

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

September 10, 2015

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

Dr. Billy K. Cannaday, Jr., President
Mrs. Joan E. Wodiska, Vice President
Mrs. Diane T. Atkinson
Dr. Oktay Baysal

Mrs. Darla Edwards
Mrs. Elizabeth V. Lodal
Mr. Sal Romero, Jr.

Dr. Steven R. Staples, Superintendent of
Public Instruction

Dr. Cannaday called the meeting to order at 9 a.m.

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

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

VISITORS

Dr. Cannaday welcomed participants of the 2015-2016 Aspiring Special Education Leaders Academy. The Aspiring Special Education Leaders Academy is designed for educators who aspire to be in a leadership position and who are not currently a special education director.

APPROVAL OF MINUTES

Mrs. Atkinson made a motion to approve the minutes of the July 23, 2015, meeting of Board. The motion was seconded by Mrs. Wodiska and carried unanimously. Mr. Romero abstained as he was not present for the July meeting. Copies of the minutes had been distributed in advance of the meeting.

PUBLIC COMMENT

The following persons spoke during public comment:

- Brooke Pizzietti, spoke on high school equivalency examination guidelines.
- Dr. Rita Bishop, spoke on expedited retakes of Standards of Learning tests and English Language Learners (ELL)
- M. Rick Turner, spoke on discipline rates for African American students

CONSENT AGENDA

Mrs. Atkinson made a motion to approve the consent agenda. The motion was seconded by Mr. Romero and carried unanimously.

Final Review of Proposed Board of Education Meeting Dates for the 2016 Calendar Year

With the Board's approval of the consent agenda, the Board approved the business meeting dates for 2016 as follows:

Thursday, January 28
Thursday, February 25
Thursday, March 17
Thursday, April 28
Thursday, May 26
Thursday, June 23
Thursday, July 28
Thursday, September 22
Thursday, October 27
Thursday, November 17

Final Review of High School Equivalency (HSE) Examination Guidelines

With the Board's approval of the consent agenda, the Board approved the *High School Equivalency Examination Guidelines for Virginia* which will be used as the basis for selecting HSE examination(s) to be administered in the Commonwealth of Virginia.

ACTION/DISCUSSION ITEMS

First Review of the Model Proposal and Criteria for Hanover Regional Governor's School for Career and Technical Advancement

Dr. Donna Poland, specialist, Governor's School and Gifted Education, presented this item. Dr. Poland's presentation included the following:

- Supporting the Board of Education's goal to expand opportunities to learn, [HB 887](#), introduced by Delegate Christopher K. Peace and approved by the 2014 General Assembly, requires the Board of Education "to develop model criteria and procedures for establishing a jointly operated high school with a career and technical education focus to be recommended to the Governor and the General Assembly for funding as a Governor's Career and Technical Education School." A companion budget amendment, [Item 136.C.28h of the 2014 Appropriation Act](#), provided \$100,000 from the general fund to the Virginia Department of Education (VDOE) and expanded and modified the requirement to develop a model proposal establishing a Governor's School that focuses on Career and Technical Education (CTE). To clarify the patron's intent, VDOE staff met with Delegate Peace to discuss the variety of program options that could satisfy the intent of the bill.
- The VDOE subsequently awarded a grant for \$100,000 to Hanover County Public Schools (HCPS) to serve

as the fiscal agent for the planning grant to develop a model proposal. Over the course of six months, HCPS assembled a team of individuals to write the proposal, conducted meetings with other schools divisions and businesses, and solicited public input from a variety of professionals.

- According to the VDOE Office of Career and Technical Education Services projections, by 2022 there is expected to be a 13 percent increase in employment in all occupations in the Capital Region Local Workforce Investment Area (LWIA). This amounts to roughly 73,000 jobs in such areas as health sciences, business management, hospitality and tourism, architecture and construction, human services, marketing, education and training, information technology, public safety, finance, and transportation and logistics. Many of these job openings will be for individuals who do not have a bachelor's degree but who have completed high school with CTE or work force readiness preparation and are prepared to assume leadership roles in these fields. The need for a Governor's School in career and technical advancement is clear.
- Hanover County Public Schools proposes a model Governor's School with a CTE focus to be an annual three-week residential summer program for gifted CTE students. This model proposal could be replicated in other regions. Students would be selected based on criteria and portfolio requirements in accordance with best practices in both gifted and career and technical education. Program goals, objectives, and instructional strategies would be structured to meet the needs of students gifted in career and technical aptitude.
- The Hanover Regional Governor's School for Career and Technical Advancement (HRGS-CTA) proposed program would be focused around a central, complex problem. Students from Regions 1 and 3 (Central Virginia and the Northern Neck) with different career interests would be placed in groups, and each group would be responsible for developing a comprehensive solution. Specific skills and CTE program core competencies would be identified for each summer session and would be woven seamlessly throughout the problem-solving experience. To complement and support the small group work, industry experts would be scheduled to conduct workshops for the cohort on specific workplace and entrepreneurial skills. These experts would be part of a business steering group comprised of professionals who would work with students and faculty from time to time during the summer session. As part of the summer experience, each student would be paired with a volunteer mentor from his or her career field. Mentors would interact with students and offer a real-world, career-specific lens through which students could view the skills they would cultivate in small group and cohort activities. Mentors would stay in contact with students throughout the school year following the summer session and continue to provide guidance as students' career paths take shape.
- The Hanover Regional Governor's School for Career and Technical Advancement proposal aims to accomplish the following goals:
 - ✓ Enrich students' lives by enabling students to maximize their future Career and Technical Education and by enhancing their ability to be productive and fulfilled in their employment.
 - ✓ Enrich students' lives by providing experiences designed to enhance their workplace and entrepreneurial skills.
 - ✓ Enrich students' lives through personalized experiences designed to enhance their interpersonal and group dynamic skills.
 - ✓ Enrich students' lives by creating a vibrant, diverse community of gifted high school students who will learn to respect, support, and value each other and in doing so learn more about themselves and their aspirations for the future.

