

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

November 29, 2012

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

Mr. David M. Foster, President
Mrs. Diane T. Atkinson
Dr. Oktay Baysal
Mr. Christian N. Braunlich

Dr. Billy K. Cannaday, Jr.
Ms. Darlene D. Mack
Dr. Virginia L. McLaughlin
Mrs. Winsome E. Sears

Dr. Patricia I. Wright
Superintendent of Public Instruction

Mr. Foster called the meeting to order at 9 a.m.

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

Mr. Foster led in a moment of silence and Mr. Braunlich led in the Pledge of Allegiance.

RESOLUTIONS/RECOGNITIONS

Resolutions of Recognition were presented to the Virginia Teacher of the Year and Regional Teachers of the Year for 2013. They are as follows:

- Region 1—Paul Frederick Daszkiewicz, mathematics teacher, Meadowbrook High School, Chesterfield County Public Schools
- Region 2 and Teacher of the Year—Kathryn B. Galford, sixth-grade English teacher, Greenbrier Middle School, Chesapeake City Public Schools
- Region 3—Suzanne M. Sherman, second-grade teacher, Cool Spring Primary School, King William County Public Schools
- Region 4—Lydia L. Stewart, teacher of students with moderate intellectual disabilities, Osbourn Park High School, Prince William County Public Schools
- Region 5—David W. Webb, Jr., teaches band and Advanced Placement music theory, Jefferson Forest High School, Bedford County Public Schools

- Region 6—Tracey L. Nielsen, teacher of deaf and hard of hearing prekindergarten and kindergarten students, Virginia Heights Elementary School, Roanoke City Public Schools
- Region 7—Steven P. Ahn, biology, earth and space science teacher, Abingdon High School, Washington County Public Schools
- Region 8—Cynthia R. Whitaker, sixth-grade mathematics teacher, Edward W. Wyatt Middle School, Greenville County Public Schools

APPROVAL OF MINUTES

Ms. Mack made a motion to approve the minutes of the October 25, 2012, meeting of the Board. The motion was seconded by Mrs. Atkinson and carried unanimously. Copies of the minutes had been distributed to all members of the Board of Education.

PUBLIC COMMENT

The following persons spoke during public comment:

- Dr. Nancy Armstrong
- Michele Dowdy
- Jeree Harris
- Andy Stamp
- Wendell Roberts

Action/Discussion Items

Final Review of Proposed Revisions to the Standards of Quality

Mrs. Anne Wescott, assistant superintendent for policy and communications, presented this item. Her presentation included the following.

- The Board held a public comment period from May 24, 2012 through November 15, 2012. Prior to the first review of the Standards of Quality on September 27, 2012, the Board had received comments from 1,215 individuals and 19 school divisions and organizations. Many of the individuals and organizations had signed a petition initiated by the Alliance for Virginia's Students, including the Commonwealth Institute for Fiscal Analysis, the Legal Aid Justice Center's JustChildren Program, Virginia Association of Counties, Virginia Association of Elementary School Principals, Virginia Education Association, Virginia First Cities Coalition, Virginia Municipal League, Virginia PTA, and Voices for Virginia's Children.
- The Board held four public hearings in October, in Pulaski County, Fairfax County, Chesterfield County, and Hampton, and has continued to receive comments from individuals, school divisions, and organizations. A preliminary report on the public hearings was shared at the October 25th meeting of the Board. The public comment period ended on November 15, 2012. The Board has received comments from a total of 29 organizations, 6 local school divisions and 1,250 individuals.

- The majority of the comments focused on staffing. Other areas of concern included the need for additional funding, flexibility, class size and pupil/teacher ratios. Additionally, a smaller number of comments addressed assessment, instruction, student services, and federal and state laws, regulations and mandates.
- Based on public comment received to date, and consistent with the Board's goals, the proposed options to revise the Standards of Quality are recommended:

Proposed Standards of Quality Policy Directions

- Enhance the Standards of Quality so that the Commonwealth's basic foundation program for K-12 public education reflects a comprehensive educational program of the highest quality.
- Provide clarity and greater transparency in SOQ funding with the goal of maintaining the Commonwealth's commitment to public education funding at the state and local levels and encouraging a continued emphasis on school-based instructional services.
- Provide school divisions the flexibility to deploy required instructional personnel to the schools with the greatest needs, so long as they employ a sufficient number of personnel divisionwide to meet the total number required in the current SOQ staffing requirement.
- Begin to address the Board's priorities of teacher effectiveness and more frequent performance evaluations of teachers by requiring a principal in every school and increasing the number of assistant principals in schools with the greatest need.
- Set priorities for the Board's unfunded SOQ staffing recommendations from previous years so that these instructional staffing standards can be fully implemented in future years, especially in the focus areas of literacy, mathematics, science, and technology.
- Begin building a more comprehensive basic foundation program by including in the SOQ certain staffing ratios and categorical and incentive programs that have become core components of K-12 educational programs statewide and currently funded in the appropriation act.
- Mitigate the perverse incentive of reducing a school division's special education funding when it mainstreams students with disabilities into general education classrooms or uses Response to Intervention (RtI) and/or other instructional supports to reduce the number of students identified as needing special education services.
- Shift the Board of Education's review of the SOQ so that it aligns more effectively with the legislative budget process and SOQ re-benchmarking.

Proposed Policy and Staffing Recommendations

Priority 1:

- Propose SOQ language to provide school divisions the flexibility to deploy required school-based instructional personnel to the schools with the greatest needs, so long as they employ a sufficient number of personnel divisionwide to meet the total number required in SOQ staffing requirements.

This proposal would provide school divisions with the flexibility to deploy guidance counselors and librarians to the schools with the greatest needs. This flexibility would not apply to required pupil-teacher ratios or maximum class size provisions. School divisions already have the flexibility to deploy assistant principals to the schools with the greatest needs, based on a previous Board of Education proposal that was approved by the Governor and General Assembly and is now in the Standards of Quality. A related proposal included in Priority 3 would provide school divisions with the flexibility to deploy required school-based clerical personnel to the schools with the greatest needs.

- Propose legislation to shift the review of the SOQ from even to odd-numbered years to be aligned more effectively with the legislative budget process.

- Include one reading specialist for every 1,000 students in grades K-12 in the Standards of Quality in support of Goal 1, accountability for student learning; Goal 2, rigorous standards to promote college and career readiness; and Goal 5, highly qualified and effective educators.

Based on Chapter 3, the 2012 Appropriation Act, the state cost of this proposal would be \$51.2 million in FY 2013 and \$51.3 million in FY 2014.

- Include one mathematics specialist for every 1,000 students in grades K-8 in the Standards of Quality, in support of Goal 1, accountability for student learning; Goal 2, rigorous standards to promote college and career readiness; and Goal 5, highly qualified and effective educators.

The state cost of this proposal would be \$34.8 million in FY 2013 and \$35.0 million in FY 2014.

- Include one data coordinator for every 1,000 students in grades K-12 in the Standards of Quality, in addition to a dedicated instructional technology resource teacher, in support of Goal 1, accountability for student learning; and Goal 5, highly qualified and effective educators.

The state cost of this proposal would be \$51.2 million in FY 2013 and \$51.3 million in FY 2014.

Priority 2:

- Require one full-time assistant principal for every 400 students in grades K-12, in support of Goal 1, accountability for student learning; and Goal 5, highly qualified and effective educators.

