

Virginia Board of Education – May 2020 Meeting Update

On May 7th, the [Virginia Board of Education \(VBOE\)](#) met for their scheduled regular business meeting. Video stream of the meeting can be found [here](#). The Virginia School Boards Association does 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 June 17th and 18th.

Board Business Session

On Thursday May 7th, the Board convened for their [regular business session](#). Board President Dan Gecker called the virtual business session to order and asked for approval of the minutes from the January, March, and April meetings. Due to the virtual nature of the meeting, the minutes were approved by a roll call vote. With approval of the minutes, Mr. Gecker explained the rules governing the virtual meeting to Board members and extended greetings to educators in recognition of Teacher Appreciation Week. Following these housekeeping items, the Board moved to its Consent Agenda items: [Item A- Final Review of the Proposed Revisions to the Regulations Governing Secondary School Transcripts](#), [Item B- Final Review of the Proposed Revisions to the Fine Arts Standards of Learning \(Item B- Attachment A-B\) \(Item B- Attachment C-D\) \(Item B- Attachment E-F\) \(Item B- Attachment G-H\)](#), [Item C- Final Review of the Update to the Literary Fund First Priority Waiting List \(Item C- Attachment A\)](#), [Item D- Final Review of Financial Report on Literacy Fund \(Item D- Attachment A\)](#), [Item E- Final Review of Proposed Revisions to the School Bus Driver Physical Form \(Form EB.001\) in the Regulations Governing Pupil Transportation](#).

Following approval of the Consent Agenda by roll call vote, the Board proceeded to its Action/Discussion Items.

[Item F- Final Review of Recommended Cut Scores for the Grades 3-8 and End-of-Course Standards of Learning Reading Tests Based on the 2017 English Standards](#). With the waiver of SOL testing in the 2019-2020 school year due to the closure of schools, President Gecker asked that Item F be removed from the agenda to a later meeting of the Board. A motion was made to remove Item F from the agenda and was properly seconded. **By unanimous roll call vote, Item F was removed from the May 7, 2020 meeting agenda.**

[Item G- Final Review of Virginia's Perkins V State Plan \(Item G- Presentation\)](#). Mr. George Wilcox, Director, Operations and Accountability, Office of Career, Technical, and Adult Education, Virginia Department of Education (VDoE), presented Virginia's Perkins V State Plan for Final Review by the Board. On July 31, 2018, the president signed the Strengthening Career and Technical Education for the 21st Century Act, Public Law 115-224 (Perkins V). The Act reauthorizes the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). The purpose of Perkins V is to develop the academic, career, and technical skills of secondary and postsecondary students who enroll in career and technical education (CTE) programs. Virginia chose to submit a transitional plan, followed by a Four-Year State Plan (July 1, 2020-June 30, 2024) due to the U. S. Department of Education (USDE) on April 15, 2020, which covers all the requirements of the Act.

The Act requires that the State Plan be developed in consultation with key stakeholders and that public hearings be conducted for the purpose of affording all segments of the general public and interested organizations an opportunity to present views and make recommendations regarding the State Plan. Additionally, the Four-Year State Plan was made available for a 60-day public comment period from February 13, 2020 to April 12, 2020.

The Act requires that the development of the Four-Year State Plan include a Cover Page; Narrative Descriptions of Plan Development and Coordination, Program Administration, and Implementation, Fiscal Responsibility, and Accountability for Results; Assurances, Certifications, and Other Forms required by statute and/or applicable Federal regulations; Budget; and State Determined Performance Levels. Further, the Act calls for the VDOE to: (a) review the split of local distribution Perkins funds and how those funds will effectively provide students with the skills needed to succeed in the workplace. These funds are currently split 85 percent secondary and 15 percent postsecondary, (b) consider establishing a Reserve Fund, and if so, at what percentage (up to 15 percent of the local distribution Perkins funds, (c) select at least one of the following secondary Perkins program quality indicators: the percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential; the percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or, the percentage of CTE concentrators graduating from high school having participated in work-based learning experience.

The Superintendent of Public Instruction recommends the Board of Education (1) approve the 2020-2024 Virginia Perkins V Four-Year State Plan; (2) establish a reserve fund base on maintaining the 85/15 split of funds between secondary and postsecondary; and (3) authorize the Department of Education staff to make technical edits, if necessary, and continue with the requirements for submission of the state plan to USDE by June 15, 2020.