Dr. Robert Richardson, Jr., interim superintendent, Hanover County Public Schools, gave a brief overview of the model proposal and criteria for the Hanover Regional Governor's School for Career and Technical Education.

The discussion included:

- Mrs. Lodal said the proposal is unique and challenging, and was impressed that there

are already mentors for the program. Mrs. Lodal suggested the staff consist of two men and two women to supervise students participating in the three-week residential summer program.

- Mrs. Atkinson suggested Hanover County look at other programs in the Commonwealth with policies and procedures specific to residential programs and that the *Code of Conduct* is updated accordingly.
- Mrs. Edwards said the proposal for the residential program will be a model for the state and the nation, and will help build the workforce for tomorrow.
- Dr. Cannaday said the program will give students an opportunity to learn how to collaborate with others in the workforce.

The Board of Education received for first review a model proposal that establishes a Governor's School that focuses on Career and Technical Education.

First Review of the Board of Education's 2015 Annual Report on the Conditions and Needs of Public Schools in Virginia

Mrs. Melissa Luchau, director of Board Relations, presented this item. Mrs. Luchau's presentation included the following:

- The *2015 Annual Report on the Conditions and Needs of the Public Schools in Virginia* discusses the critical needs in public education, achievement of our students and schools, actions taken towards the Board's priorities, and policy recommendations for advancing the Board's goals. In keeping with the statutory requirements, the report also includes information on the current Standards of Quality (SOQ), compliance with the SOQ, a report on charter schools in Virginia, parent and student choice within school divisions, and the multidivision online provider report.

- The following statutory requirements are provided for the Annual Report:
§ 22.1-18. Report on education and standards of quality for school divisions; when submitted and effective. By December 1 of each year, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein that have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include a complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality. Such report shall also include information regarding parent and student choice within each school division and any plans of such school divisions to increase school choice.

§ 22.1-212.15. Report of public charter schools.

The Board shall report the number of public charter schools established in the Commonwealth, as well as the number of charters denied, in its annual report to the Governor and the General Assembly pursuant to § 22.1-18.

§ 22.1-212.25. Information regarding online courses and virtual programs; report.

... C. Beginning November 1, 2011, and annually thereafter, the Board of Education shall include in its annual report to the Governor and the General Assembly information regarding multidivision online learning during the previous school year. The information shall include but not be limited to student demographics, course enrollment data, parental satisfaction, aggregated student course completion and passing rates, and

activities and outcomes of course and provider approval reviews. The November 1, 2011, report shall be an interim progress report and include information on the criteria and processes adopted by the Board and outcomes of provider applications...

- Based on feedback from the Board of Education at its work session July 22, 2015, the report identifies three key priorities for public education:

#1: Creating an accountability system that promotes continuous improvement, acknowledges progress, and measures quality across a broad spectrum of indicators.

#2: Building capacity in schools and school divisions to support the unique needs of all students, teachers, and administrators.

#3: Developing positive, safe, and healthy school climates conducive to learning, both academically and socially and emotionally.

- The report summarizes key actions by the Board to advance these outcomes, and provides additional recommendations including more resources, both fiscal and human, and collaboration amongst governing bodies in education.

The discussion included:

- Dr. Cannaday said the work of the Board is defined by their mission and goals but the Board should also have a leadership role in policy development. Dr. Cannaday said the *Annual Report on the Condition and Needs of Public School in Virginia* is the Board's report to the General Assembly, Governor, and the public about what the Board sees as positive aspects of the conditions of public education and the challenges and important issues the Board must address.
- Mrs. Atkinson thanked Mrs. Luchau for her time and effort in working on the document which is an improvement from past reports. Mrs. Atkinson asked staff to examine how the Standards of Learning are referred to in the report, because sometimes it means content and other times it means test. Mrs. Atkinson asked staff to show evidence to support the fact that social and emotional development and school climate impact students' academic achievement. Mrs. Atkinson asked staff to clarify sections in the document that provide enrollment data.
- Mrs. Wodiska and Mrs. Lodal thanked Mrs. Luchau for producing a document that reflects the Board's priorities.
- Mrs. Edwards agreed with Mrs. Atkinson about the need to strengthen the social and emotional development and school climate sections of the report with research.
- Dr. Cannaday said a publication created by the National Association of School Boards of Education (NASBE) on student discipline and its relationship to student achievement could be referenced in the Board's report.
- Dr. Cannaday thanked board members for their contributions in developing the report.

