

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA

**MINUTES**

October 22, 2015

The Board of Education met at the James Monroe State Office Building, Jefferson Conference Room, 22<sup>nd</sup> 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

Mr. James Dillard  
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.

***APPROVAL OF MINUTES***

Mrs. Atkinson made a motion to approve the minutes of the September 10, 2015, meeting of Board. The motion was seconded by Mrs. Wodiska and carried unanimously. Copies of the minutes had been distributed in advance of the meeting.

***RESOLUTIONS/RECOGNITION***

A video clip was shown of Governor McAuliffe's announcement that Natalie Anne DiFusco-Funk of Region 6 was Virginia's Teacher of the Year. Governor McAuliffe made the announcement during a Recognition Ceremony and Reception held for the eight Regional Teachers of the Year at the Executive Mansion.

A Resolution of Recognition was presented to Commemorate October 2015 as Disability History and Awareness Month.

A Resolution of Recognition was presented to Commemorate November 2015 as Family Involvement in Education Month.

## ***PUBLIC COMMENT***

The following persons spoke during public comment:

- Becky Bowers-Lanier, spoke on *Final 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. Donna Hardy Watson, spoke on *Regulations Governing the Review and Approval of Education Programs in Virginia*

## ***CONSENT AGENDA***

Mrs. Atkinson made a motion to add Item D - *Final 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 (8 VAC 20-131 under the Fast Track Provisions of the Administrative Process Act)* and Item E - *Final Review of the Model Proposal and Criteria for the Hanover Regional Governor's School for Career and Technical Advancement* to the consent agenda. The motion was seconded by Dr. Baysal and carried unanimously. Mrs. Atkinson made a motion to approve the consent agenda as amended. Dr. Baysal seconded and the motion was carried unanimously.

### ***Final Review of Financial Report on Literary Fund***

With the Board's approval of the consent agenda, the Board approved the financial report (including all statements) on the status of the Literary Fund as of June 30, 2015.

### ***Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Funds or Placement on a Waiting List***

With the Board's approval of the consent agenda, the Board approved the following actions:

1. Norton City submitted a letter dated September 18, 2015, requesting that the Norton Elementary School project be removed from the First Priority Waiting List. Other funding sources were obtained to complete this project.
2. Manassas Park City's Cougar Upper Elementary School project, with a priority ranking of #2 on the First Priority Waiting List (since October 2007), is eligible to receive a \$7.50 million Literary Fund loan for the refinancing of the new elementary school. This grades 3-5 elementary school replaced a school that was over 50 years old. The proceeds from the Literary Fund loan will be used by Manassas Park City to refinance a portion of local bonds used to finance the original construction cost at the lower Literary Fund interest rate of three percent.

**Final 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 (8 VAC 20-131 under the Fast Track Provisions of the Administrative Process Act)**

With the Board's approval of the consent agenda, the Board approved the *Guidance for the Determination of the New Accreditation Rating: "Partially Accredited."* The guidance related to the *Partially Accredited* rating will be communicated to school divisions via a Superintendent's Memorandum and posted on the Department of Education Web site.

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

With the Board's approval of the consent agenda, the Board approved the model proposal of a Governor's School that focuses on Career and Technical Education, thus enabling school divisions to proceed to the 2016 General Assembly to seek operational funding. Dr. Robert F. "Rick" Richardson, Jr., Interim Superintendent, Hanover County Public Schools, recognized supporters of the Governor's School.

***ACTION/DISCUSSION ITEMS***

**Final 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 (BOE) was 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 sections of the *Code of Virginia* read 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.*

- In developing the draft proposed guidelines, Virginia Department of Education staff 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, 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.
- Governor McAuliffe approved the fast-track revisions to the [Regulations Establishing the Standards for Accrediting Public Schools in Virginia](#) regulations (SOA), which were published in the August 24, 2015, edition of the [Virginia Register of Regulations](#). The fast track regulations became effective October 8, 2015. 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 would be developed by the BOE. The pertinent sections of the revised SOA read as follows:

