

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA

MINUTES

September 27, 2017

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

Mr. Daniel Gecker, President  
Ms. Kim Adkins  
Mr. James Dillard  
Mrs. Elizabeth Lodal  
Dr. Jamelle Wilson

Mrs. Diane T. Atkinson, Vice President  
Dr. Billy Cannaday, Jr.  
Ms. Anne Holton  
Mr. Sal Romero, Jr.  
Dr. Steven R. Staples, Superintendent of  
Public Instruction

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

***EXECUTIVE SESSION***

Mrs. Atkinson 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 that Susan Williams and Mona Siddiqui, legal counsel to the Virginia Board of Education; as well as staff members Dr. Steven Staples, Patty Pitts, Nancy Walsh, and Keith King, whose presence will aid in this matter, participate in the closed meeting. The motion was seconded by Mr. Dillard and carried unanimously by seven members. Mrs. Lodal and Mr. Romero were absent. The Board went into Executive Session at 9:02 a.m.

Mrs. Lodal and Mr. Romero arrived after the introduction by Nancy Walsh but before the first case was presented, therefore their votes were counted.

Mrs. Atkinson made a motion that the Board reconvened in open session at 10:10a.m. The motion was seconded by Dr. Cannaday and carried unanimously.

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

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

Board roll call:

Dr. Wilson – Aye  
Mrs. Lodal - Aye  
Mr. Dillard – Aye  
Mrs. Atkinson – Aye  
Mr. Gecker - Aye  
Dr. Cannaday – Aye  
Mr. Romero - Aye  
Ms. Holton – Aye  
Ms. Adkins - Aye

The Board made the following motions:

Dr. Wilson made a motion to support the recommendation of the Superintendent of Public Instruction in Case #1. The motion was seconded by Mrs. Lodal and eight members were in favor. One member abstained.

Dr. Cannaday made a motion to issue a license renewal in Case #2. The motion was seconded by Mrs. Atkinson and six members were in favor. Three members abstained.

Dr. Wilson made a motion to issue a license in Case #4. The motion was seconded by Mrs. Atkinson and carried unanimously.

Mr. Dillard made a motion to deny a license to Alisha Renee Hummel Largent. The motion was seconded by Dr. Cannaday and carried unanimously.

Dr. Wilson made a motion to revoke the license of Sean Aubrey Sallee. The motion was seconded by Mr. Romero and carried unanimously.

Dr. Wilson made a motion to suspend the license of Peter John Williamson for one year. The motion was seconded by Mrs. Atkinson and carried unanimously.

ADJOURNMENT

There being no further business of the Board of Education, Mr. Gecker adjourned the meeting at 10:17a.m.



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Daniel A. Gecker, President

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Mr. Daniel Gecker, President  
Ms. Kim Adkins  
Mr. James Dillard  
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Dr. Jamelle Wilson

Mrs. Diane T. Atkinson, Vice President  
Dr. Billy K. Cannaday, Jr.  
Ms. Anne Holton  
Mr. Sal Romero, Jr.  
Dr. Steven R. Staples, Superintendent of  
Public Instruction

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

Mr. Gecker welcomed the 10<sup>th</sup> Cohort of The Aspiring Special Education Leaders Academy in attendance to observe the meeting.

***MOMENT OF SILENCE***

Mr. Gecker asked for a moment of silence.

***PLEDGE OF ALLEGIANCE***

The Pledge of Allegiance was followed by a moment of silence.

***APPROVAL OF MINUTES***

Mrs. Atkinson made a motion to approve the minutes of July 26, 2017, meeting of the Board. The motion was seconded by Dr. Wilson. Eight Board Members were in favor of approving the minutes and one Board Member abstained. The motion was carried. Copies of the minutes had been distributed in advance of the meeting.

***RESOLUTION OF RECOGNITION***

John Dumoulin, student at Forest Park High School in Prince William County, was recognized for his accomplishment in becoming the Microsoft Office Specialist World Champion in Excel and Microsoft Office Specialist U.S. National Champion in Excel.

A Resolution of Appreciation for Outstanding Leadership and Service to Public Education was presented to Dr. Billy Cannaday, Jr. Dr. Cannaday served as a member of the Virginia Board of Education from 2009-2017. Dr. Cannaday served as the Board President from 2015-2017. Mr. Dillard moved to accept the resolution. The resolution was seconded by Ms. Holton and carried unanimously.

### ***PUBLIC COMMENT***

The following persons spoke during the public comment period:

- Michael Gettings, Virginia Coalition for Fine Arts Education, spoke on the proposed Standards of Accreditation and advocated for the addition of a fine arts verified credit for graduation requirements in Virginia Public Schools.
- Jim Batterson, spoke on supporting the approved courses to satisfy graduation requirements for high school diplomas in Virginia Public Schools.
- Kandise Lucas, Special Education Advocate; spoke on special education and students with disabilities in the school divisions.
- Dr. Marla Crawford, Special Education Advocate, spoke on special education and students with disabilities in the school divisions.
- Randy O'Neil, owner of Virginia is for Education; spoke on student's health, education and safety.

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

Mrs. Atkinson, chair of the Committee and School Division Accountability, provided a brief summary of the meeting that took place Wednesday September 27, 2017. The Board discussed initial rating and continued rating of partially accredited reconstituted schools, progress reports for schools functioning under a memorandum of understanding, the request for a division-level review for Greensville County Public Schools as well as a proposal to withhold accreditation for A.P. Hill Elementary School in Petersburg, VA due to testing irregularities.

Once a school has not earned accreditation status for three consecutive years and fails to meet the standards for the fourth year that school division can apply for a rating of partially accredited: reconstituted. To assist in the Board's decisions, staff developed an eligibility rubric to review schools who are requesting a rating of partially accredited: reconstituted. The schools on Board items A, B and F met the criteria of the eligibility rubric. However, some schools did not meet the criteria of the eligibility rubric. VDOE staff reviewed the appeals for these schools and each school was placed into one of three categories: compelling evidence, some evidence, or little/no evidence. Many of the superintendents or staff from the schools that did not meet the rubric addressed the Board during public comment at Wednesday's Accountability Committee meeting. The appeal requests will come back before the Board at the October meeting.

Beverly Rabil, Director of Office of School Improvement, Division of Student Assessment and School Improvement gave special recognition to a list of schools that were denied/reconstituted in 2016-2017 and became fully accredited in 2017-2018. Those schools are listed below:

Division Name	School Name	Division Name	School Name
Accomack	Arcadia Middle	Amelia(Fully Accredited Division)	Amelia Middle
Bedford	Monela Elementary	Campbell	Rustburg Middle
Chesapeake	George Carver Intermediate	Chesapeake	Portlock Primary
Chesterfield	Ettrick Elementary	Cumberland	Cumberland Middle
Dinwiddie(Fully Accredited Division)	Dinwiddie Middle	Franklin City	Joseph P. King, Jr. Middle
Hampton City	Aberdeen Elementary	Hampton City	Alfred S. Forrest Elementary
Hampton City	Jane H. Bryan Elementary	Harrisonburg City	Thomas Harrison Middle
Henrico	Cashell Donahoe Elementary	Henrico County	Sandston Elementary
Hopewell City	Patrick Copeland Elementary	Lunenburg County	Lunenburg Middle
Lunenburg County	Victoria Elementary	Lynchburg City	E.C. Glass High
Lynchburg City	T. C. Miller Elementary	Martinsville City	Albert Harris Elementary
Martinsville city	Martinsville High	Mecklenburg County	South Hill Elementary
Newport News City	Heritage High	Newport News City	T. Ryland Sanford Elementary
Norfolk city	Norview Middle	Norfolk City	Sherwood Forest Elementary
Norfolk City	Tanners Creek Elementary	Northampton County	Ocohanock Elementary
Nottoway County	Blackstone Primary	Nottoway County	Nottoway intermediate
Portsmouth City	Park View Elementary	Richmond City	Miles Jones Elementary
Richmond City	Elizabeth D. Redd Elementary	Roanoke city	Garden City Elementary
Roanoke City	Westside Elementary	Rockbridge County	Natural Bridge Elementary
Virginia Beach (Fully Accredited Division)	Bayside Middle	Westmoreland County	Cople Elementary

**ACTION/DISCUSSION ITEMS (continued)**

Shelley Loving-Ryder, Assistant Superintendent, Student Assessment and Student Improvement, recognized Sussex County Public School for their diligent work and success in school improvement. In 2017-2018, all three of Sussex County Public Schools became fully accredited. Dr. Arthur Jarrett, Superintendent and Mr. Julius Hamill, Director of Instruction, were in attendance to accept this honor.

**A. First Review of Requests for an Initial Rating of Partially Accredited: Reconstituted School for Schools Meeting the Reconstitution Eligibility Criteria**

Beverly Rabil, Director of Office of School Improvement, Division of Student Assessment and School Improvement presented this item to the Board for first review. The presentation included the following information:

If a local school board chooses to reconstitute a school, it may annually apply for an accreditation rating of *Partially Accredited: Reconstituted School* as provided for in 8 VAC 20-131-300.C.3.d. The *Partially Accredited: Reconstituted School* rating may be granted for a period not to exceed three years if the school is making progress toward a rating of *Fully Accredited* in accordance with the terms of the Board of Education’s approval of the reconstitution application. The school will revert to a status of *Accreditation Denied* if it fails to meet the requirements to be rated *Fully Accredited* by the end of the three-year term or if it fails to have its annual application for such rating renewed.

The following schools have not been *Fully Accredited* for three consecutive years and are not *Fully Accredited* in 2017-2018:

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Attachment
Alexandria City Public Schools	*Francis C. Hammond Middle School (Gr.6-8)	B1
Alleghany County Public Schools	*Clifton Middle School (Gr.6-8)	C1
Augusta County Public Schools	Beverley Manor Middle School (Gr.6-8)	D1
Caroline County Public Schools	*Bowling Green Elementary School (Gr.PK-5)	E1
Essex County Public Schools	Tappahannock Elementary School (Gr.PK-3)	F1
Frederick County Public Schools	Redbud Run Elementary School (Gr.K-5)	G1
Hampton City Public Schools	Benjamin Syms Middle School (Gr.6-8)	H1
Harrisonburg City Public Schools	Skyline Middle School (Gr.5-8)	I1
Henry County Public Schools	Fieldale-Collinsville Middle School (Gr.6-8)	J1
Mecklenburg County Public Schools	Chase City Elementary School (Gr.PK-5)	K1
Norfolk City Public Schools	Northside Middle School (Gr.6-8)	L1
Page County Public Schools	Page County Middle School (Gr.6-8)	M1
Richmond City Public Schools	Albert Hill Middle School (Gr.6-8)	N1

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Attachment
Staunton City Public Schools	*Shelburne Middle School (Gr.6-8)	O1

Each school must meet the definition of reconstitution. As defined by the Fast Track *Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA)*, reconstitution is defined as a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated *Accreditation Denied* that may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population. In the chart above, schools with an asterisk will submit a reconstitution application by November 30, 2017.

All schools granted a rating of *Partially Accredited: Reconstituted School* will participate in technical assistance provided by the Office of School Improvement (OSI). Additionally, schools rated *Partially Accredited: Reconstituted School* will have triannual meetings with OSI staff, the support of an OSI contractor, and the opportunity to select from the OSI/VDOE Technical Assistance Menu. Additional differentiated support will be provided as needs are identified through the development of the Reconstitution Agreement Plan.