The Board of Education received the report for first review.

First Review of Proposed Guidelines for Graduation Requirements; Local Alternative Paths to Standard Units of Credit Developed in Response to House Bill 1675 and Senate Bill 982 of the 2015 General Assembly

Dr. Billy Haun, chief academic officer, Division of Instruction, presented this item. Dr. Haun's presentation included the following:

- House Bill (HB) [1675](#) (Greason) and Senate Bill (SB) [982](#) (Garrett) approved by the 2015 session of the Virginia General Assembly and signed into law by Governor Terence McAuliffe amended and reenacted §§ [22.1-79.1](#) and [22.1-253.13:4](#) of the *Code of Virginia*. The amendments pertain to the use of local alternative pathways in meeting the Commonwealth's graduation requirements and permit local school divisions to waive the requirement for students to receive 140 clock hours of instruction to earn a standard unit of credit. The Virginia Board of Education is directed to develop guidelines addressing how local school boards may approach this option, provide latitude for innovative practice, and ensure that rigor and quality are maintained and expanded. The specific amended language (strikethrough) and italics) reads as follows:

Be it enacted by the General Assembly of Virginia:

1. That §§ [22.1-79.1](#) and [22.1-253.13:4](#) of the Code of Virginia are amended and reenacted as follows:

§ [22.1-79.1](#). Opening of the school year; approvals for certain alternative schedules.

C. Individual schools may propose, and local school boards may approve, pursuant to guidelines developed by the Board of Education, alternative school schedule plans providing for the operation of schools on a four-day weekly calendar, so long as a minimum of 990 hours of instructional time is provided for grades one through twelve and 540 hours for kindergarten. ~~No alternative plan that reduces the instructional time in the core academics of English, mathematics, social studies, and science shall be approved.~~

§ [22.1-253.13:4](#). Standard 4. Student achievement and graduation requirements.

D. In establishing course and credit requirements for a high school diploma, the Board shall:

9. *Permit local school divisions to waive the requirement for students to receive 140 clock hours of instruction to earn a standard unit of credit upon providing the Board with satisfactory proof, based on Board guidelines, that the students for whom such requirements are waived have learned the content and skills included in the relevant Standards of Learning.*

- The Virginia Department of Education conducted a review of policies from other states related to options beyond traditional clock-hour requirements and the important points to consider with program flexibility and quality. Similarly, Department staff examined current provisions in the Commonwealth's existing regulations in order to determine how best to integrate the requirements of HB1675/SB982 and options in regulation at the present.
- The current fast-track [Regulations Establishing the Standards for Accrediting Public Schools in Virginia](#) (SOA) provides two significant elements related to the waiver of the 140 clock-hour requirement. The Governor approved the fast-track revisions to the SOA regulations, and they were published in the August 24, 2015, edition of the Virginia Register of Regulations, making them effective October 8, 2015. It is important to note that the Governor approved these revisions with the condition that, as part of the comprehensive review of the SOA, specific guidelines for graduation requirements for local alternative paths to standard units of credit will be developed and written into these regulations. These revised regulations include the following:

8VAC20-131-110. Standard and verified units of credit.

A. The standard unit of credit for graduation shall be based on a minimum of 140 clock hours of instruction and successful completion of the requirements of the course. When credit is awarded in less than whole units, the increment awarded must be no greater than the fractional part of the 140 hours of instruction provided. If a school division elects to award credit on a

basis other than the 140 clock hours of instruction required for a standard unit of credit defined in this subsection, the local school division shall provide the Board of Education with satisfactory proof, based on board guidelines, that the students for whom the 140-clock-hour requirement is waived have learned the content and skills included in the relevant Standards of Learning. In addition, the local school division shall develop a written policy approved by the superintendent and school board that ensures:

1. That the content of the course for which credit is awarded is comparable to 140 clock hours of instruction; and
2. That upon completion, the student will have met the aims and objectives of the course.

- B. A verified unit of credit for graduation shall be based on a minimum of 140 clock hours of instruction, successful completion of the requirements of the course, and the achievement by the student of a passing score on the end-of-course SOL test for that course or additional tests as described in this subsection. A student may also earn a verified unit of credit by the following methods:
1. In accordance with the provisions of the Standards of Quality, students may earn a standard and verified unit of credit for any elective course in which the core academic SOL course content has been integrated and the student passes the related end-of-course SOL test. Such course and test combinations must be approved by the Board of Education.
 2. ~~Upon the recommendation of the division superintendent and demonstration of mastery of course content and objectives~~ Upon waiver of the 140-clock-hour requirement according to Board of Education guidelines, qualified students ~~may receive~~ who have received a standard unit of credit ~~and will~~ be permitted to sit for the relevant SOL test to earn a verified credit without having to meet the 140-clock-hour requirement.

