

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

February 28, 2013

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. Betsy D. Beamer, Vice President
Mrs. Diane T. Atkinson
Dr. Oktay Baysal
Mr. Christian N. Braunlich

Dr. Billy K. Cannaday, Jr.
Ms. Darlene Mack
Mrs. Winsome E. Sears
Mrs. Joan E. Wodiska

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 asked for a moment of silence, and led in the Pledge of Allegiance.

NEW BOARD MEMBERS

Mr. Foster welcomed new Board member, Joan Wodiska. Mrs. Wodiska was appointed by Governor McDonnell to replace Dr. Virginia McLaughlin beginning January 30, 2013 through January 29, 2017.

Mr. Foster also recognized Dr. Baysal, who completed the unexpired term of Delegate K. Rob Krupicka and was appointed by Governor McDonnell to his first full term beginning January 30, 2013 through January 29, 2017.

BOARD OF EDUCATION COMMITTEE APPOINTMENTS

Mr. Foster announced the following leadership and committee appointments:

Charter School Committee

Board Members:

- Mr. Christian Braunlich, Chair
- Mrs. Betsy Beamer
- Mrs. Darlene Mack

Education Community:

- Dr. Rosa Atkins, superintendent, Charlottesville City Public Schools
- Dave Cline, associate superintendent, finance and support services, Prince William County Public Schools
- Walter Cross, principal, York River Academy Charter School, York County Public Schools
- Linda Hyslop, education consultant
- Andrea James, former charter school principal, Hampton City Public Schools
- Dr. Rick Richardson, superintendent, New Kent County Public Schools

College Partnership Laboratory Schools Committee

Board Members:

- Mrs. Winsome Sears, chair
- Mrs. Diane Atkinson
- Dr. Oktay Baysal
- Mrs. Joan Wodiska

Education Community:

- Dr. William C. Boshier, Jr., professor of public policy and education, executive Director, Commonwealth Educational Policy Institute, Virginia Commonwealth University
- Ms. Patricia E. Diebold, executive director, The International Association of Laboratory Schools
- Dr. Stephen Smith, director, Central Virginia Governor's School

Committee on School and Division Accountability

- Mrs. Diane T. Atkinson, chair
- Committee of the whole

Standards of Quality

- Dr. Billy K. Cannaday, Jr., chair
- Committee of the whole

Liaison to Advisory Board on Teacher Education and Licensure (ABTEL)

- Mrs. Betsy Beamer

APPROVAL OF MINUTES

Dr. Baysal made a motion to approve the minutes of the January 10, 2013, meeting of the Board. The motion was seconded by Mrs. Atkinson and carried with eight "yes" votes. Mrs. Wodiska abstained. Copies of the minutes had been distributed to all members of the Board of Education.

RECOGNITIONS

A Resolution of Recognition was presented to the Virginia Recipient of the 2012 Milken Family Foundation National Education Award:

- Ms. LaKeshia Ames, fourth-grade mathematics teacher, Churchland Primary and Intermediate School, Portsmouth Public Schools

PUBLIC COMMENT

The following persons spoke during public comment:

- Laura Murphy
- Mike Gettings
- Wendell Roberts
- Nicole Dooley
- David Anderson
- Sheila Bailey
- Kristian Havard

PRESIDENT'S LISTENING TOUR

Mr. Foster announced the “President’s Listening Tour” of the Commonwealth’s public schools. The President’s Tour is an effort to reach out to partners in K-12 education to hear their thoughts on the work before the Board and the important issues facing our public schools. Mr. Foster also noted that while the Board welcomes public comment at its monthly meetings in Richmond, both geography and time constraints make it hard for many to attend. The listening tour, which will take Mr. Foster, and one Board member, to each of the eight regions by the end of 2013, is intended to be an open dialog in an informal setting with superintendents, school board members, principals, teachers, PTA representatives, and other stakeholders.

Mr. Foster invited the public to the first stop on our tour, which will be Tuesday, March 19, 2013, at 6:30 p.m. at the Leonard A. Gereau Center for Applied Technology and Career Exploration in Franklin County (150 Technology Drive, Rocky Mount, Virginia 24151). The event will take place in the Interactive Lab.

CONSENT AGENDA

Mrs. Beamer made a motion to approve the consent agenda. The motion was seconded by Dr. Cannaday and carried unanimously.

- Final Review of Timeline for the Review and Approval of the Revised *Foreign Language Standards of Learning*

Final Review of Timelines for the Review and Approval of the Revised Foreign Language Standards of Learning

With the Board's approval of the consent agenda, the Board approved the timeline for the review and approval of the revised *Foreign Language Standards of Learning*.

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

Code of Virginia, Section 22.1-253.13:1-2 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 *Foreign Language Standards of Learning* were adopted in 2007. The standards in French, German, Latin, Spanish, and Modern Foreign Language may be viewed online at http://www.doe.virginia.gov/testing/sol/standards_docs/foreign_language/index.shtml.

The proposed timeline for the review of the *Foreign Language Standards of Learning* is as follows:

**PROPOSED SCHEDULE FOR THE REVIEW OF
THE FOREIGN LANGUAGE STANDARDS OF LEARNING
2012-2013**

- | | |
|-------------------------|---|
| January 2013 | The Department of Education (DOE) presents the schedule for the review of the <i>Foreign Language Standards of Learning</i> to the Board of Education (BOE) for first review. |
| February 2013 | The DOE presents the schedule for the review of the <i>Foreign Language Standards of Learning</i> to the Board for final review. |
| March 2013 | <p>A Superintendent's Memorandum is distributed that:</p> <ul style="list-style-type: none">➤ announces the schedule of the review process;➤ announces the availability of a <i>Foreign Language Standards of Learning</i> review/comment page on the DOE Web site;➤ requests that division superintendents share information about the Web site with instructional staff; and➤ requests that division superintendents submit nominations for review team members. <p>The DOE posts on its Web site a Standards of Learning (SOL) review/comment page for the 2007 <i>Foreign Language Standards of Learning</i>. The page will be active for 30 days.</p> |
| April 2013 | The DOE aggregates and conducts a preliminary analysis of the comments entered by e-mail through the Web page. |
| July-August 2013 | <p>The review team meets for three days to:</p> <ul style="list-style-type: none">• analyze statewide comment input;• review national documents and reports as necessary; and• make recommendations for potential changes. |
| August 2013 | The DOE prepares the review team's comments in a draft. |
| October 2013 | The DOE and the steering committee (a subgroup of the review team) meet to discuss |

and review the draft *Foreign Language Standards of Learning*.

- February 2014** The DOE presents the draft *Foreign Language Standards of Learning* document to the Board for first review.
- March 2014** The proposed *Foreign Language Standards of Learning* document is distributed for public comment. The document is placed on the DOE Web site for review.
- March - April 2014** Public hearings are held as prescribed by the Board of Education.
- May 2014** The Superintendent of Public Instruction presents the proposed *Foreign Language Standards of Learning* to the Board of Education for final review and adoption. The final document is posted on the DOE Web site with

ACTION/DISCUSSION ITEMS

Final Review of Proposed Revised Regulations Governing Local School Boards and School Divisions (8 VAC 20-720-170) Under the Fast Track Provision of the Administrative Process Act to Incorporate Provisions Regarding Local Selection of Textbooks Other Than Those Approved by the Board of Education

Dr. Linda Wallinger, assistant superintendent for instruction, presented this item. Her presentation included the following:

- On March 24, 2011, the Virginia Board of Education adopted a revised state textbook review process that places primary responsibility on publishers to ensure the accuracy of their textbooks. A publisher must: 1) certify that textbooks it has submitted for review have been thoroughly examined for content accuracy; and 2) agree that if factual or editing errors are identified, it will submit a corrective action plan to the Department of Education for review and approval by the Board of Education or by the superintendent of public instruction for plans not involving significant errors.
- On September 22, 2011, the Board of Education adopted *Guidelines for Local Textbook Approval* to assist school divisions as they review and approve textbooks at the local level. The *Guidelines* encourage local school boards that opt to use a textbook that has not been approved by the Board of Education to conduct a local textbook review that includes components similar to the state level review. Such components include a correlation with the Standards of Learning for the particular subject area and a review of strengths and weaknesses in instructional planning and support. Additionally, the publisher of the textbook must certify the accuracy of the content of the textbook and sign an agreement to correct all factual and editing errors found in a textbook, at its expense. Finally, the publisher must certify that the books meet other requirements of the *Code of Virginia* related to textbooks.
- Following first review of the proposed revisions to the *Regulations*, the Department of Education received public comment from the Virginia School Boards Association expressing concern over the fact that the requirement for the local school board's attorney to review and approve all publishers' certification and agreement forms would cause local school boards to incur increased legal costs. There were also questions about whether or not local school boards would be required to abide by the proposed *Regulations* in reviewing and selecting textbooks in content areas where the Board of Education may not have an approved list of textbooks. While both the *Virginia Constitution* and the *Code of Virginia* grant authority to the Board of Education to approve textbooks, they do not require such action. In past years, the Board of Education has typically approved textbooks in the core subject areas of English, mathematics, science, and history and social science, as well as in foreign languages for which there are Standards of Learning (French, German, Latin, and Spanish).

- In response to the public comment, the proposed revisions to the *Regulations Governing Local School Boards and School Divisions* presented include the deletion of the requirement to have publishers' certifications and agreements reviewed and approved by the local school board attorney. The proposed *Regulations* do not differentiate among content areas for which local school boards are required to develop procedures for textbook review, and they maintain the requirement that the local review process must include a correlation of the content to the Virginia Standards of Learning in the content area and an analysis of strengths and weaknesses of the textbook in terms of instructional planning and support. Additionally, they maintain the requirement that publishers must provide to the local school board a certification that the content of the textbook is accurate, and sign an agreement with the local school board to correct all factual and editing errors found in a textbook, at their expense.
- Language has also been clarified to specify which board, the Board of Education or the local school board, has certain responsibilities associated with the textbook review and selection process.

During the Board's discussion Mr. Foster asked Dr. Wright if the language to add "pertaining to Virginia Standards of Learning subjects" as suggested during public comment was needed. Dr. Wright said that the content is consistent with the clarifying language.

During discussion of the item, the following issues were raised:

- The collection of the required publishers' certifications and agreements may create a fiscal and/or administrative burden for some school divisions.
- The current regulations already require local school boards to adopt procedures for the selection of textbooks. These regulations are not specific with regard to the content areas to which they apply; the intent is that they apply to all content areas where textbooks are used. The same would apply to the newly-added requirements regarding publishers' certifications and agreements; correlations to the Virginia Standards of Learning, if they exist for that subject area; and the analysis of strengths and weaknesses of the textbook in terms of instructional planning and support. Dr. Wright noted that if the Board wants to narrow the local textbook adoption process to only those that fall outside of the areas that the Board adopts then the Board needs to make adjustments in the current regulations.
- If the responsibility to adopt textbooks is left with local school divisions, it will give the public accessibility to voice their concerns and opinions.
- Mrs. Sears raised concerns whether the requirements would be an unfunded mandate on school divisions.
- Mr. Wendell Roberts, attorney for the Virginia School Boards Association, was asked to provide clarification regarding the extent to which the additional requirements would cause a burden to school divisions. He noted that the original requirement for the school board attorney to review publishers' certification and agreement forms had been stricken, thus removing that burden. He felt that the consumer protections available to school divisions under the procurement and purchase order process would apply to all purchases, including purchases of textbooks. Thus, school divisions would not likely need the board to require publishers' certifications and agreements to ensure consumer protection. Mr. Roberts did not have additional data on the extent of additional staff time that would be required if the proposed process would apply to all content area textbooks, such as the arts and CTE, rather than just

- core SOL textbooks. Mr. Roberts indicated that warranty agreements and certifications will have to be developed and tracked by local school division staff for each publisher.
- The Board wants to ensure that school divisions are protected in the event corrections need to be made to a textbook.
 - Guidelines do not have the force of law, but regulations do. The proposed regulations will send the message to publishers that if they do business in Virginia, the Department of Education is serious about quality materials, and if they enter into a contract with a school division to purchase textbooks, they will be held accountable to make the corrections.
 - Mr. David Anderson, an attorney representing the Association of American Publishers, acknowledged during the public comment period that the publishers represented by his organization are willing to support certifications and stand behind similar agreement with local school boards as well as the state board.

Mr. Foster made a motion to approve the proposed revised *Regulations Governing Local School Boards and School Divisions* under the Fast Track provision of the Administrative Process Act to incorporate provisions regarding local selection of textbooks other than those approved by the Board of Education with the following amendment:

- C. Local school board selection of textbooks other than those approved by the Board of Education.
1. The selection process for non-Board of Education approved textbooks is subject to the procedures outlined in Section B.
 2. The selection process for such textbooks pertaining to Virginia Standards of Learning subjects shall include at the local level a correlation of the content to the Virginia Standards of Learning in the content area and an analysis of strengths and weaknesses of the textbook in terms of instructional planning and support.
 3. The publisher of such textbooks shall:
 - a. provide to the local school board a certification that the content of the textbook is accurate; and
 - b. sign an agreement with the local school board to correct all factual and editing errors found in a textbook, at its own expense.

The motion was seconded by Dr. Cannaday and carried with eight “yes” votes. Mrs. Sears voted “no”.

The proposed regulations are as follows:

8VAC20-720-170. Textbooks.

A. Textbook approval.

1. The Board of Education shall have the authority to approve textbooks for use in the public schools of Virginia.
2. In approving basal textbooks for reading in kindergarten and first grade, the Board of Education board shall report to local school boards those textbooks with a minimum decodability standard based on words that students can correctly read by properly attaching speech sounds to each letter to formulate the word at 70% or above for such textbooks in accordance with § 22.1-239 of the Code of Virginia.
3. Any local school board may use textbooks not approved by the Board of Education board provided the local school board selects such books in accordance with this chapter.
4. Contracts and purchase orders with publishers of textbooks approved by the Board of Education board for use in grades 6-12 shall allow for the purchase of printed textbooks, printed textbooks with electronic files, or electronic textbooks separate and apart from printed versions of the same textbook. Each local school board shall have the authority to purchase an assortment of textbooks in any of the three forms listed in this subdivision.

B. Procedures for Sselection of textbooks by local school boards. Local school boards shall adopt procedures for the selection of textbooks. These procedures shall include, at a minimum, the following:

1. Appointment of evaluation committees by the local school board to review and evaluate textbooks in each of the subject areas.
2. Notice to parents that textbooks under consideration for approval will be listed on the school division's website and made available at designated locations for review by any interested citizens.
3. Opportunities for those reviewing such textbooks to present their comments and observations, if any, to the local school board through locally approved procedures.
4. Procedures to ensure appropriate consideration of citizen comments and observations.
5. Selection criteria.