The state cost of this proposal would be \$70.3 million in FY 2013 and \$70.6 million in FY 2014.

- Require one full-time principal in every elementary school, in support of Goal 1, accountability for student learning; and Goal 5, highly qualified and effective educators.

The state cost of this proposal would be \$7.8 million in FY 2013 and \$8.0 million in FY 2014.

Priority 3:

- Codify the provisions of the Early Intervention Reading Initiative and the Algebra Readiness program in the Standards of Quality and require all school divisions to provide these interventions with funding currently appropriated for these programs, in support of Goal 1, accountability for student learning; Goal 2, rigorous standards to promote college and career readiness; and Goal 6, sound policies for student success.

The funds would be shifted from the Lottery account to the Standards of Quality, but there would be no net fiscal impact.

- Set priorities for the Board's other staffing recommendations (i.e., speech-language pathologists and blind or vision impaired ratios) that have not yet been approved or funded by the General Assembly, so that these staffing standards can be fully implemented in future years, in support of Goal 1, accountability for student learning; Goal 2, rigorous standards to promote college and career readiness; and Goal 6, sound policies for student success.

The state cost of the proposal to reduce the speech-language pathologists' caseload from 68 to 60 students would be \$4.8 million in FY 2013 and \$5.3 million in FY 2014.

The state cost for the standard for pupil-teacher ratios for blind or vision impaired students (Level I, resource teacher, 24 to one; Level II, self-contained with an aide, 10 to one; self-contained without an aide, eight to one; or Level II, self-contained, student weight of 2.5) would be \$4.4 million in FY 2013 and \$5.0 in FY 2014.

- Propose SOQ language to provide school divisions the flexibility to deploy required school-based clerical personnel to the schools with the greatest needs, so long as they employ a sufficient number of personnel divisionwide to meet the total number required in SOQ staffing requirements.

Proposed Technical Issues for Further Study

- Request the Joint Legislative Audit and Review Commission to conduct a study of the SOQ to assist in determining the feasibility of:
 - ✓ Converting the prevailing costs for each major category of the “support services” positions into ratios (for example, based on positions per 1,000 students), and including ratios for some or all of the categories in the appropriation act;
 - ✓ Establishing alternative staffing approaches to provide school divisions with additional instructional resources to address identified needs, which could include ratios based on positions per 1,000 students for assistant principals, school counselors, and library-media specialists that would reduce funding “cliffs;”
 - ✓ Assigning weights for students who may be at-risk and require additional support, including special education services, services to English language learners, and services to disadvantaged students;
 - ✓ Updating technology staffing ratios, taking into consideration the increased role of technology in instruction, assessment, and operations since staffing standards were first established in the SOQ;
 - ✓ Mitigating the perverse incentive of reducing a school division’s special education funding when it mainstreams students with disabilities into general education classrooms or uses Response to Intervention (RTI) and/or other instructional supports to reduce the number of students identified as needing special education services; and
 - ✓ Updating career and technical education staffing ratios, taking into consideration the implementation of new curricular pathways that require high-tech equipment and specialized instruction.
- Legislative proposals to provide school divisions the flexibility to deploy required instructional personnel to the schools with the greatest needs, to shift the review of the SOQ from even to odd-numbered years, and to request that the Joint Legislative Audit and Review Commission to conduct a study of the SOQ.
- The state cost of the staffing recommendations is estimated to be:

SOQ Recommendations	FY 2013	FY 2014
Priority 1:		
• Reading specialists	\$51.2 million	\$51.3 million
• Mathematics specialists	34.8 million	35.0 million
• Data coordinators	51.2 million	51.3 million
Subtotal for Priority 1	\$137.2 million	\$137.6 million
Priority 2:		
• Elementary principals	7.8 million	8.0 million
• Assistant principals	70.3 million	70.6 million
Subtotal for Priority 2	\$78.1 million	\$78.6 million
Priority 3:		
• Speech language pathologists	4.8 million	5.3 million
• Blind and vision impaired standard	4.4 million	5.0 million
Subtotal for Priority 3	\$9.2 million	\$10.3 million
Grand total	\$224.5 million	\$226.5 million

Board members thanked Dr. Wright and Department staff for their work, and thanked the public for their comments and suggestions for revisions to the Standards of Quality. Board members were appreciative of the flexibility provided to school divisions to address the specific needs of children.

Dr. McLaughlin suggested that the seventh bullet under *Proposed Standards of Quality Policy Directions* and the fifth bullet under *Proposed Technical Issues for Further Study* be replaced with the following:

- Mitigating the perverse incentive of reducing a school division's special education funding when it includes students with disabilities in general education classrooms or uses Response to Intervention (RtI) and/or other instructional supports to meet students' needs without special education services.

Dr. Cannaday made a motion to approve the Standards of Quality, with the understanding that department staff will make any additional technical and editorial adjustments as may be necessary. The motion was seconded by Mr. Braunlich and carried unanimously.

Final Review of the Board of Education's 2012 Annual Report on the Condition and Needs of Public Schools in Virginia

Mrs. Melissa Luchau, director for board relations, presented this item. Her presentation included the following:

- The Report contains the following major components:
 - Executive Summary with highlights of academic achievements of students and the critical needs of public education.
 - Discussion of the Board of Education's goals for public education and the actions taken by the Board in 2011-2012 to address the goals.
 - An assessment of the extent to which the Board's goals are being met.
 - Discussion of the critical needs of public education in the Commonwealth.
 - Statutory requirements:
 - Proposed revisions to the Standards of Quality
 - Compliance with the requirements of the Standards of Quality
 - Compliance with the Standards of Accreditation
 - Annual charter school report
 - Report on multidivision online providers
- As a result of Board discussion at the October 25, 2012, meeting, the following changes have been made to the report:
 - Added an Executive Summary, including highlights of student achievement and critical needs of public education.
 - Added chronically underperforming schools as a critical challenge.
 - Reordered critical needs.
 - Noted Board recommended revisions to the Standards of Quality in discussion of continued investment in resources, as a critical need
 - Added a statement about the need for cost-effective ways to compare Virginia students to international benchmarks.

- Updated data for the report card and appendices.
- Added information related to Virtual Virginia.
- Upon adoption of the Board, the proposed revisions to the Standards of Quality will be added to the Annual Report.
- Upon Board approval, and any technical or editorial edits by Department staff, the report will be submitted to the Governor and Virginia General Assembly.

Board members expressed concern regarding the school divisions in noncompliance with provisions of the Standards of Quality and what it means to the children attending those schools. Dr. Wright indicated that staff will follow-up with the school divisions listed as being in noncompliance.

Dr. Baysal made a motion to approve the *2012 Annual Report on the Condition and Needs of Public Schools in Virginia*, with the understanding that department staff will make any technical and editorial adjustments as may be necessary. The motion was seconded by Dr. McLaughlin and carried unanimously.

Final Review of a Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Approve the Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs Required by the Regulations Governing the Review and Approval of Education Programs in Virginia

Mrs. Patty Pitts, assistant superintendent for teacher education and licensure, presented this item. Her presentation included the following:

- Thirty-seven institutions of higher education in Virginia have approved programs for the preparation of instructional personnel. Nineteen of the 37 institutions also have approved programs for the preparation of administrative and supervisory PreK-12 personnel.
- Section 8VAC20-542-40. Standards for biennial approval of education programs of the Regulations Governing the Review and Approval of Education Programs in Virginia (8VAC20-542-10 et seq.), effective September 21, 2007, and amended January 19, 2011, require that approved education programs in Virginia shall have national accreditation or be accredited by a process approved by the Board of Education and demonstrate achievement biennially of the following accountability measures:
 1. Candidate progress and performance on prescribed Board of Education licensure assessments. Candidate passing rates, reported by percentages, shall not fall below 70 percent biennially for individuals completing and exiting the program. Achievement of an 80 percent biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
 2. Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program.

