:

- Angela Peabody, representative, Global Woman P.E.A.C.E. Foundation, spoke on introduction of the Global Woman Center expected to launch June 2015
- Dr. Randy Barrack, representative, Virginia Foundation for Educational Leadership, spoke on National Institute for School Leadership (NISL)
- Josh Tucker, representative, The National Institute for School Leadership, spoke on NISL
- Dr. Roger Jones, representative, Virginia Association of Secondary School Principals Center for Educational Leadership, spoke on NISL
- Sarah Gross, representative, Virginia PTA, spoke on Put Kids First rally
- Nicole Dooley, JustChildren, Legal Aid Justice Center, spoke on *Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia*
- David Biovich, , representative, American Friends of Lafayette, spoke on including Lafayette in the *History Standards of Learning Revisions*
- Jeffrey Lambert, representative, The General Society, Sons of the Revolution, spoke on including Lafayette in the *History Standards of Learning Revisions*
- Nicolas Valcour, Honorary Consul of France in Virginia, spoke on including Lafayette in the *History Standards of Learning Revisions*
- Murali Balaji, representative Hindu American Foundation, spoke on *History Standards of Learning Revisions*
- Dr. Juanita Matkins, representative, Virginia Association of Science Teachers, spoke on *Science Standards of Learning*
- Laura O'Brien, representative, Maggie Walker Governor's School Parent Teacher Student Association, spoke on funding for Governor's Schools
- Ben Kiser, representative Virginia Association of School Superintendents, spoke on Resolution Establishing Criteria for Students Eligible for "Expedited" Retakes of Standards of Learning Tests in Grades 3 through 8
- George Bennett, member of American Friends of Lafayette, spoke on including Lafayette in the *History Standards of Learning*
- Sarah, American Friends of Lafayette, spoke on including Lafayette in the *History Standards of Learning*

CONSENT AGENDA

Dr. Baysal made a motion to approve the consent agenda. The motion was seconded by Mr. Dillard and carried unanimously.

First Review of the Prescribed Assessments for Licensure

With the Board's vote on the consent agenda, the Board waived first review and approved the comprehensive list of licensure assessments and pass scores.

The Virginia Board of Education prescribed assessments for licensure are as follows:

Pursuant to the *Licensure Regulations for School Personnel*, all candidates who hold at least a baccalaureate degree from a regionally accredited college or university and who seek an initial Virginia teaching license must obtain passing scores on professional teacher's assessments prescribed by the Board of Education. With the exception of the career switcher program that requires assessments as prerequisites, individuals must complete the professional teacher's assessments within the three-year validity of the initial provisional license. Candidates seeking a Technical Professional License, the International License, School Manager License, or the Pupil Personnel Services License are not required to take the professional teacher's assessments. Individuals who hold a valid out-of-state license (full credential with no deficiencies) and who have completed a minimum of three years of full-time, successful teaching experience in a public or accredited nonpublic school (kindergarten through grade 12) in a state other than Virginia are exempted from the professional teacher's assessment requirements.

The Virginia Board of Education also has approved assessments for individuals seeking the reading specialist endorsement and the administration and supervision endorsement.

Assessments Required for Initial Licensure

The prescribed tests for Virginia for initial licensure are as follows:

ACADEMIC SKILLS ASSESSMENT

Virginia Communication and Literacy Assessment-VCLA

CONTENT ASSESSMENT

Praxis II (if applicable) – Refer to Praxis II: Specialty Area Tests

READING ASSESSMENT [Required for the specific endorsement areas listed below.]

Praxis Series Reading for Virginia Educators (RVE): Elementary and Special Education

-- A reading assessment [Reading for Virginia Educators: Elementary and Special Education-RVE is required for individuals seeking initial licensure in any of the following endorsements (teaching areas): Early/Primary Education preK-3, Elementary Education preK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments. [This assessment also may apply to those individuals with endorsements in Special Education-Emotional Disturbances, Special Education-Specific Learning Disabilities, and Special Education-Intellectual Disabilities who were advised under previous regulations to meet this assessment requirement for full licensure.]

Assessment Required for Individuals Seeking a Reading Specialist Endorsement

Praxis Series Reading for Virginia Educators (RVE): Reading Specialist

Assessment Required for Individuals Seeking an Administration and Supervision Endorsement

School Leaders Licensure Assessment (SLLA)

Assessments

VIRGINIA COMMUNICATION AND LITERACY ASSESSMENT

The Virginia Communication and Literacy Assessment (VCLA) became effective January 1, 2006, for individuals seeking an initial Virginia license unless an individual meets the exemption criteria. Beginning November 1, 2013, the VCLA became available only through computer-based testing.

PASSING SCORES: EFFECTIVE MARCH 22, 2006 to DECEMBER 31, 2013

On March 22, 2006, the Virginia Board of Education approved passing scores for the Virginia Communication and Literacy Assessment (VCLA). The scaled passing scores are 235 for the reading subtest, a score of 235 for the writing subtest, **or** a composite score of 470 for the assessment.

Writing Sub Test: 235
Reading Sub Test: 235
Composite Score: 470

PASSING SCORES: EFFECTIVE JANUARY 1, 2014

On June 27, 2013, the Virginia Board of Education approved new VCLA passing raw scores for the Virginia Communication and Literacy Assessment (VCLA). Even though the scaled passing score remains the same, the score scale has been adjusted to apply the Board approved passing raw scores. As a result, the scaled passing scores are 235 for the reading subtest, a score of 235 for the writing subtest, **or** a composite score of 470 for the assessment.

Writing Sub Test: 235
Reading Sub Test: 235
Composite Score: 470

Score reports for individuals who took the VCLA prior to January 1, 2014, will be accepted provided the candidate met the passing score effective at the time the test was taken.

PRAXIS II: SPECIALTY AREA TESTS

The following tests are required for the noted endorsement (teaching specialty) areas for initial licensure unless an individual meets the exemption criteria. Individuals are required to satisfy the Specialty Area test(s) requirement for only one endorsement area, but it must match an endorsement area in which the initial licensure is granted. Please note that the list also includes tests to become effective July 1, 2015.

SPECIALTY AREA TEST	CURRENT VIRGINIA APPROVED TESTS	TEST CODE Praxis II test codes beginning with a "5" are computer-based tests.	PASSING SCORE	ENDORSEMENT AREA
ART (Visual Arts):				
Art: Content Knowledge (taken before 9/1/2011)		(0133) not current test in Virginia	159	Visual Arts
Art: Content Knowledge (taken after 9/1/2011)		(0134) paper discontinued on June 7, 2014	158	Visual Arts
Art: Content Knowledge (taken after 9/1/2011)	X	(5134) computer	158	Visual Arts
BIOLOGY:				
Biology: Content Knowledge		(0235) paper discontinued on June 7, 2014	155	Biology
Biology: Content Knowledge	X	(5235) computer	155	Biology
BRAILLE (Special Education-Visual Impairments):				
Braille Proficiency (This test became effective 7/1/2011, except for teachers completing the approved Virginia Visual Impairments Consortium Program who were required to meet this effective 7/1/2012.)	X	(0631) paper	168	Special Education-Visual Impairments
BUSINESS (Business and Information Technology):				
Business Education: Content Knowledge (taken before 9/1/2010)		(0100) not current test in Virginia	590	Business and Information Technology
Business Education: Content Knowledge (taken after 9/1/2010)		(0101) paper discontinued on June 7, 2014	157	Business and Information Technology
Business Education: Content Knowledge (taken after 9/1/2010)	X	(5101) computer	157	Business and Information Technology

SPECIALTY AREA TEST	CURRENT VIRGINIA APPROVED TESTS	TEST CODE Praxis II test codes beginning with a "5" are computer-based tests.	PASSING SCORE	ENDORSEMENT AREA
CHEMISTRY:				
Chemistry: Content Knowledge		(0245) paper discontinued on June 7, 2014	153	Chemistry
Chemistry: Content Knowledge	X	(5245) computer	153	Chemistry
EARTH AND SPACE SCIENCES:				
Earth and Space Sciences: Content Knowledge		(0571) paper discontinued on June 7, 2014	156	Earth Science
Earth and Space Sciences: Content Knowledge	X	(5571) computer	156	Earth Science
ELEMENTARY EDUCATION:				
Elementary Education: Content Knowledge (taken before 7/1/2014)*		(0014) paper discontinued on June 7, 2014 not current test in Virginia	143	Early/Primary Education preK-3; Elementary Education preK-6
Elementary Education: Content Knowledge (taken before 7/1/2014)		(5014) computer not current test in Virginia	143	Early/Primary Education preK-3; Elementary Education preK-6
Elementary Education: Multiple Subjects (5031): This test is required in Virginia 7/1/2014 through 6/30/2015. A passing score on each subtest is required. If a passing score is not obtained on each subtest, a subtest may be retaken as a stand-alone test. * [Score reports for individuals who took the Elementary Education: Content Knowledge (0014/5014) prior to July 1, 2014, will be accepted provided the candidate met the passing score effective at the time the test was taken.]				Early/Primary Education preK-3; Elementary Education preK-6
Elementary Education: Multiple Subjects Subtest (5032): Reading and Language Arts (required 7/1/2014 through 6/30/2015)	X	(5032) computer	165	Early/Primary Education preK-3; Elementary Education preK-6
Elementary Education: Multiple Subjects Subtest (5033): Mathematics (required 7/1/2014 through 6/30/2015)	X	(5033) computer	164	Early/Primary Education preK-3; Elementary Education preK-6
Elementary Education: Multiple Subjects Subtest (5034): Social Studies (required 7/1/2014 through 6/30/2015)	X	(5034) computer	155	Early/Primary Education preK-3; Elementary Education preK-6
Elementary Education Multiple Subjects Subtest (5035): Science (required 7/1/2014 through 6/30/2015)	X	(5035) computer	159	Early/Primary Education preK-3; Elementary Education PreK-6
Elementary Education: Multiple Subjects (5001): *This test is required in Virginia on and after 7/1/2015. A passing score on each subtest is required. If a passing score is not obtained on each subtest, a subtest may be retaken as a stand-alone test. [Score reports for individuals who took the Elementary Education: Multiple Subjects (5031) prior to July 1, 2015, will be accepted provided the candidate met the passing score effective at the time the test was taken.]				Early/Primary Education preK-3; Elementary Education preK-6
Elementary Education: Multiple Subjects (5002): Reading and Language Arts (required 7/1/2015)	In Virginia effective 7/1/2015*	(5002) computer	157	Early/Primary Education preK-3; Elementary Education preK-6
Elementary Education: Multiple Subjects (5003): Mathematics (required 7/1/2015)	In Virginia effective 7/1/2015*	(5003) computer	157	Early/Primary Education preK-3; Elementary Education preK-6
Elementary Education: Multiple Subjects (5004): Social Studies (required 7/1/2015)	In Virginia effective 7/1/2015*	(5004) computer	155	Early/Primary Education preK-3; Elementary Education preK-6
Elementary Education Multiple Subjects (5005): Science (required 7/1/2015)	In Virginia effective 7/1/2015*	(5005) computer	159	Early/Primary Education preK-3; Elementary Education preK-6
ENGLISH:				
English Language, Literature and Composition: Content Knowledge (taken before January 1, 2014)		(0041) paper not current test in Virginia	172	English
English Language, Literature and Composition: Content Knowledge (taken before January 1, 2014)		(5041) computer not current test in Virginia	172	English