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 developing 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) BOE-approved courses; (b) Career and Technical Education courses, as applicable; or (c) local elective courses.
  - ✓ School divisions that exercise the waiver option must have an 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: (a) must ensure quality and rigor equal to programs having 140 clock hours; and (b) must maintain and have available to the BOE “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.
  - In addition, the proposed guidelines provide notification to school divisions that they will annually provide information to the Virginia Department of Education about their use of the 140-clock-hour requirement waiver on the Compliance through the *Standards of Quality* and Other Requirements data collection.
  - During the September 10, 2015, first review of the proposed guidelines, the BOE suggested several key changes, which were incorporated into revised proposed guidelines. The revisions include:
    - ✓ adding Standards of Learning assessments as measures for validating demonstrated mastery of learning when awarding standard credits through Waiver Pathway Option B. (Element 5.);
    - ✓ requiring a school division to develop a process for determining qualifying scores for national or international assessments when awarding standard credits through Waiver Pathway Option C. (Element 5.); and
    - ✓ ensuring equitable access for all students when monetary costs for assessments are involved when awarding standard credits through Waiver Pathway Option C. (Element 6).
  - The revised proposed guidelines were distributed to key state education stakeholder groups for comment following the September 10, 2015, BOE meeting. These groups included the Virginia Association of School Superintendents, Virginia Association of Secondary School Principals, Virginia Middle School Association, the Virginia School Boards Association, and the Virginia Education Association. Three general comments were received. These were:
    - ✓ concern about the role of the Standards of Learning assessment in awarding standard credit;
    - ✓ what constitutes “satisfactory proof” that students who receive waivers have learned the necessary content and skills; and
    - ✓ whether the local school board needs to develop policies for each of the three waiver options described in the guidelines.

Mr. Dillard made a motion to approve the proposed guidelines: *Graduation Requirements; Local Alternative Paths to Standard Units of Credit (Alternatives to the 140-Clock-hour Requirement)*. The motion was seconded by Mrs. Lodal and carried unanimously. The [\*Guidelines for Graduation Requirements: Local Alternative Paths to Standard Units of Credit \(Alternatives to the 140- Clock-hour Requirement\)\*](#) are available on the Department of Education Web site.

**Final Review of the Board of Education's 2015 Annual Report on the Condition and Needs of Public Schools in Virginia**

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

- 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.
- Since first review, the following updates have been made to the report:
  - ✓ Clarified Standards of Learning (SOL) language with regard to content standards or assessments, or both.
  - ✓ Provided research on the impact of school climate
  - ✓ Revised enrollment data for consistency
  - ✓ Revised demographic group graphs to show additional context
  - ✓ Added graduation and dropout data
  - ✓ Added SOQ compliance report (statutory requirement)
  - ✓ Added Multidivision Online Learning report (statutory requirement)

The discussion included:

- Dr. Cannaday said the *Annual Report on the Condition and Needs of the Public Schools in Virginia* is the primary document to capture the work the Board has done and plans to do. The highest priority for the Board, as articulated in the report, is to provide a quality education for every child. Dr. Cannaday said the report focused on three major areas:
  - #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.
- Mrs. Lodal suggested inserting actual numbers along with percentages into the report.
- Mr. Dillard asked if the Superintendent of Public Instruction and/or the President of the Board will present the report to the Joint Education Committees. Dr. Cannaday said he and Dr. Staples will present the report to the House Education Committee in November.
- Mrs. Wodiska said it is the intent of the Board to be a partner with not only the General Assembly but also with all executive agencies that have an impact on and connections to education. Mrs. Wodiska thanked staff for their work on the report.
- Mrs. Atkinson acknowledged that previous reports mostly repeated data, while the current report tells the story of what the conditions and needs are in the Commonwealth.

Dr. Baysal made a motion to approve the *2015 Annual Report on the Condition and Needs of the Public Schools in Virginia*, and authorize Department staff to make any technical or editorial edits as necessary. The motion was seconded by Mrs. Atkinson and carried unanimously.