3. Structured and integrated field experiences to include student teaching requirements.
 4. Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences.
 5. Evidence of contributions to PreK-12 student achievement by candidates completing the program.
 6. Evidence of employer job satisfaction with candidates completing the program.
 7. Partnerships and collaborations based on PreK-12 school needs. Indicators of the achievement of this standard shall include the following:
 - a. Documented evidence that the education program has established partnerships reflecting collaboratively designed program descriptions based on identified needs of the PreK-12 community.
 - b. Documented evidence that the administration and supervision program collaborates with partnering schools to identify and select candidates for school leadership programs who meet local needs, demonstrate both potential for and interest in school leadership, and meet the qualifications for admission to advanced programs.
- The biennial data (item 1 above) and certification that items 2-6 have been met will be submitted by institutions of higher education in 2013. The established timeline requires that the seventh measure on “partnerships and collaborations based on PreK-12 school needs” is to be reviewed and approved by December 2012.
 - In August 2012, each institution offering approved education programs in Virginia submitted to the Department of Education a report documenting partnerships and collaborations based on PreK-12 school needs for each program (endorsement) area offered. The institutions reported that they are engaged in multiple partnerships and collaborations with educational, governmental, professional, and community entities as well as with school divisions, private schools, parents, and PreK-12 students.

Approved Programs (Excluding Administration and Supervision)

- Each of the 37 institutions of higher education offering approved programs submitted evidence that they had established partnerships and collaborations in the following categories:
 1. Field experience: The partnerships and collaborations address experiences, such as internships, practica, clinical experience, student teaching, field placements, mentors for teachers, and tutoring PreK-12 students.
 2. Professional development: The partnerships and collaborations include staff development, research grants, workshops, training, conferences, best practices, strategy and method development, curriculum development, course offerings, and career development.
 3. Community outreach activities: The partnerships and collaborations include after-school and summer programs and camps, field trips, mentors for PreK-12 students, educational fairs, enrichment programs, cultural experiences and exchange, college visitations and transition, assessments and screening, and other extracurricular activities.

Administration and Supervision Programs

- The 19 institutions of higher education offering administration and supervision programs submitted evidence that they had established partnerships and collaborations in the following areas:
 1. Identifying, screening, and recruiting potential school leaders;

2. Preparing, training, and mentoring school leaders;
3. Providing professional development for school leaders; and
4. Offering internships, practica, and field experiences in school leadership.

Dr. McLaughlin noted her concern regarding the usefulness of this biannual measure because it does not give a clear definition of partnerships and it is an incredible amount of work for institutions and Department staff to prepare.

Dr. Cannaday said that this is an example of an input measure that describes activity but does not indicate value and output. Dr. Cannaday said the measure should capture the relationship between higher education and K-12.

Dr. Wright said that partnerships are essential and staff will review the reporting process.

Motion 1:
The College of William and Mary

Mr. Foster made a motion to approve the Advisory Board on Teacher Education and Licensure's recommendation to approve the accountability measurement of partnerships and collaborations based on PreK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs in Virginia* for The College of William and Mary.

Dr. McLaughlin recused herself from voting because of her employment at The College of William and Mary. The motion was seconded by Mrs. Atkinson and approved with "yes" votes from the following Board members: Mr. Foster, Mrs. Atkinson, Dr. Baysal, Mr. Braunlich, Dr. Cannaday, Ms. Mack, and Mrs. Sears.

Motion 2:
Old Dominion University

Mr. Foster made a motion to approve the Advisory Board on Teacher Education and Licensure's recommendation to approve the accountability measurement of partnerships and collaborations based on PreK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs in Virginia* for Old Dominion University.

Dr. Baysal recused himself from voting because of his employment at Old Dominion University. The motion was seconded by Dr. McLaughlin and approved with "yes" votes from the following Board Members: Mr. Foster, Mrs. Atkinson, Mr. Braunlich, Dr. Cannaday, Ms. Mack, Dr. McLaughlin, and Mrs. Sears.

Motion 3:

The University of Virginia and the University of Virginia's College at Wise

Mr. Foster made a motion to approve the Advisory Board on Teacher Education and Licensure's recommendation to approve the accountability measurement of partnerships and collaborations based on PreK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs in Virginia* for the University of Virginia and the University of Virginia's College at Wise.

Dr. Cannaday recused himself from voting because of his employment at the University of Virginia. The motion was seconded by Mr. Braunlich and approved with "yes" votes from the following Board members: Mr. Foster, Mrs. Atkinson, Dr. Baysal, Mr. Braunlich, Ms. Mack, Dr. McLaughlin, and Mrs. Sears.

Motion 4:

All other colleges and universities

Mr. Foster made a motion to approve the Advisory Board on Teacher Education and Licensure's recommendation to approve the accountability measurement of partnerships and collaborations based on PreK-12 school needs required by the *Regulations Governing the Review and Approval of Education Programs in Virginia* for all other colleges and universities with approved programs. The motion was seconded by Ms. Mack and carried unanimously.

Final Review of a Proposal from Newport News City Public Schools to Establish the Heritage High School Governor's Science, Technology, Engineering, and Mathematics (STEM) Academy

Ms. Lolita Hall, director for career and technical education, presented this item. Ms. Hall introduced the following Newport News City Public School personnel: Dr. Ashby Kilgore, superintendent; Michael Nichols, principal, Heritage High School; Patrick Finneran, director of corporate and government relations, Ann Ifekwungwe, supervisor of career pathways; and Toinette Outland, program administrator, Heritage High School. Ms. Hall's presentation included the following:

- Partnerships establishing academies must include at least one public school division, business and industry, and postsecondary education. On November 29, 2007, the Board of Education approved the criteria to establish a Governor's STEM Academy. Subsequently, on March 19, 2008, the Board approved the standards for the Governor's Career and Technical Education Exemplary Standards Awards Program, which all Career and Technical Academies must implement.
- As required by the Board of Education, the State Council of Higher Education for Virginia (SCHEV) reviewed the proposal. Staff members of the Virginia Department of Education (DOE) also reviewed the proposal in the context of the Board's criteria.
- Currently, there are 16 Governor's STEM Academies in Virginia. They are located in Arlington County, Carroll County, Chesapeake City, Chesterfield County, Fairfax County, Halifax County, Hampton City,

Loudoun County, Lynchburg City, New Kent County, Richmond City, Roanoke County, Russell County, Stafford County, Suffolk City, and Virginia Beach City.

- The proposal for the Heritage High School Governor’s Science, Technology, Engineering, and Mathematics Academy consists of partnerships with Christopher Newport University, Thomas Nelson Community College, Norfolk State University, Newport News Education Foundation, Newport News Shipbuilding, Thomas Jefferson National Accelerator Facility (Jefferson Lab), Canon Virginia, Virginia Peninsula Chamber of Commerce, and the Peninsula Council for Workforce Development.
- The Heritage High School Governor’s STEM Academy will offer a program of study designed to expand options for students to acquire skills in science, technology, engineering, and mathematics. The program combines academic coursework and research experience with a challenging and focused school environment to prepare students for 21st century careers. Students will gain the knowledge and skills they need to succeed in postsecondary education and in technology-rich workplaces by learning how to work in teams, communicate effectively, and apply the principles of science, technology, engineering, and mathematics. Students may choose a program of study from six career pathways within three career clusters as follows.

