

Virginia Board of Education – July 2019 Meeting Update

On July 24th and 25th, the [Virginia Board of Education \(VBOE\)](#) met for their scheduled work session and regular business meeting. Video streams of the meetings can be found [here](#). While we do our best to give you a concise summary of the relevant aspects of the meeting, we encourage you and your superintendent to delve deep into this information to better understand how it will impact your school division. Additionally, we welcome any feedback that you may wish to provide. If you have any questions, concerns, or compliments for the Board, please send them to me at jason@vsba.org. You are a vital part of this conversation, and we may wish to share your feedback at the next VBOE meeting on September 19, 2019.

Board Work Session

The Board convened for their work session Wednesday afternoon at the James Monroe Building in Richmond for a meeting of the Committee on the Standards of Quality (SOQ). The purpose of this meeting was to review revisions to [Draft SOQ Proposals and Language \(July 2019\)](#) under consideration by the Board. Mr. Zach Robbins, Director of Policy, and Ms. Emily Webb, Director of Board Relations, Virginia Department of Education (VDoE), provided an update of the review process.

The Board commenced this 2019 review of the SOQ in the fall of 2018. The Board has continued the SOQ review regularly since that time at the following meetings, with public comment available at each:

- Board Work Session – November 14, 2018
- Board Work Session – January 23, 2019
- Committee on the Standards of Quality meeting – March 20, 2019
- Board Work Session – April 24, 2019
- Committee on the Standards of Quality meeting – June 19, 2019

The Board hosted meetings across the Commonwealth during May and June 2019 to solicit feedback on the draft SOQ proposals from representatives of various stakeholder groups. These focus group hearings were held in Marion, Farmville, Manassas, and Yorktown. Members of the public were invited to address the Board at the conclusion of each focus group hearing. The following organizations were invited to participate in the focus groups:

- Virginia School Boards Association
- Virginia Association of Counties
- Virginia Association of School Superintendents
- Virginia Association of School Nurses
- Virginia Association of School Social Workers
- Virginia School Counselor Association
- Virginia Academy of School Psychologists
- Virginia Education Association
- Virginia Congress of Parents and Teachers (Virginia PTA)
- Virginia Association of Elementary School Principals
- Virginia Association of Secondary School Principals
- Virginia Association of School Curriculum Development
- Virginia Association of Colleges of Teacher Education

The Board hosted a meeting with various stakeholders on June 6, 2019 in Richmond. The following organizations were invited to participate: Virginia Chamber of Commerce; Virginia NAACP; Virginia Hispanic Chamber; Virginia Business Council; Virginia Asian Chamber; Virginia ACLU; Virginia Association of Realtors; First Cities Coalition; Virginia Restaurant, Lodging, and Travel Association; Just Children; Voice's for Virginia's Children.

Based on feedback solicited from stakeholder groups and other interested parties, the following recommendations were presented for discussion by the Board: [Draft SOQ Proposal Matrix- July 2019](#). Board members expressed thanks to Virginia Department of Education staff for their work on preparing documents for discussion by the committee. President Gecker reiterated previous comments regarding the Board's focus on addressing the need to place effective teachers in each classroom, especially those in the most challenged environments.

Board member Dr. Francisco Duran raised questions pertaining to the financial impact and associated costs for local school divisions if recommendations were issued by the Board. Mr. Robbins was unable to provide a cost amount but stated the state generally provides 45% of the funding with localities responsible for the remainder of the costs.

The Board discussed the need to prioritize each proposed recommendation when considering the combined price tag for each proposed recommendation. Department of Education staff will work to address the prioritization of recommendations. President Gecker asked Board members if there was any other discussion. Hearing none, the Committee of the Standards of Quality meeting was adjourned.

[The Board reconvened to discuss](#) current practices for licensure of superintendents in Virginia. The following report was presented to the Board by Mrs. Patty S. Pitts, Assistant Superintendent for Education and Licensure, Virginia Department of Education, [Briefing: "List of Eligible Superintendents" and Division Superintendent License](#). Currently, individuals applying for the Division Superintendent License must submit a complete application packet. Virginia school boards or individuals may request that applications for the Division Superintendent License be expedited because a school board may wish to announce the appointment of a division superintendent. These requests are honored, and the issuance of licenses is given priority. When the Division Superintendent License is issued and the person's name is automatically added to the "List of Eligible Superintendents," the person has been considered eligible for appointment.