C. Local school board selection of textbooks other than those approved by the Board of Education.

1. The selection process for non-Board of Education approved textbooks is subject to the procedures outlined in Section B.
2. The selection process for such textbooks pertaining to Virginia Standards of Learning subjects shall include at the local level a correlation of the content to the Virginia Standards of Learning in the content area and an analysis of strengths and weaknesses of the textbook in terms of instructional planning and support.
3. The publisher of such textbooks shall:
 - a. provide to the local school board a certification that the content of the textbook is accurate; and

b. sign an agreement with the local school board to correct all factual and editing errors found in a textbook, at its own expense.

~~D.~~ Purchasing Board of Education approved textbooks.

1. Local school divisions shall purchase textbooks approved by the Board of Education directly from the publishers of the textbooks by either entering into written term contracts or issuing purchase orders on an as-needed basis in accordance with § 22.1-241 of the *Code of Virginia*.
2. Such written comments or purchase orders shall be exempt from the Virginia Public Procurement Act (§ 2.2-4300 et seq. of the Code of Virginia).

~~E.~~~~D.~~ Purchasing non-Board of Education approved textbooks. The purchase of textbooks other than those approved by the Board of Education ~~board~~ is not exempt from the Virginia Public Procurement Act.

~~F.~~~~E.~~ Distribution of textbooks. Each local school board shall provide, free of charge, such textbooks required for courses of instruction for each child attending public schools.

~~G.~~~~F.~~ Certifications.

1. The division superintendent and chairperson of the local school board shall annually certify to the Virginia Department of Education that:
 - a. All textbooks were selected and purchased in accordance with this chapter; and
 - b. The price paid for each textbook in accordance with § 22.1-241 of the *Code of Virginia*.
2. The certification shall include a list of all textbooks adopted by the local school board.

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

Dr. Kathleen Smith, director of school improvement, presented this item. The following were in attendance from Alexandria City Public Schools: Dr. Morton Sherman, division superintendent; Karen Graf, school board chairman, and Justin Keating, school board vice chair.

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

State Accountability – Accreditation Designation Based on Statewide Assessment Pass Rates

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

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.
- On December 21, 2012, Alexandria City Public Schools entered into a contract for an LTP with the American Institutes of Research (AIR). The scope of work includes one coach experienced as a turnaround leader who will provide daily, on-site support to the building principal and school leadership team in leading the school-level transformation in all areas.
- The updated corrective action plan required by the school’s status of *Accreditation Denied*, includes:
 - 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 an 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.

Mrs. Graft further summarized the accomplishments of Jefferson-Houston Elementary School.

The Board's discussion included the following:

- The continuation of the International Baccalaureate Program.
- Whether the school division is capable of staffing the school 100 percent.
- The Board suggested that the school focus on key strategies to accelerate student learning and less on program issues.
- How often student data and activity reports are reviewed and shared with parents, school division staff, and the school board.

Mr. Braunlich made a motion to approve the memorandum of understanding with Alexandria City School Board for Jefferson-Houston Elementary School. The motion was seconded by Mrs. Beamer and carried unanimously.

Final Review of Proposal from Richmond County Public Schools to Establish the Northern Neck Technical Center Governor's STEM Academy for Agriculture and Maritime Studies

Ms. Lolita Hall, director of career and technical education services, presented this item. Ms. Hall introduced the following: Dr. James Gregory Smith, superintendent, Richmond County Public Schools; Dr. Rebecca Gates, superintendent, Northumberland County Public Schools; Ms. Brenda Pemberton, vice chair, Richmond County School Board; Mr. Randy Long, director, Richmond County Career and Technical Education; and Mr. Todd Davis, assistant principal, Northern Neck Technical Center.

Ms. Hall's presentation included the following:

- The proposal for the Northern Neck Technical Center Governor's STEM Academy for Agriculture and Maritime Studies consists of partnerships with the Northern Neck Technical Center (*Academy Lead Agency*), Town of Colonial Beach Public Schools, Essex County Public Schools, Lancaster County Public Schools, Northumberland County Public Schools, Richmond County Public Schools, Westmoreland County Public Schools, Rappahannock Community College, The College of William and Mary, Rappahannock Educational Consortium, National Science Foundation Southeast Maritime and Transportation Center (NSF SMART

Center), STEM Education Alliance, Friends of the Rappahannock, Richmond County Extension Service, Bay Consortium Workforce Investment Board, Inc., Historyland Nursery, Montague Farms, Inc., Northern Neck Nursery, Northern Neck Vegetable Growers Association, Inc., Whelan’s Marina, and White Point Marina, Inc.

The Academy will focus on the following three career pathways within three career clusters:

CAREER CLUSTER	CAREER PATHWAY
Agriculture, Food, and Natural Resources	Plant Systems
Transportation, Distribution, and Logistics	Facility and Mobile Equipment Maintenance (Maritime)
Science, Technology, Engineering, and Mathematics (STEM)	Engineering and Technology

- In response to the Board of Education first review of the proposal, the partnership has taken the following actions:
 - ✓ The curriculum design for the Engineering and Technology career pathway has been strengthened by entering an agreement with Project Lead The Way (PLTW), Inc. The PLTW curriculum design includes a coherent sequence of secondary school engineering courses: (1) Introduction to Engineering Design, (2) Principles of Engineering, and (3) Civil Engineering and Architecture. Additionally, the curriculum design for the Plant Systems career pathway will include the PLTW Biotechnical Engineering course.
 - ✓ PLTW’s comprehensive curriculum for engineering and biomedical sciences has been collaboratively designed by PLTW teachers, university educators, engineering and biomedical professionals and school administrators to promote critical thinking, creativity, innovation and real-world problem-solving skills in students.
 - ✓ PLTW Professional Development is a three-phase program designed to teach the content and pedagogical skills needed to instruct each PLTW course. It is focused on proper preparation, in-depth training, and continuing education. The three phases of professional development include the following:

Readiness Training: Readiness Training is delivered online and represents the first phase of the PLTW Professional Development program. It is designed to prepare teachers for Core Training by assessing and developing a baseline relative to course tools, content and concepts necessary for success. A teacher must successfully complete Readiness Training prior to registering for Core Training.

Core Training: Core Training is the second phase of the PLTW Professional Development program. These two-week sessions, held year round at PLTW University Affiliates, are designed to provide an in-depth overview and hands-on, course-specific training of the curriculum with a strong focus on pedagogy and professional networking. A teacher must successfully complete Core Training for each PLTW course they plan on teaching. In Virginia, Old Dominion University, School of Engineering, serves as the PLTW University Affiliate.

Ongoing Training: Ongoing training is the third phase of the PLTW Professional Development program and is largely administered through the Virtual Academy. It is designed to provide PLTW teachers with opportunities for continuous professional development to further their understanding of course tools, content and concepts after they have successfully completed Core Training.

- The Governor’s STEM Academy PLTW teachers will possess, at a minimum, a Bachelor’s Degree, and be in compliance with Virginia Department of Education teacher licensure requirements.
- Research studies have found that student performance in mathematics as well as conceptual and applied knowledge significantly increases when the curriculum is well designed and implemented. On an ongoing basis, the Academy staff will participate in rigorous and relevant project-based learning professional

development. The partnership believes that implementation of project-based learning strategies will contribute significantly toward closing the student achievement gap. As a result, students graduating with a 2.5 cumulative GPA or higher will satisfy the requirements for admission into Rappahannock Community College to pursue an associate in applied science degree. Further, these students will be eligible to transfer to Old Dominion University and take all advanced level courses required to earn a bachelor's degree in the targeted career pathways.

- The Academy partnership updated the employment projections for the region based on the new 2010-2020, Virginia Employment Commission, Virginia Occupational Employment Projections.
- As the Virginia Longitudinal Data System (VLDS) evolves, the Academy will utilize the VLDS data to determine students' successful transition to college and employment in their chosen career field. Also, the Academy will participate annually in the University of Virginia, Weldon Cooper Center, follow-up survey of career and technical education graduates.

This is the eighteenth STEM academy for the state and Board members congratulated everyone involved in the proposal. Dr. Baysal personally offered his assistance and asked that they stay in contact.

Dr. Baysal made a motion to approve the proposal to establish the Northern Neck Technical Center Governor's STEM Academy for Agriculture and Maritime Studies, Richmond County Public Schools. The motion was seconded by Mrs. Wodiska and carried unanimously.

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

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

- 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.
- The final public comment period in December 2012 provided additional feedback on the proposed revisions. One overarching issue that has become apparent through multiple levels of review is that the role of the *Computer Technology Standards of Learning* in supporting technology integration needs to be clarified, as several suggestions focused on the need for a new course and concern about a new SOL test. The following

suggestions, along with that of the Board regarding a direct mention of cyberbullying, have been included in the revised draft and are underlined:

- ✓ The words in K-2.6-B are vague and need to focus on K-2 skills.
- ✓ With regard to 3-5.1-A, students in grades 3-5 need keyboarding.
- ✓ 3-5.2-A should include editing a digital photo.
- ✓ 6-8.14-C uses redundant wording.
- ✓ 9-12.15-C should ask students to manage the learning goals for online courses, rather than just complete the course.
- ✓ 9-12.16-A could include a design/programming item.
- ✓ Each of the grade bands should have an item that specifically addresses age-appropriate knowledge for handling cyberbullying situations. The following were added or amended: K-2.3-D, 3-5.3-B, 6-8.3-B, and 9-12.5-B.

During the Board's discussion Dr. Wright clarified that the following bullet has been added to C/T 6-8.3:

- *Identify examples of inappropriate or bullying online behavior and demonstrate an understanding of the reasons why such behavior is inappropriate in a civil society.*

Board members expressed concern that while the *Code* requires the standards to be revised every seven years, the Board may want to look at these standards more frequently due to the changing nature of technology.

Mrs. Wodiska asked that the Board discuss at a future date broadband access and the digital divide in our state. It was suggested that these challenges could be added to the Board's Annual Report.

Mrs. Beamer made a motion to approve the revisions to the *Computer Technology Standards of Learning* including the amendment to C/T 6-8.3 regarding cyberbullying. The motion was seconded by Mrs. Atkinson. The motion passed with eight “yes” votes. Mrs. Wodiska voted “no”.

The approved *Computer Technology Standards of Learning* are as follows:

Computer Technology Standards of Learning for Virginia’s Public Schools

Introduction

As the new century has unfolded, various studies have postulated about the likely competencies that will be needed in the workplace of tomorrow; one consistent conclusion is that technology will be integrated into every facet of business and life.

The Educational Technology Plan for Virginia: 2010-15 focuses primarily on one specific component of 21st century skills—information and communications technology (ICT) literacy. The most recognized definition for this topic was formulated in 2002 by the International ICT Literacy Panel: “ICT literacy is using digital technology, communications tools, and/or networks to access, manage, integrate, evaluate, and create information in order to function in a knowledge society.”

The Computer Technology Standards of Learning define the essential knowledge and skills necessary for students to access, manage, evaluate, use, and create information responsibly using technology and digital resources. They provide a framework for digital literacy and include the progressive development of technical knowledge and skills, intellectual skills for thinking about and using information, and skills needed for working responsibly and productively both individually and within groups. Digital literacy is not an end in itself but lays the foundation for deep and continuous learning. It focuses on using technology to learn rather than learning about technology.

To become technologically proficient, students must develop these skills through integrated activities across all K-12 content areas. These skills should be introduced and refined collaboratively by all K-12 teachers as an integral part of the learning process. Teachers can use these standards as guidelines for planning technology-based activities in which students achieve success in learning and communication—preparing them to meet the challenges of today’s knowledge-based society.

Grades K-2

Basic Operations and Concepts

- C/T K-2.1 Demonstrate an operational knowledge of various technologies.
- A. Use various types of technology devices to perform learning tasks.
 - Use a keyboard, mouse, touchscreen, touchpad, and other input devices to interact with a computer.
 - Use appropriate buttons, gestures, menu choices, and commands to manipulate the computer when completing learning tasks.
 - B. Communicate about technology with appropriate terminology.
 - Use basic technology vocabulary as needed.
- C/T K-2.2 Identify and use available technologies to complete specific tasks.
- A. Identify the specific uses for various types of technology and digital resources.
 - Identify the difference between hardware and software.
 - Create a text document.
 - Open and read an electronic book.
 - Create a digital image.
 - B. Use content-specific tools, software, and simulations to complete projects.
 - Use tools in various content areas as appropriate.

Social and Ethical Issues

- C/T K-2.3 Make responsible decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication tools and methods.
- A. Demonstrate knowledge of school policies for using computers and other technologies.
 - Be able to articulate what is allowed and what is not allowed at school when using technology.
 - B. Understand the importance of protecting personal information and passwords.
 - Communicate an understanding of the basic principles of online safety.
 - Follow procedures that protect safety and security as outlined in the division’s acceptable use policy.
 - C. Understand the basic principles of the ownership of ideas.
 - Identify digital information as being produced by people—either as individuals or as part of a group or organization.
 - D. Identify and model responsible behaviors when using information and technology.
 - Identify strategies to address bullying situations involving electronic devices.

Technology Research Tools

- C/T K-2.4 Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.

- A. Identify information in various formats.
 - Recognize that information may be presented as printed text, electronic text, audio, video, or images.
- B. Identify available sources of information.
 - Be able to name and use sources of information available at school and outside the school.

Thinking Skills, Problem Solving, and Decision Making

C/T K-2.5 Practice reasoning skills when gathering and evaluating data.

- A. Recognize that technology can be used to solve problems and make informed decisions.
 - Communicate how a decision was made based on assistance from a technology tool.
- B. Use technology tools to assist with problem solving.
 - Demonstrate how technology can be used to investigate and solve problems in various content areas.

Technology Communication Tools

C/T K-2.6 Communicate effectively with others (e.g., peers, teachers, experts) in collaborative learning situations.

- A. Use technology tools for individual and collaborative writing, communication, and presentation activities.
 - Use word processing to practice writing skills.
 - Use common graphic and presentation tools when preparing and providing presentations.
- B. Recognize tools useful for communication.
 - Identify how different technologies appeal to different senses.

Grades 3-5

Basic Operations and Concepts

C/T 3-5.1 Demonstrate an operational knowledge of various technologies.

- A. Use various types of technology devices to perform learning tasks.
 - Use a keyboard, mouse, touchscreen, touchpad, and other input devices to interact with a computer.
 - Demonstrate the ability to perform a wide variety of basic tasks using technology, including saving, editing, printing, viewing, and graphing.
- B. Communicate about technology with appropriate terminology.
 - Use basic technology vocabulary in daily practice.

C/T 3-5.2 Identify and use available technologies to complete specific tasks.

- A. Identify the specific uses for various types of technology and digital resources.
 - Identify the differences among local, network, and Internet resources and tools.
 - Create, edit, and format a document with text and graphics.
 - Create and present a multimedia presentation.
 - Create and populate a spreadsheet with data.
 - Capture and edit a digital image.
 - Demonstrate the ability to choose appropriate resources when completing assignments in various content areas.
- B. Use content-specific tools, software, and simulations to complete projects.
 - Use tools in various content areas as directed by the teacher.

Social and Ethical Issues

C/T 3-5.3 Make responsible decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication tools and methods.