Career Cluster	Career Pathway	Heritage High School Academy Program
• Science, Technology, Engineering, and Mathematics	• Engineering Technology	• Engineering and Electronics
• Architecture and Construction	• Design and Pre-Construction	• Architectural and Engineering Drawing
• Information Technology	• Programming and Software Development • Web and Digital Communications	• Modeling and Simulation (Computer Science)
	• Network Systems • Information Support Services	• Computer Systems Technology (Networking)

- The *Engineering and Technology* pathway prepares students to apply engineering and technical concepts to develop solutions for problems that exist throughout a broad range of fields from building bridges to flying airplanes to working in the medical industry.
- The *Design and Pre-Construction* pathway provides students an opportunity to use their artistic creativity and mathematics skills to transform an innovative concept into a design plan that creates something tangible and guides construction professionals through the building process. Highly-skilled workers who earn specializations and certificates of accreditation are in great demand as this field continues to advance and becomes more competitive.
- The study of *Information Technology* requires a solid foundation in mathematics and science as well as high technical skills. Students learn how to design, develop, and manage different types of software programs and hardware. Information technology workers can be found in virtually every sector of the economy, providing assistance at a multitude of levels.
- Academy students will be provided an opportunity to participate in dual enrollment courses with the Thomas Nelson Community College and work-based learning experiences..
- The proposed beginning date for the Heritage High School Governor’s Science, Technology, Engineering, and Mathematics Academy, Newport News City Public Schools, is September 2013.

Mrs. Atkinson made a motion to approve the proposal to establish the Heritage High School Governor's Science, Technology, Engineering, and Mathematics Academy, Newport News City Public Schools. The motion was seconded by Dr. Cannaday and carried unanimously.

Final Review of Request for Approval of an Alternative Accreditation Plan from Arlington County School Board for Arlington Mill High School

Dr. Kathleen Smith, director for school improvement, presented this item. Dr. Smith recognized Dr. Barbara Thompson, principal of Arlington Mill High School. Dr. Smith's presentation included the following:

- Section 8 VAC 20-131.280.C. of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states:

Subject to the provisions of 8 VAC 20-131-350, the governing school board of special purpose schools such as those provided for in § 22.1-26 of the *Code of Virginia*, Governor's schools, special education schools, alternative schools, or career and technical schools that serve as the student's school of principal enrollment may seek approval of an alternative accreditation plan from the Board of Education. Schools offering alternative education programs and schools with a graduation cohort of 50 or fewer students as defined by the graduation rate formula adopted by the board may request that the board approve an alternative accreditation plan to meet the graduation and completion index benchmark. Special purpose schools with alternative accreditation plans shall be evaluated on standards appropriate to the programs offered in the school and approved by the board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

- Arlington Mill High School is an alternative high school in Arlington County for students whose life circumstances have interrupted their schooling. Students must be age 16 or older and the population includes students who may be English language learners, older school-age and adult students working toward a high school diploma, and students who need a flexible program to accommodate work or family obligations. As part of restructuring and to better meet the needs of students, Arlington County Public Schools has changed the designation of the Arlington Mill High School Continuation Program to the Arlington Mill High School.
- As part of its request for an alternative accreditation plan for Arlington Mill High School, Arlington County Public Schools is requesting a waiver of Section 8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* so that adjustments may be made to the accreditation calculations for accountability purposes.
- All students are tested; however, the plan proposes that certain students be removed from the cohort including students who enter Arlington County Public Schools as their first Virginia public school at age 18 years or older; students who discontinue school because of incarceration; and students who are placed in a juvenile detention center. Consistent with how the comprehensive high schools are accredited, adult students are tested for diploma requirements; however, adult student scores are not computed in accreditation standards.
- The proposed alternative accreditation plan includes the four core content areas (English, math, science and history) in the SOL calculations for accreditation. The proposed composite score reflecting students' achievement on the SOL tests combines English, math, science and history. With the smaller number of students testing, combining all content areas into one metric provides a more valid and reliable measure.

Dr. Baysal made a motion to approve the proposed alternative accreditation plan for Arlington Mill High School from Arlington County School Board. The motion was seconded by Mr. Braunlich and carried unanimously.

First Review of a Memorandum of Understanding for Alexandria City School Board for Jefferson-Houston Elementary School

Dr. Kathleen Smith presented this item. Her presentation included the following:

- Section 8 VAC 20-131-315 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) requires certain actions for schools that are denied accreditation:

<p>A. Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall be subject to actions prescribed by the Board of Education and shall provide parents of enrolled students and other interested parties with the following:</p> <ol style="list-style-type: none">1. Written notice of the school's accreditation rating within 30 calendar days of the notification of the rating from the Department of Education;2. A copy of the school division's proposed corrective action plan, including a timeline for implementation, to improve the school's accreditation rating; and3. An opportunity to comment on the division's proposed corrective action plan. Such public comment shall be received and considered by the school division prior to finalizing the school's corrective action plan and a Board of Education memorandum of understanding with the local school board. <p>B. Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall be subject to actions prescribed by the Board of Education and affirmed through a memorandum of understanding between the Board of Education and the local school board. The local school board shall submit a corrective action plan to the Board of Education for its consideration in prescribing actions in the memorandum of understanding within 45 days of the notification of the rating. The memorandum of understanding shall be entered into no later than November 1 of the academic year in which the rating is awarded.</p> <p>The local board shall submit status reports detailing implementation of actions prescribed by the memorandum of understanding to the Board of Education. The status reports shall be signed by the school principal, division superintendent, and the chair of the local school board. The school principal, division superintendent, and the chair of the local school board may be required to appear before the Board of Education to present status reports.</p> <p>The memorandum of understanding may also include but not be limited to:</p> <ol style="list-style-type: none">1. Undergoing an educational service delivery and management review. The Board of Education shall prescribe the content of such review and approve the reviewing authority retained by the school division.2. Employing a turnaround specialist credentialed by the state to address those conditions at the school that may impede educational progress and effectiveness and academic success.

- Jefferson-Houston Elementary School is in *Accreditation Denied* status for 2012-2013 and is subject to actions prescribed by the Board of Education and affirmed through a MOU between the Virginia Board of Education (VBOE) and Alexandria City School Board.

Year	Accreditation Rating	Based on Statewide Assessments In	Areas of Warning
2002-2003	<i>Provisionally Accredited/Needs Improvement</i>	2001-2002	With this rating, no areas were indicated
2003-2004	<i>Provisionally Accredited/Needs Improvement</i>	2002-2003	With this rating, no areas were indicated
2004-2005	<i>Accredited with Warning</i>	2003-2004	English, Mathematics, Science
2005-2006	<i>Accredited with Warning</i>	2004-2005	Mathematics, History, Science
2006-2007	<i>Accredited with Warning</i>	2005-2006	English, Mathematics
2007-2008	<i>Conditionally Accredited</i>	2006-2007	English, Mathematics
2008-2009	<i>Fully Accredited</i>	2007-2008	None
2009-2010	<i>Accredited with Warning</i>	2008-2009	English
2010-2011	<i>Accredited with Warning</i>	2009-2010	English, History
2011-2012	<i>Accredited with Warning</i>	2010-2011	English, History, Science
2012-2013	<i>Accreditation Denied</i>	2011-2012	English, Mathematics, History, Science

State Accountability – Accreditation Designation Based on Statewide Assessment Pass Rates

Federal Accountability

Jefferson-Houston Elementary School has been identified as a priority school in accordance with Virginia’s approved *Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA)*. Based on 723 schools identified as Title I in school year 2011-2012, Virginia identified a number of schools equal to five percent of the state’s Title I schools, or 36 schools (5 percent of 723 schools), as priority schools for school year 2012-2013 using the criteria below. Jefferson-Houston Elementary School was identified under Criterion C.

