

**COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA
October 18, 2018**

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 A. Gecker, President
Ms. Kim Adkins
Mrs. Elizabeth V. Lodal
Dr. Keisha Pexton

Dr. Francisco Durán
Ms. Anne Holton
Dr. Jamelle Wilson
Dr. James F. Lane,
Superintendent of Public Instruction

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

MOMENT OF SILENCE

Mr. Gecker asked for a moment of silence.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance followed the moment of silence.

APPROVAL OF MINUTES

Mrs. Lodal made a motion to approve the minutes of September 19-20, 2018, meeting of the Board. The motion was seconded by Dr. Wilson and carried unanimously. Copies of the minutes had been distributed in advance of the meeting.

Resolutions of Recognition

A Resolution of Recognition was presented to the 2018 Presidential Award for Excellence in Mathematics and Science Teaching State Finalists. Allison Crisher and Melissa Follin, Mathematic Teachers and Loriann Pawlik and Rebecca Schnekser, Science Teachers.

Mr. Gecker offered a welcome to the Virginia Aspiring Special Education Academy Cohort #11. Mr. Doug Cox serves as the director of the program. Cohort members observed the Board meeting.

A Resolution of Appreciation for Outstanding Leadership and Service to Public Education was presented to Mr. Sal Romero, Jr., Virginia Board of Education Member 2014-2018. The Board also welcomed Mr. Romero's family, Maria Cardoso, Jacky Romero and Dani Romero.

PUBLIC COMMENT

The following persons spoke during the public comment period:

Jim Batterson, spoke on the proposed revisions to the *Science Standards of Learning*.

Catherine A. Lee, staff attorney, Virginia Education Association, spoke on the proposed procedural guidelines for conducting licensure hearings.

Antoinette M. Rogers, Ph.D, director of teaching and learning, Virginia Education Association, spoke on the proposed procedural guidelines for conducting licensure hearings.

Donna Sayegh, a city of Portsmouth, Virginia resident and candidate for Portsmouth City School Board, spoke on the proposed amendments to the regulations establishing the standards for accrediting public schools in Virginia.

CONSENT AGENDA

A. Resolutions of Recognition for Outstanding Environmental Literacy to Lanier Middle School (Fairfax County) and Henry County Public Schools

The Board honored Lanier Middle School and Henry County Public Schools for their selection by the U.S. Department of Education as a 2018 Green Ribbon School or School Division.

B. Resolution of Recognition to Commemorate November 2018, as Family Engagement in Education Month

The Board proclaimed November 2018 as Family Engagement in Education month in the Commonwealth.

C. Final Review of Financial Report on Literary Fund

The Literary Fund provides low-interest loans for new school construction and for additions or permanent improvements to existing schools to help provide students with a safe and secure environment in which to learn. The report reflects the financial position of the Literary Fund as of June 30, 2018. The information presented in this statement reflects the commitments against the Literary Fund as of June 30, 2018. The report also reflects the currently active projects funded through the Literary Fund as of June 30, 2018.

D. Final Review of Proposed Amendments to the Regulations Establishing Standards for Accrediting Public Schools in Virginia (8VAC20-131) to Comport with Legislation Passed by the General Assembly under the Fast-Track Provisions of the Administrative Process Act

The proposed amendments to the fast-track regulatory action incorporated the legislative changes required by HB167, HB329, HB1419, SB273 and Item 130.D of the 2018 Appropriations Act.

E. First Review of Proposed Criteria for Awarding a Diploma Seal for Science, Technology, Engineering, and Mathematics (STEM) to Comport with 2018 Legislation Passed by the

General Assembly

This action established the criteria for awarding a diploma seal for science, technology, engineering, and mathematics (STEM) as required by HB167. The Board of Education's STEM seal will be awarded to students who earn either a Standard Diploma or an Advanced Studies Diploma and (1) satisfy all Math and Science requirements for the Advanced Studies diploma with a "B" average or better in all course work, and (2) successfully complete a 50 hour or more work-based learning opportunity in a STEM area, and (3) satisfy all requirements for a Career and Technical Education concentration as well as pass a Board of Education CTE STEM-H credential examination, or an examination approved by the Board that confers a college-level credit in a STEM field.