- A. Demonstrate knowledge of basic practices related to online safety.

- Use best practices for online safety as defined by the division’s online safety program.
 - Demonstrate an understanding of the division’s acceptable use policy and consequences for inappropriate use.
- B. Discuss and model responsible behaviors when using information and technology.
- Identify reasons for taking security precautions when using any technology, especially those related to the Internet.
 - Demonstrate responsible behavior, such as using strong passwords and avoiding high-risk activities.
 - Identify inappropriate or threatening interpersonal situations involving electronic devices and develop strategies to react to them safely.
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- Behave appropriately in virtual groups and be proactive in preventing bullying behavior in an environment that provides anonymity to bullies.

- C/T 3-5.4 Exhibit personal responsibility for appropriate, legal, and ethical conduct.
- A. Understand the need for laws and regulations regarding technology use.
- Model appropriate, legal, and ethical behavior in all technology use and technology-supported environments.
- B. Understand the basic principles of the ownership of ideas.
- Demonstrate a basic understanding of “fair use.”

- C/T 3-5.5 Demonstrate digital citizenship by actively participating in positive activities for personal and community well-being.
- A. Communicate respect for people when participating in group online learning activities.
- Identify ways in which online communications are different from face-to-face communications.
 - Demonstrate online etiquette when communicating with others.
- B. Explore the potential of the Internet as a means of personal learning and the respectful exchange of ideas and products.
- Participate in the creation of digital projects that involve communicating with others.

Technology Research Tools

- C/T 3-5.6 Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.
- A. Collect information from a variety of sources.
- Conduct research using various types of text- and media-based information.
- B. Apply best practices for searching digital resources.
- Apply effective search strategies that will yield targeted information.
 - Identify basic indicators that a digital source is likely to be reliable.

- C/T 3-5.7 Draw conclusions from research and relate these findings to real-world situations.
- A. Use research to support written and oral presentations.
- Apply research derived from digital resources to original work.
 - Demonstrate how to cite digital resources when developing nonfiction reports and presentations.
- B. Apply knowledge when conducting research to develop accurate and balanced reports.
- Use best practice guidelines for evaluating research results.

Thinking Skills, Problem Solving, and Decision Making

- C/T 3-5.8 Practice reasoning skills when gathering and evaluating data.
- A. Determine when technology tools are appropriate to solve a problem and make a decision.
- Identify technology resources and tools that can help with decision making.
- B. Demonstrate organization and persistence when completing personal and group assignments,

activities, and projects.

- Use various productivity tools that help with planning, time management, project goal setting, etc.

- C/T 3-5.9 Use models and simulations to understand complex systems and processes.
- A. Understand the use of simulations in learning.
 - Enhance understanding of concepts and skills by explaining how a simulation differs from and is similar to real life.
 - B. Use simulations to understand complex concepts.
 - Enhance understanding of concepts and skills by using simulations.

Technology Communication Tools

- C/T 3-5.10 Communicate effectively with others (e.g., peers, teachers, experts) in collaborative learning situations.
- A. Use technology tools for individual and collaborative writing, communication, and publishing activities.
 - Produce documents and presentations that demonstrate the ability to edit, reformat, and integrate various tools and media.
 - B. Participate in communications among different cultures.
 - Understand the need to place communication in the context of culture.
 - C. Assume different roles (e.g., leader/follower, orator/listener) on teams in various situations.
 - Recognize that different people on a team bring different technical skills, and understand how that can influence team responsibilities.
 - Demonstrate the ability to share technology tools as needed.
- C/T 3-5.11 Apply knowledge and skills to generate innovative ideas, products, processes, and solutions.
- A. Organize and display knowledge and understanding in ways that others can view, use, and assess.
 - Understand the various ways in which digital products can be shared.
 - B. Use technology tools to share original work.
 - Use presentation tools to organize and present stories, poems, songs, and other original work.

Grades 6-8

Basic Operations and Concepts

- C/T 6-8.1 Demonstrate an operational knowledge of various technologies.
- A. Use various types of technology devices to perform learning tasks.
 - Demonstrate the ability to perform specific tasks using technology, including organizing, analyzing, and presenting data; formatting and presenting text and graphic information; and capturing and manipulating images.
 - B. Communicate about technology with appropriate terminology.
 - Use technology vocabulary in daily practice.
- C/T 6-8.2 Identify and use available technologies to complete specific tasks.
- A. Identify the specific uses for various types of technology and digital resources.
 - Select and use local, network, and Internet resources and tools.
 - Capture and edit video.
 - Explain how various careers incorporate technology.
 - B. Use content-specific tools, software, and simulations to complete projects.
 - Use tools in various content areas, such as graphing calculators, science simulations, story diagramming applications, image processing applications, and history timeline applications.

Social and Ethical Issues

- C/T 6-8.3 Make responsible decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication tools and methods.
- A. Demonstrate knowledge of basic practices related to online safety.
 - Use best practices for online safety as defined by the division’s online safety program.
 - Apply the division’s acceptable use policy to everyday situations.
 - Model appropriate, legal, and ethical behavior in all technology use and technology-supported environments.
 - B. Discuss and model responsible behaviors when using information and technology.
 - Identify reasons for taking security precautions when using any technology, especially those related to the Internet.
 - Demonstrate responsible behavior, such as using strong passwords and avoiding high-risk activities.
 - Identify examples of inappropriate or bullying online behavior and demonstrate an understanding of the reasons why such behavior is inappropriate in a civil society.
 - Identify differences between healthy and unhealthy virtual relationships such as bullying and practice positive responses to problems.
 - Demonstrate personal responsibility for online behavior, especially in social media settings.
 - Demonstrate awareness of the potential social, economic, and legal consequences of inappropriate online behavior.
- C/T 6-8.4 Exhibit personal responsibility for appropriate, legal, and ethical conduct.
- A. Demonstrate an understanding of “fair use.”
 - Apply knowledge of copyright and “fair use” when developing presentations, products, and papers.
 - B. Demonstrate an understanding of current copyright laws.
 - Identify copyright laws that impact student work.
- C/T 6-8.5 Demonstrate digital citizenship by actively participating in positive activities for personal and community well-being.
- A. Communicate respect for people when participating in group online learning activities.
 - Demonstrate online etiquette when communicating with others.
 - Demonstrate an understanding of cyberbullying and strategies for stopping a cyberbully.
 - B. Explore the potential of the Internet as a means of personal learning and the respectful exchange of ideas and products.
 - Participate in the creation of digital projects that involve others working together toward a common goal.
 - Demonstrate the ability to identify diverse perspectives on issues.
- C/T 6-8.6 Understand the nature of information in a global society and how the characteristics of various media may influence others.
- A. Identify the various uses of media based on intent and audience.
 - Investigate media messages in various contexts.
 - B. Be able to construct and deconstruct media messages.
 - Connect media messages to various writing techniques, logic models, and outcomes.
 - Develop communication projects using various types of media.

Technology Research Tools

- C/T 6-8.7 Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.
- A. Use various technology and digital resources to collect information.
 - Conduct research using various types of text- and media-based information.

- Use various types of content-specific technology to gather data and information.
- B. Use search strategies to retrieve information.
 - Apply effective search strategies that will yield targeted information.
 - Identify indicators that a digital source is likely to be reliable.

C/T 6-8.8 Draw conclusions from research and relate these findings to real-world situations—investigating further, if necessary.

- A. Use digital research to support written and oral presentations.
 - Apply research derived from digital resources to original work, as appropriate.
- B. Apply knowledge when conducting research to develop accurate and balanced reports.
 - Determine when further research is needed based on original search results and first drafts.
 - Demonstrate how to cite digital resources when developing nonfiction reports and presentations.
 - Apply strategies that help avoid plagiarism when clipping and storing digital notes.
- C. Interpret digital primary sources within historical and contemporary contexts.
 - Follow procedures to interpret various primary sources for a variety of content areas.

C/T 6-8.9 Analyze, synthesize, and evaluate information based on source validity and the appropriateness to specific tasks.

- A. Evaluate the accuracy, relevance, and appropriateness of electronic information sources.
 - Use a variety of strategies to evaluate the accuracy of digital resources.
 - Use various digital tools, such as graphic organizers, to analyze and synthesize data for learning tasks.
- B. Use various digital tools to organize, analyze, and synthesize data for learning tasks.
 - Use digital tools, such as graphic organizers, spreadsheets, and databases.

Thinking Skills, Problem Solving, and Decision Making

C/T 6-8.10 Practice reasoning skills when gathering and evaluating data.

- A. Employ technology in developing strategies for solving problems.
 - Identify and use technology resources and tools that can help with problem solving.
 - Use a variety of technologies to identify and provide possible solutions to real-world problems.
- B. Select resources that extend one's own capability to solve problems and make informed decisions.
 - Understand how certain technologies can extend human capabilities to understand complex situations.

C/T 6-8.11 Demonstrate organization and persistence when completing personal and group assignments, activities, and projects.

- A. Use digital resources to assist with project planning.
 - Use various productivity tools that help with planning and time management.
- B. Use digital resources to assist with project management.
 - Use productivity tools to assist in tracking and meeting goals.

C/T 6-8.12 Use models and simulations to understand complex systems and processes.

- A. Use simulations to understand complex concepts.
 - Enhance understanding of concepts and skills by using simulations.
- B. Use various digital resources to produce graphical representations of data.
 - Complete assignments involving data by using data graphing or imaging tools.

Technology Communication Tools

- C/T 6-8.13 Communicate effectively with others (e.g., peers, teachers, experts) in collaborative learning situations.
- A. Use technology tools for individual and collaborative writing, communication, and publishing activities.
 - Use various technology resources to develop written and media-based reports and projects, integrating technologies as appropriate.
 - Collaborate with others using digital communication tools.
 - B. Participate in communications among different cultures.
 - Understand the need to place communication in the context of culture.
 - C. Assume different roles (e.g., leader/follower, orator/listener) on teams in various situations.
 - Use technology to complete a wide variety of tasks when working in teams, depending on the individual's group role.
- C/T 6-8.14 Apply knowledge and skills to generate innovative ideas, products, processes, and solutions.
- A. Organize and display knowledge and understanding in ways that others can view, use, and assess.
 - Choose the appropriate tool, format, and style to communicate information for specific purposes.
 - Independently use technology tools to create and communicate for individual and/or collaborative projects.
 - B. Add meaning to individual and group ideas and products through creative work.
 - Use digital resources and technology to enhance original oral and written presentations.
 - C. Produce resources in a variety of formats.
 - Demonstrate the ability to determine proper formats for delivering products digitally so others may use them.

Grades 9-12

Basic Operations and Concepts

- C/T 9-12.1 Demonstrate an operational knowledge of various technologies.
- A. Use various types of technology devices to perform learning tasks.
 - Demonstrate the ability to perform a wide variety of complex tasks using technology, including creating and using models and simulations, developing multipage documents and multimedia presentations, capturing and manipulating video, and constructing spreadsheets that use mathematical or logical functions to manipulate and present data.
 - B. Communicate about technology with appropriate terminology.
 - Use an expansive technology vocabulary in daily practice.
- C/T 9-12.2 Identify and use available technologies to help complete specific tasks.
- A. Identify the specific uses for various types of technology and digital resources.
 - Apply knowledge of different types of technology and digital resources to routine and complex tasks.
 - B. Use content-specific tools, software, and simulations to approach projects.
 - Use specialized tools to assist with learning in various content areas.
 - Use models and simulations to learn complex concepts, solve problems, and make decisions.
- C/T 9-12.3 Demonstrate an understanding of the strengths and weaknesses of various technologies for supporting different tasks (e.g., writing, research, presentations, creating artwork, statistical analysis).
- A. Make appropriate choices when determining how to use different technologies for different purposes.

- Demonstrate the ability to choose appropriate resources when completing assignments in various content areas.
 - Make use of self-help tutorials and manuals to troubleshoot and explore unfamiliar features in various tools.
- B. Explore career opportunities in technology-related careers, and consider the roles technology will play in future career choices.
- Explain how various careers incorporate technology.
 - Investigate careers that focus on inventing or developing technology.

- C/T 9-12.4 Incorporate new and emerging technologies as appropriate.
- A. Demonstrate knowledge of current advancements in information technologies.
- Identify and describe the impact of new and emerging technologies and their applications.
 - Debate ethical issues related to new technologies.
- B. Develop and apply strategies to evaluate new and emerging technologies as potential tools for learning.
- Research and report on new and emerging technologies and how these impact daily life, with a focus on learning.

Social and Ethical Issues

- C/T 9-12.5 Make responsible decisions—grounded in knowledge of digital safety and security best practices—that pertain to various digital communication tools and methods.
- A. Discuss and debate appropriate legal, ethical, and responsible behaviors concerning information and technology.
- Investigate current issues related to legal, ethical, and responsible use of various types of technology and information.
- B. Model appropriate legal, ethical, and responsible behaviors when using information and technology.
- Use best practices for online safety as defined by the division’s online safety program.
 - Demonstrate responsible behavior, such as using strong passwords and avoiding high-risk activities.
 - Model responsible behavior when using technology tools and software as well as various types of networks.
 - Identify personal responsibilities in virtual relationships and demonstrate an understanding of the connection to legal, ethical, and responsible behavior.
 - Identify positive and negative uses of social media and develop strategies to avoid risky or negative situations as well as how to report such situations to authorities.
- C/T 9-12.6 Exhibit personal responsibility for appropriate, legal, and ethical conduct.
- A. Demonstrate an understanding of “fair use” and copyright law.
- Apply knowledge of “fair use” and copyright law when developing presentations, products, and papers.
 - Identify copyright laws that impact student work.
- B. Respectfully collaborate with peers, experts, and others to contribute to an electronic community of learning.
- Demonstrate advocacy for and a personal commitment to respectful online interaction.
 - Contribute in various ways to an online community.
 - Model respect for the privacy of others.
- C. Demonstrate knowledge of cyber crime and cyber security issues.
- Identify the use of digital resources and tools for illegal activity.
 - Compare and contrast various state, federal, and international policies designed to stem the illegal use of technology.

- C/T 9-12.7 Model digital citizenship by actively participating in positive activities for personal and community well-being.
- A. Communicate respect for people when participating in group online learning activities.
 - Apply knowledge about effective online communications to ensure personal communications are clear.
 - Use rules of online etiquette when communicating with others.
 - B. Explore the Internet as a means of personal learning and a respectful exchange of ideas and products.
 - Participate in projects that involve others digitally, working together toward a common goal.
 - Pursue individual projects using online resources.
 - Demonstrate the ability to identify diverse perspectives on issues.
- C/T 9-12.8 Understand the nature of information in a global society and how the characteristics of various media may influence others.
- A. Identify the various uses of media based on intent and audience.
 - Investigate media messages in various contexts.
 - B. Be able to construct and deconstruct media messages and graphical representations of data.
 - Connect media messages to various writing techniques, logic models, and outcomes.
 - Develop and communicate an innovative solution to a complex problem through various types of media in collaboration with experts and peers.