SPECIALTY AREA TEST	CURRENT VIRGINIA APPROVED TESTS	TEST CODE Praxis II test codes beginning with a "5" are computer-based tests.	PASSING SCORE	ENDORSEMENT AREA
English Language Arts: Content Knowledge (taken after January 1, 2014)	X	(5038) computer	167	English
FRENCH:				
French: Content Knowledge (taken before 9/1/2010)		(0173) not current test in Virginia	169	French
French: World Language (taken after 9/1/2010)	X	(5174) computer	163	French
GERMAN:				
German: Content Knowledge (taken before 9/1/2010)		(0181) not current test in Virginia	162	German
German: World Language (taken after 9/1/2010)	X	(5183) computer	163	German
FAMILY AND CONSUMER SCIENCES:				
Family and Consumer Sciences (taken before 9/1/2008)		(0120) not current test in Virginia	550	Family and Consumer Sciences
Family and Consumer Sciences (taken after 9/1/2008)*		(0121) paper discontinued on June 7, 2014	150	Family and Consumer Sciences
Family and Consumer Sciences (taken after 9/1/2008)*	X	(5121) computer	150	Family and Consumer Sciences
Family and Consumer Sciences (required 7/1/2015) *[Score reports for individuals who took the Family and Consumer Sciences (0121/5121) prior to July 1, 2015, will be accepted provided the candidate met the passing score effective at the time the test was taken.]	In Virginia effective 7/1/2015	(5122) computer	153	Family and Consumer Sciences
HEALTH AND PHYSICAL EDUCATION:				
Health and Physical Education: Content Knowledge*		(0856) paper discontinued on June 7, 2014	151	Health and Physical Education PreK-12
Health and Physical Education: Content Knowledge*	X	(5856) computer	151	Health and Physical Education PreK-12
Health and Physical Education: Content Knowledge (required effective 7/1/2015) *[Score reports for individuals who took the Health and Physical Education: Content Knowledge (0856/5856) prior to July 1, 2015, will be accepted provided the candidate met the passing score effective at the time the test was taken.]	In Virginia effective 7/1/2015	(5857) computer	160	Health and Physical Education PreK-12
MARKETING EDUCATION:				
Marketing Education (taken before 9/1/2008)		(0560) not current test in Virginia	570	Marketing Education
Marketing Education (taken after 9/1/2008)		(0561) not current test in Virginia The paper-delivered version was available until June 7, 2014. An accommodation may have been made by ETS for individuals who needed to take this assessment between June 8, 2014, and October 5, 2014.	147	Marketing Education

SPECIALTY AREA TEST	CURRENT VIRGINIA APPROVE D TESTS	TEST CODE Praxis II test codes beginning with a "5" are computer-based tests.	PASSING SCORE	ENDORSEMENT AREA
Marketing Education	X	5561 computer [Available October 6, 2014]	147	Marketing Education
MATHEMATICS:				
Mathematics: Content Knowledge (taken before January 1, 2014)		(0061) paper not current test in Virginia	147	Mathematics
Mathematics: Content Knowledge (taken before January 1, 2014)		(5061) computer not current test in Virginia	147	Mathematics
Mathematics: Content Knowledge (taken after January 1, 2014)	X	(5161) computer	160	Mathematics
MIDDLE SCHOOL-ENGLISH:				
Middle School English/Language Arts (taken before January 1, 2014)		(0049) paper not current test in Virginia	164	Middle Education English
Middle School English/Language Arts (taken before January 1, 2014)		(5049) computer not current test in Virginia	164	Middle Education English
Middle School English/Language Arts (taken after January 1, 2014)	X	(5047) computer	164	Middle Education English
MIDDLE SCHOOL-MATHEMATICS:				
Middle School Mathematics (taken before January 1, 2014)		(0069) paper not current test in Virginia	163	Middle Education Mathematics
Middle School Mathematics (taken after January 1, 2014)	X	(5169) computer	165	Middle Education Mathematics
MIDDLE SCHOOL-SCIENCE:				
Middle School Science*	X	(0439) paper	162	Middle Education Science
Middle School Science (required effective 7/1/2015) *[Score reports for individuals who took the Middle School Science (0439) prior to July 1, 2015, will be accepted provided the candidate met the passing score effective at the time the test was taken.]	In Virginia effective 7/1/2015	(5440) computer	150	Middle Education Science
MIDDLE SCHOOL-SOCIAL STUDIES:				
Middle School Social Studies		(0089) paper discontinued on June 7, 2014	160	Middle Education History and Social Sciences
Middle School Social Studies	X	(5089) computer	160	Middle Education History and Social Sciences
MUSIC (Music-Vocal Choral or Music-Instrumental):				
Music: Content Knowledge		(0113) paper not current test in Virginia	160	Music-Vocal/Choral or Music-Instrumental
Music: Content Knowledge	X	(5113) computer	160	Music-Vocal/Choral or Music-Instrumental
PHYSICS:				
Physics: Content Knowledge		(0265) paper discontinued on June 7, 2014	147	Physics
Physics: Content Knowledge	X	(5265) computer	147	Physics
SOCIAL STUDIES (History and Social Sciences):				
Social Studies: Content Knowledge		(0081) paper discontinued on June 7, 2014	161	History and Social Science

SPECIALTY AREA TEST	CURRENT VIRGINIA APPROVE D TESTS	TEST CODE Praxis II test codes beginning with a "5" are computer-based tests.	PASSING SCORE	ENDORSEMENT AREA
Social Studies: Content Knowledge	X	(5081) computer	161	History and Social Science
SPANISH:				
Spanish: Content Knowledge (taken before 9/1/2010)		(0191) not current test in Virginia	161	Spanish
Spanish: World Language (taken after 9/1/2010)	X	(5195) computer	168	Spanish
TECHNOLOGY EDUCATION:				
Technology Education (taken before 9/1/2011)		(0050) not current test in Virginia	610	Technology Education
Technology Education (taken after 9/1/2011)		(0051) paper discontinued on June 7, 2014	162	Technology Education
Technology Education	X	(5051) computer [Available July 2014]	162	Technology Education

READING FOR VIRGINIA EDUCATORS

Praxis Series Reading for Virginia Educators (RVE): Elementary and Special Education (5306 computer-based)
Praxis Series Reading for Virginia Educators (RVE): Reading Specialist (5304 computer-based)

Reading assessments are prescribed by the Virginia Board of Education for individuals seeking the following endorsements unless the exemption criteria are met:

- (1) an initial Virginia license with the following endorsements: Early/Primary Education preK-3, Elementary Education preK-6, Special Education-General Curriculum, Special Education-Hearing Impairments, and Special Education-Visual Impairments; or
- (2) an endorsement as a reading specialist.

Effective July 1, 2011, the Virginia Department of Education implemented changes in the required reading assessments for certain endorsements. For teachers seeking an initial license with endorsements in Early/Primary Education preK-3, Elementary Education preK-6, Special Education – General Curriculum, Special Education – Hearing Impairments, or Special Education – Visual Impairments, the required reading assessment is the **Praxis Series Reading for Virginia Educators (RVE): Elementary and Special Education Teachers Assessment (0306 paper* or 5306 computer-based)**. On May 19, 2011, the Board of Education set the passing score for this assessment at 157. ***Beginning June 8, 2014, the RVE became available only via computer-based testing. Paper-based test administrations are no longer given.**

Effective July 1, 2011, the required assessment for teachers seeking an endorsement as a **reading specialist is the Praxis Series Reading for Virginia Educators (RVE): Reading Specialist Assessment (0304 paper* or 5304 computer-based)**. On May 19, 2011, the Board of Education set the passing score for this assessment at 162. ***Beginning June 8, 2014, the RVE became available only via computer-based testing. Paper-based test administrations are no longer given.**

Individuals who were previously cited for the Virginia Reading Assessment (VRA) or Virginia Reading Assessment for Reading Specialists (VRA for Reading Specialists) and who have not yet completed these tests are now required to take the new assessments. The VRA and VRA for Reading Specialists are no longer available.

VRA (no longer available) Taken Prior to June 30, 2011: Even though the Virginia Reading Assessment (VRA) and Virginia Reading Assessment for Reading Specialists (VRA for Reading Specialists) have not been administered since June 30, 2011, the passing scores on the VRA assessments will be accepted from individuals who took the tests prior to June 30, 2011. The cut score for the Virginia Reading Assessments for elementary and special education teachers was 235 and the cut score for reading specialists was 245, effective July 1, 2006.

SCHOOL LEADERS LICENSURE ASSESSMENT (SLLA) – TEST CODE 6011

Effective July 1, 2005, the Board of Education approved the use of the School Leaders Licensure Assessment (SLLA) for individuals seeking an administration and supervision endorsement.

On January 14, 2010, the Board of Education approved a cut score of **163** for the SLLA (test code 1011). This test was administered for the last time in a paper format in September 2011. **Effective January 2012, the SLLA is available in a computer-delivered format only. The test code is 6011, and the cut score is 163.**

Previous Version of SLLA (no longer available): Virginia will continue to accept passing scores on the old version of the SLLA (test code 1010) that was last administered in Virginia in October 2009. The cut score for the SLLA test code 1010 was 165

ACTION/DISCUSSION ITEMS

First Review of Notice of Intended Regulatory Action (NOIRA) for Proposed Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia

Mr. John Eisenberg, assistant superintendent for special education and student services, presented this item. His presentation included the following:

- The Virginia General Assembly has enacted HB 1443, amending the *Code of Virginia* by adding section number 22.1-279.1:1, relating to the use of seclusion and restraint in public schools. The bill, which has been signed by the Governor, becomes effective July 1, 2015, and requires the Board of Education to adopt regulations on the use of seclusion and restraint in public elementary and secondary schools in the Commonwealth that (i) are consistent with its *Guidelines for the Development of Policies and Procedures for Managing Student Behavior in Emergency Situations* and the *Fifteen Principles* contained in the U.S. Department of Education's *Restraint and Seclusion: Resource Document*; (ii) include definitions, criteria for use, restrictions for use, training requirements, notification requirements, reporting requirements, and follow-up requirements; and (iii) address distinctions, including distinctions in emotional and physical development, between (a) the general student population and the special education student population and (b) elementary school students and secondary school students.

Mrs. Atkinson made a motion to waive first review and authorize the Virginia Department of Education staff to proceed with the requirements of the Administrative Process Act. The motion was seconded by Mrs. Lodal and carried unanimously.

Final Review of Amended Corrective Action Plan Required by the Division-Level Review for Franklin City Public Schools

Mrs. Beverly Rabil, director, office of school improvement, presented this item. Dr. Willie Bell, Jr., division superintendent, represented Franklin City Public Schools. Mrs. Rabil's presentation included the following:

- The Standards of Quality (SOQ) require local school boards to maintain Fully Accredited schools and to take corrective actions for schools that are not Fully Accredited. Further, when the Virginia Board of Education (VBOE) has obtained evidence through the academic review that the failure of schools within a division to achieve full accreditation status is related to division-level failure to implement the SOQ, the VBOE may require a division-level academic review.

§ [22.1-253.13:3](#). Standard 3. Accreditation, other standards and evaluation.

...Each local school board shall maintain schools that are fully accredited pursuant to the standards of accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board....

...When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § [22.1-253.13:6](#)....

- Prior to the 2014-2015 school year, all three schools in Franklin City Public Schools were Accredited with Warning for two consecutive years, and had federal sanctions due to not meeting the federal annual measurable objectives (AMOs). The school academic review process conducted in the 2012-2013 school year revealed evidence that the failure of the schools within the division to achieve full accreditation status was related to division-level failure to implement the SOQ, consistent with Section 22.1-253.13:3 of the SOQ.
- On October 24, 2013, the VBOE placed Franklin City Public Schools in division-level academic review status and authorized the Department of Education to begin the review process. The division-level review process was conducted December 1-5, 2013.
- On March 27, 2014, the VBOE approved a Memorandum of Understanding (MOU) between the Franklin City School Board and the VBOE. This is included as Attachment A. The MOU, subject to annual review and revisions by the Board of Education, will be in place until all Franklin City Public Schools are Fully Accredited.
- As required by the Standards of Quality, the Franklin City School Board and the central office staff had to include four key priorities in the corrective action plan and implement certain essential actions related to the findings of the division-level review process to improve student achievement:
 1. Curricula Alignment
 2. Human Resource Management and Quality of Leadership, Teachers and Support
 3. Purpose and Direction
 4. Leadership and Governance
- The comprehensive nature of the essential actions and findings from the division-level review require the local board to focus its work on a few immediate priorities while making plans to implement actions that are more systemic over a longer period of time with input from the community. In recognition of these findings, the MOU requires essential actions categorized by immediate priority or systemic action over a longer period of time.