F. First Review of Guidance for the Designation of Level Three Performance in School Quality Indicators Due to Level Two Performance for More Than Four Years

The Board of Education's 2017 *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, or *Standards of Accreditation (SOA)*, provide that a school quality indicator for a school may only be designated Level Two for a maximum of four consecutive years. If an indicator is designated at Level Two performance for a fifth consecutive year, it would be assigned Level Three for the fifth year. The guidance clarifies the application of this provision beginning with the 2018-2019 accreditation ratings.

G. First Review of Proposed Changes to the Board of Education Approved Courses to Satisfy Graduation Requirements for the Standard, Advanced Studies, and Modified Standard Diplomas in Virginia Public Schools for World Languages

The 2018 General Assembly approved two bills related to world language education. House Bill 443 (Foy) pertains to the substitution of computer coding credits for world language credits for certain English Learners (EL). House Bill 84 (D. Bell) requires local school divisions to accept American Sign Language (ASL) transfer credits from approved providers on the same basis as any other world language.

The recommended changes and additions to the *Board of Education Approved Courses to Satisfy Graduation Requirements for the Standard, Advanced Studies, and Modified Standard Diplomas in Virginia Public Schools Approved Courses Effective with Ninth-Grade Class of 2010-2011 and Beyond* comply with the legislative requirements and update the list to align with current practice in world languages.

H. First Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Add New Education (Endorsement) Programs at Bluefield College and George Mason University

Bluefield College requested a new graduate education (endorsement) program in Administration and Supervision PreK-12. George Mason University requested new undergraduate education (endorsement) programs in Early Childhood Special Education (undergraduate level) and Early/Primary Education PreK-3 (undergraduate).

Program specialists at the Department of Education reviewed the three programs. Additionally, ABTEL reviewed the requests from the requests from Bluefield and George Mason at their September 17, 2018 meeting and unanimously recommended approval.

I. First Review of Proposed Amendments to the Regulations Governing the Review and Approval of Education Programs in Virginia to Comport with Legislation Passed by the General Assembly under the Exempt Provisions of the Administrative Process Act

The proposed amendments to this fast-track regulatory action comport the *Regulations Governing the Review and Approval of Education Programs in Virginia* with legislation passed by the 2018 General Assembly. The proposed amendments incorporated changes to comport with Hb1125, SB349, HB1265 and SB368. During the September 17, 2018 meeting, ABTEL reviewed the legislation directing amendments to the regulations.

J. First Review of a Notice of Intended Regulation Action (NOIRA) to Revise the Licensure Regulations for School Personnel (8VAC20-23) as Required by the 2018 General Assembly

The Notice of Intended Regulatory Action (NOIRA) to revises the *Licensure Regulations for School Personnel* as required by the 2018 General Assembly. This standard-procedure regulatory action addresses hb215, HB1125, and HB1156. During the September 17, 2018 meeting, ABTEL reviewed the legislation directing amendments to these regulations

Dr. Wilson made a motion to approve the items listed on the consent agenda as presented. The motion was seconded by Ms. Adkins and carried unanimously.

ACTION/DISCUSSION ITEMS

K. Final Review of Proposed Procedural Guidelines for Conducting Licensure Hearings

Due to the absence of Mrs. Atkinson, the Board decided to postpone this item to next scheduled meeting in November.

L. Final Review of the Proposed 2018 Science Standards of Learning

Dr. Anne Petersen, science coordinator, office of science, technology, engineering and mathematics, presented this item to the Board for final review.

In June of this year, a first review of the proposed *2018 Science Standards of Learning* was presented to the Board. That presentation shared the timeline for the revision process, a summary of the proposed revisions, and examples of revisions that were being proposed. Dr. Petersen took this time to thank her colleagues for their participation in reviewing the standards.

Dr. Petersen provided an update regarding the work completed since June toward creating the final version of the *Science Standards of Learning*. Those steps included:

- addressing the background and goals of the revision of the Science Standards of Learning;
- recapping the timeline for revision and the work completed in the revision process;
- summarizing and highlighting the types of revisions and edits included in the final version

- being presented;
- providing information about the implementation process and the intended communication and support provided by the Department of Education; and
- presenting the Superintendent’s Recommendation for adoption of the proposed revised standards.