Technology Research Tools

- C/T 9-12.9 Plan and apply strategies for gathering information, using a variety of tools and sources, and reflect on alternate strategies that might lead to greater successes in future projects.
- A. Use various technology and digital resources to collect information.
 - Perform research using a variety of purposefully chosen technology and digital resources.
 - Use various types of content-specific technology to gather data and information.
 - B. Design and implement a variety of advanced search strategies to retrieve electronic information.
 - Develop search strategies based on prior knowledge and reflect on strategies to increase their effectiveness.
- C/T 9-12.10 Draw conclusions from research and relate these findings to real-world situations—investigating further, if necessary.
- A. Use digital research to support written and oral presentations.
 - Apply research derived from digital resources to original work, as appropriate.
 - Demonstrate an understanding of copyright and plagiarism when using digital resources.
 - B. Apply knowledge when conducting research to develop accurate and balanced reports.
 - Determine when further research is needed based on original search results and first drafts.
 - C. Interpret digital primary sources for historical and contemporary events.
 - Apply knowledge to interpret digital primary sources for a variety of content areas.
- C/T 9-12.11 Analyze, synthesize, and evaluate information based on source validity and the appropriateness to specific tasks.
- A. Analyze and draw conclusions about the comprehensive nature and bias of electronic information sources.
 - Follow best practice guidelines for analyzing information from particular Web sites.
 - Evaluate information in the original context.
 - B. Evaluate the relevance of electronic information sources to a given situation.
 - Determine appropriate types of information sources for various situations.
 - Choose only relevant information when citing resources.

- C. Use various digital tools to organize, analyze, and synthesize data for learning tasks.
 - Use digital tools, such as graphic organizers, spreadsheets, and databases.

Thinking Skills, Problem Solving, and Decision Making

- C/T 9-12.12 Practice reasoning skills when gathering and evaluating data.
- A. Employ technology in developing strategies for solving problems.
 - Regularly use technology tools to assist in authentic problem-solving activities.
 - Investigate and apply expert systems and intelligent agents in real-world situations.
 - B. Select resources that extend one's own capability to solve problems and make informed decisions.
 - Choose resources that extend one's own capabilities when solving problems.
- C/T 9-12.13 Demonstrate organization and persistence when completing personal and group assignments, activities, and projects.
- A. Use digital resources to assist with project planning.
 - Use various productivity tools that help with planning and time management.
 - B. Use digital resources to assist with project management.
 - Use productivity tools to assist in tracking and meeting goals.
- C/T 9-12.14 Use models and simulations to understand complex systems and processes.
- A. Use simulations to understand complex concepts.
 - Enhance understanding of concepts and skills by using simulations.
 - B. Use various digital resources to produce graphical representations of data.
 - Complete assignments involving data by using data graphing or imaging tools.

Technology Communication Tools

- C/T 9-12.15 Communicate effectively with others (e.g., peers, teachers, experts) in collaborative learning situations.
- A. Use technology tools for individual and collaborative writing, communication, and publishing activities.
 - Use various technology resources to develop, revise, and assess written and media-based reports and projects, integrating technologies as appropriate.
 - Independently collaborate with others using digital communication tools.
 - Use digital communication tools to communicate with specific audiences.
 - B. Participate in communications among different cultures.
 - Contribute during a distance-based communication project that includes individuals from different cultures by leveraging the differences of those cultures to develop solutions to common issues.
 - C. Participate in online courses, social and learning networks, and virtual worlds.
 - Manage goals for learning in an online course.
 - Participate in activities that involve social and learning networks and virtual worlds.
- C/T 9-12.16 Apply knowledge and skills to generate innovative ideas, products, processes, and solutions.
- A. Use various creative software, programming environments, or digital tools to convey existing ideas in new and effective ways.
 - Use technology to develop innovative and effective solutions for assignments.
 - B. Add meaning to individual and group ideas and products through creative work.
 - Create a drawing, painting, or other visual image.
 - Create original music.
 - Produce a video.
 - C. Participate with peers and experts to assess projects.
 - Use peer networks to provide and receive assessments.
 - Use communication media to locate experts who can assess projects.

Final Review of Advisory Board on Teacher Education and Licensure’s Recommendation to Grant Approval to Add New Education (Endorsement) Programs at Averett University, Mary Baldwin College, Radford University, Regent University, University of Virginia, and Virginia Commonwealth University.

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

- Colleges and universities that offer programs for the preparation of professional school personnel must obtain education program (endorsement) approval from the Board of Education. Requests to offer new education endorsement programs are submitted to the Department of Education. Personnel in the Division of Teacher Education and Licensure and program specialists within the Department of Education review the programs to ensure competencies and other requirements have been addressed. The Advisory Board on Teacher Education and Licensure (ABTEL) reviews and makes recommendations to the Board of Education on approval of Virginia education programs for school personnel. Final authority for program approval rests with the Board of Education. Requests for new program endorsements approved by the Board of Education will receive a rating of *Approved*; *Approved with Stipulations*; or *Approval Denied*.
- Averett University, Mary Baldwin College, Radford University, Regent University, University of Virginia, and Virginia Commonwealth University have submitted requests to add new endorsement programs in the areas noted on the following chart:

Institution	Endorsement Program Requested	Level of Program
Averett University	•1 Gifted Education (Add-on)	Graduate
Mary Baldwin College	•1 English •2 History and Social Sciences •3 Mathematics	Graduate Graduate Graduate
Radford University	•1 Special Education: Adapted Curriculum K-12	Graduate
Regent University	•2 Mathematics	Undergraduate
University of Virginia	•3 Early Childhood for Three- and Four-Year-Olds (Add-on)	Graduate
Virginia Commonwealth University	•4 Health and Physical Education PreK-12	Graduate

- Program endorsement competencies, based on the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), have been verified through the review of course descriptions and syllabi to determine alignment with each of the competencies required, including supervised classroom instruction. A review of the *Request for New Endorsement Program* application submitted by each institution evidenced written documentation of school division demand data, as well as institutional and school division support for the requested programs.
- Section 8VAC20-542-40 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* requires institutions seeking education program approval to establish partnerships and collaborations based on PreK-12 school needs. A copy of the *Virginia Department of Education – Standards for Biennial Approval of Education Programs Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs* (8VAC20-542-40.7.a) *Education Programs (excluding Administration and Supervision Programs)* form for each requested program endorsement area is attached in the Appendix. The institutions of higher education will submit a biennial report for the education programs for the period of September 1, 2013 to August 31, 2015.

The Board made the following motions:

Mr. Foster made a motion to approve the Advisory Board on Teacher Education and Licensure's recommendation to grant "Approved" status to the new education (endorsement) program at the University of Virginia, including the accountability measurement of partnerships and collaborations based on PreK-12 school needs for the program. The motion was seconded by Mrs. Sears and passed with eight "yes" votes. Dr. Cannaday abstained because of his affiliation with the University of Virginia.

Mr. Foster made a motion to approve the Advisory Board on Teacher Education and Licensure's recommendation to grant "Approved" status to the new education (endorsement) programs at Averett University, Mary Baldwin College, Radford University, Regent University, and Virginia Commonwealth University, including the accountability measurement of partnerships and collaborations based on PreK-12 school needs for each of the programs. The motion was seconded by Mr. Braunlich and carried unanimously.

Final Review of Advisory Board on Teacher Education and Licensure's Recommendation to Grant Approval to Washington and Lee University (Rockbridge Teacher Education Consortium-RTEC) to Offer Education (Endorsement) Programs

Mrs. Pitts also presented this item. Her presentation included the following:

- The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, amended January 19, 2011, set forth the requirements for the accreditation and approval of programs preparing teachers, administrators, and other instructional personnel requiring licensure. These regulations establish policies and standards for the preparation of instructional personnel, further ensuring educational quality for Virginia public school students.

Request from Washington and Lee University for Accreditation through the Board of Education Process

Washington and Lee University previously requested accreditation through the Board of Education approved process. An on-site visit to review the program was conducted on November 29 through December 2, 2009. On May 27, 2010, the Board of Education approved recommendations of the Advisory Board on Teacher Education and Licensure and the Virginia Department of Education on-site accreditation review team that the professional education program at Washington and Lee University be "accredited with stipulations," and approve the requested education (endorsement) areas. On August 4, 2010, Washington and Lee University notified the Virginia Board of Education of its decision "not to proceed as an independently accredited professional education program on the basis of the Board's accreditation." In response to the request, Washington and Lee University's accreditation by the Board of Education and education (endorsement) program approval were withdrawn.

Request from Washington and Lee University (Rockbridge Teacher Education Consortium) for Accreditation through the Teacher Education Accreditation Council (TEAC)

Washington and Lee University submitted a request for accreditation through the Teacher Education Accreditation Council on behalf of the Rockbridge Teacher Education Consortium (RTEC). RTEC represents a collaborative effort between Washington and Lee University, Virginia Military Institute, and Southern Virginia University to offer selected approved education preparation programs. All three institutions of higher education are regionally accredited by the Southern Association of Colleges and Schools Commission on Colleges.

On June 11, 2012, the Accreditation Committee of the Board of Directors of TEAC concluded the following:

“...that the evidence presented in the *Inquiry Brief Proposal*, [submitted by Washington and Lee University], as verified by the audit and evaluated by the Accreditation Panel, merits Accreditation status. The Accreditation Committee of the Board of Directors of TEAC unanimously passed the following motion:

The Rockbridge Teacher Education Consortium submitted by Washington and Lee University is granted Initial Accreditation (5 years) with one weakness and no stipulations.

Weakness in Quality Principle 2.3:

Plans for training cooperating teachers in the use of new evaluation forms have yet to be implemented.

The Rockbridge Teacher Education Consortium’s accreditation status is effective between June 11, 2012 and June 11, 2017....” A copy of the letter from TEAC is included in the Appendix of this agenda item.

- Washington and Lee University submitted to the Virginia Department of Education a memorandum outlining a *Statement of Understanding* between members of RTEC (i.e., Washington and Lee University, Southern Virginia University, and Virginia Military Institute). Per the memorandum, Washington and Lee University will serve (on behalf of RTEC) as the authorized licensure officer responsible for processing and submitting to the Virginia Department of Education, Division of Teacher Education and Licensure, information required for teacher licensure.
- Washington and Lee University (Rockbridge Teacher Education Consortium-RTEC) has submitted a request to offer education (endorsement) programs in the areas noted on the following chart:

Institutions (Washington and Lee University is the lead institution for all programs.)	Education (Endorsement) Programs Requested	Level of Program
•1 Washington and Lee University •2 Virginia Military Institute	•7 Computer Science	Undergraduate
•3 Washington and Lee University •4 Virginia Military Institute	•4 English	Undergraduate
•5 Washington and Lee University •6 Virginia Military Institute •7 Southern Virginia University	•8 Elementary Education PreK-6	Undergraduate
•8 Washington and Lee University •9 Virginia Military Institute	•9 Foreign Languages PreK-12 -0 French -1 German	Undergraduate
•10 Washington and Lee University •11 Virginia Military Institute •12 Southern Virginia University	•10 Foreign Languages PreK-12 -2 Spanish	Undergraduate
•13 Washington and Lee University •14 Virginia Military Institute	•11 History and Social Sciences	Undergraduate
•15 Washington and Lee University	•12 Journalism (Add-on)	Undergraduate
•16 Washington and Lee University	•13 Latin PreK-12	Undergraduate
•17 Washington and Lee University •18 Virginia Military Institute	•14 Mathematics	Undergraduate
•19 Washington and Lee University •20 Virginia Military Institute	•15 Mathematics, Algebra I (Add-on)	Undergraduate
•21 Washington and Lee University •22 Virginia Military Institute	•16 Middle Education: -0 English -1 History and Social Sciences -2 Mathematics -3 Science	Undergraduate
•23 Washington and Lee University	•17 Music Education – Instrumental PreK-12	Undergraduate

•24 Southern Virginia University		
•25 Washington and Lee University	•18 Music Education – Vocal/Choral PreK-12	Undergraduate
•26 Southern Virginia University		
•27 Washington and Lee University	•19 Science – Biology	Undergraduate
•28 Virginia Military Institute		
•29 Washington and Lee University	•20 Science – Chemistry	Undergraduate
•30 Virginia Military Institute		
•31 Washington and Lee University	•21 Science – Earth Science	Undergraduate
•22 Virginia Military Institute	•23 Science – Physics	Undergraduate
•32 Washington and Lee University	•24 Theatre Arts PreK-12	Undergraduate
•33 Washington and Lee University	•25 Visual Arts PreK-12	Undergraduate

- Program endorsement competencies, based on the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), have been verified through the review of course descriptions and syllabi to determine alignment with each of the competencies required, including supervised classroom instruction. A review of the *Request for New Endorsement Program* application submitted by Washington and Lee University (Rockbridge Teacher Education Consortium-RTEC) evidenced written documentation of school division demand data, as well as institutional and school division support for the requested programs.
- Section 8VAC20-542-40 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* requires institutions seeking education program approval to establish partnerships and collaborations based on PreK-12 school needs. A copy of the *Virginia Department of Education – Standards for Biennial Approval of Education Programs Accountability Measurement of Partnerships and Collaborations Based on PreK-12 School Needs* (8VAC20-542-40.7.a) *Education Programs (excluding Administration and Supervision Programs)* form describing each requested program endorsement area is attached in the Appendix. Washington and Lee University (Rockbridge Teacher Education Consortium-RTEC) will submit a biennial report for the education programs for the period of September 1, 2013 to August 31, 2015.

Mrs. Mack made a motion to approve the Advisory Board on Teacher Education and Licensure’s recommendation to grant approval to Washington and Lee University (Rockbridge Teacher Education Consortium – RTEC) to offer education (endorsement) programs and to grant “Approved” status to the requested education (endorsement) programs, including the accountability measurement of partnerships and collaborations based on PreK-12 school needs for the program. The motion was seconded by Mrs. Beamer and carried unanimously.

First Review of Recommended Cut Scores for the Grades 3-8 Reading Standards of Learning Tests Based on the 2010 English Standards of Learning

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

- In 2012-2013 new Standards of Learning (SOL) tests measuring the 2010 reading 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 since 1998, committees of educators were convened in February 2013 to recommend to the Board of Education (BOE) minimum "cut" scores for the achievement levels of *fail/basic*, *pass/proficient* and *pass/advanced* for the grades 3-8 reading tests.

The Board accepted for first review cut scores representing the achievement levels of *fail/basic*, *pass/proficient* and *pass/advanced* for the reading tests as follows:

- Grade 3: 13 out of 40 for fail/basic, 25 out of 40 for pass/proficient, and 35 out of 40 for pass/advanced
- Grade 4: 12 out of 40 for fail/basic, 25 out of 40 for pass/proficient, and 35 out of 40 for pass/advanced
- Grade 5: 11 out of 40 for fail/basic, 25 out of 40 for pass/proficient, and 35 out of 40 for pass/advanced
- Grade 6: 14 out of 45 for fail/basic, 28 out of 45 for pass/proficient, and 40 out of 45 for pass/advanced
- Grade 7: 14 out of 45 for fail/basic, 28 out of 45 for pass/proficient, and 40 out of 45 for pass/advanced
- Grade 8: 14 out of 45 for fail/basic, 28 out of 45 for pass/proficient, and 40 out of 45 for pass/advanced

During the Board's discussion Dr. Baysal suggested noting that even though the new cut score is lower than the old one, the rigor is higher.