- In order to develop draft proposed guidelines, it was necessary to create a blueprint of “givens,” design assumptions, and operational conditions. These factors were identified as the following.
 - ✓ The legislation permits a school division the choice of whether it allows the waiver option.
 - ✓ The waiver option defined in the legislation is for standard credits only.
 - ✓ The waiver option applies to all secondary courses, whether: (a) Board of Education-approved courses; (b) Career and Technical Education courses, as applicable; or (c) local elective courses.
 - ✓ School divisions that exercise the waiver option must have approved local board policy in place.
 - ✓ Local school board policies should be explicit in waiver processes to ensure fairness, accessibility, and transparency.
 - ✓ Local school board policies must ensure quality and rigor equal to programs having 140 clock hours and must maintain and have available to the Board of Education “proof” of such.
 - ✓ State guidelines should be thorough but not restrictive and should succinctly clarify pathways for achieving a waiver.
- The proposed guidelines are divided into two sections that address the overall design blueprint and the factors and considerations listed above. These sections include:
 - ✓ local school board policy requirements and considerations if a school division chooses to use the waiver option; and
 - ✓ a description of three general pathways and policy implications for attaining the waiver.
- Standards of Learning assessments will continue in their traditional role as determiners of awarding verified credits. Standards of Learning assessments will not be used for the purpose of validating alternate pathways to attaining a standard credit. School divisions will be asked to provide information about their use of the 140 clock-hour requirement waiver on the compliance with the *Standards of Quality* and other requirements data collection annually.

The discussion included:

- Mrs. Atkinson gave a summary of the Board’s discussion on this item held at the Accountability Committee meeting.
- Dr. Cannaday said the document provides guidance for flexibility.

The Board of Education received for first review the *Proposed Guidelines: Graduation*

Requirements; Local Alternative Paths to Standard Units of Credit (Alternatives to the 140 Clock-hour Requirements).

First Review of Guidance Related to the Partially Accredited Rating Included in the Revisions to the Regulations Establishing the Standards for Accrediting Public Schools in Virginia (8VAC 20-131 under the Fast Track Provisions of the Administrative Process Act)

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

- While the Board of Education is conducting a comprehensive review of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (8 VAC 20-131), the Board initiated a separate fast track regulatory action for the sole purpose of addressing legislation approved by the General Assembly during previous sessions. Two of the bills covered in the fast track action, House Bill 1873 and Senate Bill 1320 (2015), require the Board to amend the Standards of Accreditation by the 2016-2017 school year to establish additional accreditation ratings that recognize the progress of schools and student growth.
- To address the requirements of these bills, the Board added a new accreditation rating, *Partially Accredited*. Within this new rating, schools with Graduation and Completion Indices or pass rates that are within a narrow margin of the benchmarks required for full accreditation may be assigned ratings of *Partially Accredited: Approaching the Benchmark—Graduation and Completion Index* or *Partially Accredited: Approaching the Benchmark—Pass Rates*. Schools with Graduation and Completion Indices or pass rates that are not within a narrow margin but have shown considerable improvement may be assigned ratings of *Partially Accredited: Improving School—Graduation and Completion Index* or *Partially Accredited: Improving School—Pass Rates*.
- The Governor approved the fast track revisions to the SOA regulations, and they will be published in the August 24, 2015, edition of the Virginia Register of Regulations, to become effective October 8, 2015. It is important to note that the Governor approved these revisions with the condition that, as part of the comprehensive review of the Standards for Accrediting Public Schools, specific criteria for the new accreditation ratings be developed and written into these regulations.
- The criteria included in the guidance will be used to prepare accreditation ratings for the 2015-2016 school year.

The discussion included:

- Mrs. Atkinson highlighted the conversation on the item held during the Accountability Committee meeting. Mrs. Atkinson clarified that student growth data will not be used yet because new value tables were just established, but will be incorporated into the improving school category in the future. Mrs. Atkinson asked staff to explore the possibility of adding an appeal process to the guidelines.
- Mrs. Wodiska said she would appreciate feedback from school divisions.
- Dr. Cannaday asked that information on the process that was used to develop the margins be included in the background information. Dr. Cannaday also suggested a link to the Graduation and Completion Index (GCI) be added to the document.

The Board of Education received for first review the proposed guidance on the new Partially Accredited Rating included in the revisions to the *Regulations Establishing the Standards for Accrediting Public Schools in Virginia* (8VAC 20-131 under the Fast Track

Provisions of the Administrative Process Act.

First Review of Nomination to Fill Vacancy on the State Special Education Advisory Committee (SSEAC)

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

- Article Nine, Section 2 of the Board of Education's bylaws states the following:

Section 2. Advisory Committees. Advisory committees may be created by the Board for special purposes to include, but not be limited to, federal and state-mandated committees. An advisory committee shall be composed of persons who represent the views and interests of the general public and who are known to be qualified to perform their duties. Personnel of the Department of Education may be appointed to the committee, as members or as consultants. Unless otherwise prescribed by state or federal law or regulations, all appointments to an advisory committee shall be made by the Board upon the recommendations of the Superintendent of Public Instruction. . . .

- The Board of Education's bylaws also specify the membership and term of service in Article Sixteen, Section 3 and 4, as follows:

Section 3. Membership. The Board shall determine the number of members to serve on an advisory committee, and shall appoint the members of the committee, as specified in Board bylaws under Article Nine, Section 2, except as provided by state or federal law or regulation. Nominations for all vacant positions will be solicited as widely as practicable and on forms provided by the Department of Education. . . .

