

**DRAFT MINUTES
COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA
January 24, 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	Mr. Sal Romero, Jr.
Mrs. Diane T. Atkinson, Vice President	Dr. Tamara K. Wallace
Ms. Kim E. Adkins	Dr. Jamelle S. Wilson
Mr. James H. Dillard	Dr. Steven M. Constantino,
Ms. Anne B. Holton	Acting Superintendent of Public Instruction
Mrs. Elizabeth V. Lodal	

Mr. Gecker called the meeting to order at 12:30 p.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, legal counsel to the Virginia Board of Education; as well as staff members Dr. Steven Constantino, Patty Pitts, Nancy Walsh, and Keith King, whose presence will aid in this matter, participate in the closed meeting. The motion was seconded by Dr. Wallace and carried unanimously by nine members. The Board went into Executive Session at 12:32 p.m.

Mrs. Atkinson made a motion that the Board reconvened in open session at 2:10 p.m. The motion was seconded by Dr. Wallace and carried unanimously by nine members.

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. Wallace - yes
- Mrs. Lodal - yes
- Mr. Dillard - yes
- Mrs. Atkinson - yes

- Mr. Gecker - yes
- Mr. Romero - yes
- Dr. Wilson - yes
- Ms. Holton – yes
- Ms. Adkins - yes

The Board made the following motions:

Ms. Adkins made a motion to defer action in Case #2018-1-6. The motion was seconded by Mrs. Lodal and carried unanimously.

Mrs. Atkinson made a motion to take no adverse action against the license in Case 2. The motion was seconded by Dr. Wilson. Mr. Dillard abstained. The motion carried.

Ms. Adkins made a motion to take no adverse action on the license in Case 3. The motion was seconded by Mrs. Lodal and opposed by Mrs. Holton. The motion carried.

Ms. Adkins made a motion to revoke the license of Steven Roger Bretsch. The motion was seconded by Dr. Wilson and carried unanimously.

Ms. Adkins made a motion to suspend the license of Spencer Brown Brooks until August 1, 2018. The motion was seconded by Dr. Wilson and opposed by Mr. Dillard. The motion carried.

Mrs. Atkinson made a motion to revoke the license of Marena Hardy. The motion was seconded by Mr. Dillard and carried unanimously.

Mrs. Atkinson made a motion to revoke the license of Mary E. B. Walker. The motion was seconded by Dr. Wilson and carried unanimously.

Dr. Wilson made a motion to deny a license (renewal) to Richard Jerod Whitley, Jr. The motion was seconded by Mrs. Lodal and carried unanimously.

ADJOURNMENT

There being no further business of the Board of Education, Mr. Gecker adjourned the meeting at 2:14 p.m.

Daniel A. Gecker
President

**DRAFT MINUTES
COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA
January 25, 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	Mr. Sal Romero, Jr.
Mrs. Diane T. Atkinson, Vice President	Dr. Tamara K. Wallace
Ms. Kim E. Adkins	Dr. Jamelle S. Wilson
Mr. James H. Dillard	Dr. Steven M. Constantino,
Ms. Anne B. Holton	Acting Superintendent of Public Instruction
Mrs. Elizabeth V. Lodal	

Mr. Gecker called the meeting to order at 9 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

Dr. Wilson made a motion to approve the minutes of November 15 – 16, 2017, meeting of the Board. Mrs. Atkinson seconded the motion. All members were in favor and motion was carried. Copies of the minutes had been distributed in advance of the meeting.

RESOLUTION OF RECOGNITION

A Resolution of Recognition was presented to Virginia's 2017 Principals of the Year.

- Mr. Hamish Brewer, Prince William County, Fred Lynn Middle School
- Ms. Amanda Broy, Prince William County, Swans Creek Elementary School
- Mr. Michael Pflugrath, Fairfax County, South County High School
- Dr. Cherif Sadki, Prince William County, Gar-Field Senior High School
- Mr. Mark Smith, Stafford County, Stafford Middle School

A Resolution of Recognition for Virginia's 2018 Regional Teachers of the Year.