The Superintendent of Public Instruction recommended that the Board of Education waive First Review of Requests for an Initial Rating of *Partially Accredited: Reconstituted School* for Schools Meeting the Reconstitution Eligibility Rubric Criteria and approve the recommendations

Mrs. Lodal moved to waive first review of Requests for an Initial Rating of *Partially Accredited: Reconstituted School* for Schools Meeting the Reconstitution Eligibility Rubric Criteria and approve the recommendations of each school listed. The motion was seconded by Mr. Dillard and carried unanimously.

**B. First Review of Requests for Continued Rating of Partially Accredited: Reconstituted School for Schools Meeting the Reconstitution Eligibility Criteria**

Beverly Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement presented this item to the Board. The presentation included the following information:

If a local school board chooses to reconstitute a school, it may annually apply for an accreditation rating of *Partially Accredited: Reconstituted School* as provided for in 8 VAC 20-131-300.C.3.d. The *Partially Accredited: Reconstituted School* rating may be granted for a period not to exceed three years if the school is making progress toward a rating of *Fully Accredited* in accordance with the terms of the Board of Education's approval of the reconstitution application. The school will revert to a status of *Accreditation Denied* if it fails to meet the requirements to be rated *Fully Accredited* by the end of the three-year term or if it fails to have its annual application for such rating renewed.

The following sixteen schools were granted a rating of *Partially Accredited: Reconstituted School* for the 2016-2017 school year and seek continuation of this status by requesting a rating of *Partially Accredited: Reconstituted School*.

<b>Name of Division</b>	<b>Name of School Requesting Continued Rating of <i>Partially Accredited: Reconstituted School</i></b>	<b>Number of Years Rated <i>Partially Accredited: Reconstituted School</i></b> (includes 2017-18)
Amherst County Public Schools	*Amelon Elementary School (Gr.PK-5)	2
Charlotte County Public Schools	Bacon District Elementary School (Gr.K – 5)	2
Halifax County Public Schools	Halifax County Middle School (Gr.6 – 8)	2
Hampton City Public Schools	*Captain John Smith Elementary School (Gr.PK-5)	2
Hampton City Public Schools	Jefferson Davis Middle School (Gr.6 – 8)	2
Henrico County Public Schools	Anthony Mehfoud Elementary School (Paired school with Varina Gr.PK-2)	2
Henrico County Public Schools	Varina Elementary School (Paired school with Mehfoud Gr.3-5)	2
Hopewell City Public Schools	*Carter G. Woodson Middle School (Gr.6-8)	2
Lancaster County Public Schools	Lancaster High School (Gr.9 – 12)	2
Lynchburg City Public Schools	Perrymont Elementary School (Gr.K – 5)	2
Manassas City Public Schools	*Grace E. Metz Middle School (Gr.7-8)	2
Mecklenburg County Public Schools	*Bluestone Middle School (Gr.6-8)	2
Mecklenburg County Public Schools	*Park View Middle School (Gr.6-8)	2
Pulaski County Public Schools	*Pulaski Middle School (Gr.6-8)	2
Roanoke City Public Schools	Hurt Park Elementary (Gr.PK-5)	2
Suffolk City Public Schools	*King’s Fork Middle School (Gr.6-8)	2

In order to provide objective measurements for the reconstitution process, the Partially Accredited: Reconstituted School Eligibility Rubric was used to determine eligibility of requests for a continued rating of Partially Accredited: Reconstituted School. Achievement data for each school division was also included. Schools with an asterisk (\*) are within 5 points of the accreditation benchmark for English and have met the accreditation benchmarks in all other content areas for two or more consecutive years.

All schools granted a rating of Partially Accredited: Reconstituted School will participate in technical assistance provided by the Office of School Improvement (OSI). In addition to the Technical Assistance described in the Board materials, school divisions with schools continue their agreement with the Superintendent of Public Instruction detailing the Essential Actions that must occur in 2017-2018. Additional differentiated support will be



provided as needs are identified through the continued implementation of the Reconstitution Agreement Plans.

The Superintendent of Public Instruction recommended that the Board of Education waive First Review of Requests for Continued Rating of Partially Accredited: Reconstituted School and approve the recommendations as noted.

Mrs. Atkinson moved to waive first review of Requests for Continued Rating of Partially Accredited: Reconstituted School and approve the recommendations. The motion was seconded by Mrs. Lodal and carried unanimously.

**C. First Review of Appeals for an Initial Rating of Partially Accredited: Reconstituted School for Schools Not Meeting the Reconstitution Eligibility Criteria**

Beverly Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement presented this item to the Board. The presentation included the following information:

There are 18 schools listed that did not meet either of the metrics for Partially Accredited: Reconstituted School and are thus submitted an appeal form. In order to provide objective measurements for the reconstitution process (, the *Partially Accredited: Reconstituted School Eligibility Rubric* (Attachment A1) was used to determine eligibility for requests for a rating of *Partially Accredited: Reconstituted School*. The schools listed in the following chart did not meet the Eligibility Rubric criteria and submitted a *Partially Accredited: Reconstituted School Appeal Form* per VAC 22.1-253.13:3.

<b>Name of Division</b>	<b>Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i></b>	<b>Attachment</b>
Alexandria City Public Schools	William Ramsay Elementary School (Gr.K-5)	B1
Augusta County Public Schools	Riverheads Elementary (Gr.PK-5)	C1
Brunswick County Public Schools	Meherrin Powellton Elementary School (Gr.PK-5)	D1
Chesapeake City Public Schools	Oscar Smith Middle School (Gr.6-8)	E1
Culpeper County Public Schools	Sycamore Park Elementary School (Gr.PK-5)	F1
Fairfax County Public Schools	Saratoga Elementary School (Gr.PK-6)	G1
Frederick County Public Schools	Gainesboro Elementary School (Gr.K-5)	H1
Grayson County Public Schools	Fries School (Gr.PK-7)	I1
Hampton City Public Schools	Christopher C. Kraft Elementary School (Gr.PK-5)	J1
Henrico County Public Schools	Highland Springs Elementary School (Gr.PK-5)	K1
Hopewell City Public Schools	Dupont Elementary School (Gr.K-5)	L1
Martinsville City Public Schools	Martinsville Middle School (Gr.6-8)	M1
Montgomery County Public Schools	Shawsville Middle School (Gr.6-8)	N1

<b>Name of Division</b>	<b>Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i></b>	<b>Attachment</b>
Nelson County Public Schools	Tye River Elementary School (Gr.PK-5)	O1
Newport News City Public Schools	Homer L. Hines Middle School (Gr.6-8)	P1
Northampton County Public Schools	Northampton Middle School (Gr.7-8)	Q1
Prince Edward County Public Schools	Prince Edward Middle School (Gr.5-8)	R1

In reviewing the appeals form, staff determined that most appeals fall into the following categories: the school experienced staffing challenges (including long-term substitutes), teachers with little or no experience, excessive teacher absences, principal turnover, or discipline data. It was also determined that new principals assigned during the 2017-18 has experience in a similar school, but previously served as an assistant principle or served a different demographic. It was also determined that the school may have had achievements, but does not meet the criteria in the rubric.

Final review for school divisions submitting an appeal is anticipated at the October 26, 2017 Board meeting.

The Board of Education received the First Review of Appeals for an Initial Rating of Partially Accredited: Reconstituted School for Schools Not Meeting the Reconstitution Eligibility Criteria.

**D. First Review of Appeals for a Continued Rating of Partially Accredited: Reconstituted School for Schools Not Meeting the Reconstitution Eligibility Criteria**

Beverly Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement presented this item to the Board. The presentation included the following information:

The schools in the chart below were granted a rating of *Partially Accredited: Reconstituted School* for the 2016-2017 school year and did not meet the criteria needed for a continued rating of *Partially Accredited: Reconstituted School*.

In order to provide objective measurements for the reconstitution process, the *Partially Accredited: Reconstituted School* Eligibility Rubric was used to determine eligibility for requests for a continued rating of *Partially Accredited: Reconstituted School*. The schools listed in the following chart did not meet the Eligibility Rubric criteria and submitted a *Partially Accredited: Reconstituted School* Appeal Form per VAC 22.1-253.13:3.

<b>Name of Division</b>	<b>Name of School Requesting Continued Rating of <i>Partially Accredited: Reconstituted School</i></b>	<b>Attachment</b>
Caroline County Public Schools	Caroline Middle School (Gr.6-8)	B1
Chesapeake City Public Schools	Rena B. Wright Primary (Gr.PK-2)	C1

<b>Name of Division</b>	<b>Name of School Requesting Continued Rating of <i>Partially Accredited: Reconstituted School</i></b>	<b>Attachment</b>
Chesapeake City Public Schools	Truitt Elementary School (Gr.3-5)	C1
Cumberland County Public Schools	Cumberland County Middle School (Gr.5-8)	D1
Essex County Public Schools	Essex Intermediate (Gr.4-7)	E1
Fairfax City Public Schools	Mount Vernon Woods Elementary School (Gr.PK-6)	F1
Frederick County Public Schools	Frederick County Middle School (Gr.6-8)	G1
Hampton City Public Schools	John B. Cary Elementary School (Gr.PK-5)	H1
Hampton City Public Schools	C. Alton Lindsay Middle School (Gr.6-8)	H1
Henrico City Public Schools	Fair Oaks Elementary School (Gr.PK-5)	I1
Henrico City Public Schools	Brookland Middle School (Gr.6-8)	I1
Lynchburg City Public Schools	Dearington Elementary / Innovation (Gr.PK-5)	J1
Lynchburg City Public Schools	Heritage Elementary School (Gr.PK-5)	J1
Lynchburg City Public Schools	Paul Laurence Dunbar Middle School for Innovation (Gr.6-8)	J1
Newport News City Public Schools	Horace H. Epes Elementary (Gr.PK-5)	K1
Newport News City Public Schools	Joseph H. Saunders Elementary (Gr.PK-5)	K1
Newport News City Public Schools	L.F. Palmer Elementary School (Gr.PK-5)	K1
Norfolk City Public Schools	Chesterfield Academy Elementary School (Gr.PK-5)	L1
Nottoway County Public Schools	Nottoway County Middle School (Gr.7-8)	M1
Petersburg City Public Schools	Robert E. Lee Elementary School (Gr.K-5)	N1
Prince Edward County Public Schools	Prince Edward Elementary School (PK-4)	O1

Final review for school divisions who submitted an appeal is anticipated at the October 26, 2017 Board meeting.

The Board of Education accepted the First Review of Appeals for a Continued Rating of Partially Accredited: Reconstituted School for Schools Not Meeting the Reconstitution Eligibility Criteria.

**E. First Review of Memoranda of Understanding as Required of Schools in Accreditation Denied Status**

Beverly Rabil, Director, Office of School Improvement, Division of Student presented this item to the Board. The presentation included the following information:

The Regulations Establishing the Standards for Accredited Public Schools in Virginia (SOA) require certain actions for schools that are denied accreditation. Those actions are outlined in the Board item located at <http://www.doe.virginia.gov/boe/meetings/2017/09-sep/agenda-items/item-e.pdf>.