Criterion A	Schools receiving School Improvement Grant (SIG) funds under Section 1003(g) of ESEA in Federal Fiscal Year 2009 (Cohort I) or 2010 (Cohort II) and identified and served as a Tier I or Tier II school
Criterion B	Title I high schools with a federal graduation indicator* of 60 percent or less for two or more of the most recent consecutive years
Criterion C	Title I schools based on the “all students” performance in reading and/or mathematics performance on federal AMOs
Criterion D	Title I schools failing to meet the 95 percent participation rate in reading and/or mathematics for three consecutive years

* The ESEA federal graduation indicator recognizes only Standard and Advanced Studies diplomas.

- Priority schools must select a Lead Turnaround Partner (LTP) and implement one of the four U. S. Department of Education (USED) models as outlined in Virginia’s approved *Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA)*; this meets the requirements of reconstitution as a change in governance. Priority schools will receive federal funding per the USED 2011 1003(g) School Improvement Grant (SIG) initiative to support school reform.
- The corrective action plan required by the school’s status of *Accreditation Denied*, includes:
 1. Actions to provide parents of enrolled students: (a) written notice of the school’s accreditation rating within 30 calendar days of the notification of the rating from the VDOE; (b) a timeline for implementation to improve the school’s accreditation rating, including how the school plans to meet the requirements of the federal status of a priority school; (c) an opportunity to comment on the division’s proposed corrective action plan; and (d) how such public comment was received and considered by the school division prior to finalizing the school’s corrective action plan and a Virginia Board of Education MOU with the Alexandria City School Board.

2. Actions to hire a Lead Turnaround Partner (LTP), approved by the VDOE, to meet the requirements of a priority school and how this educational management organization will implement an educational service and delivery management review.
3. Actions to contract with the LTP to address those conditions at the school that impede educational progress and effectiveness and academic success and meet the turnaround principles or one of the four United States Department of Education (USED) turnaround models.
4. Proposed leading and lagging indicators to meet the turnaround principles or one of the four USED turnaround models and included in the proposed MOU.

Board members were concerned that Jefferson-Houston Elementary School has not selected a Lead Turnaround Partner (LTP). Dr. Gwen Carol Holmes, chief academic officer, Alexandria City Public Schools assured the Board that an LTP will be hired and in place by the deadline of January 1, 2013. Dr. Wright urged Jefferson-Houston Elementary to work with the Department staff because the LTP must be approved by the Department of Education.

Board members were also concerned that the Department of Education did not receive up-to-date information for Jefferson-Houston Elementary School. Alexandria City school officials noted that the school plan is available on their Web site from the 2011 school year.

Mrs. Sears was concerned about the accreditation status of other schools in Alexandria City.

The Board accepted for first review the MOU with Alexandria City Schools.

First Review of a Memorandum of Understanding for Norfolk City School Board for Lafayette-Winona Middle School and William H. Ruffner Academy Middle School

Dr. Kathleen Smith presented this item. Her presentation included the following:

- *Section 8 VAC 20-131-315 of the Regulations Establishing Standards for Accrediting Public Schools in Virginia (SOA) requires certain actions for schools that are denied accreditation:*

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|---|
| <ol style="list-style-type: none">C. Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall be subject to actions prescribed by the Board of Education and shall provide parents of enrolled students and other interested parties with the following:<ol style="list-style-type: none">4. Written notice of the school's accreditation rating within 30 calendar days of the notification of the rating from the Department of Education;5. A copy of the school division's proposed corrective action plan, including a timeline for implementation, to improve the school's accreditation rating; and6. An opportunity to comment on the division's proposed corrective action plan. Such public comment shall be received and considered by the school division prior to finalizing the school's corrective action plan and a Board of Education memorandum of understanding with the local school board.D. Any school rated Accreditation Denied in accordance with 8 VAC 20-131-300 shall be subject to actions prescribed by the Board of Education and affirmed through a memorandum of understanding between the Board of Education and the local school board. The local school board shall submit a corrective action plan |
|---|

to the Board of Education for its consideration in prescribing actions in the memorandum of understanding within 45 days of the notification of the rating. The memorandum of understanding shall be entered into no later than November 1 of the academic year in which the rating is awarded.

The local board shall submit status reports detailing implementation of actions prescribed by the memorandum of understanding to the Board of Education. The status reports shall be signed by the school principal, division superintendent, and the chair of the local school board. The school principal, division superintendent, and the chair of the local school board may be required to appear before the Board of Education to present status reports.

The memorandum of understanding may also include but not be limited to:

3. Undergoing an educational service delivery and management review. The Board of Education shall prescribe the content of such review and approve the reviewing authority retained by the school division.
4. Employing a turnaround specialist credentialed by the state to address those conditions at the school that may impede educational progress and effectiveness and academic success.”

- Lafayette-Winona Middle School and William H. Ruffner Academy Middle School are designated as *Accreditation Denied* for the 2012-2013 school year.
- William H. Ruffner Academy Middle School is in *Accreditation Denied* status for the 2012-2013 school year for the first time and is subject to actions prescribed by the VBOE and affirmed through the proposed MOU between the VBOE and the Norfolk City School Board.

State Accountability – Accreditation Designation based on Statewide Assessment Pass Rates

Lafayette-Winona Middle School

Year	Accreditation Rating	Based on Statewide Assessments in	Areas of Warning
2009-2010	<i>Conditionally Accredited</i>	2008-2009	History
2010-2011	<i>Accreditation Denied</i>	2009-2010	History
2011-2012	<i>Accreditation Denied</i>	2010-2011	History
2012-2013	<i>Accreditation Denied</i>	2011-2012	Mathematics

William H. Ruffner Academy Middle School

Year	Accreditation Rating	Based on Statewide Assessments in	Areas of Warning
2009-2010	<i>Accredited with Warning</i>	2008-2009	Mathematics
2010-2011	<i>Accredited with Warning</i>	2009-2010	Mathematics, History
2011-2012	<i>Accredited with Warning</i>	2010-2011	Mathematics, History
2012-2013	<i>Accreditation Denied</i>	2011-2012	Mathematics, History

Federal Accountability

In accordance with Virginia’s approved *Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA)*, William H. Ruffner Academy Middle School has been identified as a priority school and Lafayette-Winona Middle School has been identified as a focus school. Both schools became Title I schools for the first time this school year and were not subject to federal sanctions in previous years.

Proposed Memorandum of Understanding

As stated above, Lafayette-Winona Middle School’s MOU was initiated in 2010 and is identified as a focus school for the 2012-2013 school year. The *Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA)* requires focus schools to enter a MOU with the Virginia Department of Education.