- Region 1- Ms. Greenlee Naughton, English teacher, Highland Springs High School, Henrico County

- Region 2 - Ms. Theresa Goltermann, Career and Technical teacher, Tabb Middle School, York County
- Region 3 - Ms. Sarah Adamson-Mair, Kindergarten teacher, Lewis and Clark Elementary School, Caroline County
- Region 5 - Mr. Russell Jennings, Agriculture teacher, Fluvanna County High School, Fluvanna County
- Region 6 - Mrs. Karey Henzey, Special Education teacher, West Salem Elementary School, Salem City
- Region 7 - Ms. Chrystle Gates, Music teacher, Chilhowie Elementary School, Smyth County
- Region 8 - Mrs. Tiffany Lynch, English teacher, Park View High School, Mecklenburg County

A Resolution of Recognition for Virginia's 2018 Teacher of the Year.

- Region 4 – Michelle Cottrell-Williams, Social Studies teacher at Wakefield High in Arlington County.

PUBLIC COMMENT

The following person spoke during the public comment period:

Beth Tolley spoke on the Virginia Guidelines for the Prevention of Suspension and Expulsion of Young Children: Supporting Children with Challenging Behaviors.

CONSENT AGENDA

A. Resolution of Recognition to Commemorate January 22-26, 2018, as Virginia School Principals Appreciation Week

The Board recognized January 22-26, 2018 as Virginia School Principals Appreciation Week.

B. Final Review of Financial Report on Literary Fund

This item was before the Board for final review. The Financial Report on the Literary Fund reflects the financial position of the Literary Fund as of September 30, 2017.

Mrs. Lodal made a motion to approve the consent agenda. The motion was seconded by Ms. Adkins and carried unanimously.

ACTION/DISCUSSION ITEMS

C. Final Review of the Virginia Guidelines for the Prevention of Suspension and Expulsion of Young Children: Supporting Children with Challenging Behaviors in Early Childhood Settings

Dr. Mark Allan, early childhood education project manager for the Division of Instruction presented this item to the Board for final review. The proposed *Virginia Guidelines for the Prevention of Suspension and Expulsion of Young Children: Supporting Children with*

Challenging Behaviors in Early Childhood Settings was developed under the direction of a steering committee co-led by the Virginia Department of Education (VDOE) and the Virginia Department of Social Services (VDSS). Dr. Allan thanked Kathy Gillikin from Virginia Department of Social Services, who co-led the steering committee, VDOE Early Childhood staff, and steering committee staff; JoAnn Burkholder, Dawn Hendricks, Rebecca Kahila and Elizabeth Morris. A workgroup of key stakeholders from across the state provided input on the guidelines; representing parents, teachers, principals, school division administrators, early childhood special educators, private child care providers, Head Start personnel, higher education professionals, and health professionals.

The primary purpose of the guidelines is to provide guidance regarding policies and best practice in implementing developmentally appropriate experiences for children in early care and education programs (0-5 years) that can prevent suspension and expulsion. Recommended research-based practices promote collaboration between family and professionals and focus on effective classroom management and social-emotional skill development to support young children's healthy development.

To support positive social-emotional development, it is best to prevent challenging behaviors from occurring in the first place, when possible. Teachers, administrators, and parents need sufficient knowledge, skills, and support to ensure children are experiencing a high quality early childhood program that utilizes developmentally appropriate practice to help each child grow and develop. The Guidelines provide early childhood educators with guiding principles, definitions, best practices for promoting positive behavior, suggested steps to prevent suspensions and severely limit expulsions, and resources for promoting children's social-emotional development.

These guidelines have been developed to assist program leaders, educators, and families in supporting the healthy development of young children in early care and education programs. The suggestions and resources are based on the best available research and best practice to ensure that young children are safe, healthy, and learning in early care and education programs.

Since the November 16, 2017 Board Meeting, additional edits were made to the document. Those edits include:

- The importance of meeting families in the community, stating that expulsion from a public early childhood is not appropriate
- Stating any instances of suspected abuse or neglect of a child must be reported to Child Protective Services, explaining the function of the behavior
- Adding classrooms not courtrooms to the resource list and revising the description of the Virginia Quality Rating and Improvement System

The Acting Superintendent of Public Instruction recommended that the Board of Education approve for final review the proposed *Virginia Guidelines for the Prevention of Suspension and Expulsion of Young Children: Supporting Children with Challenging Behaviors in Early Childhood Settings*, and directed staff to make technical edits and add website links to the resource list as they become available.

Mrs. Atkinson asked Dr. Allan to provide additional information and/or clarification on the following:

Dr. Joyce Epstein, who is referenced on page 8 of the guidelines. Dr. Epstein is the director of the Center on School, Family, and Community Partnerships and the National Network of Partnership Schools, and a research professor of education and sociology at Johns Hopkins University.