The following schools are in *Accreditation Denied* status for the first time in 2017-2018 and are subject to actions prescribed by the Virginia Board of Education (VBOE) and affirmed through a memorandum of understanding between the VBOE and the local school boards (Attachments A1-A12 and A14-A19).

<b>Name of Division</b>	<b>Name of Schools in Accreditation Denied Status</b>	<b>Attachments</b>
Accomack County Public Schools	Metompkin Elementary School (Gr.PK-5)	A1, B1
Buckingham County Public Schools	Buckingham County Middle School (Gr.6-8)	A2, B2
Danville City Public Schools	Edwin A. Gibson Elementary School (Gr.K-5)	A3, B3
Danville City Public Schools	Park Avenue Elementary School (Gr.K-5)	A3, B3
Danville City Public Schools	O. Trent Bonner Middle School (Gr.6-8)	A3, B3
Danville City Public Schools	Westwood Middle School (Gr.6-8)	A3, B3
Franklin City Public Schools	*S. P. Morton Elementary School (Gr.PK-5)	A4, B4
Greensville County Public Schools	*Belfield Elementary School (Gr.5)	A5, B5
Halifax County Public Schools	*Sinai Elementary School (Gr.K-5)	A6, B6
Hampton City Public Schools	*John Tyler Elementary School (Gr.PK-5)	A7, B7
Henrico County Public Schools	Laburnum Elementary School (Gr.PK-5)	A8, B8
Hopewell City Public Schools	Harry E. James Elementary School (Gr.K-5)	A9, B9
Lynchburg City Public Schools	*Linkhorne Elementary School (Gr.PK-5)	A10, B10
Lynchburg City Public Schools	William M. Bass Elementary School (Gr.PK-5)	A10, B10
Lynchburg City Public Schools	*Sandusky Middle School (Gr.6-8)	A10, B10
Newport News City Public Schools	George J. McIntosh Elementary School (Gr.PK-5)	A11, B11
Newport News City Public Schools	*Carver Elementary School (Gr.PK-5)	A11, B11
Newport News City Public Schools	Crittenden Middle School (Gr.6-8)	A11, B11
Norfolk City Public Schools	*Coleman Place Elementary School (Gr.PK-5)	A12, B12
Portsmouth City Public Schools	John Tyler Elementary School (Gr.K-6)	A14, B14
Shenandoah County Public Schools	W.W. Robinson Elementary School (Gr.PK-5)	A15, B15
Shenandoah County Public Schools	North Fork Middle School (Gr.6-8)	A15, B15
Suffolk City Middle Public Schools	John F. Kennedy Middle School (Gr.6-8)	A16, B16
Warren County Public Schools	Ressie Jeffries Elementary School (Gr.K-5)	A17, B17

Name of Division	Name of Schools in <i>Accreditation Denied</i> Status	Attachments
Waynesboro City Public Schools	*William Perry Elementary School (Gr.K-5)	A18, B18
Westmoreland County Public School	Montross Middle School (Gr.6-8)	A19, B19

Corrective Action Plans for each of these schools will be developed by February 16, 2018.

Dr. Wilson acknowledged the comment made during Wednesday’s Accountability Committee meeting about school divisions not having an opportunity to weigh in on the MOU process. Dr. Staples emphasized the difference between a division-level MOU and a school-based MOU. A school-based MOU addresses instructional improvements in the classroom specific to the school.

Ms. Holton moved to accept the superintendent’s recommendation to waive first review and approve the Memoranda of Understandings on the condition that all of the applicable divisions have their attention drawn to the Board’s ability to modify the MOU as needed and invited divisions for additional discussions if needed. The motion was seconded by Dr. Wilson and carried unanimously.

**F. First Review of Requests for Partially Accredited: Reconstituted School for Schools Previously Rated Denied Accreditation**

Beverly Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement presented this item to the Board. The presentation included the following information:

The following schools were rated *Accreditation Denied* for the 2016-2017 school year and requested a rating of *Partially Accredited: Reconstituted School* for the 2017-2018 school year.

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Number of Years Rated <i>Denied Accreditation</i> (does not include 2017-18)
Hampton City Public Schools	Luther W. Machen Elementary School (Gr.PK-5)	1
Madison County Public Schools	Madison Primary School (Gr.PK-2)	1
Madison County Public Schools	Waverly Yowell Elementary School (Gr.3-5)	1
Suffolk City Public Schools	Elephant’s Fork Elementary School (Gr.PK-5)	1

In order to provide objective measurements for the reconstitution process, the *Partially Accredited: Reconstituted School* Eligibility Rubric was used to determine eligibility of requests for a rating of *Partially Accredited: Reconstituted School*.

All schools granted a rating of Partially Accredited: Reconstituted School will participate in technical assistance provided by the Office of School Improvement (OSI). In addition to the Technical Assistance described in the Board materials, school divisions with schools that are approved for a rating of Partially Accredited: Reconstituted School are required to continue implementation of their Memoranda of Understanding and the essential actions in their Corrective Action Plans. Additional differentiated support will be provided as needs are identified through the continued implementation of the Corrective Action Plans.

The Superintendent of Public Instruction recommended that the Board of Education waive first review of Requests for a Rating of Partially Accredited: Reconstituted School for Schools Previously Rated Accreditation Denied and approve the recommendations as noted in the following table. School data for these schools demonstrate progress in student achievement.

<b>Name of Division</b>	<b>Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i></b>	<b>Recommended Action</b>
Hampton City Public Schools	Luther W. Machen Elementary School	(Gr.PK-5) Approve
Madison County Public Schools	Madison Primary School	(Gr.PK-2) Approve
Madison County Public Schools	Waverly Yowell Elementary School	(Gr.3-5) Approve
Suffolk City Public Schools	Elephant's Fork Elementary School	(Gr.PK-5) Approve

Dr. Cannaday moved to waive first review of Requests for Partially Accredited: Reconstituted School for Schools Previously Rated Denied Accreditation. The motion was seconded by Mrs. Atkinson and carried unanimously.

**G. First Review of Requests for Appeals for Rating of Partially Accredited: Reconstituted Schools for Schools Previously Rated Denied Accreditation**

Beverly Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement presented this item to the Board. The presentation included the following information:

The schools in the chart below were rated *Accreditation Denied* for the 2016-2017 school year and did not meet the criteria needed for a rating of *Partially Accredited: Reconstituted School* for the 2017-2018 school year.

In order to provide objective measurements for the reconstitution process, the *Partially Accredited: Reconstituted School* Eligibility Rubric was used to determine eligibility for requests for a rating of *Partially Accredited: Reconstituted School*. The schools listed in the following chart did not meet the Eligibility Rubric criteria and submitted a *Partially Accredited: Reconstituted School* Appeal Form.

<b>Name of Division</b>	<b>Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i></b>	<b>Number of Years Rated <i>Denied Accreditation</i></b> (includes 2017-18)
Amherst County Public Schools	Central Elementary School (Gr.PK-5)	2
Brunswick County Public Schools	Totaro Elementary School (Gr.PK-5)	2
Buena Vista City Public Schools	Enderly Heights Elementary School (Gr.3-5)	1
Buena Vista City Public Schools	F.W. Kling Jr. Elementary School (Gr.PK-2)	1
Chesterfield County Public Schools	Falling Creek Middle School (Gr.6-8)	2
Hampton City Public Schools	A.W.E. Bassette Elementary School (Gr.PK-5)	3
Henrico County Public Schools	Montrose Elementary School (Gr.PK-5)	2
Henrico County Public Schools	Fairfield Middle School (Gr.6-8)	2
Henrico County Public Schools	John Rolfe Middle School (Gr.6-8)	2
Lunenburg County Public Schools	Kenbridge Elementary School (Gr.PK-5)	2
Newport News City Public Schools	Lee Hall Elementary School (Gr.PK-5)	2
Newport News City Public Schools	Newsome Park Elementary School (Gr.PK-5)	4
Newport News City Public Schools	Sedgefield Elementary School (Gr.PK-5)	4
Newport News City Public Schools	Mary Passage Middle School (Gr.6-8)	3
Norfolk City Public Schools	James Monroe Elementary School (Gr.PK-5)	2
Norfolk City Public Schools	Norview Elementary School (Gr.PK-5)	2
Norfolk City Public Schools	St. Helena Elementary School (Gr.PK-5)	2
Norfolk City Public Schools	Southside STEM Academy at Campostella (Gr.K-7)	4
Portsmouth City Public Schools	Churchland Middle School (Gr.7-8)	3
Prince William County Public Schools	Fred M. Lynn Middle School (Gr.6-8)	2
Waynesboro County Public Schools	Kate Collins Middle School (Gr.6-8)	2

The Virginia Board of Education received for first review requests for appeal for a rating of *Partially Accredited: Reconstituted School* for schools previously rated *Accreditation Denied*. Final review is anticipated at the October 26, 2017 Board meeting.

**H. Annual Progress Report on Memorandum of Understanding as Required for Divisions under Division-level Review for Franklin City Public Schools, Petersburg City Public Schools and Richmond City Public Schools**

Beverly Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement presented this item to the Board. The presentation included the following information:

On October 24, 2013, the Virginia Board of Education (VBOE) placed Franklin City Public Schools in division-level academic review status and authorized the Department of Education to begin the review process. On March 27, 2014, the Virginia Board of Education (VBOE) approved a Memorandum of Understanding (MOU) between the Franklin City School Board and the VBOE. The MOU, subject to annual review and revisions by the Board of Education, remains in effect until all Franklin City Public Schools are *Fully Accredited*.

The following chart contains an overview of school accreditation data for Franklin City Public Schools for the current school year and the previous three school years.

School Year	Number of Schools Not Fully Accredited First Year	Number of Schools Not Fully Accredited Second Year	Number of Schools Not Fully Accredited Third Year	Number of Partially Accredited: Reconstituted Schools	Number of Schools Denied Accreditation	Total Number Not Fully Accredited	Total Number of Schools	Percent Not Fully Accredited
2017-2018	0	0	0	0	1	1	3	33.33%
2016-2017	0	0	0	2	0	2	3	66.67%
2015-2016	0	0	0	2	0	2	3	66.67%
2014-2015	0	0	2	0	0	2	3	66.67%

In 2004, the Petersburg City School Board requested a division-level academic review. Petersburg City Public Schools and the VBOE signed an initial MOU detailing the review process on April 21, 2004. Based on the 2005-2006 assessment results, Petersburg City Public Schools entered into a second MOU on November 20, 2006. On November 17, 2009, the Virginia Board of Education revised the MOU for Petersburg City Public Schools. This MOU remains in effect until all schools are *Fully Accredited*.

The following chart contains an overview of school accreditation data for Petersburg City Public Schools for the current school year and the previous three school years.



School Year	Number of Schools Not Fully Accredited First Year	Number of Schools Not Fully Accredited Second Year	Number of Schools Not Fully Accredited Third Year	Number of Partially Accredited: Reconstituted Schools	Number of Schools Denied Accreditation	Total Number Not Fully Accredited	Total Number of Schools	Percent Not Fully Accredited
2017-2018	1	0	1	1 TBD	2	6	6	100%
2016-2017	0	1	0	2	1	4	6	66.7%
2015-2016	1	0	2	1	2	6	7	85.7%
2014-2015	0	2	1	1	2	6	7	85.7%

The Virginia Board of Education approved the request for a division-level review for Richmond City Public Schools on November 17, 2016. A division-level Memorandum of Understanding was approved by the VBOE on July 27, 2017. This MOU remains in effect until all schools are *Fully Accredited*.