The *Standards of Learning* are a critical communication with the citizens of the Commonwealth, parents, the business community, and higher education. Equally as important, the standards serve as the key guidance for instructional leaders and teachers of science in planning science curricula and science programming.

The *Code of Virginia* requires the review and revision of the Standards of Learning in each subject area. These standards identify academic content for essential components of the science curriculum at different grade levels for Virginia’s public schools.

The science knowledge and skills in the proposed standards are intended to support deeper learning as they are applied through both investigation and the engineering design process. The scientific skills have been renamed to the science and engineering practices; these practices are to be used throughout the year to support the instruction of science content.

The expectation is that science programs provide all students access to quality science instruction that promotes science and engineering practices and are responsive to and respectful of students’ prior experiences, talents, interests, and cultural perspectives. Successful science programs challenge students to maximize their academic potential and provide consistent monitoring, support, and encouragement to ensure success for all.

The revision process undertaken to develop the proposed revised standards focused on the following overarching goals:

- restructuring of the science standards to focus on concepts vs terminology;
- strengthening pathways within K-12 science education through a focus on improving the vertical progression of science content;
- preparing students for college and careers through a greater emphasis on critical thinking, iterative thinking, and problem solving while providing opportunities for students to develop workplace readiness skills as indicated by the Profile of a Virginia Graduate.

The Science Standards of Learning revision process was an informed, collaborative effort that included stakeholders in K-12 education, science organizations, businesses, and institutes of higher education within the Commonwealth. A steering committee of science leaders as well as review committees composed of science leaders, school administrators, and K-12 teachers met to review both national and international science standards and curriculum and to review public comment on the 2010 Science Standards of Learning. These documents and comments aided in the review of the 2010 Science Standards and were the basis for suggested revisions made by the committees. Working with these suggestions and informed by existing curricular models, the science team collaborated to revise the standards. Feedback from committee members, science organizations, and higher education was solicited throughout the revision process. On June 28, 2018, the Board of Education received the proposed 2018 Science Standards of Learning for first

review. An extended public comment period as well as public hearings provided opportunities for written and electronic feedback to the Department of Education. This process resulted in feedback from approximately 200 stakeholders. Based on public comment and discussions with steering committee members, subsequent revisions were made by the Office of Science, Technology, Engineering, and Mathematics staff. Throughout the revision process, the Office of STEM compared the proposed revisions to national and international science curricula including those provided by the Next Generation Science Standards, the 2009 National Assessment for Educational Progress (NAEP) and the 2015 Trends in International Mathematics and Science Study (TIMSS). In addition, advice was sought from national science and engineering organizations on the construction of the Virginia Science Standards of Learning to allow opportunities for students to apply science content and use science and engineering practices to solve authentic problems.

The revisions to the proposed *2018 Science Standards* included:

- The science skills and processes renamed to include both scientific practices and application of science through engineering. The addition of engineering to the science practices allows students opportunities to apply the content of science and mathematics in a way that is more authentic to students.
- Edits to provide consistency and parallelism in language vertically in science.
- Edits to provide consistency and parallelism in language common in both science and mathematics.
- Edits to improve the progression of science content which led to changes in selected standards (e.g. revision to 5.9 to reflect solely energy, Bio.5 to include synthetic biology, and revision of grade 4 theme to align with content)
- Grammar and language edits.
- Edits to clearly articulate or clarify science content expectations.

Dr. Petersen explained the timetable, which included details regarding professional development for teachers and administrators in implementing the 2018 Science Standards. The timetable also outlined the resources and related projects, including the revision of the curriculum frameworks and an anticipated timeline for the textbook review process.

The Department of Education strives to support implementation of the revised standards by:

- communicating a succinct timeline regarding implementation of the revised standards to the public;
- revising the curriculum framework to provide teachers and administrators support in the instruction of the standards;
- providing clear and detailed crosswalk documents that summarize the changes at each grade level/course, along with select recorded narrations that provide supplemental information regarding the changes;
- offering professional development opportunities for educators from all divisions; and
- generating electronic resources to be posted on the VDOE website, such as a dynamic curriculum framework, sample lessons and instructional videos.

The *2018 Science Standards of Learning* will provide a foundation of science content knowledge to prepare students to become our scientists, healthcare professionals, engineers, agriculturalists,

and environmentalists of tomorrow. More importantly, the foundation will prepare students of today with the science foundation needed to make informed decisions in their future.