A motion was made and properly seconded to approve Final Review of Virginia's Perkins V State Plan. **By unanimous roll call vote, the Board approved Final Review of Virginia's Perkins V State Plan.**

Item H- Final Review of *Emergency Career and Technical Education Work-Based Learning Guidelines for Internship and Cooperative Education Experiences due to COVID-19*. Mr. George Wilcox, Director, Operations and Accountability, Office of Career, Technical, and Adult Education, VDoE, presented Item H for Final Review by the Board.

Under Governor Northam's Executive Order 53, all schools will remain closed through the end of the 2019-2020 school year. The Virginia Department of Education (VDOE) has issued guidance to help divisions execute plans to provide for continuity in learning, while ensuring students are served equitably, regardless of income level, access to technology, English learner status, or special needs. The VDOE continues to work with the Virginia Board of Education to provide flexibility to school divisions in awarding credits to students through waivers of regulations allowable for agency heads under Governor Northam's Emergency Declaration Fifty-One (2020) and emergency guidelines adopted by the Board.

Recognizing that the extended closure impacts students that were enrolled in a cooperative education experience, the Board of Education needs to revise the current [Career and Technical Education Work-Based Learning Guide](#) to provide flexibility to students and local school divisions for internship and cooperative education experiences. These emergency guidelines are meant to supplement the [Career and Technical Education Work-Based Learning Guide](#) that is in effect until June 30, 2020. The revised [Career and Technical Education Work-Based Learning Guide](#), approved by the Board in November 2019, will go into effect on July 1, 2020.

Under the current [Guide](#), any student enrolled in a cooperative education experience or internship must meet a 280 hour requirement to earn a standard unit of credit. For students enrolled in a cooperative education experience or internship for the 2019-2020 school year only, the 280 hour requirement for cooperative education and internships is reduced to 140 hours to earn a standard unit of credit.

School divisions must award standard credit for high school credit-bearing courses by ensuring that the student has demonstrated mastery in a majority of the standards, competencies, and objectives, including those that are essential for success in subsequent coursework. This process must be based on the [Emergency Guidelines for Local Alternatives to Awarding Standard Units of Credit](#), approved by the Board on April 2, 2020.

In November 2019, the *Career and Technical Education Work-Based Learning Guide* was revised to recognize eleven work-based learning (WBL) experiences. Implementation of the revised *Guide* will begin on July 1, 2020. In those revisions, time requirements were standardized to allow more students to undertake and complete such experiences within a reasonable time frame without sacrificing rigor. Those revisions allow a student completing 280 hours of cooperative education, internship, or apprenticeship to earn one credit, while completing 140 hours of mentorship would allow students to earn half a credit, toward graduation in addition to any credit earned through the associated CTE course.

A motion was made and properly seconded to approve Final Review of Item H. **By unanimous roll call vote, the Board approved Final Review of Item H.**

Item I - Final Review of the Proposed Revisions to the Family Life Education Board of Education Guidelines and Standards of Learning for Virginia Public Schools (Item I- Attachment A). Dr. Samantha Hollins, Assistant Superintendent, Department of Special Education and Student Services, VDoE, presented Item I to the Board for Final Review. The proposed revisions to the *Family Life Education Board of Education Guidelines and Standards of Learning for Virginia Public Schools* are in response to changes to *Virginia Code* resulting from legislation passed during the 2018 and 2019 Virginia General Assembly. The proposed revisions align the guidelines with 2018 and 2019 legislative changes but do not reflect a comprehensive review. A stakeholder group comprised of family life educators from a geographically diverse group of school divisions, family life education trainers, and a human trafficking non-profit prevention group in Virginia, was convened to review an initial draft of proposed revisions and provide input and feedback. Family life education experts considered the current family life education curriculum and embedded new content into relevant standards. The team was deliberate when inserting content in certain grade levels and when including age appropriate elements.

The Board reviewed the proposed revisions to the *Family Life Education Board of Education Guidelines and Standards of Learning for Virginia Public Schools* on January 23, 2020.

Feedback from Board members identified concerns related to the removal of Section II, B that addressed local curriculum and the distinction between “privacy” and “personal privacy” in Standard K.3.

[Superintendent's Memo 035-20](#), published on February 14, 2020, invited school personnel, parents, and community members to provide comments about the proposed revision and announced two public hearings, one each in Williamsburg and Roanoke. Comments were received from school staff, administrators, family life instructors, and parents across the Commonwealth. While some concerns are addressed in the proposed revision, this revision only includes changes to *Code* based on 2018 and 2019 legislative actions. A comprehensive revision of the *Family Life Education Board of Education Guidelines and Standards of Learning for Virginia Public Schools* is planned for the 2020-2021 school year and will provide an opportunity to include relevant stakeholders to address the additional concerns raised.

Following the presentation, Board member Diane Atkinson asked that it be reflected that these revisions were not part of a comprehensive review but were required by legislative action.