The following chart contains an overview of school accreditation data for Richmond City Public Schools for the current school year and the previous three school years.

School Year	Number of Schools Not Fully Accredited First Year	Number of Schools Not Fully Accredited Second Year	Number of Schools Not Fully Accredited Third Year	Number of Partially Accredited: Reconstituted Schools	Number of Schools Denied Accreditation	Total Number Not Fully Accredited	Total Number of Schools	Percent Not Fully Accredited
2017-2018	3	3	0	1 TBD	19	26	44	59.09%
2016-2017	5	0	3	5	17	30	44	68.18%
2015-2016	0	3	14	4	5	26	44	59.09%
2014-2015	6 (2 Provisional-GCI)	15	9	3	1	34	45	75.56%

Franklin City Public Schools, Petersburg City Public Schools, and Richmond City Public Schools will participate in technical assistance sessions provided by the Office of School Improvement (OSI). Additionally, divisions with a division-level memorandum of understanding and corrective action plan have regular meetings with OSI staff, the support of an OSI contractor(s), and the opportunity to select from the OSI/VDOE Technical Assistance Menu.

The Board of Education received the annual progress report for Franklin City Public Schools, Petersburg City Public Schools, and Richmond City Public Schools as required for divisions under a division-level Memorandum of Understanding.

**I. Annual Progress Report on Memoranda of Understanding as Required for Schools in Accreditation Denied status for Accomack County Public Schools, Alexandria City Public Schools, Amherst County Public Schools, Brunswick County Public Schools, Buckingham County Public Schools, Buena Vista City Public Schools, Chesapeake City Public Schools, Chesterfield County Public Schools, Danville City Public Schools, Essex County Public Schools, Greensville County Public Schools, Hampton City Public Schools, Henrico County Public Schools, Lunenburg County Public Schools, Lynchburg City Public Schools, Madison County Public Schools, Newport News City Public Schools, Norfolk City Public Schools, Portsmouth City Public Schools, Prince William County Public Schools, Staunton City Public Schools, Suffolk City Public Schools, Waynesboro City Public Schools, and Westmoreland County Public Schools**

Beverly Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement presented this item to the Board. The presentation included the following information:

The following schools are in *Accreditation Denied* status for 2017-2018 and are subject to actions prescribed by the Virginia Board of Education (VBOE) and affirmed through an MOU between the VBOE and the local school boards.

Name of Division	Name of Schools in <i>Accreditation Denied</i> Status
Alexandria City Public Schools	Jefferson-Houston Elementary School (Gr. PK-8)
Amherst County Public Schools	Central Elementary School (Gr. PK-5)
Amherst County Public Schools	Madison Heights Elementary School (Gr. PK-5)
Brunswick County Public Schools	Totaro Elementary School (Gr. PK-5)
Buckingham County Public Schools	Buckingham Primary School (Gr. K-2)
Buckingham County Public Schools	Buckingham County Elementary School (Gr. 3-5)
Buena Vista City Public Schools	Enderly Heights Elementary School (Gr. 3-5)
Buena Vista City Public Schools	F.W. Kling Jr. Elementary School (Gr. PK-2)
Chesapeake City Public Schools	Camelot Elementary School (Gr. PK-5)
Chesterfield County Public Schools	Falling Creek Middle School (Gr. 6-8)
Danville City Public Schools	G.L. H. Johnson Elementary School (Gr. K-5)
Danville City Public Schools	Schoolfield Elementary School (Gr. K-5)
Danville City Public Schools	Woodberry Hills Elementary School (Gr. K-5)
Essex County Public Schools	Essex High School (Gr. 8-12)
Greensville County Public Schools	Greensville Elementary School (Gr. PK-5)

<b>Name of Division</b>	<b>Name of Schools in Accreditation Denied Status</b>
Greensville County Public Schools	Edward W. Wyatt Middle School (Gr. 5-8)
Hampton City Public Schools	A.W. E. Bassette Elementary School (Gr. PK-5)
Hampton City Public Schools	Luther W. Machen Elementary Schools (Gr. PK-5)
Henrico County Public Schools	Glen Lea Elementary School (Gr. PK-5)
Henrico County Public Schools	Harold Macon Ratcliffe Elementary (Gr. PK-5)
Henrico County Public Schools	Montrose Elementary School (Gr. PK-5)
Henrico County Public Schools	Elko Middle School (Gr. 6-8)
Henrico County Public Schools	Fairfield Middle School (Gr. 6-8)
Henrico County Public Schools	John Rolfe Middle School (Gr. 6-8)
Henrico County Public Schools	L. Douglas Wilder Middle School (Gr. 6-8)
Lancaster County Public Schools	Lancaster Middle School (Gr. 4-8)
Lunenburg County Public Schools	Kenbridge Elementary School (Gr. PK-5)
Lynchburg City Public Schools	Linkhorne Middle School (Gr. 6-8)
Madison County Public Schools	Madison Primary School (Gr. PK-2)
Madison County Public Schools	Waverly Yowell Elementary School (Gr. 3-5)
Newport News City Public Schools	Hidenwood Elementary School (Gr. PK-5)
Newport News City Public Schools	Lee Hall Elementary School (Gr. PK-5 )
Newport News City Public Schools	Newsome Park Elementary School (Gr. PK-5)
Newport News City Public Schools	Sedgefield Elementary School (Gr. PK-5)
Newport News City Public Schools	Huntington Middle School (Gr. 6-8)
Newport News City Public Schools	Mary Passage Middle School (Gr. 6-8)
Norfolk City Public Schools	Jacox Elementary School (Gr. PK-5)
Norfolk City Public Schools	James Monroe Elementary School (Gr. PK-5)
Norfolk City Public Schools	Lindenwood Elementary School (Gr. PK-5 )
Norfolk City Public School	Norview Elementary School (Gr. PK-5)
Norfolk City Public Schools	P. B. Young, Sr. Elementary School (Gr. PK-2)
Norfolk City Public Schools	Richard Bowling Elementary School (Gr. PK-5)
Norfolk City Public Schools	Tidewater Park Elementary School (Gr.3-5)
Norfolk City Public Schools	Azalea Gardens Middle School (Gr. 6-8)
Norfolk City Public Schools	Blair Middle School (Gr. 6-8)
Norfolk City Public Schools	Lake Taylor Middle School (Gr. 6-8)
Norfolk City Public Schools	St. Helena Elementary School (Gr. PK-5 )
Norfolk City Public Schools	Southside STEM Academy at Campostella (Gr. K-7)
Norfolk City Public Schools	William H. Ruffner Middle School (Gr. 6-8)
Norfolk City Public Schools	Lake Taylor High School (Gr. 9-12)
Portsmouth City Public Schools	Brighton Elementary School (Gr. K-6)

Name of Division	Name of Schools in <i>Accreditation Denied</i> Status
Portsmouth City Public Schools	Douglass Park Elementary (Gr. K-6)
Portsmouth City Public Schools	Westhaven Elementary School (Gr. K-6)
Portsmouth City Public Schools	Churchland Middle School (Gr. 7-8)
Portsmouth City Public Schools	Cradock Middle School (Gr. 7-8)
Portsmouth City Public Schools	William E. Waters Middle School (Gr. 7-8)
Prince William County Public Schools	Fred M. Lynn Middle School (Gr. 6-8)
Staunton City Public Schools	Bessie Weller Elementary School (Gr. PK-5 )
Suffolk City Public Schools	Booker T. Washington Elementary School (Gr. PK-5)
Suffolk City Public Schools	Elephant’s Fork Elementary School (Gr. PK-5 )
Suffolk City Public Schools	Mack Benn Jr. Elementary School (Gr. PK-5)
Waynesboro City Public Schools	Wenonah Elementary School (Gr. PK-5 )
Waynesboro City Public Schools	Kate Collins Middle School (Gr. 6-8)

All schools rated Accreditation Denied participate in technical assistance provided by the Office of School Improvement (OSI). Additionally, schools rated Accreditation Denied will have triannual meetings with OSI staff, the support of an OSI contractor, and the opportunity to select from the OSI/VDOE Technical Assistance Menu.

The superintendents of schools with a Memorandum of Understanding will meet with the Director of the Department’s Office of School Improvement triennially to discuss progress in implementing each school’s corrective action plan and to determine required next steps.

The Board of Education received the annual progress report for schools with a Memorandum of Understanding in Accreditation Denied Status.

**J. First Review of Request for Division-Level Review for Greensville County Public Schools**

Beverly Rabil, Director, Office of School Improvement, Division of Student Assessment and School Improvement presented this item to the Board. The presentation included the following information:

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.

The following chart contains an overview of school accreditation data for Greensville County Public Schools for the current school year and the previous two school years.

School Year	Number of Schools Not Fully Accredited First Year	Number of Schools Not Fully Accredited Second Year	Number of Schools Not Fully Accredited Third Year	Number of Partially Accredited: Reconstituted Schools	Number of Schools Denied Accreditation	Total Number Not Fully Accredited	Total Number of Schools	Percent Not Fully Accredited
2017-2018	0	0	0	0	3	3	4	75%
2016-2017	0	0	0	1	2	3	4	75%
2015-2016	0	0	3	0	0	3	4	75%

One school, Greenville High School is Fully Accredited in 2017-2018 under legislation passed by the 2016 General Assembly; however this legislation states that schools that have been fully accredited for three years will be fully accredited for three more years. This school was fully accredited in 2013-2014, 2014-2015 and 2015-2016 so it will be fully accredited through 2018-2019. However, this school has not met the accreditation benchmarks in mathematics for two consecutive years (2016-2017 and 2017-2018).

During the 2016-2017 school year technical assistance was provided to Greenville County by the Virginia Department of Education including an instructional diagnostic visit, division-level asset mapping, review of lesson plan alignment resulting in two professional development sessions on lesson alignment, and the services of a contractor assigned by the Office of School Improvement. Triannual meetings were conducted with principals from three schools and division leaders to review evidence progress on the essential actions in the Reconstitution Agreement Plan and Corrective Action Plans.

The division-level review will focus on the following five categories: Academics and Student Success, Leadership and Governance, Operations and Governance, Human Resource Leadership, and Community Relations and Communications. These categories will form the basis for developing the division-level Memorandum of Understanding and essential actions in the division-level Corrective Action Plan.

The request for Division-Level Review for Greenville County Public Schools supports accountability for student learning. Results of the review will be used to develop a division-level Memorandum of Understanding and Corrective Action Plan which will support improvement in the academic performance of students in Greenville County Public Schools.

The Superintendent of Public Instruction recommended that the Board of Education waive First Review of Request for Division-Level Review for Greenville County Public Schools and approve the Request for Division-Level Review for Greenville County Public Schools.

Dr. Wilson acknowledged the comments of Dr. Angela Wilson, Superintendent of Greenville County Public Schools, at Wednesday's Accountability Committee meeting including the activities and strategies the school division is undertaking. Dr. Wilson encouraged the Board to consider the pace of implementation for the division-level review and implementation of the Corrective Action Plan. She noted that there are several leadership positions available in Greenville and that there is work already underway that should be considered and acknowledged.