The Board asked Mrs. Pitts to review and provide a report 2-3 months from now and make recommendations on changes to the superintendent licensure process. At the conclusion of the committee meeting, the Board adjourned for the day.

Thursday Business Session

The following morning, the Board reconvened for their [main business session](#). Board President Dan Gecker called the business session to order and asked for approval of the minutes from the June Board meeting. Following approval of the June meeting minutes, the Board proceeded to the public comment portion of its agenda.

After hearing public comment, the Board approved the following Consent Agenda items: [Item A- Final Review of Quarterly Financial Report on Literacy Fund: Update to First Priority Waiting List \(Item A Attachment\)](#), [Item B- Final Review of Guidelines for Providing Loan](#)

Interest Rate Subsidy Grant Payments for the Virginia Public Schools Authority Pooled Bond Program, [Item C](#)- Final Review of Revisions to the Regulations Governing Reduction of State Aid When Length of School Term Below 180 Teaching Days or 990 Hours to Conform to 2019 General Assembly Legislation (Exempt Action), [Item D](#)- Final Review of Proposed Revisions to the Guidelines for Considering and Approving Requests for Pre-Labor Day Openings to Comport with 2019 Legislation, [Item E](#)- Final Review of Proposed Amendments to Regulations Establishing Standards for Accrediting Public Schools in Virginia (8 VAC 20-131) to Comport with 2019 Legislation Passed by the General Assembly (Exempt Action), [Item F](#)- Final Review of the Notice of Intent for Regulatory Action to the Regulations Governing Secondary School Transcripts.

The meeting proceeded to the Board giving consideration to the following Action/Discussion items: [Item G](#)- ***Final Review of Proposed Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia (Final Stage)***. Dr. Samantha M. Hollins, Assistant Superintendent for Special Education and Student Services, VDoE, presented and took questions from the Board concerning the matter for Final Review. Virginia Code §22.1-279.1:1 was enacted by the Virginia General Assembly in 2015, requiring the Virginia Board of Education to adopt regulations on the use of seclusion and restraint in public elementary and secondary schools in the Commonwealth that (i) are consistent with its *Guidelines for the Development of Policies and Procedures for Managing Student Behavior in Emergency Situations* and the *Fifteen Principles* contained in the U.S. Department of Education's *Restraint and Seclusion: Resource Document*, (ii) include definitions, criteria for use, restrictions for use, training requirements, notification requirements, reporting requirements, and follow-up requirements; and (iii) address distinctions, including distinctions in emotional and physical development, between (a) the general student population and the special education student population and (b) elementary school students and secondary school students.

The Virginia Department of Education sought extensive stakeholder input, involving at least five separate meetings prior to drafting the proposed regulations, and received extensive public comment. Stakeholders held sharply divided views on the proposed regulations, and, as a result, the Board considered the proposed regulations at length in five meetings and a Board work session. Final review of the proposed stage of the regulations was completed on March 23, 2017. Following that action, the proposed regulations were reviewed by the Office of the Attorney General, the Secretary of Education, the Department of Planning and Budget, receiving the Governor's approval in February 2019. The proposed regulations were published in the Virginia Register of Regulations on February 18, 2019 with a 60-day public comment period, which expired on April 19, 2019. Following its meeting on March 21, 2019, the Board held a public hearing on the proposed regulations.

Additionally, the 2019 Virginia General Assembly passed House Bill 2599, requiring the Board to specifically, "(1) identify and prohibit the use of any method of restraint or seclusion that it determines poses a significant danger to the student, and (2) establish safety standards for seclusion." VDOE staff believes that the proposed regulations currently express the Board's determinations on these matters.

At the conclusion of her report, Dr. Hollins asked the Board to approve the Superintendent of Public Instruction's recommendation of the proposed *Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia (Final Stage)*.

Following discussion and amendments to the proposed regulations, a motion to approve Final Review and adopt regulations as amended was moved and seconded. The Board approved adoption of the regulations as amended.

Item H- Final Review of an Amendment to Virginia’s Consolidated Plan under the *Every Student Succeeds Act of 2015 (ESSA)* – Amendment Three. Dr. Lynn Sodat, Director, Office of ESEA Programs, VDoE, spoke to the Board regarding the Final Review of the Amendment to Virginia’s Consolidated Plan under ESSA. Section 1111 of ESSA requires states to submit significant changes to their consolidated state plans to USED for review and approval.