Clarification on the first bullet on page 12. She stated that, as written, the statement is confusing. Dr. Allan stated he would provide additional wording to clarify.

Clarification on page 12, the first bullet under step 2. Mrs. Atkinson as for clarification about the plan of intervention with the family, stating that sometimes the behaviors presented at school are not seen at home and vice versa. Dr. Wilson stated that she read the language as collaboration between the school and family.

Clarification to the Professional Development Options for Early Learning Providers; it states that school division are encouraged to consider a number of factors before entering into discussions with any vendor. It would be helpful to know what other factors are. Dr. Allan responded that he would add the factors to the language.

Ms. Adkins thanked Dr. Allan for looking into her suggestion of incorporating Virginia's Quality Rating and Improvement System and the Virginia Childhood Foundation. She also made a suggestion with the Board's permission, to include: in partnership with the Virginia Early Childhood Foundation to page 10, section four.

Ms. Adkins asked Dr. Allan to elaborate on children that are in a vulnerable population. She asked if these guidelines would address these students. Dr. Allan stated that Special Education would have additional resources to reach out to vulnerable children and families.

Mr. Dillard also discussed that the children with the most needs sometimes have trouble communicating those needs. He stated that while it is very important for administrators to have professional training, it is also important to have the support of the administrator. Mr. Dillard also supports the original document on page 10; section four, expressing the revised document with the strikethrough should be included. Mr. Dillard moved to strike the strikethrough. Ms. Holton thanked Mr. Dillard for his comments and stated that with very young children, the guidelines address expulsion as a disciplinary measure. She supports the changes in the document of transferring a child into an appropriate setting rather than expulsion.

Board members discussed the expulsion and expelling of children in different settings and scenarios.

Board Members thanked Dr. Allan for providing additional information on the proposal.

Mr. Dillard made a motion to change the language back to its previous version as presented on page 10. There was no second. The motion returned to the superintendent's recommendation to approve final review of the proposed *Virginia Guidelines for the Prevention of Suspension and Expulsion of Young Children: Supporting Children with Challenging Behaviors in Early Childhood Settings*, and for staff to make technical edits and add website links to the resource list as they become available. All members were in favor and the motion carried unanimously.

D. First Review of Request from Albemarle County Public Schools to waive 8VAC20-160-50 (requirement to weight AP and IB courses) and Increase Graduation Requirements

Mr. Zachary Robbins, director of policy, presented this item to the Board for first review.

Albemarle County Public Schools (ACPS) requested the Board of Education to approve the following:

1. a waiver to the requirement to provide weighted credits for Advanced Placement (AP) and International Baccalaureate (IB) courses, as required by 8VAC20-160-50 of the Board's Regulations Governing Secondary School Transcripts; and
2. an additional local graduation requirement, to require a freshman seminar course for first-time ninth graders beginning in 2018-2019.

Approval of these requests are needed to implement High School 2022, a strategy ACPS has developed to align its high school program with the Board of Education's Profile of a Virginia Graduate. To implement the strategy, the Albemarle County School Board adopted three priorities to implement High School 2022:

1. create a culture of high expectations for all;
2. identify and remove practices that perpetuate the achievement gap; and
3. ensure that students identify and develop personal interests.

ACPS' justification for the waiver of the requirement to provide weighted credits for AP and IB courses is based on the observation that weighted credits result in students taking these courses only to increase grade point averages, even if there are other elective courses they are interested in taking.

ACPS states that its request to require a freshman orientation course as a graduation requirement will "emphasize social emotional learning as well as self-assessment for skills, interests, and career development."

These requests support several of the goals identified in the Board of Education's Comprehensive Plan that are intended to ensure the successful implementation of the Profile of a Virginia Graduate. Specifically, the Plan guides the Board to "ensure rigorous standards to promote college, career, and civic readiness" and to "review and identify best practices, and promising approaches that would benefit local school divisions."

Mr. Robbins introduced Mr. Matthew Haas, Deputy Superintendent of Albemarle County Public Schools, to speak on behalf of the schools. Mr. Haas thanked Mr. Robbins, Dr. Cynthia Cave, assistant superintendent for policy and communications, and Ms. Emily Webb, director of board relations for working with ACPS in presenting the request. Mr. Haas also introduced four students and administrative staff, who spoke on behalf of ACPS and the student body. The students and administrative staff that spoke on behalf of ACPS are engaged and committed to this program. Their purpose is to help to ensure parity of programming and opportunity among all students, regardless of which high school they attend, their demographic background, or any other factor.