Mrs. Lodal moved to waive first review of the request for Division-Level Review and approve the request for Division-Level Review for Greenville County Public Schools. The motion was seconded by Dr. Cannaday and carried unanimously.

**K. First Review of a Proposal to Withhold Accreditation for A. P. Hill Elementary School in Petersburg City Due to Testing Irregularities**

Mrs. Shelley Loving-Ryder, Assistant Superintendent, Division of Student Assessment and School Improvement presented this item to the Board. The presentation included the following information:

In spring 2017 serious irregularities during the Standards of Learning (SOL) test administration were reported at A. P. Hill Elementary School in Petersburg City. Based on statements by A. P. Hill Elementary School students and staff and a review of the school's student assessment data, the Virginia Department of Education (VDOE) concluded that inappropriate assistance was provided to a significant and undetermined number of A. P. Hill Elementary School students during the Spring 2017 Test Administration. Because the VDOE could not determine the integrity of the spring 2017 A. P. Hill Elementary School test results, all spring 2017 scores for the Standards of Learning (SOL) tests, the Virginia Grade Level Alternative (VGLA) assessments, and the Virginia Alternate Assessment Program (VAAP) assessments have been invalidated. A report of the investigation of these testing irregularities may be found.

<http://www.doe.virginia.gov/boe/meetings/2017/09-sep/agenda-items/item-k.pdf> .

Based on the unavailability of valid test scores and the authority provided to the Board in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, the Board of Education was asked to withhold the accreditation of A. P. Hill Elementary School in Petersburg City for the 2017-2018 school year.

The Superintendent of Public Instruction recommended that the Board of Education waive first review and withhold accreditation for A.P. Hill Elementary School.

Mrs. Atkinson acknowledged that students were the individuals hurt in this process.

Dr. Cannaday asked what communication has occurred between the school division and parents. Mrs. Loving-Ryder noted that Dr. Newsome, Superintendent of Petersburg City Public Schools,

and staff have provided written notice to parents about what occurred and the testing irregularities.

Dr. Wilson moved to waive first review and withhold accreditation for A.P. Hill Elementary School. The motion was seconded by Mrs. Lodal and carried unanimously.

**L. First Review of the Addition of Expedited Retake Criteria to the Guidelines for Standard Diploma Credit Accommodations for Students with Disabilities**

Mr. John Eisenberg, Assistant Superintendent for Special Education and Student Services presented this item to the Board. The presentation included the following information:

The Board of Education adopted the Guidelines for Standard Diploma Credit Accommodations for Students with Disabilities on March 28, 2013.

Currently, based on the guidelines adopted by the Board, students are eligible for an immediate retake of a failed test if their score falls between 375 and 399. Additionally, the Guidelines for Standard Diploma Credit Accommodations for Students with Disabilities provide that local school may award locally awarded verified credits in reading, writing, and mathematics, in addition to science and history, to students with disabilities.

According to the guidelines, eligible students must:

- 1) Pass the high school course,
- 2) Score within 375-399 scale score range on any administration of the Standards of Learning test after taking the test at least twice, and
- 3) Demonstrate achievement in the academic content through an appeal process administered at the local level.”

Because the credit accommodations guidelines permit local school boards to award verified credit to students with disabilities who score within the 375-399 scale score range after taking the test at least twice, there is a need to expand the expedited retake scale score range for these students to a lower range. The Board was asked to approve an addition to the Guidelines for Standard Diploma Credit Accommodations for Students with Disabilities, which would permit students who are using credit accommodation to earn a standard diploma to immediately retake a test if their scaled score is between 350 and 375. This change would allow these students an expedited retake so that they could attempt to reach the 375 scaled score necessary for the locally awarded verified credit.

The Superintendent of Public Instruction recommended that the Board of Education waive first review and adopt the additions to the Guidelines for Standard Diploma Credit Accommodations for Students with Disabilities.

Action was recommended at this meeting in order to allow local school divisions to offer expedited retakes to students with disabilities who are pursuing a standard diploma using credit accommodations.

Dr. Wilson moved to approve the additions to the Guidelines for Standard Diploma Credit Accommodations for Students with Disabilities. The motion was seconded by Mrs. Atkinson and carried unanimously.

**M. First Review of a Notice of Intended Regulatory Action (NOIRA) for Proposed Regulations Governing the Designation of School Divisions of Innovation**

Dr. Cynthia A. Cave, Assistant Superintendent for Policy and Communications presented this item to the Board. The presentation included the following information:

The 2017 Virginia General Assembly approved HB 1981, amending the Code of Virginia by adding §§22.1-212.28 through 22.212.32 relating to the designation of School Divisions of Innovation (SDI).

The legislation directs the Board to promulgate regulations for the designation of a SDI whereby a local school board would submit a plan of innovation, and be exempted from selected regulatory provisions.

Waivers of regulatory requirements may be granted by the Board of Education based on submission of a request from the division superintendent and chairman of the local school board. The Board of Education may grant, for a period up to five years, a waiver of regulatory requirements that are not mandated by state or federal law or designed to promote health or safety. In recent years, there have not been any applications for such waivers.

Since 2015, the Appropriation Act, at [Item 138 \(U\)](#), has provided funding for High School Program Innovation planning grants to encourage experimental or innovative programs. Applicants have been encouraged to seek waivers of Board regulations that prevent reform efforts. Some applicants expressed desire for waivers; however, none of the waivers desired are permissible by law.

The Superintendent of Public Instruction recommended the Board of Education waive first review and approve the NOIRA for the Regulations Governing the Designation of School Divisions of Innovation, and authorize the Virginia Department of Education staff to proceed with the requirements of the Administrative Process Act. This NOIRA initiates Administrative Process Act procedures by notifying the public that proposed regulations will be drafted for presentation to the Board of Education to fulfill the requirements of HB 1981.



Mrs. Atkinson made note of the procedures to waive regulations that talks about the request for waivers and statutory provisions. She noted that the Board has not been given the authority to waive statutory provisions. She asked if the inclusion of that language was a mistake. Dr. Cave responded that the Board does not have authority to waive statute and it is a mistake in the language.

Mrs. Atkinson moved to waive first review and approve the NOIRA for the Regulations governing the Designation of School Divisions of Innovation and authorize Department of Education staff to proceed with the requirements of Administrative Process Act. The motion was seconded by Ms. Holton and carried unanimously.

**N. First Review of Revisions to the Licensure Regulations for School Personnel (8VAC20-22-10 et seq.) to Conform to General Assembly Legislation (Exempt Action)**

Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure, presented this item to the Board. The presentation included the following information:

The *Licensure Regulations for School Personnel* must be amended to conform to 2017 General Assembly legislation.

House Bill 1770 and Senate Bill 1583 permit each local school board or division superintendent to waive certain enumerated licensure requirements for any individual whom it seeks to employ as a career and technical education teacher and who is also seeking initial licensure or renewal of a license with an endorsement in the area of career and technical education.

House Bill 1829 specifies that the certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators that is required of every person seeking initial licensure or renewal of a license as a teacher shall include hands-on practice of the skills necessary to perform cardiopulmonary resuscitation.

House Bill 2352 exempts from any professional teacher's assessment requirements any individual who has obtained a valid out-of-state license, with full credentials and without deficiencies, that is in force at the time the application for a Virginia license is received by the Department of Education, subject to the approval of the division superintendent or the school board in the school division in which such individual is employed. The bill requires the Department of Education to analyze the current requirements for teacher licensure by reciprocity in the Commonwealth, including the statutory and regulatory requirements for such licensure, and report its findings, including any recommendations for changes to such requirements, to the House Committee on Education and the Senate Committee on Education and Health no later than November 1, 2017.

House Bill 2432 requires the Board of Education to include in its regulations governing the licensure of teachers and other school personnel procedures for the immediate and thorough

investigation by the division superintendent or his designee of any complaint alleging that a license holder has engaged in conduct that may form the basis for the revocation of his license, including requirements for (i) the division superintendent to petition for the revocation of the license upon completing such investigation and finding that there is reasonable cause to believe that the license holder has engaged in conduct that forms the basis for revocation of a license; (ii) the school board to proceed to a hearing on such petition for revocation within 90 days of the mailing of a copy of the petition to the license holder, unless the license holder requests the cancellation of his license in accordance with Board regulations; and (iii) the school board to provide a copy of the investigative file and such petition for revocation to the Superintendent of Public Instruction at the time that the hearing is scheduled. The bill clarifies that in the case of a teacher who is or becomes the subject of a founded complaint of child abuse and neglect, such teacher shall be dismissed after all rights to any administrative appeal have been exhausted.

Senate Bill 1117 requires every person seeking initial licensure or renewal of a license with an endorsement as a school counselor shall complete training in the recognition of mental health disorder and behavioral distress, including depression, trauma, violence, youth suicide, and substance abuse.

The Superintendent of Public Instruction recommended that the Board of Education waive first review, approve the amendments to the Licensure Regulations for School Personnel (Exempt Action), and authorize the Department of Education to continue the procedures of the Administrative Process Act, including making any necessary technical edits.

Mrs. Atkinson moved to waive first review and approve the amendments to the Licensure Regulations for School Personnel and authorize the Department of Education to continue the procedures of the Administrative Process Act, including making any necessary edits. The motion was seconded by Mr. Romero and carried unanimously.

#### **O. First Review of Revisions to Family Life Education Board of Education Guidelines and Standards of Learning for Virginia Public Schools**

Mr. John Eisenberg, Assistant Superintendent for Special Education and Student, presented this item to the Board. The presentation included the following information:

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The *Family Life Education Board of Education Guidelines and Standards of Learning for Virginia Public Schools* must be revised to include the requirements of 2017 House Bill 2257 (Filler-Corn) which provides that any high school family life education curriculum offered by a local school may incorporate age-appropriate elements of effective and evidence based program on the law and meaning of consent for sexual activity. The revisions must also include requirements in 2017 Senate Bill 1475 (McClellan). This bill requires family life education guidelines, curricula, and instruction to include the value of family relationships. It also specifies that age-appropriate sexual violence prevention evidence-based programs incorporated into high

school Family Life Education curriculum may include instruction that increases student awareness of the fact that consent is required before sexual activity. This bill also provided an amended definition of abstinence education.

The current *Family Life Education Board of Education Guidelines and Standards of Learning for Virginia Public Schools* do not address the law and meaning of consent for sexuality activity comprehensively in all appropriate grades. In this revision, the importance of family relationships is stressed and emphasized in the curriculum, as well as instruction using effective programs on sexual violence. In order to provide a comprehensive template for Family Life Education, it is desirable to strengthen the Family Life Education Standards of Learning by including current content on these topics.

A summary of proposed revisions to family life education standards of learning descriptive statements follows:

- Any high school family life education curriculum may incorporate age-appropriate elements of effective and evidenced-based programs on the law and meaning of consent.
- New language includes instruction in the value of family relationships.
- New language permits the age-appropriate elements of effective and evidence-based programs addressing sexual violence that are required to be incorporated into any high school family life education curriculum to include instruction that increases student awareness that consent is required before sexual activity.

Upon adoption by the Board, the 2017 revised *Family Life Education Board of Education Guidelines and Standards of Learning for Virginia Public Schools*, will be made available to school divisions via a Superintendent's Memo and on the Department's Web site.