Mrs. Atkinson asked what has been done in the field to assist students and teachers to be prepared for changes in the tests. Dr. Wright said that the Department provides technical assistance to school divisions by offering summer institutes, fall and spring workshops, modules on the Web site, and TeacherDirect, an online resource for teachers.

First Review of Proposed Guidelines for Standard Diploma Credit Accommodations for Students with Disabilities

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

- As a result of the legislation, the Board of Education was required to adopt emergency regulations to establish the new diploma requirements, effective for students entering the ninth grade for the first time in 2013-2014. Among other requirements, the legislation eliminated the Modified Standard Diploma and required the Board to “make provision in its regulations for students with disabilities to earn a standard diploma.”
- In June 2012, the Board of Education adopted emergency amendments to the Standards of Accreditation (SOA) to permit students with disabilities to have “credit accommodations” to earn a Standard Diploma. The student’s Individual Education Program (IEP) or 504 Plan would specify whether credit accommodations permitted by the Board would be applicable for the student.
- The proposed guidelines were developed to provide school divisions with a list of approved “credit accommodations” for use by students with disabilities to obtain a Standard Diploma under *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131). They build and expand upon existing Board of Education approved flexibility provisions to earn standard and verified credits.
- Proposed “credit accommodations” fall under the following general categories:
 - ✓ The Standards of Learning (SOL) assessments,
 - ✓ Modification to the requirements for local school divisions to award locally awarded verified credit, and
 - ✓ Modification of course offerings to earn standard and verified credits.
- A student who earns a Standard Diploma, with or without credit accommodations, will be prepared for

successful transition to postsecondary education/training and a career. The expectations for earning a Standard Diploma, beginning with the ninth-grade class in 2013-2014, are rigorous. The requirements for the Standard Diploma are higher than the requirements for earning a Modified Standard Diploma, which is being eliminated. All students must earn standard and verified credits in high school mathematics, reading, writing, science and history courses. All students earning a Standard Diploma must earn a career and technical education credential and take a virtual course—either credit or non-credit bearing. Credit accommodations allow students with disabilities different pathways and approaches to demonstrating mastery of the required content.

- The proposed guidelines were drafted with the assistance of multiple stakeholder groups including parents, special educators, local administrators, special education advocacy groups, superintendents and members of the State Special Education Advisory Committee.

Mr. Braunlich asked that the proposal be sent to all school division special education advisory committees. Dr. Wright said that this information will be sent out immediately to school divisions and all outreach organizations associated with students with disabilities.

The Board accepted for first review the proposed *Guidelines for Standard Diploma Credit Accommodations for Students with Disabilities*.

The proposed *Guidelines for Standard Diploma Credit Accommodations for Students with Disabilities* are as follows:

Proposed Standard Diploma Credit Accommodations for Students with Disabilities

Assessments Used to Verify Credits

1. Identify and approve additional substitute tests to earn a verified credit. The Board of Education may, from time to time, approve additional tests that are recommended by the Superintendent of Public Instruction for the purpose of awarding verified credit. The Virginia Department of Education may partner with a local school division in the procedure to nominate an additional test. Such additional tests, which enable students to earn verified units of credit, must, at a minimum, meet the following criteria:
 - a. The test must be standardized and graded independently of the school or school divisions in which the test is given;
 - b. The test must be knowledge based;
 - c. The test must be administered on a multistate or international basis, or administered as part of another state's accountability assessment program; and
 - d. To be counted in a specific academic area, the test must measure content that incorporates or exceeds the SOL content in the course for which verified credit is given.
2. Permit the continued use of the Virginia Modified Achievement Standards Test (VMAST) for verified credit purposes for Algebra I and EOC reading. Beginning in 2014-2015, The student must meet all eligibility determination requirements in effect for the 2013-2014 school year and meet all of the following criteria to be eligible to take the VMAST for verified credit purposes:
 - a. Student must pass the high school course; and
 - b. Score 374 or below on the end-of-course Standards of Learning test after taking the test at least twice

Beginning in 2014-2015, scores of students who participate in VMAST will no longer be included in the participation rate or pass rate calculations for federal accountability, as required for approval of Virginia's *Elementary and Secondary Education Act (ESEA)* flexibility application.

Locally Awarded Verified Credits

3. Permit local school divisions to award locally awarded verified credits in reading, writing, and mathematics, in addition to science and history, to students with disabilities. Use the same criteria for awarding credits currently approved for science and history. Eligible students must:
 - a. Pass the high school course,
 - b. Score within 375-399 scale score range on any administration of the Standards of Learning test after taking the test at least twice, and
 - c. Demonstrate achievement in the academic content through an appeal process administered at the local level.

Course Offerings

4. Approve additional course options available only to students with disabilities to meet the standard credit requirements for the Standard Diploma
 - a. Augment the Personal Finance course (3120) to include the 21 Work Readiness Skills (WRS) for the Commonwealth. Allow this augmented course to meet the Economics and Personal Finance requirement *if* the student has earned at least 3 standard credits in history and social science. The economics strand in these courses would be deemed a credit accommodation. Upon completion of the augmented Personal Finance course, the student may take the WRS assessment to earn the Board-approved Work Readiness Skills credential. This approach would satisfy the graduation requirements for economics and personal finance, history and social sciences, and the workplace credential.
 - b. Establish minimum content courses in the subject areas required for verified credits and provide flexibility in how the courses are delivered. Allow parts I and II of certain required courses to each earn a standard credit towards the total number required in the subject area. The student must successfully complete:
 - i. 4 standard credits in English and 1 verified credit each in Reading and Writing
 - ii. 3 standard credits in mathematics that include Algebra I and Geometry, and 1 verified credit in mathematics
 - iii. 3 standard credits in science that include Earth Science and Biology, and 1 verified credit in science
 - iv. 3 standard credits in history and social science that include Virginia and U.S. History and Virginia and U.S. Government, and 1 verified credit in history and social science

Additional Credit Accommodations

5. The Board may, from time to time, approve additional credit accommodations.

First Review of Proposed Amendments to the Guidelines for Considering and Approving Requests for Pre-Labor Day Openings

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

- Section 22.1-79.1 of the *Code of Virginia* prohibits local school boards from adopting school calendars that require schools to open prior to Labor Day unless a waiver is granted by the Board for "good cause." The conditions under which the Board may grant such waivers are outlined in the *Code*.
- The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, at 8 VAC 20-131-290.D, permit local school boards to seek approval to implement experimental or innovative programs under certain conditions.
- The Board's *Guidelines for Considering and Approving Requests for Pre-Labor Day Openings* were last revised on June 23, 2011.

- Several changes are proposed to the guidelines to clarify and give more direction to local school boards that wish to request a waiver to open school prior to Labor Day. The major changes include the following:
 - ✓ Language would be added to define, describe, and give examples of innovative and experimental programs. An *experimental program* is defined, for purposes of a waiver, as a program which is operated under controlled circumstances and which is designed to test and to establish, by objective measures, the positive cognitive effect of an educational theory. The experimental program must be offered generally to the student body of the school. An *innovative program* is defined, for purposes of a waiver, as an educational program that implements creative, original, or new ideas or methods and are likely to result in better outcomes for student participants. The innovative program must be offered generally to the student body of the school.
 - ✓ In accordance with § 22.1-79.1, of the *Code of Virginia*, experimental or innovative programs also shall include instructional programs which are offered on a year-round basis by a school division in one or more of its elementary or middle or high schools.
 - ✓ Experimental or innovative programs must ensure parental and community involvement.
 - ✓ Examples of experimental or innovative programs are provided that *may* warrant consideration of a waiver if provided to the general student body. Examples include:
 - Year-round school programs which may operate on a single-track or a multiple-track or in some other manner designed by the school division. In a single-track year-round program, all students in the school use the same school calendar. In a multiple-track year-round program, groups of students attend the same school, but at different times.
 - Programs that provide early college or dual-enrollment opportunities that are dependent on the schedules of partnering colleges, universities, or other divisions that open prior to Labor Day
 - Programs with colleges, community organizations, or informal educational institutions that enhance students' educational opportunities and are only available prior to Labor Day
 - Adding at least 10 instructional days to the school year and, without adjusting the opening date from the prior year, would result in the school closing after the last day in the spring testing window
 - College Partnership Laboratory School if the school is dependent on college personnel to operate or staff the school
 - Full-time virtual school in which a significant number of virtual courses are contracted from providers that begin course instruction prior to Labor Day
 - Programs implemented with other school divisions that open prior to Labor Day that are designed to enhance academic achievement and close achievement gaps, address fiscal issues or common support structures, such as a common curriculum or common staff development
- A provision would be added to require the waiver to be submitted at least 120 days prior to the expected implementation date to give the Board adequate time to consider the waiver and for the local school board to make any recommended changes that might be necessary. As most local school boards set their calendars well in advance of the beginning of the school year, this should not pose a hardship on school divisions.
- Language would be added to give local school boards additional guidance in providing a comprehensive description of the program in the waiver request. It would require the local school boards to describe how the school meets the definition of experimental or innovative or year-round school and its goals and objectives, including the title of the program or activity, a program description, the rationale for the program, the number

and names of all schools involved, the names of any other organizations, including colleges, universities, and other post-secondary organizations and community organizations that are involved in the program, the grades served, the names of any other school divisions involved in the program, and other relevant information.

- The waiver request would need to include an explanation of the necessity for opening prior to Labor Day, including the proposed school year calendar's opening and closing dates as well as a general description of the school calendar and duration of the waiver. This explanation must show that this request meets the "good cause" requirements of §22.1-79.1. B.3, *Code of Virginia*.
- The proposed amendments would require the local school board to include information about anticipated outcomes, including an explanation as to why it is believed the program will be a success. It would also need to include demographic information describing the students who will be attending and the community the school serves, as well as evaluation procedures and mechanisms for measuring goals, including an analysis of data to determine how this program will support an expected increase in proficiency in student academic achievement and how the program will reduce any achievement gap.

During the discussion it was emphasized that it is the General Assembly that has outlined the reasons allowed for pre-Labor Day openings.

Dr. Cannaday suggested that waivers be submitted more than 120 days in advance of expected implementation to give the Board adequate time to consider the waiver and for the local school board to make any recommended changes that might be necessary

The Board accepted for first review the proposed revised *Guidelines for Considering and Approving Requests for Pre-Labor Day Openings*.

The proposed *Guidelines for Considering and Approving Requests for Pre-Labor Day Openings* are as follows:

Statutory Authority

Section [22.1-79.1](#) of the *Code of Virginia* governs the conditions under which the Board of Education may grant a waiver to a local school board to open school prior to Labor Day.

<p>§ 22.1-79.1. Opening of the school year; approvals for certain alternative schedules.</p> <p>A. Each local school board shall set the school calendar so that the first day students are required to attend school shall be after Labor Day. The Board of Education may waive this requirement based on a school board certifying that it meets one of the good cause requirements of subsection B.</p> <p>B. For purposes of this section, "good cause" means:</p> <ol style="list-style-type: none">1. A school division has been closed an average of eight days per year during any five of the last 10 years because of severe weather conditions, energy shortages, power failures, or other emergency situations;2. A school division is providing, in the school year for which the waiver is sought, an instructional program or programs in one or more of its elementary or middle or high schools, excluding Virtual Virginia, which are dependent on and provided in one or more elementary or middle or high schools of another school division that qualifies for such waiver. However, any waiver granted by the Board of Education pursuant to this subdivision shall only apply to the opening date for those schools where such dependent programs are provided;3. A school division is providing its students, in the school year for which the waiver is sought, with an experimental or innovative program which requires an earlier opening date than that established in

subsection A of this section and which has been approved by the Department of Education pursuant to the regulations of the Board of Education establishing standards for accrediting public schools. However, any waiver or extension of the school year granted by the Board of Education pursuant to this subdivision or its standards for accrediting public schools for such an experimental or innovative program shall only apply to the opening date for those schools where such experimental or innovative programs are offered generally to the student body of the school. For the purposes of this subdivision, experimental or innovative programs shall include instructional programs that are offered on a year-round basis by the school division in one or more of its elementary or middle or high schools; or

4. A school division is entirely surrounded by a school division that has an opening date prior to Labor Day in the school year for which the waiver is sought. Such school division may open schools on the same opening date as the surrounding school division....

The Board of Education will consider the following guidelines in approving requests of local school boards to open one or more schools prior to Labor Day.

Waiver by Certification

The Board of Education delegates to the Superintendent of Public Instruction the authority to approve, on its behalf, a local school board's request for a waiver to open all schools in the division prior to Labor Day if the school division meets one of the following good cause requirements of subsection § 22.1-79.1.B.

- The school division has been closed an average of eight days per year during any five of the last 10 years because of severe weather conditions, energy shortages, power failures, or other emergency situations.
- The school division is entirely surrounded by a school division that has an opening date prior to Labor Day in the school year for which the waiver is sought. Such school division may open schools on the same opening date as the surrounding school division.

Waiver by Board of Education Action

The Board of Education will consider a local school board's request for a waiver to open one or more schools in its division prior to Labor Day if one of the following good cause requirements of subsection § 22.1-79.1.B. are met. The Board will not provide advisory opinions or hypothetical waivers. The local school board must certify that if granted a waiver, the division intends to provide the program in the school year for which the waiver is being sought.

- The school division is providing an instructional program or programs in the schools for which the waiver is requested, excluding *Virtual Virginia*, which are dependent on and provided in one or more schools of another school division that qualifies for a waiver to open prior to Labor Day. Any waiver granted by the Board of Education pursuant to this provision shall *only* apply to the opening date for those schools where such dependent programs are provided.
- The school division is providing its students with an experimental or innovative program, which *requires* the school to open prior to Labor Day. Any waiver or extension of the school year granted by the Board of Education pursuant to this provision shall only apply to the opening date for those schools where such experimental or innovative programs are offered generally to the student body of the school.
- The school division is offering experimental or innovative programs that are offered on a year-round basis in the schools for which a waiver is being requested. Any waiver granted by the Board of Education pursuant to this provision shall only apply to those schools where the year-round experimental or innovative programs are offered generally to the student body of the school.