- On April 24, 2014, the VBOE announced that it would conduct a public hearing in Franklin City Public Schools to obtain input from constituents in Franklin City on the proposed corrective action plan. The public hearing was held on May 14, 2014, at Joseph P. King Middle School, and a report on this public hearing was submitted to the VBOE on May 22, 2014.
- The corrective action plan, submitted at the June 26, 2014, Virginia Board of Education meeting included all essential actions noted in the MOU and indicated whether the essential action requires immediate priority or systemic action over a longer period of time, as well as essential actions offered by the department and the VBOE at the April 24, 2014, and May 22, 2014, meetings.
- While the Board noted that it was imperative that the corrective action plan be approved with all due speed, it was also apparent from their comments at the public hearing that the citizens of Franklin City Public Schools wanted more input into the development of the plan. The June 2014 approved corrective action plan was in effect from June 26, 2014 to November 30, 2014. During that time, the new superintendent and the Franklin City School Board were to form a committee to amend the corrective action plan to include additional essential actions that addressed the comments from the public hearing held on May 14, 2014, by the VBOE. The committee was to minimally include parents, students, residents, business members, faith-based community representatives, city officials, community college representatives, principals and teachers. The committee was to meet to finalize the corrective action plan and present a final corrective action plan for approval by the Franklin City School Board by October 17, 2014.
- The amended corrective action plan, developed based on input from the community committee, was submitted to the VBOE on November 7, 2014.
- At the November 20, 2014, VBOE meeting, the board provided the following direction to Dr. Bell.

“(1) The current plan is the 5000 foot view but the Board is more interested in understanding the strategies for meeting your objectives and the metric you will use to determine whether you have done so and how that will inform you to make adjustments, if necessary, to your strategies.
(2) For the reports to this Board in the future—the focus should be on 2 to 3 data points per goal. The focus here is really to have you synthesize for us where you were-in particular student academic performance, where you intend to go-academic improvement targets, and whether you have accomplished that.
(3) You have articulated your goals and have set out the objectives: but now you need the incremental steps that must be accomplished in order to reach those objectives, the timelines for accomplishing each incremental step, the means by which you will determine whether or not the step has been met and how you will determine what changes you will need to make, if any, in order to reach those objectives.”
- At the January 21, 2015, VBOE Committee on School and Division Accountability, a report on Franklin’s progress in responding to the direction provided by the VBOE at the November 2014 meeting was presented. Following the January 2015 meeting, the VBOE provided additional direction on the steps Franklin City should take in amending the corrective action plan.

Dr. Bell provided additional information regarding school level goals for accreditation and intermediate targets in meeting the essential actions of the Corrective Action Plan and targeted essential actions within the corrective action plan.

The discussion included:

- Mrs. Atkinson thanked Dr. Bell for the information in Board members’ packets that includes a list of goals in the Corrective Action Plan. Mrs. Atkinson commended the Franklin City School Board for supporting the superintendent when attending Board of Education meetings. Mrs. Atkinson also acknowledged Dr. Bell for working with

department staff and doing the work that needs to be done for students in Franklin City.

- Dr. Cannaday said he also agreed with Mrs. Atkinson and congratulated Dr. Bell and Franklin City School Board. Dr. Cannaday said he looks forward to hearing about the progress and lessons learned of what works well and of things they thought would work well and did not.
- Mrs. Edwards commended Dr. Bell on his strategies of communicating with parents in Franklin City.
- Mr. Braunlich also acknowledged the participation of Franklin City School Board in supporting the superintendent and applauded the three-year targets in the Corrective Action Plan.
- Dr. Staples also commended the Franklin City School Board for supporting the superintendent. Dr. Staples noted that Dr. Bell is a first-year superintendent and was not at the initiation of the corrective action plan. Dr. Staples commended Dr. Bell for accepting responsibilities and working collaboratively with department staff.

Mrs. Atkinson made a motion to approve the Amended Corrective Action Plan required by the Division-level Review for Franklin City Public Schools. The motion was seconded by Mr. Dillard and carried unanimously.

Final Review of Recommendation to Discontinue State Review of World Language Textbooks

Dr. Lisa Harris, specialist for Foreign Languages, presented this item. Her presentation included the following:

- The Board of Education's authority for approving textbooks and other instructional materials is prescribed in the Virginia Constitution and the *Code of Virginia*.

Virginia Constitution, Article VIII, § 5 (d)

It [the Board of Education] shall have authority to approve textbooks and instructional aids and materials for use in courses in the public schools of the Commonwealth.

Code of Virginia, § 22.1-238

- A. The Board of Education shall have the authority to approve textbooks suitable for use in the public schools and shall have authority to approve instructional aids and materials for use in the public schools. The Board shall publish a list of all approved textbooks on its website and shall list the publisher and the current lowest wholesale price of such textbooks.
- B. Any school board may use textbooks not approved by the Board provided the school board selects such books in accordance with regulations promulgated by the Board.
- C. For the purposes of this chapter, the term "textbooks" means print or electronic media for student use that serve as the primary curriculum basis for a grade-level subject or course.

- The Board of Education's current textbook regulations state the following:

Regulations Governing Textbook Adoption, 8 VAC 20-220-30

Only those materials which are designed to provide basic support for the instructional program of a particular content area at an appropriate level will be adopted.

- Virginia's Textbook Review Process was revised and approved by the Virginia Board of Education on March 24, 2011. The current document states in Section II: Initiating the Textbook Review Process: The Board will approve textbooks for, but not limited to, the four core subjects of English, mathematics, science, and history and social science.
- Prior to this change, the Board of Education approved the current list of state-approved foreign language textbooks in 2005 following revisions to the *Foreign Language Standards of Learning*. The Board of Education approves the textbook review process and determines the schedule for approval of specific content area textbooks. The Virginia Department of Education administers the review process on behalf of the Board of Education.
- Local school boards may approve textbooks that are not on the Board-approved list. In accordance with the *Code of Virginia*, §22.1-238, any school board may use textbooks not approved by the Board provided the school board selects such books in accordance with regulations promulgated by the Board. Local school boards that choose to approve textbooks that are not on the Board-approved list are required to engage in a process similar to the Board's new process, where they request certifications of accuracy from publishers.

Mrs. Jean Weller, instructional technology specialist for the Department of Education gave a brief overview of the new technology-based Copia platform which will also provide local school divisions with additional resources for the selection of instructional materials. Mrs. Weller said local school divisions will still have the option of approving foreign language textbooks for students, but would not be required to do so.

The discussion included:

- Mrs. Atkinson asked if department staff has looked at the implications of purchases made yearly instead of every eight years under the Copia initiative. Mrs. Atkinson was concerned that this will be an ongoing expenditure versus a one-time expenditure every eight years for local school divisions.
- Dr. Staples said department staff is exploring new territory and thinks this is a critical part of moving forward to individualized student learning.
- Mrs. Atkinson was also concerned that this new system will further highlight the disparity in school divisions.
- Dr. Staples said staff is trying to determine what access to Wi-Fi looks like across the state and has identified where the gaps are and are working to close those gaps. Dr. Staples said one of the benefits is that the student does not have to be connected in order to use it. Dr. Staples said staff is making sure support is in place for school divisions.
- Dr. Cannaday asked if this will be available on mobile devices. Mrs. Weller responded that it will be available on all types of tablets.
- Dr. Cannaday asked if this is a state contract. Dr. Staples noted that Copia is under a state contract and they are negotiating with individual vendors for access to information.
- Mrs. Atkinson asked if localities are purchasing from Copia. Mrs. Weller responded that local school divisions will make purchases from Copia.
- Mrs. Lodal acknowledged that this will be flexible and adaptive for school divisions.
- Dr. Baysal said this is useful for communication between students and teachers and noted that it will lessen the load of backpacks.

- Mr. Braunlich noted this will not eliminate textbook adoption. It is only eliminating foreign language textbook adoption.
- Mrs. Atkinson said she had concerns relative to school divisions that do not have the staffing capacities to do local textbook reviews and asked staff to explore and create opportunities for those school divisions. Mrs. Atkinson said the *Code of Virginia* gives local school boards the ability to bypass the Virginia Procurement Act if they use textbooks on the State Board of Education list of textbooks.
- Mr. Dillard said he supports Mrs. Atkinson comments.
- Mrs. Lodal said she also supports comments made by Mrs. Atkinson. Mrs. Lodal asked that small school divisions be partnered with larger school divisions with more resources for the textbook selection process. Mrs. Lodal said approval by the General Assembly to allow broadband access in schools is crucial to the future of the Commonwealth and equity for all students.
- Dr. Staples said staff has done broadband projects AND researched areas where broadband is affordable and easily accessible and where it is not. Dr. Staples said each local cable company or their provider negotiates with school divisions separately. Dr. Staples said staff will provide an update to Board members on the broadband project.
- Dr. Cannaday said he is pleased with the concept of moving forward with Copia and asked staff to make information accessible for parents and that they have prior notice of what is going on in classrooms.
- Dr. Baysal asked if staff could inquire with business offices at local school divisions as to whether the Board is making it more complicated in the acquisition of textbooks. Dr. Staples said staff will work to get regional approaches so one division might take the lead but others could benefit from their work on a regional level.
- Mr. Braunlich said the survey recently done by the Virginia Association of School Superintendents (VASS) on the continuation of the use of textbooks indicated that twenty-seven percent of school divisions use textbooks approved by the Board and fifty-two percent indicated that if the Board stops state level textbook adoption that it would negatively impact their textbook adoption selection process.
- Mr. Braunlich acknowledged that this motion is for the discontinuation of Board review of foreign language textbooks and asked staff to track the impact on local school divisions.
- Mr. Braunlich also asked staff to further research the impact on local school divisions if the Board ceases with other textbook adoptions as well as determining their Internet access, their technological capacity to use Copia to the fullest advantage, look at the processes of allowing school divisions to share other school division textbook adoption processes, and look at the procurement process to make sure everything is covered.

Mrs. Edwards made a motion to approve the discontinuation of state reviews of world language textbooks for the current review cycle. The motion was seconded by Mrs. Lodal and carried unanimously.

Final Review of Proposed History and Social Science Standards of Learning

Ms. Christonya Brown, History and Social Science coordinator presented this item. Her presentation included the following:

Code of Virginia, Section 22.1-253.13:1-B... “The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis...”

- New academic content *Standards of Learning* for history and social science were first developed in 1995. They were revised in 2001 and again in 2008. The *Standards of Quality* require the Board of Education to review the *Standards of Learning* on a regular schedule. The *History and Social Science Standards of Learning* are scheduled for review in 2015. In accordance with the plan, the Department of Education took the following steps to produce a final draft of the *History and Social Science Standards of Learning* for the Board’s final review:
 - ✓ Received online comments regarding the 2008 *History and Social Science Standards of Learning* from stakeholders, including teachers, parents, and administrators;
 - ✓ Met with a teacher review committee on July 7-10, 2014, to review the public comments, consider other related resources, and develop a proposed draft of revised *Standards of Learning*;
 - ✓ Met with a committee of external stakeholders representing institutions of higher education, museums, professional organizations, and other organizations and institutions with an interest in history and social science on August 21, 2014, to review and comment on the work of the teacher review committee;
 - ✓ Received over 360 comments via the online mailbox for review and consideration to the proposed revised *History and Social Science Standards of Learning* presented to the Board on October 23, 2014, from stakeholders, including teachers, parents, and administrators summarized below. The majority of public comments related to the restructuring of the Kindergarten through Grade Three content and the alignment of the Essential Skills;
 - ✓ The Virginia Board of Education held five public hearings to solicit comments on the proposed revised *History and Social Science Standards of Learning*. There were a total of 32 speakers and 24 written comments collected with an estimated attendance of 150 citizens in attendance. The public hearings were held at historical sites December 2-4, 2014, and January 6, 2015, at Thomas Jefferson’s Monticello, Charlottesville; Edith Bolling Wilson Hotel, Wytheville; George Washington’s Mount Vernon, Mount Vernon; Colonial Williamsburg, Williamsburg; and Virginia Union University, Richmond; and
 - ✓ Addressed comments from individual Board members through revisions and technical edits to the proposed revised *History and Social Science Standards of Learning*.
- The revisions and technical edits made since January 22, 2015, are as follows:
 - ✓ Reviewed and made corrections to the [moved] statements to clarify the final destination of restructured content;
 - ✓ Replaced the term “contribution” in VS.9d;
 - ✓ Provided additional content in United States History: 1865 to the Present and Virginia and United States Government regarding The Americans with Disabilities Act as amended 2008 (ADA);
 - ✓ Received and made revisions based upon comments received from the Divisions of Student Assessment and School Improvement and Special Education and Student Services; and
 - ✓ Received additional input and revisions from the Commission on Civics Education and made the additional revisions to the skills for Civics and Economics and Virginia and United States Government.