The Superintendent of Public Instruction recommended the Board of Education waive first review and approve the proposed revisions to the Family Life Education Board of Education Guidelines and Standards of Learning for Virginia Public Schools. The revisions to the *Family Life Education Board of Education Guidelines and Standards of Learning for Virginia Public Schools* are technical as outlined in legislation passed by the Virginia General Assembly.

Ms. Adkins moved to waive first review and approve the proposed revisions. The motion was seconded by Mrs. Atkinson and carried unanimously.

#### **P. First Review of Proposed Revised Curriculum Framework for the 2017 English Standards of Learning**

Ms. Tracy Fair Robertson, English Coordinator, Office of Humanities and Early Childhood, Division of Instruction, presented this item to the Board. The presentation included the following information:

The *Code of Virginia* requires a review of Virginia's Standards of Learning every seven years.

The current English Standards of Learning were adopted in 2010 and were scheduled for review in 2017. As a result, on January 28, 2016, the Board received a plan to review these standards and companion Curriculum Framework in 2017. In accordance with the plan, the Department of Education took the following steps to produce a draft of the proposed revised Curriculum Framework for the 2017 *English Standards of Learning* for the Board's first review:

- Reviewed public comments online comments regarding the 2010 *English Standards of Learning* from stakeholders, including teachers, administrators, and parents;
- Reviewed related resources from other states, National Council of Teachers of English, International Literacy Association, College Board, ACT, and National Assessment for Educational Progress (NAEP) Reading and Writing Framework;
- Met with an educator review committee comprised of curriculum specialists, classroom teachers, administrators, and reading specialists on Jun 26-29, 2017, to develop a proposed draft of the Curriculum Framework for the 2017 *English Standards of Learning*;
- Received feedback from the Office of Student Assessment and School Improvement, Office of Special Education Instruction, Office of Career and Technical Education, higher education colleagues, and state professional organizations; and
- Developed a draft of the proposed revised Curriculum Framework for the 2017 *English Standards of Learning*.

The Virginia Department of Education has developed a draft of the proposed revised Curriculum Framework for the 2017 English Standards of Learning (Attachment A). The 2017 English Standards of Learning were the first standards to be revised using the guidelines of the Profile of a Virginia Graduate.

The major elements of the proposed revised Curriculum Framework for the 2017 *English Standards of Learning* include:

- Edits to enhance clarity, specificity, rigor, and alignments of skills and content;
- Revisions to align with the 2017 *English Standards of Learning*;
- Emphasis on the K-12 vertical alignment of the strands of Communication and Multimodal Literacies; Reading; Writing; and Research;
- Reorganization of the early literacy skills formerly under an Oral Language strand to the Reading strand ensuring that students receive the strong foundation of phonological and phonemic awareness to become fluent readers;
- Creation of a Communication strand in K-3 focusing on the necessary skills to express needs, ask questions, work collaboratively, and present information;
- Creation of a Research strand in K-3. At the primary level, students will begin to conduct research and use available resources to answer questions, solve problems, and organize information;
- Deletion of first column, which provided some redundant information and definitions;
- Creation of Teacher Notes prior to the beginning of each strand reflecting current academic research and best instructional practices;
- Introduction of reflective writing in grades 6-12;
- Expansion of skills for collaboration, consensus-building, team-building, and working

- toward common goals;
- Expansion of requirements for nonfiction/informational/technical reading in grades 4-12;
- Emphasis on ethical use of the Internet when gathering and using information;
- Introduction of a focus on a mode or modes of writing at each grade level, increasing in complexity and rigor as students' progress through K-12; and
- Edits to enhance clarity, specificity, rigor, alignment of skills and content, and a reflection of the current academic research and practice.

The Superintendent of Public Instruction recommended that the Board of Education accept the proposed revised Curriculum Framework for the 2017 *English Standards of Learning* for first review.

Mrs. Lodal and Mrs. Atkinson commended staff on their forward-thinking, diligent work in revising the Curriculum Framework for the 2017 *English Standards of Learning*.

Dr. Cannaday noted that this Curriculum Framework will serve as a guide for other subject areas as they revise their Framework to align with the *Profile of a Virginia Graduate*. He also asked to what extent students will learn about social media and the appropriate use of social media. Ms. Robertson responded that it is every teacher's responsibility to help students understand word choice, especially in the subject area of English.

Mr. Romero inquired about the implementation timeline and public comment. Ms. Robertson responded that public comment is being accepted now via email for the Curriculum Framework. Public hearings were held during the development of the *Standards*.

The Board of Education received the proposed revised Curriculum Framework for the 2017 *English Standards of Learning*.

**Q. First Review of Proposed Addition to Board of Education Approved Courses to Satisfy Graduation Requirements for High School Diplomas in Virginia Public Schools**

Anne Petersen, Ph.D., Science Coordinator, Office of Science, Technology, Engineering, and Mathematics, Division of Instruction presented this item to Board for first review. The presentation included the following information:

Section 8 VAC 20-131-50 of the revised SOA sets forth the requirements for high school diplomas that became effective for students who entered the ninth grade for the first time in 2011-2012. The requirements specify which level of courses and/or subject area disciplines students must complete to earn either a standard or verified unit of credit in the areas of mathematics, laboratory science, and history and social science, as well as the credit requirements in other content disciplines. The regulations also specify that the Board of Education shall approve courses (other than those specifically named in the standards) to satisfy the requirements in those areas.

The Board Approved Courses to Satisfy Graduation Requirements document currently includes Advanced Placement Environmental Science as an approved course. Including a non-AP Environmental Science course will allow for a broader range of students to learn about their environment and increase awareness of global environmental issues. The goal is to provide the students with the skills and content necessary for them to look at current and future environmental issues, both natural and man-made, through a critical lens and to provide a platform to make informed decisions. Content guidelines for the course are currently under construction; these guidelines provide foundational content from both the Earth and biological sciences with a focus on the human impact on the environment, the role of engineering design in developing feasible solutions to environmental issues, and the roles of citizens and the government in developing environmental policy.

The addition of the Environmental Science course to the list of *Board of Education Approved Courses to Satisfy Graduation Requirements for High School Diplomas in Virginia Public Schools* would provide an additional course option for students, expanding learning opportunities in science that will provide another avenue to increase student scientific literacy and to prepare students for postsecondary education and/or careers in the global workplace. Additionally, it would allow students another opportunity to earn a laboratory science credit that can be used to meet Virginia graduation requirements.

The Superintendent of Public Instruction recommended the Board of Education receive for first review the addition of the Environmental Science course to the list of *Board of Education Approved Courses to Satisfy Graduation Requirements for High School Diplomas in Virginia Public Schools*.

Mr. Dillard stated that he is delighted that the Board will add this course to its list of Board-approved courses. He noted that it is important for this region, especially with the proximity to Chesapeake Bay and its great impact on the environment and the economy.

Mrs. Atkinson noted that when students took the AP Environmental Science course previously they were able to take the Earth Science SOL assessment. Now that the course will be moved from the Earth Science category to the Environmental Science category, there won't be an accompanying SOL assessment. She inquired about the impact of this change. Staff stated that they would follow-up with specific impacts of this change.

The Board of Education accepted for first review the addition of the Environmental Science course to the list of *Board of Education Approved Courses to Satisfy Graduation Requirements for High School Diplomas in Virginia Public Schools*.

#### **R. First Review of Proposed Board of Education Meetings Dates for 2018**

Ms. Emily V. Webb, Director of Board Relations, presented to the Board the proposed 2018 meeting dates for Board and Committee. The presentation included the following information:

Proposed business meeting dates for 2018 are as follows:

Thursday, January 25  
Thursday, March 22  
Thursday, April 25-26  
Thursday, June 28  
Thursday, July 26  
Thursday, September 27  
Thursday, October 25  
Thursday, November 15

Proposed standing committee meeting dates for 2018 are as follows:

Wednesday, January 24  
Wednesday, March 21  
Wednesday, April 24  
Wednesday, June 27  
Wednesday, July 25  
Wednesday, September 26  
Wednesday, October 24  
Wednesday, November 14

In recent years, the Board of Education has met monthly except for the months of August and December. Over the last several months, the Board considered changing their meeting schedule from ten to eight meetings a year, including eight business meeting dates and eight standing committee meeting dates. The purpose of the reduced schedule is to allow more time for planning, researching, and preparing Board agenda items. With a reduced meeting schedule, the Board doesn't anticipate losing timeliness or efficiency. The Board will not hold a meeting the months of February, May, August and December. Business meetings are typically held on the fourth Thursday of the month, although this is not a requirement. An exception is the November meeting which is scheduled to avoid meeting during Thanksgiving. The April meeting typically includes a planning session or retreat.

In addition to the monthly business meetings, the President may call special meetings of the full Board of Education and its committees, as deemed necessary. Unless otherwise announced by the President, all Board of Education meetings will be held in the Jefferson Conference Room on the

The Superintendent of Public Instruction recommended that the Board of Education receive for first review the proposed Board of Education meeting dates for 2018.

A few Board members expressed concern for reducing the Board's meeting schedule from 10 meetings per year to eight meetings per year. Board members requested an analysis of the Board's work from the past two years to assure them that the work can be accomplished within the timeframe allotted.

A few Board members stated that they would be willing to move to an eight meetings per year schedule, noting that most state Boards do not meet as frequently.

The Board accepted for first review the proposed Board of Education meeting dates for 2018. This item will return to the Board for final review in November.

## ***REPORTS***

### **S. Report on Rebenchmarking of the Direct Aid to Public Education Budget for 2018-2020 Biennium**

Mr. Kent C. Dickey, Deputy Superintendent for Finance and Operations presented this report to the Board. The presentation included the following information:

This item is a report on “rebenchmarking” of the state Direct Aid to Public Education budget for the 2018-2020 biennium. The Direct Aid to Public Education budget provides state funding to school divisions for prekindergarten through grade 12 and adult education programs.

Rebenchmarking begins the biennial budget development process that involves the Board of Education, the Governor, and the General Assembly. The rebenchmarked budget represents the state cost of continuing the current Direct Aid programs into the next biennium, with updates to the input data used in the funding formulas that determine the cost of the programs.

The Direct Aid funding is appropriated in six budgetary categories to include: Standards of Quality (SOQ), Incentive Programs, Categorical Programs, Lottery Proceeds Fund Programs, Supplemental Education Programs and Federal Funds.

In each odd-numbered year, the state cost of the Direct Aid budget is “rebenchmarking” for the next biennium, beginning the biennial budget development process. The process impacts 30 or more state Direct Aid programs.

The rebenchmarked 2018-2020 Direct Aid budget will be sent to the Governor for review and ultimately for inclusion in his budget for the 2018-2020 biennium. This budget establishes the level of state funding (as well as local share) required by the foundation program established in the Standards of Quality (SOQ), as well as other Direct Aid programs. The final state cost of the 2018-2020 Direct Aid budget is dependent on final technical updates to be completed in fall 2017 and any funding policy changes affecting cost that are ultimately proposed and enacted.

The Board received the report on Rebenchmarking of the Direct Aid to Public Education Budget for 2018-2020 Biennium.