Experimental and Innovative Program Considerations

- An *experimental program* is defined, for purposes of a waiver, as a program which is operated under controlled circumstances and which is designed to test and to establish, by objective measures, the positive cognitive effect of an educational theory. The experimental program must be offered generally to the student body of the school.
- An *innovative program* is defined, for purposes of a waiver, as an educational program that implements creative, original, or new ideas or methods and are likely to result in better outcomes for student participants. The innovative program must be offered generally to the student body of the school.
- In accordance with § 22.1-79.1, of the *Code of Virginia*, experimental or innovative programs also shall include instructional programs which are offered on a year-round basis by a school division in one or more of its elementary or middle or high schools.
- Experimental or innovative programs must ensure parental and community involvement.
- Examples of experimental or innovative programs offered generally to the student body of the school that *may* warrant consideration of a waiver include:
 - Year-round school programs which may operate on a single-track or a multiple-track or in some other manner designed by the school division. In a single-track year-round program, all students in the school use the same school calendar. In a multiple-track year-round program, groups of students attend the same school, but at different times.
 - Programs that provide early college or dual-enrollment opportunities that are dependent on the schedules of partnering colleges, universities, or other divisions that open prior to Labor Day
 - Programs with colleges, community organizations, or informal educational institutions that enhance students' educational opportunities and are only available prior to Labor Day
 - Adding at least 10 instructional days to the school year and, without adjusting the opening date from the prior year, would result in the school closing after the last day in the spring testing window
 - College Partnership Laboratory School if the school is dependent on college personnel to operate or staff the school
 - Full-time virtual school in which a significant number of virtual courses are contracted from providers that begin course instruction prior to Labor Day
 - Programs implemented with other school divisions that open prior to Labor Day that are designed to enhance academic achievement and close achievement gaps, address fiscal issues or common support structures, such as a common curriculum or common staff development

Application for Waiver

- The initial request for a waiver to approve an experimental or innovative program, including a year-round school program, shall be submitted to the Board of Education for approval. Once the initial approval is granted by the Board of Education, the Superintendent of Public Instruction is hereby delegated authority to continue to approve the waiver in subsequent years unless the Board places conditions or time limits on its approval, or unless the conditions under which the approval was granted to the local school board are changed.
- The local school board shall submit annually to the Superintendent of Public Instruction certification of eligibility for a waiver of the "good cause" requirements of §22.1-79.1, *Code of Virginia*. Such certification shall be made in a manner prescribed by the Superintendent of Public Instruction. School divisions must maintain evidence that such "good cause" conditions have been met.
- To request approval of a waiver for weather-related or other emergency conditions, the local school board shall submit information annually indicating that the school division has been closed for an average of eight days per year in any five of the past ten years because of severe weather conditions, energy shortages, power failures, or other emergency conditions.

- To request initial approval of a waiver to open before Labor Day by a school division that is completely surrounded by another school division that has been approved for a waiver, the school division shall submit the request to the Superintendent of Public Instruction by letter signed by the superintendent and the chairman of the local school board. The Superintendent of Public Instruction shall determine that the school division is completely surrounded by another school division, and that the other school division has been granted a waiver to open before Labor Day. Once the initial waiver is granted, the local school board shall submit information annually to the Superintendent of Public Instruction indicating that the conditions under which a waiver was granted have not changed.
- To request approval of a waiver for a dependent program, the local school board shall submit information annually indicating that each school for which a waiver is requested provides an instructional program, excluding Virtual Virginia, which is dependent upon a school in another division that qualifies for a waiver.
- To request initial approval of a waiver for a pre-Labor Day opening for an experimental or innovative program, the local school division shall submit such request to the Board of Education on a form prescribed by the Superintendent of Public Instruction at least 120 calendar days prior to the expected implemented date. Such a request shall set forth a thorough explanation of the experimental or innovative program and the specific reasons that compel a pre-Labor Day opening. The following procedures apply to the initial application for experimental or innovative programs:
 - a. The experimental or innovative program must be approved by the Board pursuant to its *Regulations Establishing Standards for Accrediting Public Schools in Virginia* [8 VAC 20-131-290](#). The request must include:
 - 1) The names of the participating schools and the school division requesting the waiver.
 - 2) The purpose and objectives of the experimental/innovative/year-round program: Describe how the school meets the definition of experimental or innovative or year-round school and its goals and objectives. Include the title of the program or activity, a program description, the rationale for the program, the number and names of all schools involved, the names of any other organizations, including colleges, universities, and other postsecondary organizations and community organizations that are involved in the program, the grades served, the names of any other school divisions involved in the program, and other relevant information.
 - 3) An explanation of the necessity for opening prior to Labor Day, including the proposed school year calendar's opening and closing dates as well as a general description of the school calendar and duration of the waiver. This explanation must show that this request meets the "good cause" requirements of [§22.1-79.1. B.3, Code of Virginia](#).
 - 4) Anticipated outcomes, including an explanation as to why it is believed the program will be a success.
 - 5) Number of students affected, including demographic information describing the students who will be attending and the community the school serves.
 - 6) Evaluation procedures including mechanisms for measuring goals and objectives, and analysis of data, to determine how this program will support an expected increase in proficiency in student academic achievement and any achievement gap.
 - 7) Other anticipated outcomes.
 - 8) Any other information that will support the request for a Pre-Labor Day waiver.

Each pre-Labor Day waiver request must be approved by the local school board and signed and dated by the chairman of the school board and the school superintendent and forwarded to Superintendent of Public Instruction.

- b. Any waiver or extension of the school year granted by the Board pursuant to the experimental or innovative program provisions contained in [§ 22.1-79.1](#) of the *Code of Virginia*, or the Board's *Regulations Establishing Standards for Accrediting Public Schools in Virginia* shall apply only to the opening date for those schools where such experimental or innovative programs are offered generally to the student body of the school.

- c. To request approval of a waiver for a pre-Labor Day opening for an experimental or innovative program subsequent to the Board of Education's initial approval, unless the Board of Education has specified conditions under which the waiver request must go back to the Board for approval, the local school board shall submit information annually to the Superintendent of Public Instruction as part of the Pre-Labor Day waiver self-certification process for public schools with pre-Labor Day waivers.

Reports to the Board of Education

- The Board of Education may request the Superintendent of Public Instruction to provide a report to the Board regarding the status of certifications submitted and waivers granted under the above-stated policies. Such report shall be provided in a manner and at a time as agreed to by the Superintendent and the President of the Board and shall include information deemed pertinent by the Superintendent of Public Instruction.
- Any information required to be submitted to the Superintendent of Public Instruction for a pre-Labor Day waiver shall be submitted to the: Office of Policy, Virginia Department of Education, P. O. Box 2120, Richmond, VA 23218-2120, policy@doe.virginia.gov, 804-225-2092.

First Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Accredite the Teacher Education Program at Sweet Briar College Through a Process Approved by the Board of Education

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

- The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.), effective September 21, 2007, amended January 19, 2011, set forth the requirements for the accreditation and approval of programs preparing teachers, administrators, and other instructional personnel requiring licensure. These regulations establish policies and standards for the preparation of instructional personnel, further ensuring educational quality for Virginia public school students.
- Section 20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* provides the standards and indicators for the Board of Education approved accreditation process. The four standards are as follows:

Standard 1: Program Design. The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the preK-12 community.

Standard 2: Candidate Performance on Competencies for Endorsement Areas. Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success.

Standard 3: Faculty in Professional Education Programs. Faculty in the professional education program represents well-qualified education scholars who are actively engaged in teaching and learning.

Standard 4: Governance and Capacity. The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards.

- Section 207 of Title II of the Higher Education Act (HEA) reporting requirements mandate that the U.S. Secretary of Education collect data on standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting its annual report on the quality of teacher preparation to Congress. In addition, states were required to develop criteria, procedures, and processes from which institutions at-risk of becoming low-performing and low-performing institutions could be identified.

- The professional education program is the Virginia institution, college, school, department, or other administrative body within a Virginia institution of higher education, or another Virginia entity for a defined educator preparation program that is primarily responsible for the preparation of teachers and other professional school personnel. The professional education program has a designated dean, director, or chair with authority and responsibility for overall administration and operation and is responsible for the alignment between the endorsement program competencies and the licensure regulations.
- The *Implementation Manual for the Regulations Governing Review and Approval of Education Programs in Virginia* (8VAC 20-542-10 et seq.) addresses the standards that govern the review and accreditation of the professional education program; standards for biennial review and approval of education programs; indicators of achievement of each standard; and procedures for overall implementation of the regulations. Professional education programs in Virginia seeking accreditation through a process approved by the Board of Education must follow procedures and timelines as prescribed by the Department of Education.
- Each Virginia professional education program seeking accreditation through a process approved by the Board of Education will be reviewed on a seven-year review cycle. Documents, such as the Institutional Report, annual data reports, On-site Team's Report of Findings, and Institutional Response (if needed), are part of the review process.
- At the February 15, 2006, meeting, the Board of Education approved a recommendation of the Advisory Board on Teacher Education and Licensure to grant continuing education program [endorsement] approval to Sweet Briar College (SBC) and granted continuing [professional education] program approval to the College.
- The following education programs (graduate level only) offered at Sweet Briar College are currently approved by the Virginia Board of Education:
 - ✓ Dance Arts PreK-12;
 - ✓ Elementary Education PreK-6;
 - ✓ English;
 - ✓ Foreign Languages PreK-12: French, German, Latin, and Spanish;
 - ✓ Gifted Education (Add-on endorsement);
 - ✓ History and Social Sciences;
 - ✓ Mathematics;
 - ✓ Music Education: Vocal/Choral PreK-12;
 - ✓ Science: Biology, Chemistry, and Physics;
 - ✓ Special Education-General Curriculum K-12;
 - ✓ Theatre Arts PreK-12; and
 - ✓ Visual Arts PreK-12.
- The SBC Teacher Education Program does not offer any off-campus programs.
- Sweet Briar College requested accreditation through the Board of Education approved process. An on-site visit to review the program was conducted on September 18-21, 2012. Attached are the *Professional Education Program Review Team Report of Findings* and Sweet Briar College's *Institutional Response to the Professional Education Program Review Team Report of Findings*.
- The overall recommendation of the on-site review team was that the professional education program be "accredited." The team made this recommendation based on the information available in the 2012 *Institutional Report*, and the evidence available during the September 18-21, 2012, on-site visit. Below are the recommendations for each of the four standards:

Standard	Review Team Recommendations
Standard 1: Program Design	Met
Standard 2: Candidate Performance on Competencies for Endorsement Areas	Met
Standard 3: Faculty in Professional Education Programs	Met
Standard 4: Governance and Capacity	Met

- The following weaknesses were noted in Standards 1 and 4:

...II. Findings for Each Standard

- A. Standard 1: Program Design. The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the preK-12 community....*

...Weaknesses:

1. Field placements are currently managed by each course instructor, which is a burden to faculty and limits consistent oversight of placements. Additional staff (e.g., a field experience director) is needed to coordinate and manage school placements and to monitor field experience requirements for each candidate. Hiring of such staff would strengthen field oversight and relieve the burden on faculty.
2. It is difficult to track whether field requirements are met for each candidate because separate field logs are submitted for each individual field experience. Field experience placements and hours should be monitored on a master log sheet for each teacher candidate. It is recommended that SBC consider the development of a uniform template to record all field experiences on a master log for each candidate to facilitate record keeping.

- D. Standard 4: Governance and Capacity. The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards....*

...Weakness:

There was no evidence of a method for the systematic placement of candidates in clinical experiences to ensure that candidates gain experience in teaching students in diverse K-12 classes. The clinical placements (i.e., placements for field experiences) need to be more readily and purposely coordinated to ensure diversity of placements. It is recommended that Sweet Briar College provide additional personnel to the Education Department for the purpose of coordinating clinical placements of candidates with partnering school divisions.

The Board accepted for first review the Advisory Board on Teacher Education and Licensure’s recommendation to accept the review team’s recommendation that the professional education program at Sweet Briar College be “accredited,” indicating that the program has met the standards as set forth in 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia*.

Report on Implementation of a Memorandum of Understanding for the Division Level Review for Petersburg City Public Schools

Dr. Kathleen Smith, director of school improvement, presented this item. Her presentation included the following:

- The Standards of Quality require local school boards to maintain *Fully Accredited* schools and to take corrective actions for schools that are not *Fully Accredited*.
- In October 2004, the Virginia Board of Education (VBOE) established criteria for identifying low-performing school divisions to undergo a division level academic review. Petersburg City Public Schools met the criteria for division level academic review.
- In 2004, recognizing the need for technical assistance and at the encouragement of the Virginia Department of Education (VDOE), the Petersburg City School Board requested a division level academic review and assistance from the VDOE. Petersburg City Public Schools and the VBOE signed an initial Memorandum of Understanding (MOU) detailing the review process on April 21, 2004.
- Based on 2005-2006 assessment results and the resulting accreditation and federal adequate yearly progress (AYP) ratings of the division and its schools, Petersburg City Public Schools entered into a second MOU on November 20, 2006. As part of the November 2006 MOU, an efficiency review was completed on January 10, 2007, by MGT of America, Inc. Ninety (90) recommendations were indicated, 38 of which were accompanied by fiscal implications. According to the review, full implementation of the recommendations would generate a total savings of \$34,620,950 over a five-year period. Petersburg City Public Schools has provided periodic updates to the VBOE regarding the implementation of the efficiency review.
- As required by the November 2006 MOU, the VBOE and the VDOE assigned a chief academic officer (CAO) to work with the superintendent and administrative staff to coordinate and monitor the implementation of processes, procedures, and strategies associated with the corrective action plan resulting from the MOU. The CAO coordinated with VDOE offices to provide technical assistance in support of the MOU and corrective action plan. The CAO had administrative authority over processes, procedures, and strategies that were implemented in support of the MOU and funded by targeted federal and state funds with subsequent review and approval by the Petersburg City School Board.
- The 2006 MOU required Petersburg City Public Schools to work with the VDOE and VBOE to restructure schools that consistently failed to meet state and federal benchmarks. The VBOE approved a Lead Turnaround Model for implementation in the middle grades after convening and receiving recommendations from a group of educators and community members from across the state in 2007-2008.
- On November 17, 2009, the Board of Education revised the Memorandum of Understanding (MOU) for Petersburg City Public Schools. This MOU will remain in effect until all schools are fully accredited. Key administrative responsibilities included in the MOU are as follows.

Student Achievement

1. The central office leadership team under the direction of the CAO or designee will develop a consolidated federal application each year of the proposed MOU that complies with the findings of the efficiency review, focuses on improved student achievement, and connects strategies to the division's corrective action plan. The Petersburg City School Board will review and approve the consolidated federal application.
2. The central office leadership team under the direction of the CAO and Petersburg City School Board will develop and implement a corrective action plan that complies with the findings of the efficiency review, focuses on improved student achievement, and connects strategies to the full implementation of the algebra

- readiness and early reading initiatives.
3. The central office staff will provide monthly written reports on the implementation of the algebra readiness and early reading initiatives to include activities planned, activities completed, timelines, participation targets and requests for reimbursement to the CAO and the Petersburg City School Board.
 4. The central office will work with school staff to implement effective corrective action plans for all schools that are in *Accreditation Denied* status and No Child Left Behind (NCLB) restructuring. The corrective action plans must meet the requirements of NCLB and the Standards of Accreditation (SOA) and be aligned with the division's key strategies for improved student achievement. Corrective action plans must be approved by the Petersburg City School Board, VBOE and VDOE. Additionally, progress reports on implementing the plans will be shared quarterly with these entities.
 5. The central office will work with VDOE staff and the CAO to identify one or more external turnaround partners for the implementation of a specific restructuring plan that meets the requirements of NCLB for all schools in restructuring under NCLB and is approved by the VDOE.