Section 4. Term of Service. Appointments to an advisory committee shall be for a term of three years. Members of an advisory committee may be appointed to a second consecutive three-year term, but shall not be eligible to serve for more than six consecutive years...A member filling the unexpired term of a member who resigned from the committee may be appointed to another consecutive three-year term. . . .

- The Board's advisory committees have vacancies for three-year terms. Some of the Board's advisory committees, including the State Special Education Advisory Committee (SSEAC), require specific categories of expertise or geographic representation pursuant to state or federal law or regulation. For all committees, the Board of Education seeks to have geographic representation among the appointees.
- A call for nominations to fill vacancies for the 2015-2018 terms was issued April 3, 2015 and closed June 5, 2015. Following the close of the nomination period, the nominations were reviewed by Virginia Department of Education staff. The Board approved recommended appointments to fill vacancies at its June 25, 2015, meeting. Due to a recent retirement of an existing member of the State Special Education Advisory Committee an opening for a state agency representative must now be filled. A nomination was received from the Department for Aging and Rehabilitative Services and this nomination is in line with many of the transition initiatives currently underway by the Department of Education.
- The nominee recommended for appointment is:
Mr. Matt Luther, Department for Aging and Rehabilitative Services
Representing a State Agency

Mrs. Atkinson made a motion to waive first review and approve the recommended nominee to fill the vacancy on the State Special Education Advisory Committee. The motion was seconded by Mrs. Wodiska and carried unanimously.

REPORTS

Statewide Annual Performance Report for Career and Technical Education and the Virginia Community College System as a Sub-recipient of Perkins Funds from the Department of Education

Ms. Lolita Hall, director of career and technical education, presented the statewide annual performance report for Career and Technical Education. Mr. Aris Bearse, director of institutional research, and Mr. James Antonick, administrator of Postsecondary Perkins Grants, presented the annual report for Virginia's Community Colleges. The presentation included the following:

- The federal Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) amends the Carl D. Perkins Vocational and Technical Act of 1998. Perkins IV focuses on increased accountability for further developing the academic, career, and technical skills of students through high standards; linking secondary and postsecondary CTE programs; collecting and disseminating research and information on best practices; providing professional development and technical assistance to career and technical educators; developing partnerships among diverse stakeholders; and providing individuals with the knowledge and skills necessary for competitive global work force.
- Perkins IV requires that the results on the U.S. Department of Education negotiated state-adjusted levels of performance (targets) for secondary and postsecondary CTE be communicated to the Board of Education and other audiences. Each school division and community college receives an annual report of performance. The state- and division-level [reports](#) are available on the Virginia Department of Education's Web site.

Secondary CTE Programs

The Virginia system addresses performance for CTE program completers on: academic attainment; technical skills attainment; secondary program completion rate; graduation rate; successful transition from secondary to postsecondary education, employment, or military; and nontraditional career preparation. A new baseline for the technical skills attainment was established for the 2009-2010 school year based on five separate performance indicators instead of one indicator. The technical skills attainment measure includes an indicator for college and career readiness, completers who passed a credentialing test plus completers who earned an Advanced Studies Diploma and did not pass a credentialing test. This indicator was calculated based on the 2010-2011 revised formula.

For 2011-2012, a new baseline was established for academic attainment in English, reading and mathematics based on Virginia's Federal Annual Measurable Objectives (FAMOs) for all students under the *No Child Left Behind Act* flexibility waivers that were granted by the U. S. Department of Education in August 2012. Additionally, the technical skills attainment measure was modified to include the 2S1C, 2S1D, and 2S1E and new baselines were established.

In March 2013, the U.S. Department of Education approved Virginia's amended changes for the methodology of setting Annual Measurable Objectives (AMOs) to meet requirements of the Elementary and Secondary Education Act (ESEA) flexibility waivers. Based on the approved amendment changes, the targets were revised for academic attainment in English, reading and mathematics.

Postsecondary CTE Programs

The Virginia Community College System (VCCS) addresses Perkins performance targets for: technical skills attainment; completion; retention and transfer; employment; nontraditional gender representation; and nontraditional gender completion. Institutions are considered to have met the target if they are within 90 percent of the target.

The Virginia System of Performance Standards and Measures addresses performance based on annual continuous improvement. For 2013-2014, Virginia met or exceeded all performance targets for secondary CTE programs. The VCCS met or exceeded four of the six Perkins performance targets. However, the VCCS did not meet the 90 percent

threshold for two measures. Compared to the previous year, the VCCS improved its performance on four of the measures but experienced slight decreases in the other two measures.

Performance targets that are not met by the 141 school divisions and regional technical centers, and 23 community colleges must be addressed with specific strategies for improvement in their local plan. Perkins funds may be redirected if a target is consistently not met for three consecutive years. The following charts indicate the number of school divisions/regional CTE centers and community colleges that did not meet the performance measures for the past two and three consecutive years.