The Superintendent of Public Instruction recommended that the Board of Education adopt the proposed revisions to the *2018 Science Standards of Learning*.

Dr. Petersen explained that the Department did adapt the wording relating to engineering and incorporated engineering practices into curriculum framework as reference in Mr. Batterson's public comment.

Dr. Durán thanked Dr. Petersen for the revisions, pointing out many positive aspects. However, he expressed concern of the deletion of the organic chemistry. Dr. Petersen replied that organic chemistry is built into the curriculum framework and is integrated where it is appropriate for students to study. Dr. Lane added that it would be appropriate to look at the standards and curriculum framework together to see how it is established.

Board members expressed their appreciation and commended staff for their hard work and collaboration on the recommended revisions.

Dr. Durán made a motion to adopt the proposed *2018 Science Standards of Learning* as presented, granting staff the ability to make technical edits. The motion was seconded by Mrs. Lodal and carried unanimously.

M. First Review of Appeals for a Performance Level Designation for a Specific School Quality Indicator for Schools Accredited with Conditions Or Schools with a Specific School Quality Indicator Designation of Level 2 or Level 3

Mrs. Beverly Rabil, director, office of school improvement, presented this item to the Board for first review.

Mrs. Rabil provided an update on Franklin City Public Schools who entered into a Memorandum of Understanding in March 2014. Mrs. Rabil was excited to state that all of Franklin City schools are accredited for the 2018-2019 school year thus ending the MOU.

Mrs. Rabil provided accreditation data to the Board. In 2017-2018, 241 schools in Virginia were not fully accredited. Under the revised *Standards of Accreditation*, 125 schools are accredited this year that were not accredited last year. The following 24 divisions that required assistance from the department for the 2017-2018 school year now have all of their schools accredited for the 2018-2019 school year: Amherst, Bedford, Bucannon, Charlotte, Chesterfield, Culpepper, Fauquier, Franklin City, Franklin County, Grayson, Lunenburg, Madison, Manassas City, Mecklenburg, Montgomery, Northumberland, Prince George, Prince William, Roanoke City, Rockbridge, Shenandoah, Spotsylvania, Westmoreland, and Winchester City.

In July, Dr. Lane convened a meeting of the Superintendent's Leadership Advisory Committee to discuss the 2018-2019 appeals process. On September 4, 2018, a Superintendent's Email about the appeals process for 2018-2019 was sent to division superintendents with the appeals form attached. Two schools within Chesapeake City Public Schools that are accredited with conditions for the 2018-2019 school year, Truitt Intermediate School (Gr. 3-5) and Rena B. Wright Primary

School (Gr. PK-2) submitted an appeals request.

To review data for the school division, the school's appeal form, achievement data, the chart of the indicator(s) and a brief summary of the reason for the appeal can be found <http://www.doe.virginia.gov/boe/meetings/2018/10-oct/agenda.shtml> agenda item M.

The data for these schools do not represent limited circumstances that warrant special consideration in designating performance levels for an appeals request.

The Superintendent of Public Instruction recommended that the Board of Education waive first review and deny the Request for Appeal of a Performance Level Designation for a Specific School Quality Indicator from Chesapeake City Public Schools for Rena B. Wright Primary School and Truitt Intermediate School.

Dr. Pexton made a motion to waive first review and deny the request for appeal. The motion was seconded by Dr. Wilson and carried unanimously.

N. First Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Accredite the Teacher Education Program at Virginia Wesleyan University through a Process Approved by the Board of Education

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

On September 17, 2018, the Advisory Board on Teacher Education and Licensure reviewed the recommendation to accredit with stipulations Virginia Wesleyan University's professional education programs through a process approved by the Board of Education. The members received the following documents:

- Letter to Virginia Wesleyan University and the Professional Education Program Review Team Report of Findings (outlines the strengths and weaknesses for each standard);
- Letter and Response from Virginia Wesleyan University (dated August 15, 2018);
- Institutional Report (without appendices); and
- Definitions of At-Risk of Becoming Low-Performing and Low-Performing Institutions of Higher Education in Virginia.