The discussion included:

- Mr. Dillard made a motion to amend sections VS.5 (b) and USI.6 (c) by adding James Lafayette. The motion was seconded by Mrs. Atkinson and carried unanimously.
- Mrs. Atkinson thanked staff for the inclusion of The Americans with Disabilities Act in the *History and Social Science Standards of Learning*.
- Mr. Dillard thanked staff for their cooperation and working with the Commission on Civic Education and Economics.
- Mr. Braunlich asked staff to include the section on the Aryan migrations during discussions of the curriculum framework. Dr. Staples updated Mrs. Lodal on revisions of this section of the *History and Social Science Standards of Learning*.

Mr. Dillard made a motion to adopt the proposed revised *History and Social Science Standards of Learning* as amended and authorized the Department of Education to make clarifying and/or technical edits. The motion was seconded by Mrs. Atkinson and carried unanimously.

First Review of Revisions to the List of Industry or Trade Association Certification Examinations, Professional Licenses, and Occupational

Mrs. Lolita Hall, director, office of career and technical education, presented this item. Her presentation included the following:

- The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, requirements for graduation 8 VAC 20-131-50.H.3, provide students who demonstrate academic excellence and/or outstanding achievement the opportunity to earn the Board of Education’s Career and Technical Education Seal.

8 VAC 20-131-50.H.3 – “The Board of Education’s Career and Technical Education Seal will be awarded to students who earn a Standard Diploma or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a “B” or better average in those courses; or (i) pass an examination or occupational competency assessment in a career and technical education concentration or specialization that confers certification or an occupational competency credential from a recognized industry, trade or professional association or (ii) acquire a professional license in that career and technical education field from the Commonwealth of Virginia. The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.”

- The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, requirements for graduation 8 VAC 20-131-50.H.4, provide students who demonstrate academic excellence and/or outstanding achievement the opportunity to earn the Board of Education’s Seal of Advanced Mathematics and Technology.

8 VAC 20-131-50.H.4 – “The Board of Education’s Seal of Advanced Mathematics and Technology will be awarded to students who earn either a Standard Diploma or Advanced Studies Diploma and (i) satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a “B” average or better; and (ii) either (a) pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association; (b) acquire a professional license in a career and technical education field from the Commonwealth of Virginia; or (c) pass an examination approved by the board that confers college-level credit in a technology or computer science area. The Board of Education shall approve all professional licenses and examinations used to satisfy these requirements.”

- The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* make the following provisions relative to students earning verified units of credit:

8 VAC 20-131-110.C – Standard and verified units of credit

“The Board may from time to time approve additional tests for the purpose of awarding verified credit. Such additional tests, which enable students to earn verified units of credit, must, at a minimum, meet 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 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 SOL content in the course for which verified credit is given.”

8 VAC 20-131-50.B.2 – (Requirements for a Standard Diploma - Footnotes 5, 6 and 8)

5 “A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics, or other areas as prescribed by the board in 8VAC 20-131-110.”

6 “Students who complete a career and technical education program sequence and pass an examination or occupational competency assessment in a career and technical education field that confers certification or an occupational competency credential from a recognized industry, or trade or professional association, or acquires a professional license in a career and technical education field from the Commonwealth of Virginia may substitute the certification, competency credential, or license for (i) the student selected verified credit and (ii) either a science or history and social science verified credit when the certification, license, or credential confers more than one verified credit. The examination or occupational competency assessment must be approved by the Board of Education as an additional test to verify student achievement.”

8 “Students shall earn a career and technical education credential approved by the Board of Education that could include, but not be limited to, the successful completion of an industry certification, a state licensure examination, a national occupational competency assessment, or the Virginia workplace readiness assessment.”

8 VAC 20-131-50.C.2 – (Requirements for an Advanced Studies Diploma - Footnote 5)

5 “A student may utilize additional tests for earning verified credit in computer science, technology, career and technical education, economics, or other areas as prescribed by the board in 8VAC 20-131-110.”

- The list of 315 industry or trade association certification examinations, professional licenses, and occupational competency assessments meets the Board’s requirements in 8 VAC 20-131-50.H.3 (Board of Education’s Career and Technical Education Seal), 8 VAC 20-131-50.H.4 (Board of Education’s Seal of Advanced Mathematics and Technology), 8 VAC 20-131-110.C (Standard and Verified Units of Credit), 8 VAC 20-131-50.B.2 (Requirements for a Standard Diploma - Footnotes 5, 6 and 8), and 8 VAC 20-131-50.C.2.
- Included in the list are 30 additional industry or trade association certification examinations and occupational competency assessments that have been identified as meeting criteria to satisfy requirements for the Career and Technical Education Seal, the Seal of Advanced Mathematics and Technology, student-selected verified credit, and the Standard Diploma graduation requirement.
- Industry or trade association certification examinations, professional licenses, and occupational competency assessments are continually being revised or discontinued to stay current with technology and new techniques. These changes may be such that individual certifications are no longer available or no longer meet the Board of Education’s criteria for diploma seals or student-selected verified credit, or require additional criteria. Technical changes have been made to the credential name of **19** certifications that were previously approved by the Board. In addition, **5** certification examinations are recommended for deletion from the Board-approved list.

The discussion included:

- Mrs. Atkinson said the way the presentation was formatted made the document easier to understand and acknowledged the breadth of opportunities the document represents.

The Board accepted for first review the revised list of industry certification examinations, occupational competency assessments, and licenses to meet the requirements for the Board of Education's Career and Technical Education and Advanced Mathematics and Technology Seals, student-selected verified credit, and the Standard Diploma graduation requirement.

First Review of Revisions to the Proposed English Language Proficiency Performance Targets for Annual Measurable Achievement Objectives (AMAOs) 1 (Progress) and 2 (Proficiency) through 2017-2018 in Virginia's Title III Accountability Plan Under the Elementary and Secondary Education Act of 1965 (ESEA)

Ms. Veronica Tate, director, office of program administration and accountability, presented this item. Her presentation included the following:

- The *Elementary and Secondary Education Act of 1965* (ESEA), as amended by the *No Child Left Behind Act of 2001* (NCLB), requires all state educational agencies to submit for approval to the U.S. Department of Education (USED) a consolidated state application accountability plan. In September 2003, the Virginia Board of Education submitted and received USED approval for its initial Consolidated State Application Accountability Plan under ESEA. States are permitted to revise the Plan by submitting requests for review and approval from USED.
- As required under Section 3122 of the ESEA, the accountability plan must include Title III Annual Measurable Achievement Objectives (AMAOs) for limited English proficient (LEP) students. AMAO 1 Progress measures the progress of LEP students in learning English and AMAO 2 Proficiency measures LEP students' attainment of English proficiency. Title III AMAO 1 and AMAO 2 targets are based on student performance data from the annual administration of the English language proficiency (ELP) test, as required in Section 1111(b)(7) of the ESEA.
- On September 26, 2007, the Board of Education approved the Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS for ELLs) as the state-approved ELP test. On March 19, 2008, the Board of Education adopted the World-Class Instructional Design and Assessment (WIDA) ELP standards for alignment with the ACCESS for ELLs test and to support state content area standards. In 2009-2010, based on the availability of two years of ACCESS for ELLs student performance data, the Board of Education established Title III AMAO 1 Progress and AMAO 2 Proficiency targets for five years beginning in the 2009-2010 school year.
- The chart below reflects the established Title III AMAO 1 Progress and AMAO 2 Proficiency targets and the state's performance in meeting these targets.

Accountability Year (Assessment Year)	AMAO 1 Progress	Statewide AMAO 1 Results	AMAO 2 Proficiency	Statewide AMAO 2 Results
2010-2011 (2009-2010)	64%	75%	15%	19%
2011-2012 (2010-2011)	65%	90%	16%	15%
2012-2013 (2011-2012)	66%	95%	17%	17%

2013-2014 (2012-2013)	67%	81%	18%	19%
2014-2015 (2013-2014)	68%	80%	19%	19%

- To assist in establishing Title III AMAO targets for accountability year 2015-2016 and the future, the Department contracted with the WIDA Consortium at the Wisconsin Center for Educational Research at the University of Wisconsin, Madison, to conduct an analysis of Virginia’s ACCESS for ELLs student performance data and provide recommendations based on the analysis. Based on a review of the WIDA Consortium’s data analysis and recommendations, and considering that a new version of the ACCESS for ELLs test (ACCESS 2.0) will be administered online beginning in school year 2015-2016 for accountability year 2016-2017, the Department proposed in fall 2014 that the Board of Education establish Title III AMAO targets for the next three years as shown in the chart below. The Department also proposed that Virginia’s Title III AMAO targets would be re-evaluated and revised, if necessary, following availability of sufficient data from the administration of the new version of ACCESS for ELLs to analyze the impact of the new assessment on LEP performance trends.
- The chart below reflects the Title III AMAO 1 Progress and AMAO 2 Proficiency targets proposed by the Department in fall 2014 for approval by the Board. Attachment A explains the rationale for the originally proposed Title III targets.

Accountability Year (Assessment Year)	AMAO 1 Progress	AMAO 2 Proficiency
2015-2016 (2014-2015)	69%	15.6%
2016-2017 (2015-2016)	69.1%	16.7%
2017-2018 (2016-2017)	69.2%	17.8%

- On November 20, 2014, the Board of Education approved the proposed Title III targets; subsequently, the Department submitted the targets to USED for approval.
- In February 2015, USED staff informed Department staff that the annual increase of AMAO 1 Progress targets is not sufficient. The USED staff acknowledged that the proposed incremental increase is allowable by statute, and that the introduction of the new online ACCESS 2.0 would likely create a new trend line so that setting future targets using data from the currently-administered version of the assessment would not be prudent. However, USED staff anticipated that the minimal increase in AMAO 1 Progress targets would not appear sufficiently ambitious and would likely not receive final approval by USED. During a call with USED staff, it was suggested that Virginia consider maintaining the 69 percent AMAO 1 Progress target for the 2015-2016 accountability year, but set the target for the two subsequent years as “To Be Determined” (TBD), with the expectation that the Department would establish the subsequent targets using available data from the online ACCESS 2.0 assessment (see the revised AMAO chart below). The USED also requested a written rationale for the recalibrated AMAO 2 Proficiency targets.

The discussion included:

- Dr. Staples said staff is asking the Board to waive first review of this item to comply with school testing schedules and late adjustments.
- Mr. Braunlich said amendments are made in response to direction from USED and asked staff to present a report to the Board once it is finalized for the public to be aware of actions taken.

Dr. Cannaday made a motion to waive first review and approve revisions to Virginia’s proposed Title III AMAO 1 Progress targets through 2017-2018 for inclusion in Virginia’s Consolidated State Application Accountability Plan, and authorize the Superintendent of Public Instruction, in consultation with the President of the Board, to make technical amendments or adjustments to the proposed Title III AMAO targets and/or methodology in response to direction from USED. The motion was seconded by Dr. Baysal and carried unanimously.

**Revisions to Proposed Title III AMAO 1 Progress and AMAO 2 Proficiency Targets
Through the 2017-2018 Accountability Year**

Accountability Year (Assessment Year)	AMAO 1 Progress	AMAO 2 Proficiency
2015-2016 (2014-2015)	69%	15.6%
2016-2017 (2015-2016)	69.1% <u>TBD</u>	16.7%
2017-2018 (2016-2017)	69.2% <u>TBD</u>	17.8%

First Review of Nominations to Fill Vacancies on the Advisory Board on Teacher Education and Licensure

Mrs. Patty Pitts, assistant superintendent for teacher education and licensure, presented this item. Her presentation included the following:

Article Nine, Section 2 of the Board of Education’s bylaws states the following:

Section 2. Advisory Committees. Advisory committees may be created by the Board for special purposes to include, but not be limited to, federal and state-mandated committees. An advisory committee shall be composed of persons who represent the views and interests of the general public and who are known to be qualified to perform their duties. Personnel of the Department of Education may be appointed to the committee, as members or as consultants. Unless otherwise prescribed by state or federal law or regulations, all appointments to an advisory committee shall be made by the Board upon the recommendations of the Superintendent of Public Instruction. . . .