- The updated corrective action plan for William H. Ruffner Academy Middle School indicates:
 5. Actions to provide parents of enrolled students: (a) written notice of the school's accreditation rating within 30 calendar days of the notification of the rating from the VDOE; (b) a timeline for implementation, to improve the school's accreditation rating, including how the school plans to meet the requirements of the federal status of a priority school; (c) an opportunity to comment on the division's proposed corrective action plan; and (d) how such public comment was received and considered by the school division prior to finalizing the school's corrective action plan and a Virginia Board of Education MOU with the Norfolk City School Board.
 6. Current leading and lagging indicators that are used to meet the requirements of the USED transformation model.

Mrs. Sears noted the list of schools in Norfolk City that were *Accredited with Warning*. Dr. Smith said that the Department of Education is monitoring those schools with staff working with the schools three days a week and another staff member from Dr. Smith's office twice a month.

The Board accepted for first review the MOU with the Norfolk City School Board for Lafayette-Winona Middle School and William H. Ruffner Academy Middle School.

First Review of Recommended Cut Scores for the End-of-Course Standards of Learning Tests in Reading, Earth Science, Biology and Chemistry Based on the 2010 English and Science Standards

Mrs. Shelley Loving-Ryder, assistant superintendent for student assessment and school improvement, presented this item. Her presentation included the following:

- In 2012-2013 new Standards of Learning (SOL) tests measuring the 2010 English and science content standards will be administered. Because of the changes in the content measured by these tests, new passing scores must be adopted by the Virginia Board of Education. Consistent with the process used in 1998, committees of educators were convened in November 2012 to recommend to the Board of Education (BOE) minimum "cut" scores for the achievement levels of *pass/proficient* and *pass/advanced* for the Earth Science, Biology, and Chemistry tests and *pass/proficient* and *advanced/college path* for the End-of-Course Reading test.
- It is important to note that the following definition of the *advanced/college path* designation for the EOC Reading test reflects the deliberations of the higher education faculty who participated on the EOC reading standard setting committee.

A student obtaining an "advanced/college path" score should have the necessary knowledge and skills for enrollment, without remediation, in an introductory credit-bearing college course with a substantial reading load, assuming that the student continues to demonstrate a comparable level of achievement in subsequent high school English courses. Because college courses with heavy reading loads often require students to convey ideas gleaned from reading, successful students in such courses will demonstrate the same level of skill in oral and written communication.

**Summary and Background Information on Proposed Cut Scores
for the End-of-Course Science Tests and the End-of-Course (EOC) Reading Test Based on the 2010
Standards of Learning**

Test Name	Pass/Proficient					Pass/Advanced (Advanced/College Path for End-of-Course Reading)			
	Background Information	Standard Setting Summary	Standard Setting Summary	Standard Setting Summary	Standard Setting Summary	Background Information	Standard Setting Summary	Standard Setting Summary	Standard Setting Summary
	Pass/Proficient Cut Score for Previous Test**	Estimate of Difficulty of New Test as Compared to the Previous Test	Round 3 Median for Proficient	Articulation Committee Recommendation	Superintendent's Recommendation	Pass/Advanced Cut Score for Previous Test**	Round 3 Median for Advanced	Articulation Committee Recommendation	Superintendent's Recommendation
Earth Science	30 out of 50	Moderately more difficult	24 out of 50	24 out of 50	25 out of 50	45 out of 50	45 out of 50	45 out of 50	45 out of 50
Biology	26 out of 50	Slightly more difficult	30 out of 50	26 out of 50	27 out of 50	45 out of 50	46 out of 50	45 out of 50	45 out of 50
Chemistry	27 out of 50	Moderately more difficult	25 out of 50	25 out of 50	25 out of 50	45 out of 50	44 out of 50	44 out of 50	44 out of 50
EOC Reading*	31 out of 55***	Slightly more difficult	28 out of 55	N/A	31 out of 55	42 out of 50	49 out of 55	N/A	49 out of 55

* The EOC Reading Test based on the 2010 Standards of Learning (SOL) has 55 items.

** Tests based on the 2003 Science SOL or the 2002 English SOL.

*** The EOC Reading test based on the 2002 English SOL had 50 items. The EOC reading test based on the 2010 SOL has 55 items. This score represent an adjustment based on the increase in the length of the test.

The Board accepted for first review cut scores representing the achievement levels of *pass/proficient* and *pass/advanced* for the end-of-course Earth Science, Biology and Chemistry Standards of Learning Tests and *pass/proficient* and *advanced/college path* for the end-of-course reading test as follows.

First Review of a Technical Amendment to the Regulations Governing Unexcused Absences and Truancy (8 VAC 20-730)

Mrs. Anne Wescott presented this item. Her presentation included the following:

- The Board of Education approved the proposed regulations at the September 27, 2012 meeting. After the Board meeting, questions were raised about the interpretation of the definition of “excused absence,” as amended at the September 27th meeting, and concerns were raised that there could be unintended consequences. As the regulations are currently undergoing executive review and are not yet in effect, the Board has the opportunity to make further amendments to the regulations, if it chooses.
- As approved by the Board on September 27: “‘Excused absence’ means an absence of an entire assigned instructional school day with a reason acceptable to the school administration that is provided by the parent. If circumstances permit, the parent should provide the school administration with the reason for the nonattendance prior to the absence. Examples of an excused absence may include, but are not limited to, the following reasons: funeral, illness (including mental health and substance abuse illnesses), injury, legal obligations, medical procedures, suspensions, religious observances and military obligation.

Expelled and suspended students continue to remain under the provisions of compulsory school attendance, Code of Virginia, § 22.1-254. An absence from school attendance resulting from a suspension or expulsion may be considered excused for the period of suspension or expulsion unless the parent fails to otherwise adhere to the compulsory school attendance requirements.”

- The questions were raised about the phrase in the last sentence in the definition: “*unless the parent fails to otherwise adhere to the compulsory school attendance requirements.*” The concern is that the phrase could be interpreted to mean that a division cannot consider a suspension or expulsion as an excused absence if the parent fails to adhere to compulsory attendance requirements. This could have unintended consequences, which could include undesirable referrals to juvenile court for truancy when the student is suspended or expelled from school.
- If the phrase is stricken by way of a technical amendment, the local school division would have the flexibility to make the determination of what is best for each student, so long as it comports with the compulsory attendance laws. The definition of “excused absence” would then be revised to say:

“‘Excused absence’ means an absence of an entire assigned instructional school day with a reason acceptable to the school administration that is provided by the parent. If circumstances permit, the parent should provide the school administration with the reason for the nonattendance prior to the absence. Examples of an excused absence may include, but are not limited to, the following reasons: funeral, illness (including mental health and substance abuse illnesses), injury, legal obligations, medical procedures, suspensions, religious observances and military obligation. Expelled and suspended students continue to remain under the provisions of compulsory school attendance, Code of Virginia, § 22.1-254. An absence from school attendance resulting from a suspension or expulsion unless the parent fails to otherwise adhere to the compulsory school attendance requirements.”

Mr. Foster made a motion to waive first review and approve the technical amendment. The motion was seconded by Dr. Cannaday and carried unanimously.