The following representatives from Virginia Wesleyan University attended the meeting:

Dr. Timothy G. O'Rourke, provost and vice president
Dr. Malcom Lively, director of teacher education program
Dr. William McConnell, assistant professor of education

Dr. Timothy O'Rourke, provost and vice president, Virginia Wesleyan University (VWU), made a presentation to ABTEL regarding the institution's response to the accreditation review and he shared that information with the Board. He acknowledged the review team's extensive work and thoughtful review of the program. Dr. O'Rourke stated that the review team offered useful suggestions for improving their Teacher Education Program.

The review team found that VWU's Teacher Preparation Program met 51 of the 54 subsidiary standards, including 9 of 12 under Standards 2. Dr. O'Rourke shared that VWU has taken firm steps to address the deficiencies identified under 2.2.b, 2.2.c, and 2.2.e. He further shared that VWU's Professional Education Program has addressed all findings found by the Professional Education Program Review Team. VWU has developed and implemented a new "VWU Teacher Education Assessment Plan," which improves program design (Standard 1), offers a more robust and precise system of collection on candidates' performance (Standard 2), facilitates greater cooperation among Education faculty and VWU faculty and staff colleagues through a Cross-Disciplinary (Faculty) Advisory Board that was created (Standard 3), and began working on a new strategic plan which constitutes a major component of a long-term strategy for advancement of the Program (Standard 4). He stated that based on the fact that the institution met three of the four standards, met 51 of the 54 subsidiary standards (including 9 of 12 in Standard 2), and have made changes to address those identified by the team, he asked the Advisory Board on Teacher Education and Licensure to consider a recommendation to the Board of Education of "accredited."

After the review of all of the documents, the response by VWU, and the additional information regarding VWU's action to address the Team's recommendations, the Advisory Board on Teacher Education and Licensure unanimously recommended that the Board of Education "accredit" the program (without stipulations).

Ms. Adkins made a motion to waive first review and approve to accredit the Teacher Education Program at Virginia Wesleyan University through a Board-Approved Process. The motion was seconded by Mrs. Lodal and carried unanimously.

O. First Review of Recommendation of the Advisory Board on Teacher Education and Licensure to Revise the Fee Schedule for Licensure

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

Fees for licenses support the operation of the Division of Teacher Education and Licensure Department. The fees are used for salaries and benefits of staff members and non-personnel operating expenses. The current fee schedule shown below was approved by the Board of Education in September 1996, and the fees have not increased since that date other than the returned check fee that was increased by the Commonwealth of Virginia. The current fees for licensure includes:

Current Fee Schedule

Initial License

- In-state: \$50
- Out-of-state: \$75

Superintendent License

- In-state: \$100

- Out-of-state: \$150
- License renewal*: \$25
- Other actions on licenses*: \$25

Adding a degree or duplicate/copy of a license. Please note that there is no fee for a name change on a license. However, if a name change is the only request, a \$25 fee for duplicating the license will be assessed.

- Add/evaluate for an additional endorsement*: \$25

*A cap of \$50 will be assessed for a request for multiple actions on a license.

The Advisory Board on Teacher Education and Licensure (ABTEL) met on April 23, 2018 and reviewed the legislation passed by the General Assembly and discussed recommendations required to comport with statutes once signed by the Governor. ABTEL discussed the impact the issuance of ten-year licenses would have on the collection of fees. On September 17, 2018, ABTEL reviewed and discussed the current fee schedule voted unanimously to recommend to the Board the following fee schedule, effective January 1, 2019. The recommended fee schedule increases the fees for initial licensure, renewal, and added endorsements; however, the fee for other actions on licenses (duplicates, degree change) will not increase. The cap on the fees is proposed to be eliminated. ABTEL further recommended that the fee schedule be reviewed at a minimum of every five years.

Proposed Fee Schedule

Initial License

- In-state: \$100
- Out-of-state: \$150

Superintendent License

- In-state: \$200
- Out-of-state: \$300
- License renewal: \$50
- Add/evaluate for an additional endorsement: \$50
- Other actions on licenses: \$25

The Superintendent of Public Instruction recommended that the Board of Education receive for first review the proposed fee schedule for licensure to become effective January 1, 2019.

The Board received this item for first review.