The Board of Education’s bylaws also specify the membership and term of service in Article Sixteen, Section 3 and 4, as follows:

Section 3. Membership. The Board shall determine the number of members to serve on an advisory committee, and shall appoint the members of the committee, as specified in Board bylaws under Article Nine, Section 2, except as provided by state or federal law or regulation. Nominations for all vacant positions will be solicited as widely as practicable and on forms provided by the Department of Education. . . .

Section 4. Term of Service. Appointments to an advisory committee shall be for a term of three years. Members of an advisory committee may be appointed to a second consecutive three-year term, but shall not be eligible to serve for more than six consecutive years...A member filling the unexpired term of a member who resigned from the committee may be appointed to another consecutive three-year term. . . .

Section 22.1-305.2 of the *Code of Virginia* states, in part, the following:

There is hereby established the Advisory Board on Teacher Education and Licensure which shall consist of 21 members to be appointed by the Board of Education. Ten members of the Advisory Board shall be classroom teachers, with at least the following representation: three elementary school teachers, three middle school teachers, and three high school teachers. Three members of the Advisory Board shall be school administrators, one of whom shall be a school principal, one of whom shall be a division

superintendent, and one of whom shall be a school personnel administrator. Four members of the Advisory Board shall be faculty members in teacher preparation programs in public or private institutions of higher education, who may represent the arts and sciences. One member of the Advisory Board shall be a member of a school board. One member of the Advisory Board shall be a member of a parent-teacher association. One member of the Advisory Board shall be a representative of the business community and one member shall be a citizen at large. The Superintendent of Public Instruction or his designee and the Director of the State Council of Higher Education or his designee and the Chancellor of the Virginia Community College System or his designee shall serve as nonvoting ex officio members of the Advisory Board.

Superintendent's Memorandum #015-15 dated January 23, 2015, announced the call for nominations to fill the following two Advisory Board on Teacher Education and Licensure (ABTEL) vacancies:

Elementary Classroom Teacher (to fill an unexpired term until June 30, 2016)
Middle Education Classroom Teacher (to fill an unexpired term until June 30, 2015)

Six nominations were received. Following the close of the nomination period, the nominations were reviewed. Persons recommended for appointment were based upon qualifications and on the required membership. The Board of Education seeks to have geographic representation among the appointees for committees. For these ABTEL nominations, priority consideration was to be given to representation in the Department of Education Superintendents' Regions 3 and 5.

The following nominees are recommended for appointment to fill the unexpired terms:

Elementary Classroom Teacher (to fill an unexpired term until June 30, 2016)
Katherine Michelle Hipsman
Fourth-Grade Elementary Classroom Teacher
Richmond County Public Schools (Region 3)

Middle Education Classroom Teacher (to fill an unexpired term until June 30, 2015)
Cheryl Lynne Sprouse
Grades 7 and 8 Middle Education Mathematics Teacher
Bedford County Public Schools (Region 5)

Mrs. Lodal made a motion to waive first review and approve the two nominees recommended for appointment to the Advisory Board on Teacher Education and Licensure to fill the unexpired terms. The motion was seconded by Mrs. Atkinson and carried unanimously.

First Review of a Resolution Establishing Criteria for Students Eligible for "Expedited" Retakes of Standards of Learning Tests in Grades 3 through 8

Dr. Cynthia Cave, assistant superintendent for policy and communications, presented this item. Her presentation included the following:

- Section 22.1-253.13:3 of the *Code of Virginia* says, in part:

The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ 2.2-4000 et seq.), which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, student services, auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia....

- The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (Standards of

Accreditation) currently provide opportunities for high school students who meet criteria adopted by the Board of Education to have an expedited retake of a Standards of Learning test to earn verified credit.

- The Board of Education originally established criteria for high school students eligible for “emergency” retakes of Standards of Learning (SOL) tests in [Resolution Number 2000-11](#) adopted on September 28, 2000.
- The criteria adopted by the Board of Education for “emergency” retakes of SOL tests were subsequently set forth in the *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, which was adopted by the Board of Education on October 25, 2006 and amended by the Board of Education on January 13, 2011.
- On October 24, 2013, the Board of Education approved an amendment to the *Standards of Accreditation* to provide opportunities for students who meet criteria adopted by the Board for an expedited retake of a Standards of Learning test in grades three through eight; however, in November 2014, the Board subsequently withdrew the proposed *Standards of Accreditation* in favor of conducting a more comprehensive review.
- There is currently no provision in the *Standards of Accreditation* that addresses expedited retakes for students in grades three through eight. Therefore, a resolution adopted by the Board of Education setting forth criteria for such expedited retakes is needed to permit expedited retakes in grades three through eight and to establish criteria for eligibility and conditions applicable to retakes if they are to be offered in the 2014-2015 school year.
- There is bipartisan support for extending expedited re-takes.
 - ✓ Governor McAuliffe proposed legislation in the 2015 General Assembly Session to expand opportunities for expedited retakes of Standards of Learning tests to students in grades three through eight.
 - ✓ HB 1490 (Habeeb) and SB 874 (Cosgrove), were approved by the 2015 General Assembly, signed by Governor McAuliffe, and provide as follows: “[t]hat the Board of Education shall promulgate regulations to provide the same criteria for eligibility for an expedited retake of any Standards of Learning test, with the exception of the writing Standards of Learning tests, to each student regardless of grade level or course.” This legislation will become effective on July 1, 2015.
- HB 1490 and SB 874 will require the Board of Education to promulgate regulations to provide for expedited retakes for all students. However, it is not necessary for the Board of Education to wait until it promulgates regulations before expanding expedited retake opportunities to students in grades three through eight, provided that funds are available.
- The Virginia Department of Education has determined that funds are available to expand SOL expedited retake opportunities to students in grades three through eight during the current 2014-2015 school year before such regulations are promulgated.
- Resolution 2015–01 provides that local school divisions may offer the opportunity during the 2014-2015 school year for expedited retakes of Standards of Learning tests in grades three through eight, with the exception of the writing Standards of Learning tests, to students who meet specified criteria subject to certain conditions.

The discussion included:

- Mrs. Atkinson said she was concerned if the regulations allowed the Board to adopt expedited retakes of standards of learning tests and noted she has been assured that the

Board has the ability to act in this regard.

- Mrs. Atkinson said she was also concerned with the process for retakes of Standards of Learning tests because there is a large difference between expedited retakes for a high school student needing it for verified credit versus students in grades 3-8. Mrs. Atkinson said the resolution clarifies the process for eligible students in grades three through eight, with affirmative parental consent, to voluntarily participate in the expedited retakes of Standards of Learning tests.
- Mr. Braunlich said the Board has not done this in the past because of the cost issue.
- Dr. Staples said that in the past, cost estimates of expedited retakes were much higher due to the cost of scoring writing exams...in the estimate used for today, those exams are not included. As a result, the estimated cost for implementing expedited retakes is down to about \$200,000 per year, a far lower cost than previous estimates of about \$1.9 million.
- Mr. Romero acknowledged students in his school division that were close to passing the SOL and did not have the opportunity for expedited retake of tests. Mr. Romero said he was glad to see an opportunity now available for students in grades three through eight to take expedited retakes of tests.

Dr. Baysal made a motion to waive first review and adopt Resolution 2015-01. The motion was seconded by Mrs. Atkinson and carried unanimously.

**ESTABLISHING CRITERIA FOR STUDENTS ELIGIBLE FOR “EXPEDITED”
RETAKE OF STANDARDS OF LEARNING TESTS IN GRADES 3 THROUGH 8**

Resolution Number 2015-01

WHEREAS, the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, commonly referred to as the *Standards of Accreditation*, provide opportunities for high school students who meet criteria adopted by the Board of Education to have expedited retakes of Standards of Learning (SOL) tests to earn verified credits;

WHEREAS, the Board of Education originally established criteria for students eligible for “emergency” retakes of Standards of Learning tests in [Resolution Number 2000-11](#) adopted on September 28, 2000;

WHEREAS, the criteria adopted by the Board of Education for “emergency” retakes of SOL tests were subsequently set forth in the *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, which was adopted by the Board of Education on October 25, 2006 and amended by the Board of Education on January 13, 2011;

WHEREAS, on October 24, 2013, the Board of Education approved an amendment to the *Standards of Accreditation* to provide opportunities for students who meet criteria adopted by the Board for an expedited retake of a Standards of Learning test in grades three through eight; however, the Board subsequently withdrew the proposed *Standards of Accreditation* in favor of conducting a more comprehensive review;

WHEREAS, Governor McAuliffe proposed legislation in the 2015 General Assembly Session to expand opportunities for expedited retakes of Standards of Learning tests to students in grades three through eight;

WHEREAS, HOUSE BILL 1490, introduced by Delegate Habeeb, and SENATE BILL 874, introduced by Senator Cosgrove, were approved by the 2015 General Assembly and signed by Governor McAuliffe and provide as follows: “That the Board of Education shall promulgate regulations to provide the same criteria for eligibility for an expedited retake of any Standards of Learning test, with the exception of the writing Standards of Learning tests, to each student regardless of grade level or course”;

WHEREAS, the Virginia Department of Education has determined that funds are available to extend expedited retake opportunities to students in grades three through eight during the current 2014-2015 school year before such regulations are promulgated;

WHEREAS, it is the intent of the Board of Education to provide the opportunity for eligible students in grades three through eight, with affirmative parental consent (“opt-in”), to voluntarily participate in the expedited retakes of Standards of Learning tests based on certain criteria established by the Board;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education that local school divisions may offer the opportunity during the 2014-2015 school year for the expedited retake of Standards of Learning tests in grades three through eight, with the exception of the writing Standards of Learning tests, to students who meet the following criteria:

The student must

- 1) Have passed the course associated with the test; and
- 2) One of the following:
 - Failed the test by a narrow margin; or
 - Failed the test by any margin and have extenuating circumstances that would warrant retesting; or
 - Did not sit for the regularly scheduled test for legitimate reasons.

The “narrow margin” criteria shall be defined as a scaled score of 375-399.

In addition, the following conditions shall apply:

- 1) If a school division elects to offer expedited retakes of SOL tests, parents of eligible students shall be notified: (a) of the opportunity to retake the test(s); (b) that the decision not to retake any or all of the test(s) will not impact their child’s grade or academic record; and (c) of the opt-in requirement.
- 2) Prior to any additional testing, school divisions shall obtain and thereafter maintain documentation of affirmative parental consent and permission for their child to take an expedited retake.

Adopted in Richmond, Virginia
This Twenty-sixth Day of March 2015.

Report on the Projected Timeline for the Review of the Mathematics Standards of Learning and Mathematics Standards of Learning Curriculum Framework

Mr. Michael Bolling, director of mathematics and Governor’s Schools, presented this item. His presentation included the following:

- The *Code of Virginia* also requires a review of Virginia’s Standards of Learning every seven years.

Code of Virginia, Section 22.1-253.13:1-B... “The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis...”

- The *Mathematics Standards of Learning* and *Mathematics Standards of Learning Curriculum Framework* were adopted in 2009 and are scheduled for review in 2015-2016. The 2009 *Mathematics Standards of Learning* and the 2009 *Mathematics Standards of Learning Curriculum Framework* may be viewed online at http://www.doe.virginia.gov/testing/sol/standards_docs/mathematics/index.shtml.

- The Department of Education plans a review of the current *Mathematics Standards of Learning* and *Mathematics Standards of Learning Curriculum Framework* and will seek input from K-12 educators, faculty from institutions of higher education, the business community, professional education organizations, citizens, and parent groups, as delineated in the timeline.

The discussion included:

- Mr. Braunlich asked if staff will communicate with teachers through TeacherDirect when changes are made and proposals are issued. Mr. Bolling responded that staff will connect with teachers through TeacherDirect with updates sent out to mathematics contacts in each school division.

The Board accepted the report. The projected timeline for the review of the *Mathematics Standards of Learning* is as follows:

**PROJECTED TIMELINE FOR THE REVIEW OF THE
MATHEMATICS STANDARDS OF LEARNING AND
MATHEMATICS STANDARDS OF LEARNING CURRICULUM FRAMEWORK**

March 2015

The Department of Education presents the projected timeline for the review of the *Mathematics Standards of Learning* and *Mathematics Standards of Learning Curriculum Framework* to the Board of Education.