***First Review of the Advisory Board on Teacher Education and Licensure's Recommendation to Grant Approval to Add New Education (Endorsement) Programs at Bluefield College, Emory and Henry College, James Madison University, Mary Baldwin College, and Virginia Wesleyan College***

Mrs. Patty Pitts, assistant superintendent, Division of Teacher Education and Licensure, presented this item. Mrs. Pitts' presentation included the following:

- 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 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*.
- The *Regulations Governing the Review and Approval of Education Programs in Virginia*, in part, stipulate

the following:

**8VAC20-542-20. Administering the regulations.**

...D. Institutions of higher education seeking approval of an education program shall be accredited by a regional accrediting agency....

H. Education programs shall be approved under these regulations biennially based on compliance with the criteria described in 8VAC20-542-40....

**8VAC20-542-40. Standards for biennial approval of education programs.**

Approved education programs in Virginia shall have national accreditation or be accredited by a process approved by the Board of Education and demonstrate achievement biennially of the following accountability measures:

1. Candidate progress and performance on prescribed Board of Education licensure assessments. Candidate passing rates, reported by percentages, shall not fall below 70 percent biennially for individuals completing and exiting the program. Achievement of an 80 percent biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
  2. Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program....
  3. Structured and integrated field experiences to include student teaching requirements....
  4. Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences....
  5. Evidence of contributions to PreK-12 student achievement by candidates completing the program....
  6. Evidence of employer job satisfaction with candidates completing the program....
  7. Partnerships and collaborations based on PreK-12 school needs....
- Bluefield College, Emory and Henry College, James Madison University, Mary Baldwin College, and Virginia Wesleyan College have submitted requests to add new endorsement programs in the areas noted on the following chart:

<b>Institution</b>	<b>Endorsement Program Requested</b>	<b>Level of Program</b>
Bluefield College	• Theater Arts PreK-12	Graduate
	• Theatre Arts PreK-12	Undergraduate
	• Biology	Graduate
Emory and Henry College	• Business and Information Technology	Graduate
	• English	Graduate
	• Foreign Language: French PreK-12	Graduate
	• Foreign Language: Spanish PreK-12	Graduate

Institution	Endorsement Program Requested	Level of Program
	• Health and Physical Education PreK-12	Graduate
	• History and Social Sciences	Undergraduate
	• Mathematics	Graduate
	• Music Education: Instrumental/Vocal PreK-12	Graduate
	• Elementary Education PreK-3 • Elementary Education PreK-6	Graduate
James Madison University	• Special Education-Adapted Curriculum PreK-12	Graduate
Mary Baldwin College	• Reading Specialist	Graduate
	• English as a Second Language PreK-12	Graduate
Virginia Wesleyan College	• Foreign Language: Latin 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 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. Each institution has provided written documentation of their intent to partner with various school divisions. The institutions of higher education will submit a biennial report for the education programs for the period of September 1, 2015 to August 31, 2017.

Advisory Board on Teacher Education and Licensure's Recommendation

On September 21, 2015, the Advisory Board on Teacher Education and Licensure approved a recommendation to grant approval to add new education (endorsement) programs at Bluefield College, Emory and Henry College, James Madison University, Mary Baldwin College, and Virginia Wesleyan College, including the accountability measurement of partnerships and collaborations based on PreK-12 school needs for each of the programs.

The Board received for first review the Advisory Board on Teacher Education and Licensure's recommendation to grant approval to add new education (endorsement) programs at Bluefield College, Emory and Henry College, James Madison University, Mary Baldwin College, and Virginia Wesleyan College.

**First Review of the Advisory Board on Teacher Education and Licensure's Recommendation to Approve Education Programs Offered by Virginia Institutions of Higher Education as Required by the Regulations Governing the Review and Approval of Education Programs in Virginia (8 VAC 20-542-10 et seq.)**

Mrs. Patty Pitts, assistant superintendent, Division of Teacher Education and Licensure, presented this item. Mrs. Pitts' presentation included the following:

- Pursuant to Section 22.1-305.2 of the *Code of Virginia*, 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.

- The *Regulations Governing the Review and Approval of Education Programs in Virginia*, in part, stipulate the following:

**8VAC20-542-20. administering the regulations.**

- D. Institutions of higher education seeking approval of an education program shall be accredited by a regional accrediting agency....
- H. Education programs shall be approved under these regulations biennially based on compliance with the criteria described in 8VAC20-542-40....
- M. Modifications may be made by the Superintendent of Public Instruction in the administration of these regulations. Proposed modifications shall be made in writing to the Superintendent of Public Instruction, Commonwealth of Virginia.