**T. Annual Report from the State Special Education Advisory Committee (SSEAC)**

John Eisenberg, Assistant Superintendent for Special Education and Student Services, Alison MacArthur (SSEAC Chair), and Christine Germeyer (SSEAC Vice Chair) presented the report to the Board. The presentation included the following information:

The *Individuals with Disabilities Education Improvement Act* (IDEA 2004) requires that each state establish and maintain a state advisory panel for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the state. The federal regulations specify membership and require that a majority of members be individuals with disabilities or parents of children with disabilities.

The full SSEAC committee met four times over the previous year, receiving presentations on a wide variety of topics including the *Regulations Governing the Use of Restraint and Seclusion*, dispute resolution activities, inclusion activities, and Dyslexia training. The SSEAC delegates various subcommittees to monitor programmatic issues and future items of concern. For the 2016 - 2017 year, the subcommittees included:

- Executive
- Nominating
- Policy and Regulations
- Student Achievement
- Student Outcomes.

The SSEAC commended Mr. John Eisenberg, Assistant Superintendent for Special Education and Student Services for his leadership.

The ultimate goal for students with disabilities is integrated competitive employment and one way to achieve that goal is to see that as many students as possible receive an advanced or standard diploma and that the applied studies diploma is rigorous in its requirements. Completion of rigorous diploma requirements requires that, to the maximum extent appropriate, children with disabilities are educated with children who do not have disabilities. As such, all of the following recommendations are in support of that goal.

- Recommend that VDOE conduct research and explore the feasibility of establishing a Virginia Inclusion Center of Excellence, or other like titled center or program, designed to meet the needs at the LEA level for capacity building of inclusive practices.
- Identify and highlight inclusive education practices which are successfully addressing the educational needs of students with disabilities in a general education setting; as well as in extra-curricular activities.
- Ensure that career and college readiness courses are offered for all students with disabilities to emphasize outcomes through Workforce Readiness, Career and Technical Education (CTE) programs, and credentialing.
- Create a user-friendly resource page of existing topic related webinars and resources to help promote the understanding of the process and steps involved when having a child or family member with a disability in the Commonwealth.

- Review, update, and disseminate existing guidance documents for local SEACs while encouraging LEAs to develop a mechanism for effectively communicating with local SEAC members as it pertains to the regulations.

The SSEAC's full report can be found online at

<http://www.doe.virginia.gov/boe/meetings/2017/09-sep/agenda-items/item-t.pdf>.

The Board thanked the SSEAC from their presentation and hard work and accepted the Annual Report.

**U. Annual Report from the Advisory Committee on the Education of the Gifted (VACEG)**

Ms. Patricia Griffin, Chairman of the Virginia Advisory Committee on the Education of the Gifted, presented the annual report to the Board. The presentation included the following information:

In 2015, the Virginia Board of Education charged the Virginia Advisory Committee for the Education of the Gifted (VACEG) with investigating best practices for approaches to the identification of gifted students that better promote equity and opportunity across all student demographic groups.

Over the course of two years, the VACEG collected data, interviewed stakeholder groups, and made site visits to numerous Virginia school divisions in the development of their report *Increasing Diversity in Gifted Education Programs in Virginia Report*. Five areas of focus were featured in this report as best practice considerations to the approach of identification of gifted students for equity access and opportunity across all demographic groups. These focus areas are:

- referral process;
- talent development;
- identification process;
- professional development; and
- parent education.

Within each of these focus areas there are useful examples of practices that are currently being implemented in school divisions throughout Virginia. Shared practices across all focus areas highlight the importance of a holistic approach to gifted student identification including using comprehensive data, as well as increasing collaborations, communications, and stakeholder input and involvement.

The VACEG's full report can be found online at

<http://www.doe.virginia.gov/boe/meetings/2017/09-sep/agenda-items/item-u.pdf>.

Board discussion:

Dr. Wilson thanked the VACEG for their hard work and leadership. She noted that the report looked at identifying ways to increase diversity in the gifted program, changes to identification practices, and the importance of professional development for teachers once students are identified as gifted.

Mrs. Lodal echoed Dr. Wilson's comments. She stated that diversity has been an issue in gifted education for a long time. She encouraged VACEG to share their report beyond the gifted community.

Dr. Staples noted that the VACEG members are all volunteers. He stated that the VACEG is planning to take a closer look at how to better leverage the gifted data that is currently collected to connect it to the Board policy.

The Board thanked the VACEG for their presentation and hard work, and accepted the Annual Report.

#### **V. Report on High School Planning Innovation Grants (HSPI)**

Tina Manglicmot, Director of STEM, Office of Science, Technology, Engineering, and Mathematics, Division of Instruction presented a report on the High School Planning Innovation Grant (HSPI) to the Board. The presentation included the following information:

Promote innovation and explore new approaches to engage and motivate students and increase readiness for postsecondary education and training.

Since 2015, the Appropriation Act has provided yearly funding for up to five (5) competitive planning grants to be awarded, each not to exceed \$50,000. Individual school divisions or consortia of school divisions have been eligible to submit proposals meeting the intent of the RFP. The 2016 and 2017 Appropriation Act provided additional money to support HSPI grant awardees in their implementation year. Each school received funding of up to \$50,000 to support the implementation of program innovations. As a result of three consecutive years of funding provided through the Appropriation Act, 15 schools across Virginia have participated in the High School Planning Innovation Grants.

The purpose of the planning grant is to promote innovation and explore new approaches to engage and motivate students and increase readiness for postsecondary education and training.

The proposals received by the Department have seen many innovations including:

- alternative pathways towards graduation;
- competency-based learning;
- creditable internship and mentorship opportunities;
- innovative learning environments; and
- alternative schedules or school governance models.

Many lessons have been learned from the planning and implementation stages of these grants. Local school divisions have learned that their goals must be realistic, be a good fit for the community, and align with current state and local initiatives. The Department has learned that professional learning must shift from teacher-centered instruction to student-centered learning and must integrate curriculum and course development.

In the spring of 2018, there will be a convening of all HSPI schools to discuss best practices, outcomes, and sustainability. Additionally, the Department will develop a guidance document to assist other school divisions who are interested in more innovative practices.

The full report on the High School Planning Innovation Grants can be found online at <http://www.doe.virginia.gov/boe/meetings/2017/09-sep/agenda-items/item-v.pdf>.

Board discussion:

Mrs. Atkinson stated that it would be helpful for the Board to learn what kind of flexibility local school divisions need to create these innovative programs so that the Board can make necessary policy changes. Dr. Manglicmot responded that many divisions are finding that there is flexibility in current regulations but changes may be needed later.

Mrs. Lodal congratulated Dr. Manglicmot on the hard work that is occurring with the innovation grants. She requested that Board members be invited to the spring convening, if appropriate.

Mrs. Atkinson encouraged Department staff to work together in developing the School Divisions of Innovation regulations to ensure we are learning from the current grant recipients.

The Board thanked Dr. Manglicmot for her presentation and accepted the report.

#### **W. Report on Virginia Preschool Initiative Plus (VPI+)**

Dr. Mark Allan, Early Childhood Education Project Manager, Division of Instruction; and Dr. Laura Kassner, Preschool Development Grant Coordinator, Division of Instruction presented a report on the Virginia Federal Preschool Expansion Grant, commonly referred to as VPI+. The presentation included the following information:

The Preschool Expansion Grant, called VPI Plus (VPI+), builds on the success of the Virginia Preschool Initiative (VPI) that has supported school readiness of at-risk four-year-olds since 1996. The federal performance period for the VPI+ grant is January 1, 2015 through December 31, 2018.

The VPI+ meets and exceeds every element of the VPI program. The VPI+ model includes use of evidenced-based curriculum and formative assessments, summative assessments, professional development and coaching for teachers, classroom-level evaluations, and community partnerships to provide comprehensive services. Eleven school divisions participate in VPI+ allowing an opportunity to field test and refine VPI+ innovations throughout Virginia to ensure high-quality programs, appropriate flexibility tailored to local circumstances, and broad replicability.

The Preschool Development Grant (PDG) funds support two types of preschool classrooms within 11 school divisions across the state: (1) VPI+ classrooms: newly-opened VPI+ classrooms that implement all of the VPI+ grant requirements; and (2) VPI Improved classrooms: existing state-funded VPI classrooms that enhance their quality by implementing at least one program quality enhancement (e.g., comprehensive services, family engagement for hard-to-reach and culturally and linguistically diverse families, professional development and coaching for staff). By the end of the grant period, approximately 13,000 four-year-olds at or below 200 percent of the Federal Poverty Level will be served in VPI+ classrooms or in improved VPI classrooms.

During the 2015-2016 and 2017-2018 school years the 11 participating school divisions were as follows:

- Brunswick County Public Schools
- Chesterfield County Public Schools
- Fairfax County Public Schools
- Giles County Public Schools
- Henrico County Public Schools
- Norfolk City Public Schools
- Petersburg City Public Schools
- Prince William County Public Schools
- Richmond City Public Schools
- Sussex County Public Schools
- Winchester City Public Schools

The Virginia Department of Education is the lead agency in VPI+; however, other partners include the Virginia Department of Social Services, the Virginia Health Department, the Virginia Early Childhood Foundation, University of Virginia's Center for the Advanced Study of Teaching and Learning (CASTL), and other key stakeholders across the Commonwealth that have an interest in improving learning experiences for young children.

As a result of the PDG, Virginia has had continued success in increasing the number of eligible children served in high-quality preschool programs. The actual 2016-2017 VPI+ enrollment as of December 1, 2016, showed 1,406 children in VPI+ classrooms and 1,891 in VPI classrooms improved with PDG resources, for a combined total of 3,297 children being served by Virginia's PDG grant. This represents an increase of over 10 percent above Virginia's original grant goal of 2,985 children served in VPI+ and VPI improved preschool slots. In addition to increasing the number of at-risk children and families served, the following are key highlights of VPI+ in year two of grant implementation:

- **Development of a Statewide Infrastructure for Early Childhood Education in Virginia**

Virginia has continued to strengthen its infrastructure to support early childhood programs. State agencies that serve young children and other partners have improved their communication and collaboration as a result of Virginia's Preschool Development Grant (PDG). The launch of [VPIplus.org](http://VPIplus.org) was a key infrastructure improvement, serving as a one-stop-shop for free, high-quality professional development resources for early childhood education professionals.

- **Successful Implementation of All Components of VPI+**

Virginia has been successful in implementing the many components of its PDG. The selected

preschool curricula were effectively implemented. Summative assessments were administered to children VPI+ classes to measure the impact of VPI+ on student outcomes, resulting in baseline data for further program improvement. All VPI+ classes received a QRIS (Quality Rating and Improvement System) rating to assess and improve their quality. Teachers and other school personnel received significant professional development and coaching from grant partners in all areas of VPI+, including curriculum implementation; supporting at-risk children; administration and effective use of formative assessments; use of QRIS results for program improvement; and data collection, reporting, and use. Subgrantees have expanded their services to children with disabilities, English learners, and others in need. In addition, a stakeholder workgroup has been created to develop guidelines for the prevention of suspension/expulsion of children in early childhood settings.

- **Increasing School Division Participation and State Impact**

Virginia continues to work to meet the strategic objectives of the grant and ensure the effective use of funds by school divisions going into the third year of the grant. Given that the goal of the PDG is to increase access and improve quality of services to preschool children in the Commonwealth, VDOE reevaluated plans for spending to achieve these goals and reallocated unused funding from current participating school divisions in order to add two additional school divisions in Years 3 and 4 (2017-2018 and 2018-2019) of the grant, for a total of 13 participating school divisions.