The Department of Education publishes a Superintendent's Memorandum that:

- announces the schedule of the review process;
- announces the availability of a review process page posted on the Department of Education's Web site that provides a timeline and procedures for submitting public comment on the *Mathematics Standards of Learning* and *Mathematics Standards of Learning Curriculum Framework*; and
- requests division superintendents share information about the review process page with instructional staff and encourage staff to apply to serve on the review committee.

The Department of Education posts the review process page on its Web site that provides a timeline and process for submitting public comment on the *Mathematics Standards of Learning* and *Mathematics Standards of Learning Curriculum Framework*. The public comment period will be active for 30 days.

May 2015

Department of Education staff identifies members of the review team.

Department of Education staff aggregates and conducts a preliminary analysis of the comments entered on the Web page.

June 2015

The steering committee (a subset of the review team) meets for three days to:

- review and analyze statewide public comment;
- review and select national and international documents and reports necessary to inform the revision process;
- receive training on leading grade-band teams through the standards revision process; and
- make recommendations for potential revisions to the standards.

June 2015

The review team meets for five days to:

- review a summary of statewide public comment and analysis of the steering committee;
- review national and international documents and reports selected by the steering committee; and
- make recommendations for potential revisions to the standards and curriculum framework.

July – October 2015

Department of Education staff prepares a draft of the proposed 2016 *Mathematics Standards of Learning* and 2016 *Mathematics Standards of Learning Curriculum Framework* based upon the work of the steering and review committees.

November 2015

The Department of Education shares a draft of the proposed 2016 *Mathematics Standards of Learning* and 2016 *Mathematics Standards of Learning Curriculum Framework* with mathematicians and mathematics educators in institutions of higher education across Virginia and professional organizations that focus on mathematics education for review and comment.

The Department of Education shares a draft of the proposed 2016 *Mathematics Standards of Learning* and 2016 *Mathematics Standards of Learning Curriculum Framework* with representatives of the business community for review and comment.

January 2016

Department of Education staff and the steering committee review comments from higher education staff and business community representatives on the proposed 2016 *Mathematics Standards of Learning* and 2016 *Mathematics Standards of Learning Curriculum Framework* and make revisions.

March 2016

The Department of Education presents the draft of the proposed 2016 *Mathematics Standards of Learning* and 2016 *Mathematics Standards of Learning Curriculum Framework* to the Board of Education for first review.

A Superintendent's Memorandum announces the schedule for public hearings and process for submitting public comment on the proposed 2016 *Mathematics Standards of Learning* and 2016 *Mathematics Standards of Learning Curriculum Framework*. The public comment period will be active for 30 days.

April 2016

Public hearings held as prescribed by the Board of Education.

Department of Education staff reviews statewide public comment and make edits, as necessary.

September 2016

The Superintendent of Public Instruction presents the proposed 2016 *Mathematics Standards of Learning* and 2016 *Mathematics Standards of Learning Curriculum Framework* to the Board of Education for final review and adoption.

The Department of Education posts the final documents on its Web site.

2016-2017 School Year

Department of Education staff provides a crosswalk between the 2009 *Mathematics Standards of Learning* and the 2016 *Mathematics Standards of Learning*.

School divisions incorporate the new standards into local written curricula for inclusion in the taught curricula during the 2017-2018 school year.

2017-2018 School Year Crosswalk year: 2009 *Mathematics Standards of Learning* and 2016 *Mathematics Standards of Learning* included in the written and taught curricula.

Spring 2018 Standards of Learning assessments measure the 2009 *Mathematics Standards of Learning* and include field test items measuring the 2016 *Mathematics Standards of Learning*.

2018-2019 School Year Full-implementation year: Written and taught curricula reflect the 2016 *Mathematics Standards of Learning*.

Standards of Learning assessments measure the 2016 *Mathematics Standards of Learning*.

Report on K-12 Legislation Passed by the 2015 General Assembly

Dr. Cynthia Cave, assistant superintendent for policy and communications, presented this item. Dr. Cave acknowledged Susan Williams, director of policy for preparing the report. Dr. Carve's presentation included the following:

- This report summarizes the major K-12 legislation passed by the 2015 General Assembly that will require action by the Board of Education or the Virginia Department of Education or otherwise relates to the work of the Board or impacts local school divisions. The bills address the following Board goals:
 - ✓ Goal 1: The legislation addresses accountability for student learning as related to Standards of Learning assessments, accreditation ratings, and the School Performance Report Card.
 - ✓ Goal 2: The legislation addresses rigorous standards to promote college and career readiness, particularly in the context of illiteracy and career and technical education.
 - ✓ Goal 3: The legislation addresses expanded opportunities to learn as related to graduation requirements, including the flexibility to waive seat time requirements.
 - ✓ Goal 5: The legislation addresses highly qualified and effective educators by continuing to permit retired teachers and administrators to be rehired in critical shortage areas and receive retirement benefits and by revising provisions relating to teacher licensure in the area of career and technical education.
 - ✓ Goal 6: The legislation addresses sound policies for student success by providing for expedited retakes of Standards of Learning assessments in grades three through eight and requiring the identification of uniformed services-connected students.
 - ✓ Goal 7: The legislation addresses safe and secure schools by requiring regulations on the use of seclusion and restraint and by protecting student privacy and data.

The discussion included:

- Mr. Braunlich said he was excited that HB 1675 (Graduation Requirements, Rates) will permit local school divisions to waive the requirement for students to receive 140 clock hours of instruction to earn a standard unit of credit upon providing the Board of Education with satisfactory proof, based on Board guidelines, that the students for whom such requirements are waived have learned the content and skills included in the relevant Standards of Learning. Mr. Braunlich said Board guidelines will be

different from one subject to the other and the General Assembly did not include deadlines.

- Dr. Staples thanked the Policy staff for their work during the General Assembly session.
- Mr. Dillard acknowledged meeting schedule of committees during the General Assembly.
- Mrs. Atkinson acknowledged the support the Policy staff gives to committees during the General Assembly session.
- Mr. Braunlich also acknowledged the Policy staff for their ability to operate with limited staff.

The Board accepted the report.

The report on K-12 legislation passed by the 2015 General Assembly is as follows:

Report on K-12 Legislation Passed by the 2015 General Assembly

A-F, School Performance Report Card

- **HB 1338** (Farrell) - Requires the Virginia Department of Education (VDOE), for the purposes of the School Performance Report Card, to include – as part of instructional costs – each school division's expenditures on the hardware necessary to support electronic textbooks. In the case of such hardware, the bill also provides an exception to the requirement that the percentage reported must be consistent with the definition of instructional and non-instructional costs used in the state's *Standards of Quality* funding formula. **[Requires action by the Board of Education: Amend Regulations Governing School and Community Communications. Requires action by VDOE: Revise School Performance Report Card.]**
- **HB 1672** (Greason) and **SB 727** (Black) – Repeals the A-F school grading system by repealing Chapters 672 and 692 of the Acts of Assembly of 2013 and Chapters 480 and 485 of the Acts of Assembly of 2014. It also requires the Board of Education (BOE), in consultation with the Standards of Learning (SOL) Innovation Committee, to redesign the School Performance Report Card no later than July 1, 2016, to make it more effective in communicating to parents and the public the status and achievements of the public schools and local school divisions. Requires the BOE to: provide notice and solicit public comment on the redesign by October 1, 2015; submit a summary of its redesign to the Chairmen of the House Committee on Education and the Senate Committee on Education and Health by December 1, 2015, and provide a redesigned report card for all schools and divisions by October 1, 2016, and each October 1 thereafter. **[Requires action by the Board of Education: Redesign School Performance Report Card in consultation with SOL Innovation Committee and amend Regulations Governing School and Community Communications.]**

Accreditation

- **HB 1674** (Greason) – Permits the Board of Education to review the accreditation status of a school once every three years if the school has been fully accredited for three consecutive years. The bill requires that, upon such triennial review, the Board review the accreditation status of the school for each individual year within that triennial review period. If the Board finds that the school would have been accredited every year of that triennial review period, the Board may accredit the school for another three years. The bill specifies that the Board must review the accreditation status of any school that (i) in any individual year within the triennial review period would have failed to achieve full accreditation or (ii) in the previous year has had an adjustment of its boundaries that affects at least 10 percent of the student population of the school. Current law requires the Board to annually review the accreditation status of all schools in the Commonwealth. Finally, the bill requires the reporting of the Standards of Learning (SOL) assessment scores and averages for each year, regardless of accreditation frequency, as part of the School Performance Report Card.

[Requires action by the Board of Education: Amend *Regulations Establishing Standards for Accrediting Public Schools in Virginia.*]

- **HB 1873** (Krupicka) and **SB 1320** (Locke) – Requires the Board of Education (BOE) to amend the *Standards of Accreditation* by the 2016-2017 school year to establish additional accreditation ratings that recognize the progress of schools that do not meet accreditation benchmarks but have significantly improved their pass rates, are within specified ranges of benchmarks, or have demonstrated significant growth for the majority of their students. These were Governor’s bills. **[Requires action by the Board of Education: Amend *Regulations Establishing Standards for Accrediting Public Schools in Virginia.*]**

Board of Education

- **HB 2169** (Hester) – Makes a technical change in the due date for the Board of Education’s (BOE) submission to the General Assembly of its annual report on the condition and needs of public education in the Commonwealth. The date change from November 15 to December 1 would allow the BOE to approve the report within its regular meeting schedule. This was a VDOE agency bill.
- **HB 1335** (Landes) – Requires the Secretary of Education to consult with the agencies for which he/she is responsible and to report biennially to the General Assembly on the coordination of efforts among such agencies. The bill also requires: (i) the Superintendent of Public Instruction to designate an employee of the Virginia Department of Education (VDOE) to serve as its liaison to the State Council of Higher Education for Virginia (SCHEV) and the State Board for Community Colleges (SBCC); and (ii) the Chancellor of Community Colleges to designate an employee of the State Board for Community Colleges to serve as its liaison to the Board of Education. **[Requires action by VDOE: Serve as liaison to SCHEV.]**
- **SB 1021** (Puller) – Adds an additional provision to allow local school boards to request a waiver from the Board of Education in the event of *severe weather conditions or other emergency situations*. The Board must still determine whether school division requests meet that standard, and school divisions must still provide evidence of efforts to reschedule as many days as possible and certification by the division superintendent and chairman of the local school board that every reasonable effort for making up lost teaching days or teaching hours was exhausted before requesting a waiver. **[Requires action by the Board of Education: Amend *Regulations Governing Reduction of State Aid When Length of School Term Below 180 Teaching Days or 990 Teaching Hours.*]**

Charter Schools

- **SJ 256** (Obenshain) – Proposes an amendment to the *Constitution of Virginia* to grant the Board of Education the authority, subject to criteria and conditions prescribed by the General Assembly, to establish charter schools within the school divisions of the Commonwealth.

CTE/STEM

- **HB 1616** (Greason) – Requires each sequence of courses constituting a career and technical education program to be aligned with state or national program certification and accreditation standards, if such standards exist for the sequence of courses. The bill specifies that this provision shall not apply to any program offered by industry in cooperation with a local school board. **[Requires action by the Board of Education: Amend *Regulations Governing Career and Technical Education.*]**
- **HB 1676** (Byron) – Permits each local school board to enter into agreements for postsecondary credential, certification, or license attainment with community colleges or other public institutions of higher education or educational institutions that are established pursuant to Title 23 of the *Code of Virginia* (Educational Institutions) that offer a career and technical education curriculum. These agreements must specify (i) the options for students to take courses as part of the career and technical education curriculum that lead to an industry-recognized credential, certification, or license concurrent with a high school diploma and (ii) the credentials, certifications, or licenses available for such courses.