**8VAC20-542-40. Standards for biennial approval of education programs.**

...that approved education programs in Virginia shall have national accreditation...and demonstrate achievement biennially of the following accountability measures:

1. Candidate progress and performance on prescribed Board of Education licensure assessments. Candidate passing rates, reported by percentages, shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate shall be required by July 1, 2010. Candidates completing a program shall have successfully completed all coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.
2. Candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program.
3. Structured and integrated field experiences to include student teaching requirements.
4. Evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences.
5. Evidence of contributions to PreK-12 student achievement by candidates completing the program.
6. Evidence of employer job satisfaction with candidates completing the program.
7. Partnerships and collaborations based on PreK-12 school needs.

**8VAC20-542-50. Application of the standards.**

- A. As a prerequisite to program approval, professional education programs in Virginia shall have national accreditation or be accredited by a process approved by the Board of Education as prescribed in 8VAC20-542-30 and 8VAC20-542-60. Failure to do so will result in the education program being designated as “approval denied.”
- B. The education program’s candidate passing rates shall not fall below 70% biennially for individuals completing and exiting the program. Achievement of an 80% biennial passing rate for individuals completing and exiting the program shall be required by July 1, 2010.

- C. The education program is responsible to certify documented evidence that the following standards as set forth in 8VAC20-542-40 have been met:
1. The education program shall demonstrate candidate progress and performance on an assessment of basic skills as prescribed by the Board of Education for individuals seeking entry into an approved education preparation program.
  2. The education program shall provide structured and integrated field experiences.
  3. The education program shall provide evidence of opportunities for candidates to participate in diverse school settings that provide experiences with populations that include racial, economic, linguistic, and ethnic diversity throughout the program experiences.
  4. The education program shall provide evidence of contributions to PreK-12 student achievement by candidates completing the program.
  5. The education program shall provide evidence of employer job satisfaction with candidates completing the program.
- D. The education program shall develop biennial accountability measures to be reviewed and approved by the Board of Education for partnerships and collaborations based on PreK-12 school needs.
- E. After submitting to the Department of Education the information contained in 8VAC20-542-50, education programs in Virginia shall receive one of the following three ratings:
1. **Approved.** The education program has met all standards set forth in 8VAC20-542-40.
  2. **Approved with stipulations.** The education program has met standards in subsections A and B of this section and is making documented progress toward meeting standards in subsections C and D of this section.
  3. **Approval denied.** The education program has not met standards in subsections A and B of this section. The program shall be denied and the public notified. The program may resubmit a request for approval at the end of the next biennial period....

**8VAC20-542-70. Competencies for endorsement areas.**

The professional education program develops, maintains, and continuously evaluates high quality professional education programs that are collaboratively designed and based on identified needs of the PreK-12 community. Candidates in education programs for teachers demonstrate competence in the core academic content areas that they plan to teach. The indicator of the achievement of this standard shall include the following:

Candidates demonstrate an understanding of competencies, including the core concepts and facts of the disciplines and the *Virginia Standards of Learning* for the content areas they plan to teach....

**Biennial Reporting for Accountability**

The *Biennial Report: SY2013-2015 Approved Teacher Education programs Compliance-Accountability Measures 1 through 7*, lists the education (endorsement) programs for each institution. Institutions of higher education are required to report passing scores for licensure assessments for each education (endorsement) program and verify that Standards 2 through 7 set forth in Section 8VAC20-542-40 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* have been met and documentation of the evidence is on file and available for review at the institution. All institutions verified that Standards 2 through 7 had been met.

The *Regulations Governing the Review and Approval of Education Programs in Virginia* state that programs with candidate passing rates, reported by percentages, falling below 80% biennially for individuals completing and exiting the program will be denied approval. Candidates completing a program shall have successfully completed all

coursework, required assessments, including those prescribed by the Board of Education, and supervised student teaching or internship. Candidates exiting a program shall have successfully completed all coursework, regardless of whether the individuals attempted, passed, or failed required assessments, including those prescribed by the Board of Education, and/or who may not have completed supervised student teaching or required internship.