A motion was made and properly seconded to approve Final Review of Item I. **By unanimous roll call vote, the Board approved Final Review of Item I.**

[Item J- First Review of Proposed Revisions to the Computer Technology Standards of Learning \(Item J- Attachment A\) \(Item J- Attachment B\) \(Item J- Presentation\)](#). Mr. Mark R. Saunders, Instructional Technology Coordinator, VDoE, brought Item J to the Board for First Review. Using an established review process and criteria, Virginia Department of Education staff and several committees have conducted a review of the current *Computer Technology Standards of Learning* and present a draft of new standards for first review.

The *Computer Technology Standards of Learning* provide a framework for technology-related knowledge and skills, focused on learning, that are needed by students to succeed in post-secondary education and the work force. The standards also provide guidance on the knowledge and skills that teachers in Virginia are expected to integrate into instruction in order for students to understand the role of technology in learning.

In many ways, the *Computer Technology Standards of Learning* complement some concepts and skills covered with the *Computer Science Standards of Learning*. However, there are distinct differences between computer technology and computer science. Since the adoption of the *Computer Science Standards of Learning* in 2017, there has been considerable misunderstanding of the distinctions between computer technology, computer science, and the standards for the two areas. Therefore, to avoid any misunderstanding and to emphasize the essential role of technologies in the deeper learning experiences of students, as digital citizens in an ever-increasing digital world, through integrated instruction in all content areas, it is proposed that the *Computer Technology Standards of Learning* be renamed the Digital Learning Integration Standards of Learning. The proposed 2020 *Computer Technology Standards of Learning* will also replace the current *Computer Technology Standards of Learning* by focusing less on actual technologies or devices (spreadsheets, word processors, keyboard, etc.) and the use (interact, edit, open, etc.) of them and more on the integration of the technologies in students' learning experiences. The proposed standards delineate seven roles students function in during their learning: 1) Empowered Learner, 2) Digital Citizen, 3) Knowledge Constructor, 4) Innovative Designer, 5) Computational Thinker, 6) Creative Communicator, and 7) Global Collaborator.

This item aligns with Priority 1 from the Board of Education's Comprehensive Plan: 2018-2023, to provide high-quality, effective learning environments for all students.

Board member Ann Holton questioned why these revisions cannot be integrated into Computer Science Standards in attempt to reduce mandates on educators when much of these standards overlap with other course loads. Due to legislation passed by the General Assembly, the separate standards for Computer Technology and Computer Science are required. Ms. Holton would like the Board to explore merging the Computer Technology and Computer Science standards in the future.

Following the conclusion of discussion, the Board accepted First Review of Item J.

Item K- First Review of the Advisory Board on Teacher Education and Licensure Recommendation to Establish Dual Language Endorsements in the *Regulations Governing the Review and Approval of Education Programs in Virginia*. Mrs. Patty S. Pitts, Assistant Superintendent for Teacher Education and Licensure, VDoE, presented Item K to the Board of First Review. The 2018 Virginia General Assembly passed House Bill 1156 requiring the establishment of an endorsement in dual language instruction preK-6 in the licensure regulations. In addition to amending the *Licensure Regulations for School Personnel* to include new endorsements in dual language, these endorsements also need to be included in the *Regulations Governing the Review and Approval of Education Programs in Virginia*. This initiative supports the Board of Education's Comprehensive Plan to recruit, develop, and retain well-prepared and skilled teachers.

The Board of Education approved requirements for dual language preK-6 endorsements for the *Licensure Regulations for School Personnel* on November 14, 2019, that are subject to the processes of the Administrative Process Act.

A Dual Language Endorsement Workgroup was established to develop recommendations for dual language endorsements. In addition, professional studies requirements for the endorsements were proposed.

On January 13, 2020, the Advisory Board unanimously recommended to submit the attached proposed regulations for dual language endorsements to be added to the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

A motion was made to waive First Review and approve the Recommendations found in Item K. The motion was properly seconded. **By unanimous roll call vote, the Board waived First Review and adopted the Recommendations found in Item K.**

Item L- First Review of the Advisory Board on Teacher Education and Licensure Recommendation to Establish an Economics and Personal Finance (Add-on) Endorsement in the *Licensure Regulations for School Personnel* and the *Regulations Governing the Review and Approval of Education Programs in Virginia*. Mrs. Patty S. Pitts, Assistant Superintendent, Teacher Education and Licensures, VDoE, brought Item L for First Review consideration by the Board. Currently, no specific endorsement has been established in the *Licensure Regulations for School Personnel* and the *Regulations Governing the Review and Approval of Education Programs in Virginia* to teach courses in economics and personal finance. Teachers holding valid Virginia licenses with endorsements in specific areas of

agricultural education, business and information technology, family and consumer sciences, history and social science, marketing, and mathematics may teach the courses. The regulatory action (standard procedure) is to establish an add-on endorsement to teach economics and personal finance. The add-on endorsement will expand the number of teachers who may teach economics and personal finance. This initiative supports the Board of Education's Comprehensive Plan to recruit, develop, and retain well-prepared and skilled teachers.