Virginia’s consolidated state plan was approved by USED in May 2018. Since that time, two amendments have been approved. The first amendment to the plan, which was approved by USED in October 2018, reflected a minor change to the process for identifying schools for comprehensive support and improvement. The second amendment to the plan, which was approved in June 2019, provided the definition of ineffective teacher that the state will use for required federal reporting. The approval letter for this amendment indicated the requirement to provide by September 15, 2019, a description of how low-income and minority students enrolled in Title I schools are not served at disproportionate rates by ineffective teachers for additional information. USED has indicated that updating the data previously provided in the plan to include data on the new definition will fulfill this requirement.

If approved by the Board, amendment three will be submitted to make the changes summarized below:

- Use the current year’s cohort data to calculate the Federal Graduation Indicator;
- Revise the federal mathematics targets to reflect statewide data from new SOL mathematics tests administered during the 2018-2019 school year;
- Revise the federal chronic absenteeism targets to calculate the targets using the same methodology used on other federal indicators;
- Use Title II, Part A, state level set-aside funds to support training and technical assistance to school divisions on upcoming revisions to the teacher evaluation system; and
- Provide data on teachers identified as both out-of-field and inexperienced during the 2016-2017 school year.

Following approval by USED, accountability changes will be implemented beginning with the accountability ratings for the 2019-2020 school year. Dr. Sodat asked the Board to approve the recommendation of the Superintendent of Public Instruction and adopt the amendment to Virginia’s consolidated state plan.

A motion was made and seconded to approve the amendment to Virginia’s consolidated state plan. The Board approved the motion.

Item I- Final Review of Advisory Board on Teacher Education and Licensure Recommendations for the Annual Education Preparation Program Profile *Required by the Regulations Governing the Review and Approval of Education Programs in Virginia*. Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure, VDoE, provided a report on the agenda item under final review by the Board. The Board of Education’s *Regulations Governing the Review and Approval of Education Programs in Virginia (8VAC20-*

543), effective August 23, 2018, require an annual Education Preparation Program Profile to be published and posted on the Department of Education's website.

The Annual Education Preparation Profile will provide information about each educator preparation program. The profile will communicate to prospective candidates, parents, and the public the status and achievements of Virginia's approved programs.

The Board of Education advances policies to increase the number of candidates entering the teaching profession and encourage and support the recruitment, development, and retention of well-prepared and skilled teachers and school leaders. The *Regulations Governing the Review and Approval of Education Programs in Virginia* set forth the requirements for program approval for institutions of higher education preparing instructional personnel.

The requirements in the regulations for the Annual Education Preparation Program Profile are as follows:

8VAC20-543-70. Annual Education Preparation Program Profile.

The accredited professional education program shall submit to the Virginia Department of Education a yearly education preparation program profile on the preparation of professional school personnel. The education preparation program profile shall be published on the department's website. The information required on the education preparation program profile shall be approved by the Board of Education and shall include the following:

1. Institution's accreditation status;
2. Education endorsement program status;
3. Number of candidates admitted in education endorsement programs;
4. Comparison of candidates, admitted to education endorsement programs to overall college or university population;
5. Number of program completers for each endorsement program;
6. Number of program non-completers for each endorsement program;
7. Biennial accountability data results;
8. Satisfaction ratings by school administrators and clinical experience supervisors of student teachers;
9. Satisfaction ratings by employers of program graduates;
10. Satisfaction ratings of program graduates within two years of employment;
11. Recognition of other program achievements; and
12. Other data as required by the Board of Education.

At the completion of her presentation, Mrs. Pitts asked the Board to approve the Superintendent of Public Instruction's recommendation and adopt Item I.

Following discussion, a motion was made and seconded to approve final review of Item I. The Board approved final review.

[Item J- First Review of Proposed Revisions to the Standards of Quality. \(Item J Attachment\)](#). Mr. Zachary Robbins, Director of Policy, VDoE, provided a recap of the Standards of Quality Committee meeting that was held the previous day and asked the Board to consider Item J, First Review of Proposed Revisions to the *Standards of Quality*. The Constitution of Virginia ([Article VIII, § 2](#)) requires the Board of Education to prescribe standards of quality for the public schools of Virginia, subject to revision only by the General Assembly. These

standards, found in the *Code of Virginia* at §§ [22.1-253.13:1](#) through [22.1-253.13:10](#), are known as the *Standards of Quality* (SOQ) and provide the foundational program for public education in Virginia. Every two years, as required by § [22.1-18.01](#) of the *Code*, the Board of Education reviews the SOQ and proposes amendments as necessary.