The Acting Superintendent of Public Instruction recommended the Board of Education receive these requests for first review.

Mr. Gecker expressed appreciation to the school division for working together and coming to the Board for an innovative waiver. Board Members also commended the division in taking on this challenge and asked for a report on the results of High School 2022 to share their challenges and experiences.

Mrs. Lodal made a motion to waive first review and approved the request from Albemarle County Public Schools to Waive 8VAC20-160-50 (requirement to weight AP and IB courses) and Increase Graduation Requirements. The motion was seconded by Ms. Adkins and carried unanimously.

E. First Review of Proposed State Approved Textbooks and Instructional Materials for K-12 History and Social Science

Ms. Christonya Brown, coordinator of history and social science in the Division of Instruction, presented this item to the Board for first review.

Ms. Brown introduced Betsy Barton, elementary history and social science specialist and Jill Noguera, English, history and social science specialist. She also acknowledged the hardworking teachers and department staff whose contributions were valued as this process was carried out.

The Board of Education's authority for approving textbooks or other instructional materials is prescribed in the Constitution of Virginia (Article VIII, § 2) and in the *Code of Virginia – Virginia's Textbook Review Process*, approved by the Board of Education in March 2011.

The Virginia Department of Education staff (VDOE) began the process to review history and social science textbooks following the Board of Education's approval to do so on February 23, 2017. The Department followed the Timeline for State Approval Process for History and Social Science and the Textbook Criteria for History and Social Science to conduct the textbook review. In April 2017, publishers submitted a Publisher's Certification and Agreement form for each textbook to be considered for approval by the Board of Education. VDOE staff members reviewed the information included in each submitted Publishers' Submission Forms.

Review and approval of K-12 history and social science textbooks that are aligned to the 2015 History and Social Science Standards of Learning aligns with Priority 1 of the Board of Education's Comprehensive Plan: 2018-2023.

The list of proposed recommended history and social science textbooks, including the status of the Publisher's Certification and Agreement forms for each can be found in Attachment D of the agenda item.

Following the Board's first review of the proposed textbooks, the VDOE staff will conduct a 30-day public comment period, with the intent to bring to the Board a final list of proposed approved textbooks for K-12 history and social science in March 2018.

Board Members had the opportunity to review the textbooks that were on display during the Board meeting and were impressed with the thoughtful work of VDOE staff. In addition to hard copy form, many of the textbooks will be in digital form.

The Board of Education accepted this item for first review.

F. First Review of Proposed State Approved Textbooks for K-12 Mathematics

Tina Mazzacane, mathematics coordinator in the Office of Science, Technology, Engineering and Mathematics, presented this item to the Board for first review.

The Board of Education's authority for approving textbooks or other instructional materials is prescribed in the Constitution of Virginia (Article VIII, § 2) and in the *Code of Virginia* – Virginia's Textbook Review Process, approved by the Board of Education in March 2011.

The Virginia Department of Education staff (VDOE) began the process to review mathematics textbooks following the Board of Education's approval on February 23, 2017. The Department followed the Timeline for State Approval Process for Mathematics and the Textbook Criteria for Mathematics to conduct the textbook review. In April 2017, publishers of the reviewed mathematics textbooks submitted a Publisher's Certification and Agreement form for each textbook being considered for approval by the Board of Education. VDOE staff members have reviewed the information included in each submitted Publisher's Certification and Agreement form. In June 2017, committees of Virginia educators received the mathematics textbook samples along with K-12 Mathematics Standards of Learning textbook correlations from publishers. Between June 2017 and August 2017, members of these committees conducted individual analyses of the materials using evaluation criteria for SOL correlation, content, bias, and design for instructional planning and support. In September 2017, VDOE staff then aggregated the analyses of committee members and shared consensus evaluations with publishers. Publishers were given an opportunity to respond to the committees' reviews and recommendations in November 2017. Requests by publishers for reconsideration were examined carefully by VDOE staff, and staff members began preparing the list of proposed approved mathematics textbooks for presentation to the Board.

The list of proposed recommended mathematics textbooks, including the status of the Publisher's Certification and Agreement forms for each can be found in Attachment D of the agenda item.