A workgroup was established, and proposed regulations were presented to the Advisory Board on Teacher Education and Licensure. The Advisory Board is proposing requirements to establish the Economics and Personal Finance (Add-on Endorsement).

Dr. James Lane, Superintendent of Public Instruction, VDoE, shared with the Board concerns VDoE has with the recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL). DoE is concerned the recommendation requires too many credits and offered that staff will be bringing alternative recommendations to the Board to review at its June meeting.

Following the conclusion of discussion, the Board accepted First Review of Item L.

Item M- First Review of Division-level Memorandum of Understanding for Danville Public Schools. Dr. Linda Reviea, Acting Director, Office of School Quality, Division of School Quality, Instruction, and Performance, VDoE, presented Item M to the Board for First Review. During the 2018-2019 school year, Danville City Public Schools and the Office of School Quality had a School Improvement Technical Assistance Plan in place to support the improvement efforts of all schools in the division. Actions of the plan included technical assistance in the areas of continuous school improvement planning, professional development for principals through the Principal Leaders in Action program, and professional development for teacher leaders through the Teacher Leaders in Action program. The professional development for principals and teachers included support related to alignment of lesson plans, lesson delivery and monitoring implementation of the written and taught curriculum. Additionally, the Office of School Quality provided the services of a contractor for all schools to support their improvement efforts. In February 2019, the Office of School Quality led academic reviews for all schools regarding lesson plan alignment. School-level reviews were followed by a division-level academic review in March 2019 regarding leadership and professional development. Schools identified under the Every Student Succeeds Act of 2015 as Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI) received on-site support in the development of the school improvement grant application as it related to each school's comprehensive needs assessment and continuous school improvement plan.

In August 2019, the superintendent of Danville City Public Schools submitted a request to the VDoE to conduct a division-level review to gain a deeper objective analysis of the division's strengths and opportunities for improvement. The division-level review focused on the following categories: Academics and Student Success, Leadership and Governance, Operations and Support Services, and Human Resource Leadership. On September 19, 2019, the Virginia Board of Education approved the division superintendent's request for a division-level review.

A review team including representatives from various offices within the VDoE conducted a desk audit and an onsite review of systems and processes influencing student achievement. During the onsite review from December 10-11, 2019, the review team collaborated with the Danville City Public Schools' central office staff to analyze artifacts for each area of review to determine

the level of implementation (*Full, Functional, Limited, or No Implementation*) of various components using a scoring rubric. In addition, interviews were conducted on December 19, 2019, with the school board chairperson and vice-chairperson to gain perspective regarding school board governance. These data sources were used to identify division-level areas of strength and improvement. All of the information was gathered and analyzed by the OSQ staff to identify patterns and trends to clearly define areas for improvement. Once this information was compiled, the director and associate director of the Office of School Quality met with the division superintendent to discuss the findings.

The division-level MOU for the Danville City Public Schools supports the Board of Education's 2018-2023 Comprehensive Plan Priority 3: Ensure successful implementation of the *Profile of a Virginia Graduate* and the accountability system for school quality as embodied in the revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8VAC20-131).

Board member Ann Holton asked how many school divisions are currently under Memorandums of Understanding with VDoE and if VDoE has the capacity to service additional school divisions. Dr. Reviea responded to Ms. Holton that currently the Department has three MoUs with school divisions in Virginia and that VDoE has enough internal capacity to provide services for additional divisions.

With no other members having questions, the Board accepted First Review of Item M.

Item N- First Review of Division-level Memorandum of Understanding for Prince Edward County Public Schools. Dr. Linda Reviea, Acting Director, Office of School Quality, Division of School Quality, Instruction, and Performance, VDoE, presented Item M to the Board for First Review. During the 2015-2016, 2016-2017, and 2017-2018 school years, Prince Edward County Public Schools' division and school leaders met with the Office of School Quality (OSQ) to review evidence of progress on essential actions for the *Partially Accredited: Reconstituted* schools. In February 2017, an academic review was conducted for Prince Edward County Elementary School. In November 2017, academic reviews were conducted at Prince Edward County Middle School and Prince Edward County High School. As a follow up to the reviews, each school integrated the identified essential actions into their improvement plans. In March 2019, an on-site visit was conducted by the OSQ to review the alignment of the written and taught curriculum during lesson delivery.