P. First Review of Proposed Amendments to the Licensure Regulations for School Personnel (8 VAC20-23) to Comport with 2018 Legislation Passed by the General Assembly Under the Fast Track Provisions of the Administrative Process Act

Mrs. Patty Pitts, assistant superintendent for teacher education and licensure, presented this item

to the Board for first review.

The fast-track regulatory action makes revisions to the *Licensure Regulations for School Personnel* to comport with legislation approved by the 2018 General Assembly. The following legislation is addressed in this regulatory action:

- HB2 requires the Board of Education to provide for teacher licensure by reciprocity for any spouse of an active duty member of the Armed Forces of the United States or the Commonwealth 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. The bill provides that no service requirements or licensing assessments shall be required for any such individual. This bill is identical to SB 103.
- HB 80 requires the Board of Education, in its regulations providing for teacher licensure by reciprocity, to permit applicants to submit third-party employment verification forms.
- HB215 requires the Board to establish an experiential route to licensure, issuing a one-year renewable license.
- HB1125 makes several changes to the teacher licensure process, including (i) permitting teachers with a valid out-of-state license, with full credentials and without deficiencies, to receive licensure by reciprocity without passing additional licensing assessments and (ii) permitting a local school board or division superintendent to waive certain licensure requirements for any individual who holds a provisional license and is employed by the local school board. This bill is identical to SB 349.

The Superintendent of Public Instruction recommended the Board of Education receive for first review the proposed revisions to the *Licensure Regulations for School Personnel* (fast-track) to comport with legislation passed by the 2018 General Assembly.

The Board received this item for first review.

Q. First Review of the Board of Education's 2018 Annual Report on the Condition and Needs of Public Schools in Virginia

Ms. Emily Webb, director, board relations, presented this item to the Board for first review.

The *2018 Annual Report on the Condition and Needs of Public Schools in Virginia* provides an overview of the Board's work, presents the achievement of students and schools, and the priorities and goals of the Board of Education as outlined in the *Comprehensive Plan: 2018-2023*.

The Annual Report is required by Article VIII, Section 5 of the *Virginia Constitution* and §22.1-18 of the *Code of Virginia*.

Ms. Webb stated that the current draft of the annual report did not reflect the edits that were discussed at the Board's work session on Wednesday, October 17, 2018. The edits from the work session will be made expeditiously and a new draft will be release in advance of the November meeting.

The Superintendent of Public Instruction recommended the Board receive the 2018 Annual Report on the Condition and Needs of Public Schools in Virginia for first review.

President Gecker shared that the *2018 Annual Report on the Condition and Needs of Public Schools in Virginia* was discussed in work session on Wednesday, October 17, 2018. The Board discussed significant edits and concept changes to the report. While the first draft was an excellent, the Board wants more connection with the *Annual Report* and the *Comprehensive Plan*; to better utilize it as a policy and advocacy document.

The Board received this item for first review.

REPORTS

R. Annual Progress Report on Memorandum of Understanding as Required for Divisions under Division-Level Review for Petersburg City Public Schools

Mrs. Beverly W. Rabil, director, office of school improvement provided a progress report to the Board on the Memorandum of Understanding and Division-Level Review for Petersburg City Public Schools.

Mrs. Rabil introduced Dr. Cindy Blount, chief academic officer and Dr. Lyle Evans, acting executive director of human resources, budget, finance, facilities and technology.

Petersburg City Public Schools provided two videos, a documentary trailer focusing on the schools by David Alan Blankstein who wrote “Failure is not an Option” and a message from Dr. Marcus Newsome, Petersburg City superintendent, who was unable to attend the meeting.

In 2004, the Petersburg City School Board requested a division-level academic review. Petersburg City Public Schools and the Virginia Board of Education (VBOE) signed an initial Memorandum of Understanding (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, VBOE revised the MOU for Petersburg City Public Schools. This MOU was to remain in effect until all schools were Fully Accredited. As required by the MOU, Petersburg City Public Schools developed a corrective action plan beginning in the 2009-2010 school year. An updated corrective action plan was approved by the VBOE on October 24, 2013.

In December 2015, teams from the Offices of School Improvement, Special Education Program Improvement, and Student Services conducted an on-site review in Petersburg City Public Schools. Based on the December on-site review, the VBOE approved a revised division-level MOU for Petersburg City Schools on April 28, 2016. A revised division-level corrective action plan was approved by the VBOE on November 17, 2016.