Upon acceptance of the list of proposed K-12 mathematics textbooks for first review by the Board of Education, a 30-day public comment period will be announced. The mathematics textbooks submitted for review may be reviewed at any of the following eight Textbook Public Review Sites around the state: The College of William and Mary, George Mason University, James Madison University, Radford University, The University of Virginia's College at Wise, Longwood University, Old Dominion University, and J. Sargeant Reynolds Community College. The list of recommended K-12 mathematics textbooks will be presented to the Board of Education for final review on March 22, 2018. In addition to hard copy books, many of the textbooks will be in digital form.

Board Members had the opportunity to review the textbooks that were on display during the Board meeting and were impressed with the thoughtful work of VDOE staff. The Board of Education accepted this item on first review.

G. First Review of Nomination to Fill a Vacancy on the State Special Education Advisory Committee

Emily Webb, director of board relations, presented this item to the Board for first review. The nomination was to fill a position on the State Special Education Advisory Committee (SSEAC) as a "Person with a Disability." This vacancy arose after a recent and abrupt resignation of the individual that was in the position, due to personal issues and being unable to fulfill the duties. The current term of the position is for July 1, 2016 through June 30, 2019. If approved, the recommended individual will fill the position for the remainder of the term, February 1, 2018 through June 30, 2019. The nominee recommended for appointment is as follows:

Justin Gatling

Local DJ and Cafeteria Monitor at Watkins Early Childhood Center representing: People with Disabilities in the Region 2 area.

The superintendent of public instruction recommended that the Board of Education approve this nominee so he may attend the next SSEAC meeting, which will be held in March.

Dr. Wilson made a motion to waive first review of nomination to fill this vacancy on the SSEAC and appoint Justin Gatling. The motion was seconded by Mr. Dillard and carried unanimously.

REPORTS

H. Report on Technical Amendments from the Office of Attorney General to the Proposed Regulations Governing the Use of Restraint and Seclusion in Public Schools in Virginia

Mr. John Eisenberg, assistant superintendent for special education and student services presented this report to the Board.

The Board approved the draft *Proposed Regulations Governing the Use of Restraint and Seclusion in Public Schools in Virginia* with certain amendments at its March 23, 2017 Board Meeting. Subsequently, the draft regulations were posted on [Virginia Townhall](#) in accordance with the Administrative Process Act. During their review, the Office of the Attorney General communicated several concerns to staff. After discussion, the Office of the Attorney General indicated that the changes in the draft regulations would be required in order for them to certify the proposed regulations. These changes clarify that physical restraint and seclusion cannot be used for the sole purpose of protecting property, and indicated that the use of restraint and seclusion should be terminated as soon as the imminent risk of serious physical harm or injury to self or others presented by the emergency situation has dissipated.

The *Proposed Regulations Governing the Use of Restraint and Seclusion in Public Schools in Virginia* with the changes directed by the Office of the Attorney General are as follows:

Page 8, line 27

5. Use of physical restraint or seclusion as: (a) punishment or discipline; (b) a means of coercion or retaliation; (c) a convenience; (d) to prevent property damage, or in any manner other than as provided in 8 VAC 20-750-40 and 8 VAC 20-750-50, below.

Page 9, line 25 - 29

(ii) quell a disturbance or remove a student from the scene of a disturbance in which such student's behavior or damage to property

Page 10, line 1 – 3, removed the complete line

Page 10, line 5

(iii) defend self or others from serious physical harm or injury;

Page 10, line 13 – 17 and line 21 – 27, resulting in addition letter (D)

C. Physical restraint and seclusion shall be discontinued as soon as the imminent risk of serious physical harm or injury to self or others presented by the emergency situation has dissipated. D. Nothing in this section shall be construed to require school personnel to attempt to implement a less restrictive intervention prior to using physical restraint or seclusion when, in the reasonable judgment of the school personnel in an emergency situation, a less restrictive intervention would be ineffective.

E. Unless a student's damage to property creates an imminent risk of serious physical harm or injury to the student or others, the damage of property does not itself indicate an imminent risk of serious physical harm or injury and shall not be the justification for the restraint or seclusion of a student.

After the Office of Attorney General approves the changes, it will go to the Department of Planning and Budget, Secretary of Education and Governor's Office for review before being published in the Register of Regulations for public comment. After the public comment period closes, the Board will again review the proposed regulations for the final stage and a public hearing will be held. After the Board approves the final stage, it will be again go through the executive review process and be published in the Register of Regulations.