Summary of CTE Performance for Two and Three Consecutive Years

Code	State Secondary Performance Measure	School Divisions/Centers Did not meet for past two consecutive years (2012-2014)	School Divisions/Centers Did not meet for past three consecutive years (2011-2014)
1S1	Academic Attainment – End of Course (EOC) English: Reading	None	None
1S2	Academic Attainment – End of Course (EOC) Mathematics	None	None
2S1-A	Technical Skills Attainment – Student Competency Rate	None	None
2S1-B	Technical Skills Attainment – Completers Participating in Credentialing Tests	13	10
2S1-C	Technical Skills Attainment – Test Takers (Completers) Passing Credentialing Tests	16	11
2S1-D	Technical Skills Attainment – Completers Passing Credentialing Tests	8	8
2S1-E	Technical Skills Attainment – Completers who passed a credentialing test plus Completers who earned an Advanced Studies Diploma and did not pass a credentialing test. (College and Career Readiness)	1	1
3S1	Secondary Program Completion Rate	None	None
4S1	Graduation Rate	None	None
5S1	Transition from Secondary School to Postsecondary Education, Employment or Military	8	0
6S1	Nontraditional Career Preparation Enrollment	11	8
6S2	Nontraditional Career Preparation Completion	14	6

Code	State Postsecondary Performance Measure	Community Colleges Did not meet for past two consecutive years (2012-2014)	Community Colleges Did not meet for past three consecutive years (2011-2014)
1P1	Technical Skills Attainment	None	None
2P1	Completion	1	1
3P1	Retention and Transfer	4	1
4P1	Employment	3	4
5P1	Nontraditional Gender Representation	21	15
5P2	Nontraditional Gender Completion	16	12

The discussion included:

- Mrs. Wodiska thanked staff for the report because she uses it to direct the public's attention to jobs of the future and the academic preparation required.
- Dr. Cannaday said the data presented is described in a way for everyone to see the values in the skill sets for students leaving public school which will enable them to take care of themselves and make a contribution to the community where they live.
- Mrs. Wodiska said she was disappointed that greater performance has not been made by community colleges in gender representation and completion and hopes the report next year is better.

The Board received the report which will be maintained as a part of the Board of education's meeting records, and communicated to audiences as required by the Perkins legislation.

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

Mr. John Eisenberg, assistant superintendent for special education and student services, Mr. Darren Minarik, SSEAC chair, and Ms. Allison MacArthur, SSEAC vice chair, presented this item. The presentation included the following:

- The *Regulations Governing Special Education Programs for Children with Disabilities in Virginia* require that “. . . the state special education advisory committee shall submit an annual report of committee activities and suggestions to the Virginia Board of Education in Virginia.”
- The SSEAC is mandated by federal and state regulations, thus representing a number of constituency groups that advocate for children and youth with disabilities. The SSEAC provides opportunities for public comment at each of its meetings, provides an opportunity for each member to report on his/her constituency group, as well as inviting presentations about initiatives and programs pertaining to students with disabilities. The SSEAC approved its annual report at its July 2015 meeting for submission to the Board of Education.
- Subcommittees addressed student achievement, student outcomes, and policy and regulations. Based on the work of these subcommittees, constituency reports, presentations, and public comments, the SSEAC report includes recommendations dealing with dyslexia, communication about diploma decisions, and inclusive education.
- The report also notes commendations in the areas of Virginia's ranking on the State Performance Plan, the Applied Studies Diploma option, activities focused on inclusive education, the addition of disability and civil rights history in the updated Social Studies Standards of Learning, initiating regulations on the use of restraint and seclusion, activities and resources for military families, and improvement on the use of the Virginia Alternate Assessment Program (VAAP) improvement and responses to feedback regarding the Dynamic Learning Map Consortium.

The Virginia State Special Education Advisory Committee Annual Report included the following recommendations:

Dyslexia

Issue: Given the number of public comments concerning dyslexia and the needs of both general and special education to focus on student reading deficits, the SSEAC notes the necessity to address the concerns further, while commending the work that has been done so far.

Recommendations:

- Create online training modules and guidance documents for general education and special education teachers regarding dyslexia awareness, characteristics, toolkits, classroom supplemental aids, services and testing accommodations. These documents should also be available for the public.
- Create and provide professional development opportunities focused on increasing the capacity of instructional staff to meet the needs of students with and at risk for dyslexia.
- Provide tools, services, and supports for early (preschool and elementary) and continual dyslexia screening and assessment in general and special education.
- Recommend that the Board of Education consider creating professional development specifically focused on dyslexia within general and special education teacher preparation programs.

Diploma Information Communication

Issue: This issue was addressed in the 2014 SSEAC annual report and the committee continues to hear from constituents on the topic. The lack of understanding of the ramifications of the testing decisions made, beginning at the elementary level, creates problems for students with disabilities in secondary schools, especially with regard to diplomas.

Recommendations:

- In order to improve communication about the ramifications of making decisions to participate in alternatives to Standards of Learning (SOL) testing earlier in the Individualized Education Program (IEP) process (such as when the first decision is made to take alternative testing), identify ways to make local resources (such as IEP meetings, LSEACs, Parent Resource Centers, guidance counselors, parent/teacher organizations, PEATC Webinars, etc.) more effective at disseminating existing and new information focusing on:
 - flexibility regarding Virginia's accountability system addressing high expectations for students with disabilities,
 - continuing full participation in the assessment system, and
 - credit accommodations for the Standard Diploma for eligible students with disabilities.
- Identify ways to use online IEP systems to improve communication with families. Clarity on the ramifications of testing decisions needs to be included in these programs. Plans to include this information should be included in the planned statewide IEP system.
- Modify existing state sample forms to include references to resources regarding diploma implications.