Leadership Capacity

Petersburg City Public Schools will implement an accountability system that links leadership of both the school and the division to student achievement data and provides professional development to improve student achievement. Petersburg City Public Schools will demonstrate commitment to hiring school and division staff with a proven record of increasing student achievement.

Teacher Quality

The central office leadership team under the direction of the CAO or designee will develop and monitor individual action plans to reduce the incidence of teachers with provisional licenses. Petersburg City Public Schools will commit to hiring personnel who are the most qualified for the position vacancy and have a proven track record of increasing student achievement.

- On April 1, 2010, the VDOE made multiple contract awards from which applicable divisions, a group of schools or individual schools within a region can select a Lead Turnaround Partner (LTP). On April 7, 2010, VDOE introduced the four selected vendors for the LTP contract list to divisions with schools identified as persistently low-achieving.
- Petersburg City Public Schools last provided a report on the MOU to the School and Division Accountability Committee of the Virginia Board of Education on October 26, 2011. At that time, two Petersburg City Public Schools were identified as persistently low-achieving as required by the federal State Fiscal Stabilization Fund (SFSF) – Phase II requirements: Peabody Middle School (Tier 1) and Petersburg High School (Tier II. B.). For the purposes of federal funding available under school improvement 1003(g) of the *No Child Left Behind Act of 2001*, a persistently low-achieving school is defined as:
 - A. Title I school in improvement, corrective action, or restructuring that is among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring based on the academic achievement of the “all students” group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years (Tier I); or
 - B. A secondary school that is eligible for, but does not receive, Title I funds that is among the lowest-achieving five percent of schools based on the academic achievement of the “all students” group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years (Tier II. A.); or
 - C. A high school that has had a graduation rate as defined in 34 CFR 200.19(b) that is less than 60 percent for two years (Tier II. B.).

- The United States Department of Education (USED) did not require Petersburg City Public Schools to serve Petersburg High School, the Tier II school. As indicated by a review of Petersburg’s data, grades 6-9 were major areas of concern with regard to student achievement, and as a result of grade configuration changes that occurred in 2008-2009, grade 9 students were no longer served at Petersburg High School. Petersburg High School now serves students in grades 10-12; Vernon Johns Junior High School serves students in grades 8 and 9 and Peabody Middle School serves students in grades 6 and 7. The Federal Graduation Indicator (FGI) at Petersburg High School increased from 48 percent in 2007-2008 to 65 percent in 2010-2011.
- In its application for 1003(g) funds, Petersburg City Public Schools received permission from USED and VBOE to serve Vernon Johns Junior High School (rather than Petersburg High School) and Peabody Middle School using the transformation model. Both schools selected Cambridge Education from the approved state contract as the Lead Turnaround Partner (LTP). The contract with Cambridge was renewed in 2011 and 2102.
- The LTP must support the schools in implementing the requirements of the USED transformation model. Specifically, the LTP ensures that the schools receive ongoing, intensive technical assistance and related support to develop and increase teacher and school leader effectiveness; provide teachers and leaders ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction); use data to identify and implement an instructional program aligned to the SOL and the needs of the learner (e.g., smaller learning community); promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; improve student transition from middle to high school through summer transition programs or freshman academies; establish schedules and strategies that provide increased learning time; and provide ongoing mechanisms for family and community engagement.
- In 2011, A.P. Hill Elementary School and J.E.B. Stuart Elementary School were identified as persistently low-achieving Tier 1 schools. Tier 1 schools are Title I schools in improvement, corrective action, or restructuring that are among the lowest-achieving five percent of Title I schools in improvement, corrective action, or restructuring based on the academic achievement of the “all students” group in reading/language arts and mathematics combined and the school has not reduced its failure rate in reading/language arts and/or mathematics by 10 to 15 percent each year for the past two years.
- Petersburg City Public Schools has entered into a contract with EdisonLearning as the Lead Turnaround Partner to implement the requirements of the USED transformation model for both A. P. Hill Elementary School and J.E.B. Stuart Elementary School.
- In 2012, as required by Virginia’s *Application for U.S. Department of Education Flexibility from Certain Requirements of the Elementary and Secondary Education Act of 1965 (ESEA)*, the four persistently low-performing schools were re-classified as priority schools using Criterion A below:

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.

- The criteria in the flexibility waiver require priority schools to meet all of the federal annual measurable objectives for two consecutive years before exiting the priority status. At this time, J.E.B. Stuart Elementary

School and Vernon Johns Junior High School have met the Federal Annual Measurable Objectives (FAMOs) for the first year and will need to do so again in the upcoming year to exit priority status. A. P. Hill Elementary School and Peabody Middle School did not meet the FAMOs last year and will remain in priority status for at least one more year (2013-2014).

Chief Academic Officer

Since four of the seven schools now have Lead Turnaround Partners (LTPs), the role of the CAO was changed to reflect that much of the work originally performed by the CAO is now completed by the division level transformation team (including LTPs) serving all seven schools and the school level transformation teams (including the LTPs) at the four schools. The VDOE continues to assign the CAO to assist both division staff and the LTPs. The director of the Office of School Improvement (OSI) coordinates with the CAO, LTP, division staff, and other VDOE offices to provide technical assistance in support of the MOU and corrective action plan. The CAO provides administrative feedback over processes, procedures, and strategies that are implemented in support of the MOU and funded by targeted federal and state funds and shares this feedback with both the superintendent and the Petersburg City School Board.

Requirements of the Priority Schools

The four priority schools are required to complete a principal evaluation pilot this school year with The College of William and Mary. The evaluator of the principals (the superintendent) and the principals are required to attend a training session on February 20, 2013, and March 20, 2013. In addition, Vernon Johns Junior High School and Petersburg High School are required to participate in teacher evaluation training through The College of William and Mary.

Superintendent’s Report

The report from the division superintendent provides information on the key priorities of the MOU: Enhanced Leadership Capacity; Improved Student Achievement; Improved Teacher Quality; Strengthen Communications with all Stakeholders; and Promote a Safe and Secure Environment.

Although the Board of Education has received reports on the current Division Corrective Action Plan dated for 2009-2010, the plan needs to be updated. The VDOE will provide a facilitator to develop a corrective action with the division team that aligns the needs of the division at this time with the requirements of the Memorandum of Understanding.

Sustainability

Sustainability in the reform outcomes must be ensured as part of the funding offered by the USED for priority schools. At this time, both LTPs, Cambridge Education and EdisonLearning, are working with Petersburg City Schools to ensure that regardless of funding, the capacity to sustain improvement in student achievement is in place.

Accreditation Status

For the 2012-2013 school year, based on assessments in 2011-2012, Petersburg City Public Schools has three schools *Accredited with Warning*: A. P. Hill Elementary School, Vernon Johns Junior High School, and Walnut Hill Elementary School. A. P. Hill has been *Accredited with Warning* for three consecutive years and if not *Fully Accredited* next year, it will enter denied status. One school, Peabody Middle School, remains in *Accreditation Denied* status.

School	2009-2010 (Based on SOL Assessments in 2008-2009)	2010-2011 (Based on SOL Assessments in 2009-2010)	2011-2012 (Based on SOL Assessments in 2010-2011 and 2011 Graduation and Completion Index)	2012-2013 (Based on SOL Assessments in 2011-2012 and 2012 Graduation and Completion Index)
A. P. Hill Elementary	Fully Accredited	Accredited with Warning: Warned in English and Science	Accredited with Warning: Warned in English and Science	Accredited with Warning: English and Mathematics

J.E.B. Stuart Elementary	Accreditation Denied: Warned in Math and Science	Accreditation Denied: Warned in English	Fully Accredited	Fully Accredited
Peabody Middle	Accreditation Denied: Warned in English, Math, and History	Accreditation Denied: Warned in English, Math, and History	Accreditation Denied: Warned in Math	Accreditation Denied: Mathematics
Petersburg High	Fully Accredited	Fully Accredited	Accredited with Warning: Graduation Index (78)	Fully Accredited Graduation Index (85)
Robert E. Lee Elementary	Fully Accredited	Fully Accredited	Fully Accredited	Fully Accredited
Vernon Johns Junior High	Accreditation Denied: Warned in English and Science	Fully Accredited	Accredited with Warning: Warned in English and History	Accredited with Warning: History
Walnut Hill Elementary	Fully Accredited	Fully Accredited	Fully Accredited	Accredited with Warning: Mathematics

2012-2103 Federal Annual Measurable Objectives (FAMOs)

FAMO (Based on SOL Assessments in 2011-2012 and 2011 Federal Graduation Indicator)

School Name	Title I School	Federal AMO Status	Federal Improvement Plan Status	Reading	Math	FGI
A.P. Hill Elementary	Yes	Did Not Meet	Priority School	Met	Did Not Meet	
J.E.B. Stuart Elementary	Yes	Met All	Priority School	Met	Met	
Peabody Middle	Yes	Did Not Meet	Priority School	Did Not Meet	Did Not Meet	
Petersburg High		Did Not Meet	Required Improvement Plan	Met	Met	Did Not Meet 65%
Robert E. Lee Elementary	Yes	Met All		Met	Met	
Vernon Johns Junior High	Yes	Met All	Priority School	Met	Met	
Walnut Hill Elementary	Yes	Met All		Met	Met	

AYP/AMO Pass Rates on Statewide Assessments from School Report Card

Reading

School	Based on Assessments in 2008-2009	Based on Assessments in 2009-2010	Based on Assessments in 2010-2011	Based on Assessments in 2011-2012
A. P. Hill Elementary	81%	60%	62%	72%
J.E.B. Stuart Elementary	76%	64%	78%	81%
Peabody Middle	64%	67%	76%	75%
Petersburg High	90%	91%	84%	83%
R. E. Lee Elementary	81%	77%	78%	81%
Vernon Johns Junior High	62%	73%	76%	87%
Walnut Hill Elementary	85%	78%	73%	79%

Mathematics

School	Based on Assessments in 2008-2009	Based on Assessments in 2009-2010	Based on Assessments in 2010-2011	Based on Assessments in 2011-2012
A. P. Hill Elementary	80%	66%	62%	42%
J.E.B. Stuart Elementary	64%	77%	84%	61%
Peabody Middle	47%	58%	49%	43%
Petersburg High	86%	84%	87%	52%
R. E. Lee Elementary	83%	86%	90%	59%
Vernon Johns Junior High	89%	86%	85%	66%
Walnut Hill Elementary	81%	84%	75%	48%

Science

School	Based on Assessments in 2008-2009	Based on Assessments in 2009-2010	Based on Assessments in 2010-2011	Based on Assessments in 2011-2012
A. P. Hill Elementary	74%	54%	64%	77%
J.E.B. Stuart Elementary	59%	74%	80%	83%
Peabody Middle	N/A	N/A	N/A	N/A
Petersburg High	84%	91%	93%	91%
R. E. Lee Elementary	88%	83%	84%	78%
Vernon Johns Junior High	68%	78%	79%	87%
Walnut Hill Elementary	73%	83%	73%	81%

History

School	Based on Assessments in 2008-2009	Based on Assessments in 2009-2010	Based on Assessments in 2010-2011	Based on Assessments in 2011-2012
A. P. Hill Elementary	81%	73%	64%	72%
J.E.B. Stuart Elementary	89%	79%	86%	92%
Peabody Middle	63%	63%	71%	72%
Petersburg High	91%	94%	72%	69%
R. E. Lee Elementary	90%	89%	82%	82%
Vernon Johns Junior High	70%	75%	56%	65%
Walnut Hill Elementary	85%	87%	75%	76%

The Board's discussion included the following:

- The importance of hiring high quality and endorsed teachers, and the possibility of removing probationary teachers.
- Concern regarding teacher evaluation in Petersburg and teacher performance.
- Stressing that the school board and superintendent have ultimate responsibility of Petersburg City Schools.
- Having a plan in place for nonperforming teachers starting with the goals of the Memorandum of Understanding.

Dr. Wright recommended that Petersburg City Public Schools, with support from a VDOE assigned facilitator, update the division's corrective action plan to align with the division's needs at this time and the Memorandum of Understanding. Dr. Wright also indicated that the General Assembly efficiency review showed staffing as an issue for Petersburg City Schools. The General Assembly has authorized the Department of Planning and Budget to conduct a follow up on the implementation status of the efficiency review conducted in 2007.

The Board accepted the Report on Implementation of the Memorandum of Understanding with Petersburg City Public Schools. In addition, the Superintendent recommended that Petersburg City Public Schools, with support from a Department of Education assigned facilitator, update the division's corrective action plan to align with the division's needs at this time and the Memorandum of Understanding.

Report on K-12 Legislation Passed by the 2013 General Assembly

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

The Report on K-12 Legislation Passed by the 2013 General Assembly is as follows:

Career and Technical Education

- HB 1858 (Orrock) – Requires the Board of Education to develop, by July 1, 2014, a model waiver form for use by any entity providing a career and technical occupational experience for public secondary school students.
- HB 2101 (Ramadan) and SB 1248 (Black) – Directs the Board of Education to develop guidelines for the establishment of High School to Work Partnerships between public high schools and local businesses to create apprenticeships, internships, and job shadow programs in a variety of trades and skilled labor positions. The guidelines are required to include a model waiver form to be used by high schools and local businesses in connection with Partnership programs to protect both the students and the businesses from liability. Local school boards may encourage high school career and technical education administrators to collaborate with school counselors to establish these partnerships.

Charter Schools, Public School Choice

- HB 2076 (Stolle) and SB 1131 (McWaters) – Exempts charter school applications initiated by local school boards from the Board of Education's review, comment, and determination as to whether the application meets the approval criteria.
- SB 1196 (Locke) – Requires the Board of Education to include information in its annual report to the Governor and the General Assembly about parent and student choice in each school division and any plans that school divisions have to increase school choice.

Discipline, Crime, and Violence

- HB 1864 (Robinson) – Clarifies that the school and the local law-enforcement agency may deal with school-based offenses through graduated sanctions or educational programming, instead of delinquency charges being filed with the juvenile court, when a student commits an act that may constitute a criminal offense. The Board of Education and the Department of Criminal Justice Services are required to develop a model cooperative agreement between schools and local law-enforcement agencies for dealing with school-based offenses.
- HB 1866 (Robinson) – Removes from the definition of "firearms" certain weapons (not guns) that are not included in the definition of "firearms" in the federal Improving America's Schools Act of 1994. Possession of these weapons on school property or at a school-sponsored activity is punishable by mandatory expulsion from school.
- HB 1871 (McClellan) – Defines "bullying" as *"any aggressive and unwanted behavior that is intended to harm, intimidate, or humiliate the victim; involves a real or perceived power imbalance between the aggressor or aggressors and victim; and is repeated over time or causes severe emotional trauma."*

"Bullying" includes cyber bullying. "Bullying" does not include ordinary teasing, horseplay, argument, or peer conflict." The Board of Education is required to develop model policies and procedures for local school boards by January 1, 2014. Local school boards are required to develop and implement, by July 1, 2014, policies and procedures about bullying that include a prohibition against bullying.