First Review of Revised Guidelines for the Neighborhood Assistance Act Tax Credit Program for Education to Conform to HB 321 and SB 131

Mr. Kent Dickey, deputy superintendent for finance and operations, presented this item. His presentation included the following:

- The legislation authorized the Board of Education to establish guidelines that included a requirement that at least 50 percent of the persons served by the neighborhood organization be “impoverished people as defined in § 58.1-439.18.” Persons served can be elementary, secondary, or postsecondary students. The legislation defined “education” as “any type of scholastic instruction or scholastic assistance to an individual who is impoverished.” “Scholastic assistance” is defined as “(i) counseling or supportive services to elementary school, middle school, secondary school, or postsecondary school students or their parents in developing a postsecondary academic or vocational education plan, including college financing options for such students or their parents, or (ii) scholarships.”
- The legislation authorized the Board of Education to adopt guidelines for the approval of education proposals submitted by neighborhood organizations and for the administration of the program by the Department of Education. The Board approved the existing program guidelines in July 2009 for implementation of the program beginning in fiscal year 2010. The guidelines are exempt from the Virginia Administrative Process Act (§ 2.2-4000 et seq.) of the *Code*.

- Chapters 842 (HB 321) and 731 (SB 131) enacted by the 2012 General Assembly amended and re-enacted §§58.1-439.18 through 58.1-439.21 and § 58.1-439.24 of the *Code of Virginia*, making several policy and technical language changes to the program as summarized in the next section.
- The guidelines adopted by the Board of Education in July 2009 need to be revised to conform to the 2012 legislative changes. The amendments enacted by the 2012 General Assembly replaced the term “impoverished people” with “low-income persons or eligible students with a disability,” defined “low-income person” and “eligible students with a disability,” increased the total amount of state tax credits that may be granted related to education proposals from \$4.9 to \$8.0 million per year, increased the state tax credit from 40 percent to 65 percent of the value of an eligible donation, removed the tax credit cap for business donors, and extended the program through fiscal year 2017. The revised guidelines reflect these legislative changes, as well as technical clarifications in areas such as neighborhood organization eligibility requirements, types of eligible donations, and determining the date and value of donations for purpose of the state tax credit.
- Department staff forwarded the proposed revised guidelines to the Office of the Attorney General for review and consulted with the Department of Taxation on various revisions.

The Board accepted for first review the revised *Guidelines for the Neighborhood Assistance Act Tax Credit Program for Education* and authorized staff to post the revised guidelines on the Department of Education Web site for public comment.

First Review of Proposed Revisions to the Computer Technology Standards of Learning

Mr. Lan Neugent, assistant superintendent of technology, career and adult education, presented this item. His presentation included the following:

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

Code of Virginia, Section 22.1-253.13:1 By October 1, 2000, the Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis.

- The *Computer Technology Standards of Learning* were adopted by the Board of Education on June 22, 2005.
- On April 26, 2012, the Board of Education waived first review and approved the timetable for reviewing the current standards. Upon approval of the timetable, the following actions occurred:
 - ✓ Public comment on the 2005 *Computer Technology Standards of Learning* was announced via Superintendent’s Memo #118-12 and received during May 2012 through a Web-based comment form.
 - ✓ On May 15, 2012, the Virginia Educational Technology Advisory Committee (VETAC) met to develop a framework for the revised standards based on current research, best practices, and a review of national and international standards. VETAC advises the Virginia Board of Education through the Superintendent of Public Instruction on educational technology matters and is comprised of members from 40 organizations representing schools, professional organizations, and the business community across the Commonwealth. VETAC members were appointed to subcommittees to draft the specific standards within each of the strands.

- ✓ From May 29 through June 7, the subcommittees met via WebEx and telephone conference. Each subcommittee focused on one area of the proposed standards' structure and developed a draft of the proposed standards within the strand.
 - ✓ During July 2012, the Department's draft document reflecting the combined work of all subcommittees was posted on the Department of Education's Web site for additional comment. Constituents were notified through VETAC representatives and by direct communication with division technology directors, instructional technology resource teachers, library media specialists, and business technology councils representing all areas of the Commonwealth.
 - ✓ On August 7, 2012, the VETAC executive committee met via WebEx and telephone conference to review the comments and recommend revisions based on the feedback.
 - ✓ During October 2012, additional revisions were incorporated and the draft document was disseminated to a group of classroom teachers for a final review of the Department's internal draft.
 - ✓ The Office of Educational Technology incorporated the revisions and prepared the document for Board review.
- A wide variety of constituents have been consulted regarding the revisions to the 2005 *Computer Technology Standards of Learning*. The various concerns and priorities of those constituents have been incorporated whenever possible within the proposed draft of the *Computer Technology Standards of Learning*.
 - Because there is no specific SOL test for these standards, it was recommended that the standards support the content area Standards of Learning as well as other key efforts including the *Educational Technology Plan for Virginia: 2010-15*, the Internet safety initiative, college and career readiness, and character education programs.
 - Public comment was carefully considered and suggestions were incorporated into the draft standards as appropriate. Several comments focused on the need for additional guidelines that address specific grade level benchmarks. Several people commented that Virginia should adopt the International Society for Technology in Education (ISTE) standards since there are significant resources currently aligned to those standards. In the second round of public comment, several readers interpreted the *Computer Technology Standards of Learning* as standards for computer science and declared that the proposed standards did not adequately address this field of study. A few comments focused specifically on the standards, providing suggested changes in wording. Much of the feedback was positive and indicated that the standards were an excellent "next step" for the integration of technology into educational practice. A third round of revisions incorporated additional specificity at each grade band.

Mr. Braunlich suggested more information on online bullying is made available for students. Dr. Baysal asked if webinars are mandated for students.

The Board accepted for first review the revisions to the *Computer Technology Standards of Learning*.

First Review of Training Standards for Paraprofessionals Assigned to Work with a Teacher Who has Primary Oversight of Students with Autism Spectrum Disorders

Mr. John Eisenberg, assistant superintendent for special education and student services, presented this item. His presentation included the following:

- House Bill 325 (Massie), passed by the 2012 General Assembly, requires that “...by September 1, 2014, each school board shall ensure that aides assigned to work with a teacher who has primary oversight of students with autism spectrum disorders receive training in student behavior management within 60 days of assignment to such responsibility.” The bill further specifies that the Board of Education, in consultation with Virginia Commonwealth University, shall develop online training that school divisions may use to fulfill the requirements of § 22.1-298.3 of the *Code of Virginia* and that the training shall be made available to local school divisions free of charge.
- The document *Training Standards for Paraprofessionals Assigned to Work with a Teacher Who Has Primary Oversight of Students with Autism Spectrum Disorders* describes a broad set of competencies needed by paraprofessionals who work with students with autism. The competencies contained in the document include those that are relevant to behavior management, as specified in HB 325. These training standards have been developed in consultation with staff from the Autism Center for Excellence (ACE) at Virginia Commonwealth University. The ACE is currently preparing for online delivery of instructional modules that will incorporate the competencies addressed in the standards.

The Board accepted for first review the *Training Standards for Paraprofessionals Assigned to Work with a Teacher Who Has Primary Oversight of Students with Autism Spectrum Disorders*.