Inclusive Education

Issue: The inconsistency of inclusive practices was noted as a concern in constituency reports and public comment. Areas of concerns centered on equal access to extra-curricular activities, access to public meetings, and access to the general education classroom and curriculum.

Recommendations:

- Continue VDOE programs that encourage the growth and development of best practices involving co-teaching and collaborative instruction. The goal of this work is to support high quality instruction for all students and allow for appropriate supports for general and special education teachers.
- Develop a guidance document that identifies exemplary inclusive practices such as universal design for learning (UDL).
- Work with the Training and Technical Assistance Centers (TTACs) to increase professional development on the use of assistive technology to provide equal access to the general curriculum.
- Work with the TTACs to develop a self-assessment to determine barriers and challenges for universal accessibility and cultural/linguistic diversity throughout instruction, school events and public meetings. By making supports and resources available to school divisions through the VDOE and TTACs, school divisions will be address identified challenges.

The discussion included:

- Mrs. Atkinson asked for clarification of the issues with homebound instruction. Mr.

Eisenberg said it seems to be a communication issue between parents, students, and the local school division having the appropriate staff to meet the demands based on needs in the homes of students. Mr. Eisenberg said it is inconsistent from school to school and local school divisions want the Department of Education to create better guidance on making sure there is consistency.

- Mrs. Atkinson asked for more information about the statewide online IEP system that is being developed. Mr. Eisenberg said based on a response to requests from special education professionals across the Commonwealth, the department is pursuing the development of a statewide online IEP system. Mr. Eisenberg said staff are in the process of developing a Request for Proposal (RFP) and once a contract is awarded implementation will begin with selected local school divisions.
- Dr. Cannaday said he is impressed with an online IEP system and asked for clarification of privacy issues and security of data analysis. Mr. Eisenberg said data will come from a secured server with access only by individuals in school divisions with certain levels of access.
- Mrs. Wodiska thanked SSEAC for their service and for looking out for what is best for all students including students with disabilities.
- Mrs. Wodiska asked for an update on the Applied Studies Diploma. Mr. Eisenberg said the Applied Studies Diploma will be available to students with disabilities who complete the requirements of their IEP and who do not meet the requirements of other diplomas. Mr. Eisenberg said skills and competencies are being developed which will provide a set of skills that will benefit a wide range of students with varying levels of academic, social and emotional, communication, and independent living skills.
- Mrs. Atkinson said she was excited about creating a system that will better meet the needs of special education students. Mrs. Atkinson also thanked SSEAC for informing the Board of what is happening in the field, and the attention they put into creating recommendations for the Board.
- Mrs. Lodal also thanked SSEAC for their service. Mrs. Lodal asked if staff will fulfill all of the recommendations from SSEAC. Mr. Eisenberg responded that the recommendations will be fulfilled if it is the pleasure of the Board.
- Dr. Cannaday said it would be helpful for staff and SSEAC to begin thinking of tools to incorporate into the accountability system.

The Board of Education received the annual report from the State Special Education Advisory Committee.

Report on Rebenchmarking of the Direct Aid to Public Education Budget for the 2016-2018 Biennium

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

- This item is a report on "rebenchmarking" of the state Direct Aid to Public Education budget for the 2016-2018 biennium. The Direct Aid to Public Education budget provides state funding to school divisions for prekindergarten through grade 12 and adult education programs. Rebenchmarking begins the biennial

budget development process that involves the Board of Education, the Governor, and the General Assembly. In each odd-numbered year, the cost of the Direct Aid to Public Education budget is rebenchmarked for the next biennium. The rebenchmarked budget represents the state cost of continuing the existing Direct Aid to Public Education programs with biennial updates to the input data used in the formulas determining the cost of the programs.

- The cost projections presented in this item represent changes in state funding based on standard technical revisions made to Direct Aid formulas for each year of the 2016-2018 biennium. These cost projections do not reflect any changes in policy or funding methodology. The projections are based strictly on currently approved methodologies or directives specifically approved and directed by the General Assembly and the Governor. The budget figures presented in this item represent the state cost of continuing the current Direct Aid programs in the 2016-2018 biennium with the required technical updates to input data used in the existing funding formulas. Over 30 Direct Aid accounts, both Standards of Quality (SOQ) and non-SOQ, are impacted by the technical updates of the rebenchmarking process.
- The current fiscal year 2016 Direct Aid budget enacted by the 2015 General Assembly (i.e., Chapter 665) is the starting base budget against which the rebenchmarking updates are made. The rebenchmarking updates change the costs of programs off of this starting fiscal year 2016 budget base. Rebenchmarking also impacts the cost of the required local share that localities must fund for the SOQ and other Direct Aid programs with a required local match.
- The rebenchmarked 2016-2018 Direct Aid budget will be sent to the Governor for review and ultimately for inclusion in his budget for the 2016-2018 biennium. This budget will establish the level of state funding required by the foundation program established in the Standards of Quality (SOQ), as well as other Direct Aid programs. The final state cost of the 2016-2018 Direct Aid budget is dependent on final technical updates to be completed in fall 2015 and any funding policy changes affecting cost that are ultimately proposed and enacted.
- The state cost (above the FY16 base) of the rebenchmarking updates completed to date is \$178.7 million in FY17 and \$209.1 million in FY18, for a 2016-2018 biennial total of \$387.8 million. (The state cost of the 2014-2016 rebenchmarking at this stage was \$350.6 million.)
- The cost of rebenchmarking can vary across biennia due to various factors such as rate of student enrollment change, change in specific student populations, expenditure levels of divisions, state and local salary increases that are picked-up, inflation factors, etc.