Local School Boards

- SB 899 (Reeves) – Permits local school divisions to place decals on the rear of school buses noting that the buses stop at railroad crossings.
- SB 960 (Barker) – Allows a child receiving kinship care as defined in § 63.2-100 of the *Code* from an adult relative to enroll in the school division where the kinship care provider resides. The bill allows local school divisions to require one legal parent and the kinship care provider to sign affidavits detailing the kinship care arrangement, as well as a power of attorney authorizing the adult relative to make educational decisions regarding the child. This bill will sunset on June 30, 2016.

Policies and Regulations

- HB 2019 (LeMunyon) – Requires that a current copy of all school division policies and regulations approved by the local school board must be posted on the division's Web site and available to employees and to the public. Printed copies of such policies and regulations are required to be available as needed to citizens who do not have online access.
- HB 1201 (McDougle) – Repeals the requirement that the Board of Education promulgate regulations governing the process for submitting proposals for the consolidation of school divisions, the qualifications of substitute teachers, and the process for conducting division level academic reviews. These regulations reiterate the requirements set forth in statute.

Special Education

- HB 1344 (Bell) and SB 1097 (Hanger) – States that local school divisions may ensure that Individualized Education Program (IEP) teams consider the specific communication needs of children who are deaf or hard-of-hearing and address those needs as appropriate in the child's IEP. The bill further provides that no child who is identified as deaf or hard-of-hearing may be denied the opportunity for instruction in a particular communication mode or language solely because another communication mode or language was originally chosen for the child, and that a child may receive instruction in more than one communication mode or language.
- HB 1420 (Pogge) – Requires the Board of Education to promulgate regulations defining "intervener" as *"an individual with knowledge and skill in the mode of communication of a deaf-blind student and who can communicate to the deaf-blind student what is occurring in the student's educational setting."*

Standards of Accreditation

- HB 1999 (Greason) and SB 1207 (Stanley) – Establishes an A to F grading system of individual school performance that includes the Standards of Accreditation, state and federal accountability requirements, and student growth indicators in assigning grades. The growth indicators must be used in the Standards of Accreditation of schools and in teacher evaluations.

By July 31, 2013, the Board of Education must approve student growth indicators. "Student growth" is defined as: *"(i) whether individual students on average fall below, meet, or exceed an expected amount of growth based on a statewide average or reference base year on state assessments or additional assessments approved by the Board; (ii) maintaining a proficient or advanced proficient performance level on state assessments; or (iii) making significant improvement within the below basic or basic level of*

performance on reading or mathematics assessments as determined by the Board.”

By December 1, 2013, the Department of Education must submit a report to the Governor and the General Assembly on the approval of student growth indicators and their uses.

By October 1, 2014, the Board of Education shall assign a grade from A to F to each public school in the Commonwealth; make both the system and the grade assigned to each school in the Commonwealth available to the public; and report to the General Assembly a summary of the system and the assigned grades.

- HB 2144 (Landes) – Allows elementary schools with an adjusted pass rate of less than 75 percent on the Standards of Learning (SOL) reading assessment to apply to the Board of Education for a two-year waiver from the SOL science or history and social science assessment requirement, or both, for third grade students. Elementary schools that apply for a two-year waiver must satisfy certain conditions to be granted the waiver, including: hiring a full-time reading specialist to work with the third grade students and teachers; developing a system to monitor the academic progress of third grade students in the subject areas in which the waiver is sought, which would include the administration of a summative assessment or another division-wide assessment; committing to publishing the adjusted pass rate of third grade students on such summative assessments; and committing to providing at least 30 minutes of instruction per day to third grade students in the subject areas in which the waiver is sought. The bill will sunset on July 1, 2015.
- SB 1167 (Barker) – Requires the Board of Education to develop student growth indicators by October 1, 2014, to be used in the accreditation of schools and in teacher evaluations. The Department of Education must submit an interim report to the Governor and the General Assembly on the development of the student growth indicators by December 1, 2013, and a final report on the indicators and their uses by October 1, 2014.
- SB 1324 (McDougle) – Creates the Opportunity Educational Institution (OEI), to be administered and supervised by the nine member OEI Board, consisting of two members of the House of Delegates, two members of the Senate, and five non-legislative members. The Secretary of Education and the Executive Director would be ex-officio members of the board.

The bill requires any school that has been denied accreditation to be transferred to the OEI. The OEI board may require schools accredited with warning for three consecutive years to be transferred to OEI. The schools will remain in OEI until the Board of OEI decides to transfer the schools back to the school divisions. Schools are eligible to be transferred at the end or five years or when the school achieves full accreditation. The OEI board shall supervise and operate schools in OEI in whatever manner that it determines to be most likely to achieve full accreditation for each school, including the utilization of charter schools and college partnership laboratory schools.

Standards of Learning

- HB 1350 (Albo) – Requires local school divisions to provide targeted mathematics remediation and intervention to students in grades six through eight who show computational deficiencies as demonstrated by their individual performance on any diagnostic test or grade-level SOL mathematics assessment that measures non-calculator computational skills.

Standards of Quality

- HB 2066 (Peace) and SB 1172 (Blevins) – Permits local school divisions that employ a sufficient number of librarians, guidance counselors, and school-based clerical personnel to meet the staffing requirements prescribed in the Standards of Quality to assign librarians, guidance counselors, and school-based clerical personnel to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.

- HB 2068 (LeMunyon) and SB 1171 (Blevins) – Requires all local school divisions to offer early intervention reading services and algebra readiness intervention services.
- HB 2098 (Tata) and SB 1189 (Martin) – Permits the Board of Education to grant waivers of regulatory requirements that are not mandated by state or federal law or designed to promote health or safety. The Department of Education is required to provide guidance to any local school division that requests release from state regulations and information about opportunities to form partnerships with schools that have been granted waivers and have demonstrated improvement in the quality of instruction and the achievement of students.
- The Board of Education may also grant local school boards waivers of specific requirements in the SOQ staffing requirements to grant a local school board the authority to assign instructional personnel to the schools with the greatest needs, so long as the school division employs a sufficient number of personnel division-wide to meet the total number required by the SOQ, and all pupil/teacher ratios and class size maximums are met.

Student Health

- HB 1406 (D. Bell) – Requires each school board to annually provide parents with educational information on eating disorders for public school students in grades five through 12. The bill also requires the Department of Education and the Department of Health to develop and implement policies for providing parents with educational information on eating disorders.
- HB 1468 (Greason) and SB 893 (Howell) – Adds employees of local governing bodies and employees of local health departments to the lists of individuals who are permitted to possess and administer epinephrine. These employees would not be held liable for civil damages when certain conditions are met.
- HB 2028 (Dudenhefer) and SB 807 (Stuart) – Allows school boards to require current certification or training in emergency first aid, cardiopulmonary resuscitation (CPR), and the use of automated external defibrillators (AEDs) for bus drivers. It increases the number of staff required to have such training (from one to two in schools with an administrative staff of fewer than ten, and from two to three if the school has an administrative staff of ten or more).

The bill requires every teacher seeking initial licensure or renewal of a license to provide evidence of completion of certification or training in emergency first aid, cardiopulmonary resuscitation, and the use of automated external defibrillators, based on the current national evidence-based emergency cardiovascular care guidelines for cardiopulmonary resuscitation and the use of an automated external defibrillator; however, the Board may waive this requirement for people with disabilities.

The bill requires first-time ninth grade students in the 2016-2017 school year to receive training in emergency first aid, CPR, and the use of AEDs in order to earn a Standard or Advanced Studies Diploma.

Finally, the bill allows each local school board to develop a plan for the placement, care, use, and funding of an automated external defibrillator in each school.

Student Safety

- HB 2343 (Sherwood) – Establishes the School Security Infrastructure Improvement Fund and the Local School Safety Fund, to be administered by the Department of Criminal Justice Services. The School Security Infrastructure Improvement Fund shall be used to make grants and loans to local school divisions for capital infrastructure improvements related to school safety and security.
- HB 2344 (Cole) – Requires the Center on School Safety to develop, in conjunction with the Department of State Police, the Department of Behavioral Health and Developmental Services, and the Department of

Education, a model critical incident response training program for public schools; and, in consultation with the Department of Education, provide schools with a model policy for the establishment of threat assessment teams, including procedures for the assessment of and intervention for students whose behavior poses a threat to the safety of school staff or students.

Each local school board shall adopt policies for the establishment of threat assessment teams, including the assessment of and intervention for students whose behavior may pose a threat to the safety of school staff or students consistent with the model policies developed by the Virginia Center for School Safety. Each threat assessment team shall report quantitative data on its activities according to guidance developed by the Department of Criminal Justice Services.

- HB 2345 (Yost) – Requires the Virginia Center for School Safety to develop, in conjunction with the Department of State Police, the Department of Behavioral Health and Developmental Services, and the Department of Education, a model critical incident response training program for public schools; and, in consultation with the Department of Education, provide schools with a model policy for the establishment of threat assessment teams for each school, including procedures for the assessment of and intervention with individuals whose behavior poses a threat to the safety of school staff or students.
- HB 2346 (Ransone) – Requires each school safety audit committee to conduct a school inspection walk-through using a standardized checklist, and to make the completed walk-through checklist available to the chief law-enforcement officer of the locality or his designee upon request. The bill also requires each public school to conduct at least two lock-down drills: one in September and one in January of each school year.
- HB 2347 (Ramadan) – Permits the principal, in his discretion, to provide information about a student charged with a violation of the law to a threat assessment team established by the local school division. No member of a threat assessment team shall disclose any juvenile record information obtained pursuant to this section or use such information for any purpose other than evaluating threats to students and school personnel.
- SB 1376 (Martin) – Provides that any person who, in good faith and without malice, reports, investigates, or causes an investigation to be made into the activities of any person relating to conduct involving bomb threats or other explosives or alcohol or drug use at a school or institution of higher learning or in connection with a school or institution activity shall be immune from all civil liability that might be incurred as a result of making such a report or investigation.

Teachers and Administrators

- HB 1388 (Habeeb) and SB 936 (Smith) – Changes the deadline for a school board to notify principals, assistant principals, or supervisors under continuing contract of their reassignment to teaching positions from April 15 to June 15.
- HB 1889 (LeMunyon) – Requires performance indicators, or other data used by the local school board to judge the growth or quality of a teacher, to be kept confidential but permits such information to be disclosed pursuant to court order, for the purposes of a grievance proceeding involving the teacher, or as otherwise required by state or federal law.
- HB 2083 (K. Cox) and SB 1185 (Vogel) – Establishes the Strategic Compensation Grant Initiative and Fund, which provides that local school divisions may submit proposals to the Board of Education to receive grants that may be used as incentives to improve teacher and school performance. School divisions must include in their proposals a compensation model and designate groups or types of teachers to receive awarded funds. The bill sets forth eligibility requirements for teachers receiving funds.
- HB 2084 (K. Cox) and SB 1175 (Ruff) – Creates a two-year provisional license for participants in Teach

For America, a nationwide nonprofit organization focused on closing the achievement gaps among students in low-income areas, who meet certain criteria, including having an offer of employment from a school division in the Commonwealth. The Board of Education may extend each Teach For America license for one additional year and may issue each licensee a renewable license upon completion of two full years of teaching experience, satisfaction of all other requirements for such a license, achievement of satisfactory scores on all professional teacher assessments required by the Board, and achievement of satisfactory end-of-year evaluations.

- HB 2151 (D. Bell) and SB 1223 (Norment) – Makes changes to the processes by which teachers and administrators are evaluated. The bill requires teachers, assistant principals, and principals to be evaluated every year, either formally or informally, and such evaluations to include student academic progress as a significant component and an overall summative rating. The bill allows local school boards to increase the term of probationary service required before a teacher becomes eligible for a continuing contract from three years to up to five years.

The bill also changes the grievance procedure for teachers by giving local school boards the option to assign a grievance hearing to be heard by an impartial hearing officer designated by the local school board and by removing the option for a grievance to be heard in front of a fact-finding panel.

- HB 2193 (Merricks) – Requires the local department of social services to report to a local school board founded complaints of child abuse or neglect about any full-time, part-time, permanent, or temporary employee of the school division. The current law requires that only teachers are reported, and not other employees.
- SB 1345 (Petersen) – Requires the Board of Education to amend its regulations to require any individual licensed and endorsed to teach middle school civics or economics, or high school government or history who is seeking renewal of such license to demonstrate knowledge of Virginia history or state and local government by completing a module or professional development course specifically related to Virginia history or state and local government that has a value of five professional development points. This requirement applies to the individual's next or initial renewal occurring after July 1, 2014.

Legislative Studies

- HJR 595 (Loupassi) – Directs the Virginia State Crime Commission to study laws and policies governing the investigation of alleged child sexual abuse in the Commonwealth as related to teachers taking indecent liberties with students.
- SJR 328 (Saslaw) – Directs the Joint Legislative Audit and Review Commission to study the efficiency and effectiveness of elementary and secondary school spending in Virginia. The Commission shall submit its report in November 2016.
- SJR 330 (Northam) – Directs the Joint Commission on Health Care to study the service needs of individuals with autism and autism spectrum disorders transitioning from public and private secondary schools, including needs related to housing, employment, and day support services.

The Board received the Report on K-12 legislation passed by the 2013 General Assembly.

DISCUSSION OF CURRENT ISSUES

Mr. Foster raised an issue brought to the Board's attention during public comment and through written correspondence regarding sensitive instructional materials. He asked Board members if they feel additional amendments are needed to the Board's regulations to include a notice to parents and students about the intended use of controversial materials and if there is a concern that alternative materials or other options be considered.

During the discussion Board members suggested that the Virginia School Boards Association share with their membership what has been brought to the Board's attention and ask local school divisions about their practices and policies for sensitive materials including parental notification and opt-out provisions. Board members also suggested contacting teachers, the PTA, and other stakeholders.

Mr. Foster asked the Department of Education staff to collect data on current policies and procedures and report back to the Board for review.

The Board met for dinner on Wednesday, February 27, 2013, at the Crowne Plaza Hotel with the following members present: Mrs. Atkinson, Dr. Baysal, Mrs. Beamer, Mr. Braunlich, Mr. Foster, Ms. Mack, Mrs. Sears, and Mrs. Wodiska. Members discussed pending Board agenda items. No votes were taken, and the dinner meeting ended at 9:30 p.m.

ADJOURNMENT OF THE BUSINESS SESSION

There being no further business of the Board of Education and Board of Career and Technical Education, Mr. Foster adjourned the meeting at 2:11 p.m.

A handwritten signature in cursive script that reads "David H. Foster". The signature is written in black ink and is positioned above a horizontal line.

President