- **HB 2276** (Orrock) – Creates an alternative to the current requirement that, in order to receive a standard diploma, a student must earn a CTE credential. This alternative would apply when a CTE credential in a particular subject area is not readily available or appropriate or does not adequately measure student competency, in which case the student must receive competency-based instruction in the subject area to satisfy the standard diploma requirements. **[Requires action by the Board of Education: Amend Regulations Establishing Standards for Accrediting Public Schools in Virginia and amend Regulations Governing Career and Technical Education].**

Diplomas, diploma seals

- **HB 1351** (Ramadan) and **SB 916** (Wexton) – Directs the Board of Education to establish criteria for awarding a diploma seal of biliteracy to any student who demonstrates proficiency in English and at least one other language for the Board of Education-approved diplomas. The bill requires the Board to consider criteria including the student's (i) score on a College Board Advanced Placement foreign language examination, (ii) score on an SAT II Subject Test in a foreign language, (iii) proficiency level on an ACTFL Assessment of Performance toward Proficiency in Languages (AAPPL) measure or another nationally or internationally recognized language proficiency test, or (iv) cumulative grade point average in a sequence of foreign language courses approved by the Board. The bill contains a second enactment clause that requires the Board of Education to establish criteria for awarding a diploma seal of biliteracy in time for any student graduating from a public high school in the Commonwealth in 2016 to be awarded such a diploma seal. **[Requires action by the Board of Education: Amend Regulations Establishing Standards for Accrediting Public Schools in Virginia.]**
- **SB 1236** (Favola) - Specifies that students identified as disabled who complete the requirements of their individualized education programs (IEPs) and meet certain requirements prescribed by the Board of Education (Board) pursuant to regulations, but do not meet the requirements for any named diploma, shall be awarded *Applied Studies* diplomas by local school boards. The term *special diploma* is eliminated pursuant to this bill, and the term *Applied Studies* diploma replaces it in the *Code*. Currently, the *Code of Virginia* provides that students identified as disabled who complete the requirements of their IEPs shall be awarded special diplomas by local school boards. This bill was proposed by the Virginia Department of Education. **[Requires action by the Board of Education: Amend Regulations Establishing Standards for Accrediting Public Schools in Virginia, Regulations Governing Secondary School Transcripts, and Regulations Governing Special Education Programs for Children with Disabilities in Virginia.]**

Graduation requirements, rates

- **HB 1675** (Greason) and **SB 982** (Garrett) – Permits local school divisions to waive the requirement for students to receive 140 clock hours of instruction to earn a standard unit of credit upon providing the Board of Education with satisfactory proof, based on Board guidelines, that the students for whom such requirements are waived have learned the content and skills included in the relevant Standards of Learning. **[Requires action by the Board of Education: Develop guidelines and amend Regulations Establishing Standards for Accrediting Public Schools in Virginia.]**
- **HB 2318** (Orrock) - Requires the Board of Education – for the purposes of the *Standards of Accreditation* – to use a graduation rate that excludes any student who fails to graduate because he or she is in the custody of the Department of Corrections, the Department of Juvenile Justice, or local law enforcement. HB 2318 further requires that this data be made available to the public. In addition, the bill requires the Board to report to the chairmen of the House Committee on Education and the Senate Committee on Education and Health on the Board's progress towards updating its formula for collecting, analyzing, and reporting high school graduation and dropout data no later than December 1, 2015. The bill has a delayed effective date of July 1, 2016. **[Requires action by the Board of Education: Amend Regulations Establishing Standards for Accrediting Public Schools in Virginia.]**

Home instruction

- **HB 1626** (Bell, Robert B.) – Prohibits public schools from joining an organization governing interscholastic programs that does not deem eligible for participation a student who (i) is receiving home instruction; (ii) has demonstrated evidence of progress for two consecutive academic years; (iii) is in compliance with immunization requirements; (iv) is entitled to free tuition in a public school; (v) has not reached the age of 19 by August 1 of the current academic year; (vi) is an amateur who receives no compensation but participates solely for the educational, physical, mental, and social benefits of the activity; (vii) complies with all disciplinary rules and is subject to all codes of conduct applicable to all public high school athletes; and (viii) complies with all other rules governing awards, all-star games, maximum consecutive semesters of high school enrollment, parental consents, physical examinations, and transfers applicable to all high school athletes. Currently, the Virginia High School League (VHSL) policy does not permit students who are home schooled to participate in public school interscholastic activities. The bill provides that no local school board is required to permit students receiving home instruction in interscholastic programs. The bill has an expiration date of July 1, 2020.
- **HB 1754** (LaRock) and **SB 1403** (Martin) – Provides that evidence of achievement of a score on the SAT, the Preliminary SAT (PSAT), or the ACT that is equivalent to a composite score in or above the fourth stanine on a nationally normed standardized achievement test satisfies the evidence-of-progress requirement for students receiving home instruction. [**Requires VDOE action: Revise *Guidelines for Home Instruction in Virginia***].
- **SB 1383** (Black) - Prohibits a school division superintendent or local school board from disclosing to the Virginia Department of Education (VDOE) or any other person or entity outside of the local school division information provided by a student or parent for the purpose of notifying the superintendent that the student will be receiving home instruction or claiming a religious exemption in lieu of school attendance. The bill does not prohibit a school division superintendent from notifying the Superintendent of Public Instruction of the number of students in the school division receiving home instruction. [**Requires VDOE action: Revise *Guidelines for Home Instruction in Virginia***].

Local school boards

- **HB 1484** (Tyler) and **SB 842** (Lucas) – Changes the date by which the governing body of a county is required to prepare and approve an annual budget for educational purposes from May 1 or within 30 days of the receipt by the county of the estimates of state funds to May 15 or within 30 days of the receipt by the county of the estimates of state funds. The bill conforms the county school budget preparation and approval process timeline to the same timeline required to be used by municipalities for that purpose, May 15.
- **HB 1587** (Landes) – Provides that in cases in which a school board employee is directly exposed to body fluids of a minor student in a manner that may transmit HIV or the hepatitis B or C virus, the minor student's parent or guardian shall be notified prior to initiating testing of such minor student for infection with such viruses.
- **HB 2245** (Head) and **SB 1339** (Smith) – Clarifies that the school board clerk may keep official papers such as minutes, bids for school board contracts, records of receipts, vouchers, contracts, disbursements, and other official papers electronically. The language is permissive, so the electronic storage is allowable but not mandated.
- **SB 1286** (McDougle) - Requires each local school division to publish the annual school budget in line item form on its Web site. Current law does not require the published budget to be in line item form.

SOL instruction

- **HB 1752** (LaRock) and **SB 724** (Black) – Prohibits the Board of Education (Board) from replacing the Standards of Learning (SOL) with the Common Core State Standards (CCSS) unless the Board has the prior statutory approval of the General Assembly. In addition, the bill indicates that nothing in the provision shall be construed to prevent the Board from continuing or creating an educational standard or assessment that is coincidentally included in the standards referred to as the CCSS.

SOL tests

- **HB 1303** (Farrell) and **SB 900** (Barker) – Requires the Virginia Department of Education (VDOE) to make available to school divisions Standards of Learning (SOL) assessments typically administered by middle and high schools by December 1 of the school year in which such assessments are to be administered or when newly developed assessments are available, whichever is later.
- **HB 1419** (Head) – Requires the Virginia Department of Education (VDOE) to develop processes for informing school divisions of changes in the Standards of Learning. **[Requires action by VDOE: Develop processes.]**
- **HB 1490** (Habeeb) and **SB 874** (Cosgrove) – Directs the Board of Education (BOE) to promulgate regulations to provide the same criteria for eligibility for an expedited retake of any Standards of Learning (SOL) test, with the exception of the writing Standards of Learning tests, to each student regardless of grade level or course. Note: [SB 874](#) incorporated [SB 757](#), [SB 897](#), [SB 984](#), and [SB 995](#). SB 897 was a Governor's bill. **[Requires action by the Board of Education: Amend Regulations Establishing Standards for Accrediting Public Schools in Virginia.]**
- **HB 1615** (Greason) – Provides that the required end-of-course or end-of-grade assessments for English, mathematics, science, and history and social science (including the completion of the alternative assessments implemented by each local school board) may be integrated to include multiple subject areas.
- **HB 1714** (LeMunyon) – Makes a technical amendment to the *Standards of Quality* to allow school divisions the flexibility to provide the science SOL assessment upon completing instruction in Grade 6 life science and physical science and before the end of Grade 8. This was a VDOE agency bill.

Special Education

- **HB 1443** (Bell, Richard P.) and **SB 782** (Favola) – Requires the Board of Education (BOE) to adopt regulations on the use of seclusion and restraint in public elementary and secondary schools in the Commonwealth. The bill requires that such regulations are consistent with certain existing guidance documents; include definitions of terms, criteria for use, restrictions for use, training requirements, notification requirements, reporting requirements, and follow-up requirements; and address distinctions between certain student populations. The bill is a recommendation of the Virginia Commission on Youth. **[Requires action by the Board of Education: Regulations Governing Special Education Programs for Children with Disabilities in Virginia.]**
- **HB 1679** (Bell, Richard P.) – Requires local school boards to annually post information describing the educational and other services available through the Virginia School for the Deaf and the Blind (VSDB), the Virginia Department for the Deaf and Hard-of-Hearing (VDDH), and the Virginia Department for the Blind and Vision Impaired (VDBVI) on the school divisions' Web sites and inform the parents of those students who are identified as hearing impaired or visually impaired of its availability. In addition, the bill would require local school boards to ensure that packets of such information are available in an accessible format for review by parents who do not have Internet access. This was a VDOE agency bill.

Student health, safety and nutrition

- [HB 1366](#) (Campbell) – Provides that a sex offender who is prohibited from entering upon school or child day center property who petitions the circuit court for permission to enter such property must cause notice of the time and place of the hearing on his petition to be published once a week for two successive weeks in a newspaper of general circulation. The newspaper notice must contain a provision stating that written comments regarding the petition may be submitted to the clerk of court at least five days prior to the hearing. The bill also requires that for a public school the petitioner must provide notice of his petition to the chairman of the school board in addition to the superintendent of public instruction.
- [HB 1698](#) (Wilt) - Requires each school board, in any case in which a questionnaire or survey requesting that students provide sexual information, mental health information, medical information, information on student health risk behaviors, other information on controlled substance use, or any other information that the school board deems to be sensitive in nature is to be administered, to give the parent 30 days' electronic notice if the school division uses such a system and written notice by regular mail of the nature and types of questions, the purposes and age-appropriateness of the questionnaire or survey, how such information will be used, who will have access to such information, the steps that will be taken to protect student privacy, and whether and how any findings or results will be disclosed. The bill gives the parent the right to request that a copy of the questionnaire or survey be sent to him through regular mail or by email, to review the document in person at the school, and to exempt his child from participation. In addition, the bill provides that in any case in which a questionnaire or survey is required by state law or is requested by a state agency, the relevant state agency must provide the school board with all information required to be included in the notice to parents.
- [HB 2114](#) (Bell, Richard P.) – Requires the Board of Education to promulgate regulations that permit each public school to conduct on school grounds during regular school hours no more than 30 school-sponsored fundraisers per school year during which food that does not meet the nutrition guidelines for competitive foods may be sold to students. "Competitive food" is defined in current law as any food, excluding beverages, sold to students on school grounds during regular school hours, which is not part of the school breakfast or school lunch program. **[Requires action by the Board of Education: Amend Regulations Governing Nutritional Guidelines for Competitive Foods Sold in Virginia Public Schools.]**
- [HB 2216](#) (Greason) - Requires the Board of Education (Board), by the beginning of the 2016-2017 school year, to adopt regulations for the possession and administration of epinephrine in private schools for students with disabilities. The bill also authorizes employees of licensed private schools for students with disabilities and private schools accredited by the Virginia Council for Private Education (VCPE) to possess and administer epinephrine under certain circumstances to a student believed in good faith to be having an anaphylactic reaction. In addition, the bill provides immunity from civil liability for such employees for ordinary negligence in acts or omissions resulting from the rendering of such treatment. **[Requires action by the Board of Education: Amend Regulations Governing the Operation of Private Day Schools for Students with Disabilities.]**
- [SB 1117](#) (Norment) – Clarifies that, in cases in which the subject of the investigation is a full-time, part-time, permanent, or temporary employee of a school division who is suspected of abusing or neglecting a child in the course of his educational employment, the time period for determining whether a report is founded or unfounded and transmitting a report to that effect to the Department of Social Services and the person who is the subject of the investigation shall be mandatory, and every local department shall make the required determination and report within the specified time period without delay.
- [SB 1191](#) (Norment) – Amends statute that makes it a crime to possess a firearm, stun weapon, knife, and certain other weapons on school property to require that the person must have knowingly possessed the firearm or other weapon.