First Review of Nominations to Fill Vacancies on the Board of Education’s Advisory Board on Teacher Education and Licensure

Mrs. Melissa Luchau presented this item. Her presentation included the following:

- There are two unexpired terms on the Advisory Board on Teacher Education and Licensure. The unexpired term for both vacancies is July 2012 to June 2013. The Advisory Board on Teacher Education and Licensure requires specific categories of representation. For all advisory committees, the Board of Education seeks to have geographic and racial/ethnic representation among the appointees.
- The two current vacancies on the Advisory Board on Teacher Education and Licensure are listed below.
 1. Classroom Teacher (Elementary) and
 2. Classroom Teacher (Middle)
- Nominations were requested for teacher nominees from Regions 7 and 8. Priority consideration will be given to representation in these two regions.
- Superintendent’s Memorandum number 282-12 dated October 12, 2012, announced the call for nominations to fill the current vacancies. The call for nominations was sent to statewide education organizations, advocates, and individuals who expressed interest in the Board’s activities. This information was also posted on the Department of Education’s Web site. The deadline for submission was November 2, 2012.
- Following the close of the nomination period, the nominations were reviewed. Persons recommended for appointment were selected based upon qualifications and on the required categories for membership.

- The list of nominees recommended for appointment to fill the two unexpired terms on the Advisory Board on Teacher Education and Licensure (July 2012 to June 2013) are as follows:

Classroom Teacher (Elementary) Representative

Thelma G. Hampton
Second Grade Elementary Teacher
Critzler Elementary School
Pulaski County Public Schools

Classroom Teacher (Middle) Representative

Bonnie Whitlow Bowen
Middle School Teacher
Halifax County Middle School
Halifax County Schools

Mr. Foster made a motion to waive first review and adopt the list of nominees recommended to fill vacancies on the Board of Education's Advisory Board on Teacher Education and Licensure. The motion was seconded by Dr. McLaughlin and carried unanimously.

Annual Report from the Virginia Council for Private Education

Mr. George McVey, president, Virginia Council for Private Education, presented this item. His presentation included the following:

- At its meeting in November 1993, the Board of Education adopted a resolution that recognized the accrediting process for nonpublic elementary and secondary schools as administered through the Commission on Accreditation of the Virginia Council for Private Education (VCPE). The resolution was primarily for the purpose of public school acceptance of credits earned by students who attended such schools when they transfer to public schools and for any other such purpose(s) which may, from time to time, be specified by the *Code of Virginia* or as may be mutually agreed upon by the Board and VCPE. The resolution specifies, among other things, that the Board of Education will receive an annual report from VCPE.

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

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

Mr. John Eisenberg presented this item. His presentation included the following:

- The SSEAC membership is mandated by federal and state regulations, thus representing a number of constituency groups that advocate for children and youth with disabilities. The SSEAC provides opportunities for public comment at each of its meetings, as well as inviting presentations about initiatives and programs pertaining to students with disabilities. Over the 2011-2012 year, the SSEAC met five times. The SSEAC approved the annual report at its September 2012 meeting for submission to the Board of Education.
- Subcommittees addressed Response to Intervention, policy and regulations, constituency involvement, and personnel. Based on the work of these subcommittees, constituency reports, presentations, and public comments, the SSEAC included recommendations dealing with bullying and disability

harassment, diplomas and assessments, and inclusion and accessibility. The SSEAC's report also notes a number of commendations related to leadership, educational resources, and advocacy.

Recommendations

Based on public comments and reports from members representing their constituency groups, the committee makes the following recommendations:

Bullying and Disability Harassment

The SSEAC recognizes that the Department of Education has directed localities to study the nature and effectiveness of school divisions' anti-bullying policies (House Joint resolution No. 625). Through the study it was recommended that the VDOE provide technical assistance and training for school divisions in best policies, practices, and procedures for implementing bullying prevention and responding to bullying incidents. This committee recommends that added to those recommendations be a strand of training that focuses on students with disabilities and those who cannot speak for themselves. We suggest that consideration be given to take advantage of the resources of the I'm Determined program.

Diplomas and Assessments

Parents are not always informed of the impact that taking the VAAP, for example, may have on their children's participation in a general education diploma track. The SSEAC recommends that VDOE develop a guidance document to be given and reviewed with parents each year beginning with the second grade IEP meeting. The document should explain the impact that certain choices, such as alternative assessments and testing accommodations, may have on their ability to get a standard or advanced diploma. Students should also be included in this discussion when developmentally and educationally appropriate.

Inclusion and Accessibility

- The SSEAC recommends that VDOE develop and implement statewide guidance and training focused on ensuring that all students with disabilities participate in emergency evacuation and safety procedures conducted in the schools.
- The SSEAC recommends that the VDOE, through Superintendent Memos and ongoing technical assistance, support local education agencies to develop strategies and implementation plans focused on ensuring that all school playgrounds and external school property provide full inclusion and accessibility of all students, teachers, school staff, and guests.
- The SSEAC further recommends that these memos and technical assistance also focus on ensuring the inclusion of all students with disabilities in all curricular and extracurricular school activities (e.g., recess, PTA sponsored events, field days, field trips, school carnivals, etc).

The Board received the Annual Report from the State Special Education Advisory Committee (SSEAC).

DISCUSSION OF CURRENT ISSUES

There was no discussion of current issues.

***PUBLIC HEARING ON THE PROPOSED REGULATIONS GOVERNING OPERATION
OF PRIVATE SCHOOLS FOR STUDENTS WITH DISABILITIES***

The following persons spoke during the public hearing:

- Cynthia Culley
- Mark Mellusi
- Chris Yates
- David Blaiklock
- Gary Jones
- Cray Callahan
- Brenden Falmar
- Wade Puryear
- Andrew McCartney
- Kimberli Collett
- Cindy Mills
- Adam Warman
- Chris Ruble
- Jennie Johnson
- Lane McIntyre
- Mike Lions

EXECUTIVE SESSION

Mr. Foster made a motion to go into executive session under Section 2.2-3711.A. 41, for discussion and consideration by the Board of Education of records relating to the denial, suspension, or revocation of teacher licenses. The motion was seconded by Dr. McLaughlin and carried unanimously. The Board went into Executive Session at 1:35 p.m.

Mr. Foster made a motion that the Board reconvene in open session. The motion was seconded by Dr. Cannaday and carried unanimously. The Board reconvened at 2:25 p.m.

Mr. Foster made a motion that the Board certify by roll-call vote that to the best of each member's knowledge, (1) only public business matters lawfully exempted from open meeting requirements of the Freedom of Information Act were discussed and (2) only matters identified in the motion to have the closed session were discussed. The motion was seconded by Mr. Braunlich and carried unanimously.

Board Roll call:

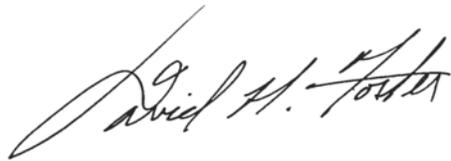
Dr. Baysal – Yes
Ms. Mack – Yes
Mr. Braunlich – Yes
Mr. Foster – Yes
Dr. McLaughlin – Yes
Dr. Cannaday – Yes
Mrs. Sears – Yes
Mrs. Atkinson – Yes

The Board made the following motions:

- Mr. Foster made a motion to revoke the license of Sara Nicole Hyden Taylor. The motion was seconded by Mrs. Sears and carried unanimously.
- Mr. Foster made a motion to defer Case #1 until January 10, 2013. The motion was seconded by Ms. Mack and carried unanimously.
- Mr. Foster made a motion to issue a license in Case #2. The motion was seconded by Mrs. Sears and carried unanimously.

ADJOURNMENT

There being no further business of the Board of Education and the Board of Career and Technical Education, Mr. Foster adjourned the meeting at 2:38 p.m.



President