- **Increased Number of Children Who are Ready for School**

There is very little consensus among researchers on the exact definition for kindergarten readiness using quantitative results based on assessments available for young children; however, Virginia is required to report kindergarten readiness for the federal PDG annual report. For the exclusive purpose of VPI+ annual progress reporting, the VDOE used a comprehensive definition of kindergarten readiness that combined results across summative assessment measures used for the VPI+ program evaluation and put these into a single index.

The Essential Domains of School Readiness, as defined by the PDG, were assessed as follows:

1. Language and literacy development - Phonological Awareness Literacy Screening (PALS)
2. General knowledge and cognition - Woodcock Johnson III Tests of Achievement Revised (Applied Problems Subtest to assess numeracy and counting)
3. Approaches to learning - Teacher-Child Rating Scale (T-CRS-2.1)
4. Social and emotional development - Head Toes Knees Shoulders (HTKS) Task and T-CRS-2.1
5. Physical well-being and motor development - A Teacher Survey, Preschool Motor Development Direct Assessment, Virginia Fine/Gross Motor Screening at Kindergarten Measure

Children were considered kindergarten ready if they were in the expected developmental range in the two domains of 1) language and literacy development (literacy); and 2) general knowledge and cognition (mathematics); and at least one of the following domains: approaches to learning; and social and emotional development.

### *PDG School Readiness Results*

Using the criteria described above, the following percentages of children were identified as ready for school and reported in Virginia's PDG annual report.

*VPI+ Cohort 1* - Children who participated in VPI+ classrooms during the 2015–2016 school year and started kindergarten (available for assessment) in fall 2016.

#### **Overall - 70%**

##### Gender

Male – 66%  
Female – 74%

##### Race/Ethnicity

Black or African American children – 69%  
Hispanic children – 64%  
White children – 81%

##### Other Subgroups

Children with disabilities – 52%  
English learners – 65%

Based on the past few years of work, there are several challenges and lesson learned. There is a better understanding of addressing gaps in K readiness outcomes. While challenging student behavior is a factor, there needs to be more informed care on trauma and social-emotional needs. Finally, it is important to include more PreK students with disabilities in VPI+ and improved classes.

Next steps will include:

- PreK-3 alignment;
- Sustainability of funding beyond Year 3 and Year 4; and
- Dissemination of best practices and lessons learned.

Board discussion:

Mr. Gecker stated that the PreK initiative is very important to where the Board is planning to go with its priorities and goals of the Comprehensive Plan. He requested that Dr. Allen and Dr. Kassner come back to present to the Board at a future date to talk more about PreK data.

Dr. Wilson asked about the correlation, in terms of student readiness, between VPI+, kindergarten, and early years of elementary school. Dr. Kassner responded that they are excited with the data that is being collected through VPI+ and how it can be utilized in the future to track student readiness into the workforce.

Mrs. Atkinson asked if there are components of VPI+ that are so valuable that policy changes need to be made by the Board for VPI. Dr. Allen responded that there is a significant amount of data available through VPI+.

Ms. Holton inquired about sustainability and scalability and encouraged staff to think outside of the box when developing the plan to scale up.

The Board thanked Dr. Allen and Dr. Kassner for their presentation and accepted the report.

#### **X. Report on the Recommendations of the Taskforce to Diversify Virginia's Educator Pipeline (TDVEP)**

Leah Walker, Community and Minority Affairs Liaison, Dr. Bernice Cobbs, Principal, Benjamin Franklin Middle School, Franklin County (TDVEP Member) and Travis Holder, Licensure Manager, Fairfax County Public Schools (TDVEP Member) presented the recommendations of the Taskforce to Diversify Virginia's Educator Pipeline. The presentation included the following information:

Like much of the nation, Virginia is facing a growing shortage of high quality teaching professionals entering and staying in Virginia's public classrooms. Additionally, the Commonwealth's educator workforce pipeline is becoming increasingly less diverse over time, a trend that while not entirely unusual, is alarming for a state with a rapidly diversifying student population.

Secretary of Education, Dr. Dietra Trent, established the Taskforce to Diversify Virginia's Educator Pipeline in early 2017 and announced its formation at the Virginia Minority Educator Recruitment Pre-Summit of the Virginia Teachers of Color Summit. In partnership with the National Governor's Association, the Taskforce was charged with developing recommendations to increase diversity in Virginia's teaching workforce. Comprised of educators, superintendents, human resource professionals, higher education teacher preparation program administrators, and state level policy staff, the Taskforce completed its work and presented its priority recommendations to the Governor, the Secretary of Education, and the State Superintendent on August 8, 2017. Over the course of six meetings and nine months, the Taskforce received presentations on the national problem; Virginia's specific challenges regarding recruitment and retention; and a variety of other related topics.

The goal of the Task Force was to develop intentional strategies that increased the diverse educator applicant pool, created strong professional pathways to licensure and employment, and supported the retention of teachers of color, in the K-12 education workforce to positively impact student achievement in the Commonwealth.

Diversity among Virginia's student population continues to increase, non-white students made up 49 percent of Virginia's student population in 2016-17, up from 39 percent in the 2003-04 school year. Notably, Hispanic student enrollment as nearly doubled from 8 percent in 2006-07 to 15 percent for the 2016-17 school years.



Research indicates there is a unique role teachers of color play in improving the lives of students of color. Their presence has a significant impact on the academic achievement of their students. There is in all students learning from teachers with diverse backgrounds. They need to develop the empathy and skills to work with people who come from backgrounds different than their own in order to succeed as adults. Our schools should be no different.

The lack of diversity among our current educator workforce is significant. Currently, non-white students make up 48.7 percent of Virginia's student population, but only 21.4 percent of the state's teachers are non-white. The Commonwealth's student body is becoming more diverse since each year, widening this disparity over time. Virginia's challenges with teacher diversity are reflective of broader national trends and are compounded by the disproportionate racial composition of our teacher pipeline.

In Virginia, the disparity between the diversity of our teachers and the diversity of our students is greater than the nation and other states around us. According to data compiled by the Virginia Department of Education and SCHEV, minority enrollment in Virginia's teacher preparation programs has fallen from more than 50 percent to only 33 percent in 2016-2017. When compared to growing minority student enrollment, those trends are of great concern

The Pass rates for minority teacher candidates is disproportionately lower than white teacher candidates on the Virginia Communication Literacy Assessment, resulting in fewer minority teacher candidates eligible for licensure in Virginia. Additionally, teachers of color in Virginia with provisional licenses are less likely than their peers to complete full licensure and remain in the profession. Only **63 percent of Black teachers in Virginia** with provisional licenses acquire their full time teaching license, a far lower percentage than the state average.

The Task Force reached consensus on major barriers to a diverse teacher workforce. Those barriers are:

- 1) The length and cost of the traditional teacher preparation pathway is disproportionate to salary, which is particularly burdensome for first generation college students and low income students who are often minorities.
- 2) Students are not exposed to or made aware of pathways into the profession early enough, nor are non-teaching majors aware of potential pathways into the profession.
- 3) The provisional licensing route is underutilized, and teachers of color who are provisionally licensed in Virginia obtain full licensure at lower rates than their peers.
- 4) Teaching suffers from declining respect and interest in the profession.

The Task Force developed a list of possible strategies and recommendations that policy makers and local school divisions could utilize. The top five priority recommendations are:

- 1) The Virginia Board of Education (VBOE) should revise the Approved Program Regulations to allow undergraduate education based majors in teaching/education.
- 2) Drawing on successful existing models, VDOE should develop a model "Grow your own program" for deployment to local school divisions. The state should also provide financial incentives and supports to divisions for the design and implementation of GYO programs. As part of this, dual enrollment offerings at the high school level should transfer seamlessly into degree pathways for students.
- 3) Virginia should continue to convene annually the Teachers of Color Summit and Minority Teacher Recruitment Fair.

- 4) Virginia should provide model teacher induction and mentorship program, and support its implementation and training.
- 5) Cover/subsidize the cost of tests & test prep programs for minority and low-income teacher candidates.

You can access the full report from the task force at <http://www.doe.virginia.gov/boe/meetings/2017/09-sep/agenda-items/item-x.pdf>.

The Virginia Department of Education joined with six other states on the Council of Chief State School Officers' (CCSSO) Diversifying the Teacher Pipeline State Action Group. This partnership was designed as collaboration among states to develop a statewide implementation plan to increase diversity in the teaching workforce. The primary objective of each states' plan was achieve parity in the demographic make-up of the teacher workforce with students in the state by 2040, starting with a plan for action in place by 2018 and evidence of progress by 2025. To this end, the plan submitted by Virginia included the following statewide teacher diversity goal: *By 2040, Virginia will reduce the gap between percent of minority students and percent of minority teachers in Virginia by 15%; approximately half of the current gap.* Achieving this goal will increase the percent of minority teachers in Virginia schools to 35%.

Board discussion:

Mrs. Lodal thanked the Task Force members for their report. She stated that mentoring is very important, especially for minority candidates. She encouraged the Board and the Department to continue their partnership with the Task Force on this critical topic.

Ms. Adkins asked if there were outreach efforts underway to distribute the data and recommendations to local school divisions. Additionally, she asked if Historically Black Colleges and Universities (HBCU) were engaged in the work of the Task Force. Ms. Walker responded that HBCU's were very engaged in the work of the Task Force as members and in the Teachers of Color Summit hosted earlier in the year.

Dr. Staples stated that the Board may be interested in policy briefs from the Learning Policy Institute and Dr. Linda Darling-Hammond on teacher retention.

The Board thanked Dr. Bernice Cobbs, Mr. Holder, Ms. Walker and the entire task force for their diligent work and recommendations. The Board accepted the report.

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

#### ***WORK SESSION***

The Board met for a public work session on Wednesday, September 27, 2017, at the James Monroe State Office Building, Jefferson Conference Room, 22nd Floor, with the following

members present: Dr. Cannaday, Mrs. Atkinson, Mr. Gecker, Mr. Dillard, Ms. Holton, Dr. Wilson, Mrs. Lodal, Mr. Romero and Ms. Adkins. The following department staff also participated: Dr. Steven Staples, superintendent of public instruction and Emily Webb, director of board relations.

The purpose of the meeting was to discuss the Board's Comprehensive Plan and Annual Report. The Board received a presentation from Hamilton Lombard with the Weldon Cooper Center Demographics Group on student demographics and population changes in Virginia.

### ***DINNER MEETING***

The Board met for a public dinner on Wednesday, September 27, 2017 at 6:00 p.m., at the Berkley Hotel with the following members present: Ms. Adkins, Mrs. Atkinson, Dr. Cannaday, Mr. Dillard, Ms. Holton, Mr. Gecker, Mrs. Lodal and Dr. Wilson. The following department staff also attended: Dr. Steven Staples, Superintendent of Public Instructions, and Ms. Emily Webb, Director of Board Relations.

Members informally discussed pending Board agenda items. No votes were taken, and the dinner meeting ended at 7:40p.m.

### ***ADJOURNMENT OF THE BUSINESS SESSION***

There being no further business of the Board of Education, Mr. Gecker adjourned the meeting at 3:40 p.m.



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Daniel A. Gecker, President