Ongoing communication between Petersburg leaders and Office of School Improvement (OSI) staff is a key factor in the collaborative work to implement and monitor the MOU and the Corrective Action Plan. In addition to quarterly progress update meetings with Office of School Improvement staff, Petersburg leaders monitor progress on the Corrective Action Plan (CAP) and report progress to the Petersburg City School Board on a regular basis.

For the 2018-2019 school year, four of six schools are accredited with conditions. A detailed overview of the MOU and corrective action plan is available at <http://www.doe.virginia.gov/boe/meetings/2018/10-oct/agenda.shtml>.

Dr. Blount shared experiences, celebrations and challenges that have occurred within Petersburg City Public Schools. Petersburg City continues to encourage reading growth, build solid foundations and coach teachers through professional development. Petersburg has formed an organization that actively encourages volunteering within the community. Lastly, Dr. Blount expressed her appreciation of collaboration with the Office of Student Improvement, Mrs. Rabil and Mrs. Loving-Ryder, for their constant communication and help in sharing information.

Dr. Evans shared challenges in retaining teachers, including offering a competitive salary scale, student attendance, and appropriate school infrastructure. Petersburg City Schools is consistently collaborating with local colleges to offer ways for teachers to obtain their professional license.

The Superintendent of Public Instruction recommended that the Virginia Board of Education receive the annual progress report for Petersburg City Public Schools as required for divisions under a division-level Memorandum of Understanding.

President Gecker thanked Mrs. Rabil, Dr. Blount and Dr. Evans for their presentation. He noted that it is important to continue elevating the level of education in Petersburg City to ensure that every child has a chance to make it out. He is hopeful that progress is being made.

Mrs. Lodal congratulated the presenters on their hard work with Petersburg City. She encouraged the Board to think about policies for innovative teaching, such as Teach for America.

Dr. Wilson thanked the presenters for their leadership and focus on continuous and sustainable improvement.

Dr. Lane asked about a succession plan since many in leadership in Petersburg City have retired previously. Dr. Evans noted that Petersburg City is actively recruiting for many positions and is consistently working with the superintendent to ensure a cohesive succession plan.

Ms. Holton asked for additional data on long-term substitutes and a possible reduction. Dr. Blount stated that she would be happy to follow-up but there has been an overall reduction. Ms. Holton also encouraged Petersburg City to share their teacher attraction and retention challenges with members of the General Assembly.

Dr. Durán noted the overall decrease in student discipline rates. Dr. Blount responded that changes were made to the middle school and elementary to ensure more consistent leadership and Positive Behavior Intervention Supports.

The Board accepted the progress report from Petersburg City Public Schools.

S. Annual Report from the Virginia Council for Private Education

Grace Turner Creasey, Executive Director, Virginia Council for Private Education (VCPE),

provided an annual report to the Board.

VCPE facilitates a statewide framework for communication and cooperation among private schools, their public school counterparts, state and local governments, and other agencies and organizations.

VCPE oversees accreditation of nonpublic preschool, elementary and secondary schools in the Commonwealth as authorized by the Virginia Board of Education in §22.1-19 of the *Code of Virginia*.

All approved accrediting organizations must meet the VCPE core set of standards. The VCPE peer review process and an annual reporting requirement have been developed to monitor the standards. Each association has standards that meet and exceed those that are monitored by VCPE and must be considered individually by an interested school.

A copy of Mrs. Creasey's presentation to the Board can be found at <http://www.doe.virginia.gov/boe/meetings/2018/10-oct/agenda.shtml>.

Mrs. Creasey shared with the Board information on equity for all students. Virginia private schools are experiencing significant increases in enrollment of students needing various supports including English Learners and special education students. Further, teacher recruitment and retention continue to be a challenge. Private schools are experiencing the same trends as public schools. Private schools recruit teacher through their accrediting associations and VCPE. Some of the factors impacting recruitment and retention include location, budget and competition.

Ms. Adkins asked for more information on the relationship with VCPE and other accrediting bodies. Mrs. Creasey responded that a school can be accredited by both organizations. Often the other accrediting body has more specific standards to be met while VCPE offers general accreditation.