The 2019 review of the SOQ addresses all three of the Board's priorities as identified in the [Virginia Board of Education Comprehensive Plan: 2018-2023](#). These SOQs promote educational equity (Priority 1) by establishing the resources required to fully support a system of quality education for all students, regardless of background, including wrap-around services and other programs to increase opportunities for all students to succeed. Additionally, these standards support educator recruitment, development and retention (Priority 2) by promoting the equitable allocation of resources and high-quality personnel and the implementation of teacher mentorship programs. Finally, the proposed revisions support the implementation of the *Profile of a Virginia Graduate* and the revised school accountability system (Priority 3) by deploying resources necessary to support continuous improvement and alignment with higher education and workforce needs.

The Board approved first review of Item J.

[Item K](#)- First Review of Proposed Amendments to the *Licensure Regulation for School Personnel* (8 VAC 20-23) to Comport with Legislation Passed by the General Assembly Under the Fast Track Provisions of the Administrative Process Act. ([Item K Attachment](#)).

Mrs. Patty S. Pitts presented the Board with an overview of the proposed amendments. This regulatory action is to amend the *Licensure Regulations for School Personnel* to comport with Virginia General Assembly legislation in the 2017, 2018, and 2019 sessions related to licensure. The *Licensure Regulations for School Personnel* (8 VAC20-22) were repealed, and revised regulations (8 VAC20-23) became effective August 23, 2018. The regulatory process for the revised regulations needed to conclude before additional amendments were to be submitted. Revisions from the General Assembly sessions have been consolidated to streamline the Administrative Process Act.

The proposed amendments to the licensure regulations align with the Board of Education's Comprehensive Plan, specifically, Priority 2: Advance policies that increase the number of candidates entering the teaching profession and encourage and support the recruitment, development, and retention of well-prepared and skilled teachers and school leaders.

The Board approved first review of Item K.

[Item L](#)- First Review of Proposed 2017 *Computer Science Standards of Learning Curriculum Framework*. ([Item L Attachment](#)).

Mr. Timothy Ellis, Computer Science Specialist, VDoE, presented Item L to the Board for first review. The *Standards of Learning* are a critical communication with the citizens of the Commonwealth, parents, the business community, and higher education because the Standards convey expectations and intended outcomes for K-12 education. Equally as important, the Standards and the frameworks serve as the key guidance for instructional leaders and teachers of computer science (elementary, middle, high school) in and integrating computer science concepts into K-8 instruction and planning computer science curricula at the secondary level.

The Board of Education approved the 2017 *Computer Science Standards of Learning* in November 2017. The current standards may be viewed online at http://www.doe.virginia.gov/testing/sol/standards_docs/computer-science/index.shtml.

The 2017 *Computer Science Curriculum Frameworks* were developed to support teachers and administrators in the instruction of the *Computer Science Standards of Learning*. This document, constructed with the assistance of teachers and computer science leaders across the Commonwealth, outlines the expectations of students as they demonstrate mastery of the computer science content and the skills. The *Computer Science Curriculum Framework* is constructed to prepare teachers for either the integration of computer science content and practices within core content instruction (K-8) or to support the instruction of secondary computer science coursework. School divisions are encouraged to incorporate the Curriculum Framework into a broader, locally designed curriculum. The Curriculum Framework delineates in greater specificity the minimum content that all teachers should teach, and all students should learn.

In support of *Profile of a Virginia Graduate*, the proposed *Computer Science Curriculum Framework* provides support for teachers and educational leaders, strengthen pathways within K-12 computer science education through a focus on providing vertical progression of computer science content, and will better prepare students for college and careers through a greater emphasis on critical thinking and problem solving.

The Board thanked Mr. Ellis for the work being done on the curriculum and approved Item L for first review.

With all Action/Discussion Items having been heard, the Board accepted the following report: [Item M](#)- **Report on the Process for State Approved Textbooks for K-12 Science (*written report*)**.

After receiving reports, Board members Dr. Jamelle S. Wilson and Dr. Franciso Duran acknowledged Virginia Department of Education staff for their work on the Equity Summit held in early July. Following these remarks, the Board adjourned their July 2019 business meeting.

I thank you for your support as advocates for public education. The full agenda and supporting documents can be found by visiting the following [link](#). If you have any questions, please do not hesitate to contact me.

Kind Regards,

J.T.