Board members requested a copy of the *Proposed Regulations Governing the Use of Restraint and Seclusion in Public Schools in Virginia* in its revised language. Dr. Patricia Haymes, director of dispute resolution and administrative services in the Division of Special Education and Student Services, stated that there was an error in the printing of the attachment in the Board book but that she will get members a revised copy today.

The Board of Education received the report as presented with amendments and thanked Mr. Eisenberg and his team for their hard work.

I. Report on the Timeline for the Approval of K-12 English Language Arts Textbooks (written report)

Tracy Robertson, English Coordinator, provided a written report for the Board of Education. This report can be found at [English Language Arts Textbook](#)

J. Legislative Report: 2018 General Assembly (written report)

Zack Robbins, director of policy, provided an update on the Legislative Report.

Ms. Holton asked for an update on any legislation that may impact the Board's discussion of undergraduate education majors.

Mr. Robbins stated there are two bills that will impact the undergraduate education program:

Senate Bill 76, introduced by: Barbara A. Favola

Teacher licensure; approval of teacher education programs. This Bill specifies the purpose of Board of Education regulations for the approval of teacher education programs; the term "education preparation program" includes four-year bachelor's degree programs in teacher education.

House Bill 1125, introduced by R. Steven Landes

Teacher licensure. Makes several changes to the teacher licensure process, including (i) allowing an individual who seeks a provisional teacher license to satisfy certain licensure requirements during the period of provisional licensure; (ii) permitting the Board of Education to extend, for up to two additional years, the three-year provisional license of any teacher who requires additional time to satisfy the requirements for a renewable license; (iii) 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; (iv) eliminating the requirements that teachers seeking initial licensure or renewal of a license (a) demonstrate proficiency in the use of educational technology for instruction and (b) receive professional development in instructional methods tailored to promote student academic progress and effective preparation for the Standards of Learning end-of-course and end-of-grade assessments; (v) permitting any division superintendent to apply to the Department of Education for an annual waiver of the teacher licensure requirements for any individual whom the local school board hires or seeks to hire to teach in a specific content area who demonstrates exemplary content knowledge in such area; and (vi) specifying that for the purpose of Board of Education regulations for the approval of teacher education programs, the term "education preparation program" includes four-year bachelor's degree programs in teacher education.

SB76 had already passed the Senate. HB1125 has not been heard yet in the House.

The Board of Education received the legislative report.

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

Addressing the Teacher Shortage and the Work Ahead on the Comprehensive Plan: 2018-2023

The Board held a discussion about amending their regulations to allow schools more leeway on undergraduate education majors. The Advisory Council on Teacher Shortages recommended looking at these regulations as a possible way to address the teacher shortage. Ms. Holton expressed her support to begin the process expeditiously, gathering the information needed for the appropriate changes. The Board received a copy of 8VAC20-542-20, the section of the regulations that would need to be amended. Currently, the regulations states that teacher candidates shall complete academic degrees in the arts and sciences (or equivalent), except in health, physical, and career and technical education. Candidates in early/primary education preK-3, elementary education (preK-6) middle education (6-8), and special education programs may complete a major in interdisciplinary studies or its equivalent.

Ms. Holton requested VDOE staff to provide the Board with research on:

- The benefits of a masters versus an undergraduate degree
- The benefits of a content specific degree versus an education degree
- A survey of how other states are dealing with teacher shortages
- Possible option of changes that could be made to the Board's regulations

Additionally, Ms. Holton requested VDOE staff to convene a work group of major stakeholders,

education associations, SCHEV, and university deans to further discuss this issue.

Mr. Gecker acknowledged the Comprehensive Plan, which highlighted the issue of teacher shortages in the Commonwealth. Mr. Gecker asked the Board if it is their intention to put the regulatory change on a separate track or take a more holistic approach to the teacher shortages issues. Mrs. Atkinson added additional suggestions to Ms. Holton's research requests; are their specific content areas where it would be recommended that a teacher get a 4-year or 5-year degree. Mrs. Atkinson feels the issue of teacher shortages is going to be an area where the Board will have to come up with a plethora of responses and be thoughtful of the next steps and options. Quality teachers are needed in the classrooms.

Dr. Wallace expressed concern for the cost of college students investing in a 5-year program but not being compensated appropriately as teacher as compared with similarly educated professions.