Dr. Wilson asked about the competition with public schools to recruit teachers. Mrs. Creasey responded that competition is locally-driven. Salary, benefits and resources are important factors.

Ms. Holton asked what percentage of VCPE accredited schools are religiously affiliated. Mrs. Creasey responded that about fifty percent of VCPE accredited schools are religiously affiliated.

President Gecker thanked Mrs. Creasey for her report.

The Board of Education received the Annual Report from the Virginia Council for Private Education.

T. Report on the Timeline for Review of the Health Education Standards of Learning for Grades 9 and 10, as required by House Bill 1604 and Senate Bill 953 (2018)

The Board of Education received the written report on the timeline for the review of Health Education Standards of Learning for Grades 9 and 10, as required by HB1604 and SB953. A copy of the report can be found at <http://www.doe.virginia.gov/boe/meetings/2018/10-oct/agenda.shtml>.

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

Update from the Committee on Evidence-based Policymaking

Ms. Adkins shared that the committee met on Wednesday with a very good discussion as the committee come to a close. The committee reviewed fifteen compiled recommendations, agreed to group and prioritize into three categories representing Policy, Resource Advocacy and Administrative. The final will be reviewed during November work session and deliverable to the Board for consideration at November Board meeting.

General Discussion

Mrs. Lodal shared that she represented the Board at the ribbon cutting ceremony for the Governors Health Science Academy at T.C. Williams High School.

Dr. Pexton shared that she had the privileged of serving on the selection panel for 2019 Virginia Teacher of the Year and attended the recognition ceremony at the Virginia Museum of Fine Arts.

WORK SESSION

The Board convened a public work session at 3:15 p.m. on Wednesday, October 17, 2018, at the James Monroe State Office Building, Jefferson Conference Room, 22nd Floor, with the following members present: Mr. Gecker, Mrs. Lodal, Ms. Holton, Dr. Wilson, Ms. Adkins, Dr. Durán and Dr. Pexton. Dr. James Lane, superintendent of public instruction also participated. The purpose of the work session was to provide an update to the Board on school accreditation ratings under the revised *Standards of Accreditation* and hold a discussion regarding the Board's 2018 Annual Report.

Dr. Jennifer Piver-Renna, senior executive director of research, and Mrs. Shelley Loving-Ryder, assistant superintendent for student assessment and school improvement, presented this item to the Board. A copy of the presentation on school accreditation ratings is available at <http://doe.virginia.gov/boe/meetings/index.shtml#worksession>.

Ms. Emily Webb, director of board relations, presented the *Annual Report* to the Board for their consideration. The Board and Ms. Webb had an extensive discussion on edits to the *Annual Report*. The consensus of the Board was to better utilize the *Annual Report* as a policy/advocacy document, similar to the Board's *Comprehensive Plan: 2018-2023*. Board members requested that the condition and needs of public schools section be strengthened with additional data and stronger language, specifically as it relates to the under-funding of schools and the teacher shortage. Further, Board members requested an executive summary be added to the *Annual Report* to ensure the most critical areas are highlighted within the first few pages.

Board members thanked Ms. Webb for her hard work on the Annual Report. She noted that edits would be made expeditiously to ensure ample time for review prior to the November Board meeting. The work session adjourned at 4:32 p.m.

DINNER MEETING


The Board met for a public dinner on Wednesday October 17, 2018 at 6 p.m., at the Berkley Hotel with the following members present: Ms. Adkins, Dr. Durán, Mr. Gecker, Ms. Holton, Mrs. Lodal, Dr. Pexton, and Dr. Wilson. The following department staff attended Dr. James Lane, superintendent of public instruction, and Ms. Emily Webb, director of board relations. The following topics were discussed informally:

- An update to Board items J and P;
- The proposed procedural guidelines for conducting licensure hearings;
- The Teacher Retention Summit scheduled for October 23, 2018;
- The number of credit hours required for licensure renewal; and
- The 10-year teacher license and how this license compares to other states

No votes were taken, and the dinner event ended at 7:53 p.m.

ADJOURNMENT OF THE BUSINESS SESSION

There being no further business of the Board of Education, Mr. Gecker adjourned the business meeting at 1 p.m.



Mr. Daniel Gecker, President