Student privacy, FERPA

- **HB 1307** (Landes) and **SB 1293** (Martin) – Prohibits the Department of Education and each local school board from requiring any student enrolled in a public elementary or secondary school or receiving home instruction or his parent to provide the student's federal social security number. Moreover, the bill requires the department to develop a system of unique student identification numbers and requires each local school board to assign such a number to each student enrolled in a public elementary or secondary school. The student identification number shall not be derived from the student's social security number. Further, the bill requires each student to retain his student identification number for as long as he or she is enrolled in a public elementary or secondary school in Virginia. The bill's provisions will become effective on August 1, 2015.
- **HB 1334** (Landes) – Requires the Virginia Department of Education (VDOE) to develop and make publicly available on its Web site policies to ensure state and local compliance with the federal Family Educational Rights and Privacy Act (FERPA) and state law applicable to students' personally identifiable information, including policies for (i) access to students' personally identifiable information and (ii) the approval of requests for student data from public and private entities and individuals for the purpose of research. The bill further requires VDOE or the local school division to notify, as soon as practicable, the parent of any student whose personally identifiable information could reasonably be assumed to have been disclosed in violation of FERPA or state law applicable to such information. Such notification shall include: (i) the date, estimated date, or date range of the disclosure; (ii) the type of information that was or is reasonably believed to have been disclosed; and (iii) remedial measures taken or planned in response to the disclosure. **[Requires action by VDOE: Develop policies. Requires action by the Board of Education: Amend *Management of the Student's Scholastic Record in the Public Schools of Virginia*.]**
- **HB 1612** (Greason) – Requires each entity that operates pursuant to a contract with a local school division a website, mobile application, or online service that (i) is designed and marketed solely for use in elementary or secondary schools, (ii) is used at the direction of teachers or other employees at elementary or secondary schools, and (iii) collects and maintains, uses, or shares information that identifies an individual student or is linked to information that identifies an individual student to maintain certain protections for such information, including transparency, privacy policies, information security programs, and access to an individual student's personal information by the student and his parents.
- **HB 2350** (Austin) – Directs the Department of Education (VDOE), in collaboration with the Virginia Information Technologies Agency (VITA), to develop a model data security plan that may be used by school divisions to implement policies and procedures related to the protection of student data and data systems. HB 2350 further requires VDOE to designate a chief data security officer, with such state funds as made available, to assist school divisions, upon request, with the development and implementation of their own data security plans and to develop best practice recommendations regarding the use, retention, and protection of student data. It also authorizes VDOE to convene a working group to identify the elements and costs involved in developing a model plan. **[Requires action by VDOE: Develop model plan and designate chief data security officer.]**
- **HB 2373** (Ramadan) and **SB 1354** (Reeves) – Requires the Virginia Department of Education (VDOE) to establish a process for the identification of newly enrolled uniformed services-connected students by local school divisions and requires local school divisions to identify newly enrolled uniformed services-connected students in accordance with the process established by VDOE. Currently, school divisions are not required to collect this information. The bill defines a "uniformed services-connected student" as a student enrolled in a public school whose parent is serving in either (i) the active component of the U.S. Army, Navy, Air Force, Marine Corps, Coast Guard, or National Guard, the Commissioned Corps of the National Oceanic and Atmospheric Administration, or the Commissioned Corps of the U.S. Public Health Services or (ii) the reserve component of the U.S. Army, Navy, Air Force, Marine Corps, Coast Guard, or National Guard. **[Requires action by VDOE and local school divisions: Identify uniformed services-connected students.]**

Tax credits

- [HB 1701](#) (Wilt) – Allows a business firm or any individual that is eligible for the Neighborhood Assistance Act Tax Credit to agree in writing to a credit amount equal to less than 65 percent of the qualified donation. This bill is effective for taxable years beginning on or after January 1, 2015. **[Requires action by VDOE: *Guidelines for the Neighborhood Assistance Act Tax Credit Program for Education.*]**

Teachers, school personnel, benefits

- [HB 1320](#) (Farrell) – Requires that the Board of Education’s Licensure Regulations for School Personnel include requirements that every person seeking renewal of a license complete all renewal requirements including professional development in a manner prescribed by the Board, except that no person seeking renewal of a license shall be required to satisfy any such requirement by completing coursework and earning credit at an institution of higher education. **[Requires action by the Board of Education: *Amend Licensure Regulations for School Personnel.*]**
- [HB 2020](#) (BaCote) – Delays from July 1, 2015 to July 1, 2020 the expiration of provisions (i) requiring school boards, division superintendents, if so requested, and the Superintendent of Public Instruction to annually identify and report critical shortages of teachers and administrative personnel and (ii) permitting any person receiving a service retirement allowance who is hired as a local school board instructional or administrative employee required to be licensed by the Board of Education to elect to continue to receive the retirement allowance during such employment under certain conditions. This was a Secretary of Education bill. **[Requires action by VDOE: *Continue to identify and report critical shortages.*]**
- [HB 2137](#) (Yancey) - Permits the Board of Education, upon request of the employing school division or educational agency, to issue a provisional license to a teacher seeking an initial license in the Commonwealth who has not attained an industry certification credential in the area in which the teacher seeks endorsement to issue a provisional license to teachers seeking an initial license in Virginia but who have not attained an industry certification credential in the area in which the teacher seeks endorsement. HB 2137 would allow time for the teacher to attain the required industry certification credential. This bill mirrors the VDOE agency bill, HB 2208, which was originally proposed by Delegate Orrock and was left in the House Education Committee. **[Requires action by the Board of Education: *Amend Licensure Regulations for School Personnel.*]**
- [HB 2178](#) (Poindexter) and [SB 1162](#) (Watkins) – Allows school divisions the option of establishing and administering their own deferred compensation and cash match plans for the hybrid retirement program. Employees of such school divisions would have the option of participating in such programs. The bill has a delayed effective date of January 1, 2016.
- [SB 1046](#) (Hanger) – Authorizes the governing bodies of three or more cities, counties, or school boards, if they comprised the membership of a multiple employer welfare arrangement on December 31, 2014, to form a benefits consortium for the purpose of establishing a self-funded employee welfare benefit plan. The benefits consortium will be a nonstock corporation established to operate a benefits plan. Each member of the benefits consortium shall be contractually liable for its allocated share of the consortium’s liabilities. The benefits consortium will be exempt from taxation and from insurance regulations.

Transportation

- [HB 1952](#) (Poindexter) - Permits a local school board, notwithstanding any regulation to the contrary, to sell or transfer any of its school buses to another school division or purchase a used school bus from another school division or a school bus dealer as long as the school bus conforms to specifications effective on the date of its **manufacture** and meets other specified conditions. The current *Regulations Governing Pupil Transportation* require school buses to conform to the specifications effective on the date of **procurement**. Thus, this provision in HB 1952 will override current Board of Education regulations, and the Board will need to amend its regulations accordingly. **[Requires action by the Board of Education: *Regulations Governing Pupil Transportation.*]**

Virtual schools, online learning

- **HB 324** (Bell, Richard P.) – Establishes the Board of the Virginia Virtual School (VVS) as a policy agency in the executive branch of state government for the purpose of governing the online educational programs and services offered to students enrolled in the Virginia Virtual School. The Secretary of Education is responsible for the agency. The 13-member Board is given operational control of VVS and assigned powers and duties. The bill requires VVS to be open to any school-age person in the Commonwealth and provide an educational program meeting the *Standards of Quality* (including the Standards of Learning and the *Standards of Accreditation*) for grades kindergarten through 12. In addition, the bill includes a second enactment clause, which provides that the provisions of this act shall become effective on July 1, 2016 and only if reenacted by the 2016 Session of the General Assembly.

Miscellaneous

- **SB 821** (Miller) - Repeals the provisions of *the Code of Virginia* that established the Opportunity Educational Institution (OEI) and eliminates the references to OEI in other *Code* sections.
- **HB 1336** (Landes) – Requires the State Council of Higher Education for Virginia (Council), in consultation with the governing board of each public institution of higher education, to establish a policy for granting undergraduate course credit to entering freshman students who have taken one or more Advanced Placement, Cambridge Advanced (A/AS), College-Level Examination Program (CLEP), or International Baccalaureate examinations. The bill also repeals the current law under which such governing boards individually implement such policies and has a delayed effective date of July 1, 2016.

Studies resolutions

- **HJ 558** (Orrock) – Requests the Virginia Department of Education and the State Council of Higher Education for Virginia (SCHEV) to examine shortages of qualified teachers generally and in certain teaching endorsement areas and to recommend strategies for addressing the shortages. The Department and the Council must report their findings and recommendations no later than the first day of the 2016 Regular Session of the General Assembly. [**Requires action by VDOE: Examine shortages of qualified teachers with SCHEV.**]
- **HJ 586** (Yost) – Requests that the Department of Behavioral Health and Developmental Services (i) identify one or more appropriate mental health screening tools, (ii) identify one or more school divisions in which the parents of each student shall be notified of the availability of such mental health screening tools and may give permission for their child to participate in a mental health screening, (iii) analyze the (a) number and type of mental illness diagnoses, (b) additional in-school services provided to diagnosed students as a result of such screenings, and (c) most appropriate grade level for the administration of such screenings, and (iv) report its findings to the Governor and General Assembly by November 30, 2016. [**Requires action by VDOE: Provide technical assistance to the Department of Behavioral Health and Developmental Services.**]
- **SJ 218** (Howell) – Requests the Department of Education to study the feasibility of implementing a program in the Commonwealth to track teacher turnover by developing exit questionnaires and other means. Note: The conference report on the Budget Bill includes an amendment (i.e., Item [133](#) #1c) that provides \$23,000 to VDOE in FY 2015-16 to support this study. [**Requires action by VDOE: Study feasibility of implementing program to track teacher turnover.**]

DISCUSSION OF CURRENT ISSUES

Mrs. Atkinson noted for Board members to be aware that the report from the SOL Innovation Committee is included in their packet of materials.

The Board met for a public dinner on Wednesday, March 25, 2015, at the Crowne Plaza Richmond Downtown Hotel, with the following members present: Mrs. Atkinson, Dr. Baysal, Mr. Braunlich, Dr. Cannaday, Mr. Dillard, Mrs. Edwards, Mrs. Lodal, and Mr. Romero. Dr. Steven Staples, Superintendent of Public Instruction, also attended the meeting. Members discussed pending Board agenda items. No votes were taken, and the dinner meeting ended at 8:30 p.m.

PUBLIC HEARING ON THE REGULATIONS GOVERNING ADULT HIGH SCHOOL PROGRAMS AND REGULATIONS GOVERNING THE GENERAL ACHIEVEMENT DIPLOMA

No one spoke during the public comment.

EXECUTIVE SESSION

Dr. Cannaday made a motion to go into executive session under *Virginia Code* § 2.2-3711(A)(41), for the purpose of discussion and consideration of records relating to denial, suspension, or revocation of teacher licenses, and, under *Virginia Code* § 2.2-3711(A)(7), to consult with counsel and receive legal advice regarding the same, and that Wendell Roberts, legal counsel to the Virginia Board of Education, as well as staff members, Dr. Steven Staples, Patty Pitts, Nancy Walsh, and Mark Saunders, participate in this closed meeting. The motion was seconded by Mrs. Atkinson and carried unanimously. The Board went into Executive Session at 12:45 p.m.

Dr. Cannaday made a motion that the Board reconvene in open session. The motion was seconded by Mrs. Atkinson and carried unanimously. The Board reconvened at 1:08 p.m.

Mr. Braunlich made a motion that the Board certify by roll-call vote that to the best of each member's knowledge, (1) only public business matters lawfully exempted from open meeting requirements of the Freedom of Information Act were discussed and (2) only matters identified in the motion to have the closed session were discussed. The motion was seconded by Mrs. Atkinson and carried unanimously.

Board Roll call:

Mrs. Lodal – Yes
Mr. Dillard – Yes
Mrs. Edwards – Yes
Dr. Cannaday – Yes
Mr. Braunlich – Yes
Mrs. Atkinson – Yes
Dr. Baysal – Yes
Mr. Romero – Yes

The Board made the following motions:

- Mrs. Atkinson made a motion to revoke the license of Shacanna Garcia. The motion was seconded by Dr. Cannaday and carried unanimously.
- Dr. Baysal made a motion to revoke the license of Matriona Johnson. The motion was seconded by Mrs. Atkinson and carried unanimously.
- Mrs. Atkinson made a motion to issue a license in Case #1. The motion was seconded by Mrs. Lodal and carried unanimously.

ADJOURNMENT OF THE BUSINESS SESSION

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

President