Dr. Wilson expressed interest in widening the options for students interested in pursuing a career in education.

Mrs. Atkinson suggested that it would be appropriate for the Advisory Board of Teacher Education and Licensure (ABTEL) to answer these questions instead of creating a separate work group. This advisory committee was formed to look at teacher preparation and license issues.

Mrs. Lodal, as the Board's representative on ABTEL, she expressed her support of ABTEL's work. Earlier in the week, she attended the ABTEL meeting, which is a comprehensive Board made up on highly qualified teachers and university representative. She stated that she was confident that ABTEL could be helpful to the Board's work on teacher shortages but that other groups should be involved as well.

Mrs. Atkinson suggested that the teacher shortages issue be a topic for the Board's retreat, which will be held in April. Mr. Gecker suggested for the March Board meeting, a presentation from the Advisory Council on Teacher Shortages to discuss their recommendations. Additionally, VDOE staff can present any research they find on bachelors versus master's degree and content versus education degrees. These topics will be the first step to prepare for a broader discussion in April. All Board members agreed with these suggestions.

Mr. Romero discussed teacher retention and what the Board can do to retain current teachers. He stated that while we prepare to attract more quality teachers, current teachers must remain happy to be effective teachers.

Every Student Succeed Act Update

Mrs. Shelley Loving-Ryder, assistant superintendent for student assessment and school improvement, provided an update to Virginia's Every Student Succeeds Act (ESSA) state plan submitted to the United States Department of Education (USED) DE for review on September 18, 2017. In December, VDOE received an interim feedback letter requesting additional information.

The Division of Student Assessment and School Improvement is carefully reviewing Virginia's plan, looking into other states approved plans and participating in conference calls with other states to respond appropriately to USED.

The main issues described in USED's feedback letter on Virginia's ESSA plan are:

- Use of the “combined rate”* for the identification of long term goals and interim targets for the required indicators;
- Use of growth of failing students on the SOL tests as the measure of academic progress (not including growth of passing students in this measure); and
- Use of scores on all End-of-Course mathematics assessments as the achievement measure for high school mathematics (not selecting a single high school mathematics assessment for this measure). VDOE staff will provide clarification to USED that Virginia is using algebra II and geometry for accelerated students and that many students will use algebra I.

VDOE staff has reached out to USED staff for clarification on some aspects of the interim feedback letter, and have also sought assistance from other states that have approved ESSA plans with similar elements to those that Virginia has proposed. USED has granted an extension to January 31, 2018, for the revised submission of Virginia’s ESSA plan. It is anticipated that the approval process may take several additional weeks, and additional adjustments may be made following the revised submission and discussion with USED. The additional information will not have an impact on the recent revisions to the state accreditation system.

Committee on Evidence-Based Policymaking

Ms. Kim Adkins, chair, provided an update from the Committee on Evidence-Based Policymaking. The new committee was created to discuss equity in education. Committee members include Ms. Adkins, chair, Mrs. Atkinson, Dr. Wilson and Dr. Wallace. However, all Board members are welcome to attend. The committee held its first meeting on Wednesday January 24, 2018. All Board members participated in the initial meeting.

Ms. Adkins provided an overview of the committee’s charge and initial tasks and discussed the difference between equality and equity. Equity is achieved when all students receive the resources they need so they graduate prepared for success after high school. Equality in education is achieved when students are all treated the same and have access to similar resources.

Outcomes from the initial meeting were:

- 1) Confirmed the definition of equity in comparison to the definition of equality.
- 2) Since equity in education is broad, the committee agreed by consensus to explore with evidence-based practices three focus areas:
 - Teacher quality and development
 - Access for all students to have good teachers, essentially exploring the Profile of a Virginia Education as mentioned by Dr. Wallace
 - Use of these two focus areas to evaluate our overall process and other state boards’ processes to affirm our process in policy-making or come up with recommendations to have a revised process in place when developing policies

The committee will report progress at each board meeting. All board members were encouraged to participate at meetings.

Creation of a Committee on Policy and Legislation

Mr. Dillard proposed the creation of an ad-hoc policy committee to review legislation. Some Board members expressed concern about the fast pace of the General Assembly session and the

ability to be able to react in a timely manner. Mr. Gecker agreed that as the Board's role in advocacy continue to evolve, he anticipates a policy committee will be established but that the time wasn't right at this point.