Following the visit, the superintendent requested additional supports for principals regarding the alignment of curriculum content and rigor. Beginning in April 2019, the OSQ provided the services of a contractor to address the request of the division's superintendent to support principals in the alignment of the written, taught, and tested curriculum. One school identified under the *Every Student Succeeds Act of 2015* as Additional Targeted Support and Improvement (ATSI) received support with the development of the school improvement grant (SIG) application as it related to the school's comprehensive needs assessment and continuous school improvement plan. In September 2019, the superintendent of Prince Edward County Public Schools submitted a request to the VDoE to conduct a division-level review to gain a deeper objective analysis of the division's strengths and opportunities for improvement. The division-level review focused on the following categories: Academics and Student Success, Leadership and Governance, Operations and Support Services, and Human Resource

Leadership. On September 19, 2019, the Virginia Board of Education approved the division superintendent's request for a division-level review.

A review team including representatives from various offices within the VDoE conducted a desk audit and an onsite review of systems and processes influencing student achievement. During the onsite review from December 3-4, 2019, the review team collaborated with the Prince Edward County Public Schools' central office staff to analyze artifacts for each area of review to determine the level of implementation (*Full, Functional, Limited, or No Implementation*) of various components using a scoring rubric. In addition, interviews were conducted on December 16, 2019, with the school board chairperson and vice-chairperson to gain perspective regarding school board governance. These data sources were used to identify division-level areas of strength and improvement. All of the information was gathered and analyzed by the OSQ staff to identify patterns and trends to clearly define areas for improvement. Once this information was compiled, the director and associate director of the Office of School Quality met with the division superintendent and assistant superintendent to discuss the findings.

The division-level MOU for the Prince Edward County Public Schools supports the Board of Education's 2018-2023 Comprehensive Plan Priority 3: Ensure successful implementation of the *Profile of a Virginia Graduate* and the accountability system for school quality as embodied in the revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia (8VAC20-131)*.

With no members having questions or discussion regarding this matter, **the Board accepted Item N for First Review.**

Item O- First Review of Revisions to the List of 2020-2021 Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Professional Licenses. Mr. George Wilcox, Director, Operations and Accountability, Office of Career, Technical and Adult Education, VDoE, presented Item O to the Board for First Review. The process for reviewing and validating industry credentials for the purpose of awarding verified credit is based on the following criteria: 1) the test must be standardized and graded independently of the school or school division in which the test is given; 2) the test must be knowledge based; 3) the test must be administered on a statewide, multistate or international basis, or administered as part of another state's accountability assessment program; and 4) to be counted in a specific academic area, the test must measure content that incorporates or exceeds the *Standards of Learning* content in the course for which verified credit is given. Important to this process is ensuring that the credential is relevant and recognized in the workplace.

The **32** recommended industry or trade association certification examinations, professional licenses, and occupational competency assessments, meet the Board's graduation requirements as identified for the Standard and Advanced Studies Diplomas in [8VAC20-131-50](#) (effective for students entering ninth grade prior to the 2018-2019 school year) and the Board's graduation requirements as identified for the Standard and Advanced Studies Diplomas in [8VAC20-131-51](#) (effective with the students who enter the ninth grade in the 2018-2019 school year). Students shall earn the required standard and verified units of credit described in subdivision two of the appropriate subsection.

These changes may be such that individual certifications are no longer available or no longer meet the Board of Education's criteria for the student-selected verified credit or the academic

specific verified credit, the Standard Diploma's Career and Technical Education credential or the additional requirements for graduation in accordance with the Standards of Quality, and the diploma seals awards for exemplary student performance in Career and Technical Education, Advanced Mathematics and Technology, and STEM.

This item aligns with Board of Education Priority 1 – provide high-quality, effective learning environments for all students.

A motion was made to Waive First Review and Approve Item O. The motion was properly seconded. Board member Atkinson recused herself from voting on Item O. **Following a roll call vote, the Board Waived First Review and accepted the Revisions found in Item O unanimously.**

At the conclusion of the Action/Discussion Items portion of the meeting, the Board accepted two written reports from DoE staff.

[Item P](#)- **Update on the 2020 General Assembly.**

[Item Q](#)- **Summary of the Proposed Early Childhood State Agency Transition ([Item Q-Attachment A](#)).**

With all agenda items resolved, the Board adjourned its May 2020 Business Meeting. The next meeting of the Board is scheduled for June 17-18, 2020. 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.