The discussion included:

- Dr. Cannaday thanked Mr. Dickey and his staff for their work. Dr. Cannaday said the report becomes the source of financial information that the General Assembly uses to make decisions on how to finance public education in the Commonwealth.
- Dr. Staples also thanked Mr. Dickey and his staff. Dr. Staples said the report is the beginning of the local budget cycle and the next determination is the recalculation of local school divisions' Composite Index.
- Dr. Staples informed Board members of an upcoming report from JLARC on the effectiveness and efficiency of public education funding in the Commonwealth.

The Board of Education received the report. Department staff will complete the remaining technical updates for the 2016-2018 rebenchmarking process during fall 2015 as final data inputs become available.

DISCUSSION OF CURRENT ISSUES

Dr. Cannaday said the Board has been working with Dr. Staples to plan the Board's upcoming work. Dr. Cannaday said staff will need to ensure that the planning and execution of those plans are in alignment so the Board can be prepared. Dr. Staples said the purpose of the planning document is to help the Board forecast their work by giving them advance notice of things that are coming and it will help staff better respond to the expectations of the Board.

Dr. Cannaday said he has asked Mrs. Wodiska to work with Mr. Romero to make recommendations of how to orient new Board members and will contact Board members on other standing committees of the Board.

WORK SESSION

The Board met for a public work session on Wednesday, September 9, 2015, at the James Monroe State Office Building, Washington Conference Room, 25th Floor, with the following members present: Mrs. Atkinson, Dr. Cannaday, Mrs. Edwards, Mrs. Lodal, Mr. Romero and Mrs. Wodiska. The following department staff also participated: Dr. Steven Staples, superintendent of public instruction; Dr. Billy Haun, chief academic officer, Division of Instruction; Eric Rhoades, director, Science and Health Education; Michael Bolling, director, Mathematics & Governor's Schools; and Melissa Luchau, director for board relations. The purpose of the meeting was to discuss the timeline for Standards of Learning revisions and implementation. No votes were taken, and the work session concluded at 12:45 p.m.

DINNER MEETING

The Board met for a public dinner on Wednesday, September 9, 2015, at the Crowne Plaza Richmond Downtown Hotel, with the following members present: Mrs. Atkinson, Dr. Baysal, Dr. Cannaday, Mrs. Edwards, Mrs. Lodal, Mr. Romero, and Mrs. Wodiska. The following department staff also attended: Dr. Steven Staples, superintendent of public instruction, and Melissa Luchau, director of board relations. Members discussed pending Board agenda items. No votes were taken, and the dinner meeting ended at 8 p.m.

PUBLIC HEARING ON THE REGULATIONS ESTABLISHING STANDARDS FOR ACCREDITING PUBLIC SCHOOLS IN VIRGINIA (8 VAC 20-131) UPDATE TO COMPORT WITH LEGISLATIVE CHANGES MADE BY HB 1212 (2012) RELATED TO PUBLIC VIRTUAL SCHOOLS

There were no speakers for the public hearing.

EXECUTIVE SESSION

Mrs. Wodiska made a motion to go into executive session under *Virginia Code* § 2.2-3711(A)(41), for the purpose of discussion and consideration of records relating to denial, suspension, or revocation of teacher licenses, and, under *Virginia Code* § 2.2-3711(A)(7), to consult with counsel and receive legal advice regarding the same, and that Wendell Roberts and

Mona Siddiqui, legal counsel to the Virginia Board of Education, as well as staff members, Dr. Steven Staples, Patty Pitts, Nancy Walsh, and Chris Fillmore. The motion was seconded by Mrs. Atkinson and carried unanimously. The Board went into Executive Session at 12:25 p.m.

Mrs. Wodiska made a motion that the Board reconvene in open session. The motion was seconded by Mrs. Atkinson and carried unanimously. The Board reconvened at 12:55 p.m.

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

Board Roll call:

Mrs. Lodal – Yes
Mrs. Edwards – Yes
Dr. Cannaday – Yes
Mrs. Wodiska – Yes
Mrs. Atkinson – Yes
Dr. Baysal – Yes
Mr. Romero – Yes

The Board made the following motions:

- Mrs. Atkinson made a motion to deny a license to Chelsea Charland. The motion was seconded by Mrs. Wodiska and carried unanimously.

ADJOURNMENT OF THE BUSINESS SESSION

There being no further business of the Board of Education and Board of Career and Technical Education, Dr. Cannaday adjourned the meeting at 1 p.m.



President