Letter from the Deans, Chairs and Directors of the Schools of Education in the Commonwealth

Mr. Gecker spoke of the letter received from several deans, chairs, and directors of the schools of education expressing concern over the Board's delegation of accreditation authority to CAEP. Mr. Gecker stated that the Board would address the concerns outlined in the letter in a prompt manner.

The Board of Education recessed for lunch at 1:00pm

The Board of Education reconvened at 1:29 p.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, legal counsel to the Virginia Board of Education; as well as staff members Dr. Steven Constantino, Patty Pitts, Nancy Walsh, and Keith King, whose presence will aid in this matter, participate in the closed meeting. The motion was seconded by Dr. Wilson and carried unanimously by eight members. Mr. James Dillard was absent. The Board went into Executive Session at 1:30 p.m.

Mrs. Atkinson made a motion that the Board reconvened in open session at 1:58 p.m. The motion was seconded by Dr. Wilson and carried unanimously by eight members. Mr. James Dillard was absent.

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. Wallace - yes
- Mrs. Lodal - yes
- Mrs. Atkinson – yes
- Mr. Gecker - yes
- Mr. Romero - yes
- Dr. Wilson - yes
- Ms. Holton – yes
- Ms. Adkins - yes

The Board made the following motion:

Mrs. Atkinson made a motion to issue a license in Case 1A. The motion was seconded by Ms. Adkins and carried unanimously by eight members.

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, legal counsel to the Virginia Board of Education; as well as staff members Dr. Steven Constantino, Patty Pitts, Nancy Walsh, and Keith King, whose presence will aid in this matter, participate in the closed meeting. The motion was seconded by Dr. Wilson and carried unanimously by eight members. Mr. James Dillard was absent. The Board went into Executive Session at 2 p.m.

Mrs. Atkinson made a motion that the Board reconvened in open session at 4:10 p.m. The motion was seconded by Dr. Wilson and carried unanimously by eight members. Mr. James Dillard was absent.

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. Wallace - yes
- Mrs. Lodal - yes
- Mrs. Atkinson – yes
- Mr. Gecker - yes
- Mr. Romero - yes
- Dr. Wilson - yes
- Ms. Holton – yes
- Ms. Adkins - yes

The Board made the following motion:

Dr. Wilson made a motion to suspend the license of Cynthia Meigs Wright through June 30, 2018 and require the completion of three-semester hour course in classroom and behavior management at an accredited college or university approved by the Acting Superintendent of Public Instruction. The motion was seconded by Mrs. Lodal. Ms. Adkins voted no; for the record, off scale for this situation, no action should've been taken. The motion carried.

LUNCH MEETING

The Board met for lunch on Wednesday January 24, 2018 at 11:30 a.m. at the James Monroe State Office Building, 25th Floor, with the following members present: Ms. Adkins, Mrs. Atkinson, Mr. Dillard, Mr. Gecker, Mrs. Lodal, Mr. Romero, Dr. Wallace and Dr. Wilson. The

following department staff was present: Dr. Steven Constantino, Acting Superintendent of Public Instructions and Ms. Emily Webb, Director of Board Relations. During lunch, the Board had an informal discussion about the teacher shortage issue.

Lunch ended at 12:30 p.m.

DINNER MEETING

The Board met for a public dinner on Wednesday January 24, 2018 at 6 p.m., at the Berkley Hotel with the following members present: Ms. Adkins, Mrs. Atkinson, Mr. Dillard, Mr. Gecker, Ms. Holton, Mrs. Lodal, Mr. Romero, Dr. Wallace and Dr. Wilson. The following department staff attended Dr. Steven Constantino, acting superintendent of public instructions, and Ms. Emily Webb, director of board relations. Atif Qarni, secretary of education for Virginia, and Holly Coy, deputy secretary of education joined the Board for dinner. Secretary Qarni introduced himself to the Board and engaged in conversation about his background and his vision for public education. The following topics were discussed informally:

- The creation of an ad-hoc policy committee of the Board;
- The inclusion of written reports on the Board's agenda;
- Hosting an orientation for new legislators and inviting them to a future Board meeting;
- An update on Virginia's ESSA state plan

Members informally discussed pending Board agenda items. No votes were taken, and the dinner meeting ended at 8:03 p.m.

ADJOURNMENT OF THE BUSINESS SESSION

There being no further business of the Board of Education, Mr. Gecker adjourned the meeting at 4:11 p.m.

Daniel A. Gecker, President