Licensure assessments reported included the Virginia Communication and Literacy Assessment (VCLA), Praxis II: Specialty Area Tests, Virginia Reading Assessment (VRA)/Reading for Virginia Educators (RVE) for specified endorsement areas, and the School Leadership Licensure Assessment (SLLA) for the administration and supervision endorsement. Programs with less than ten completers and exiters for an education program in a biennial period are required to be included in the next biennial report when there are at least ten completers.

The following education programs fell below the minimum prescribed candidate passing rate of 80 percent for the assessments required for that education program:

Institution of Higher Education	Education Program	Assessment	Pass Rate (%)
Bluefield College	English	Praxis II	70.0%
Lynchburg College	Mathematics	Praxis II	58.3%
Radford University	Mathematics	Praxis II	70.0%

All other education programs met or exceeded a candidate passing rate of 80 percent or higher for each assessment required per education program as required by Accountability Measure 1.

The approval of the education programs at Virginia institutions of higher education include the review of partnerships and collaborations, biennial reporting of accountability measures, and program alignment with competencies.

#### Advisory Board on Teacher Education and Licensure's Recommendation

On September 21, 2015, the Advisory Board approved a recommendation that the Board of Education grant "Approved" status to all education (endorsement) programs offered at Virginia colleges and universities listed in the attached *2013-2015 Biennial Report* except the mathematics program at Lynchburg College, the mathematics program at Radford University, and the English program at Bluefield College recommended for "Approval Denied" status because the programs fell below the 80 percent passing rate requirement.

#### Discussion included:

- Mrs. Atkinson highlighted issues of concern in the correspondence received from the institutions.
- Mrs. Wodiska said the Board is dedicated to continuous improvement and lifelong learning and holds high expectations for everyone involved in public education in the Commonwealth.
- Mr. Romero asked if colleges are tracking students upon graduation because he is interested in the quality of graduates colleges are producing. Mrs. Pitts said for accreditation colleges and universities are required to provide follow-up on students' success in the classroom as student teachers and as teachers.
- Dr. Staples thanked representatives from the colleges and universities that traveled to attend the Board meeting. Dr. Staples noted that there are areas of teacher shortages in Virginia and this is not the time to close down teacher preparation programs. Dr. Staples said the Board's intent is to work directly with the representatives of colleges and universities to make improvements.

- Mr. Dillard noted that the teacher shortage is due to stress in the classroom and low morale.

The Board received for first review the Advisory Board on Teacher Education and Licensure's recommendation to grant "Approved" status to all education (endorsement) programs offered at Virginia colleges and universities listed in the attached *2013-2015 Biennial Report* except the mathematics program at Lynchburg College, the mathematics program at Radford University, and the English program at Bluefield College recommended for "Approval Denied" status because the programs fell below the 80 percent passing rate requirement.

Upon denial of a program, the public must be notified. Enrolled candidates will be permitted to complete their programs of study. New candidates shall not be admitted. The program may resubmit a request for approval at the end of the next biennial period.

**First Review of Proposed Amendments to the Regulations Governing Reduction of State Aid When Length of School Term Below 180 Teaching Days or 990 Teaching Hours (8 VAC 20-521) to Comport with Legislation Passed by the 2015 General Assembly Under the Fast Track Provisions of the Administrative Process Act**

Dr. Cynthia Cave, assistant superintendent, Division of Policy and Communications, presented this item. Dr. Cave's presentation included the following:

- The Board of Education promulgated the *Regulations Governing Reduction of State Aid When Length of School Term Below 180 Teaching Days or 990 Teaching Hours*, 8 VAC 20-521, in response to § 22.1-98 of the *Code of Virginia*. The regulations became effective on September 15, 2006. The 2015 Virginia General Assembly passed SB 1021, which amended § 22.1-98 of the *Code of Virginia* to authorize the Board of Education to grant a waiver to a school division that is unable to meet the required 180 teaching days or 990 teaching hours in a school year because of severe weather conditions or other emergency situations. Before the provisions of SB 1021 became effective on July 1, 2015, the Board of Education's authority to waive the requirement that school divisions provide additional teaching days or teaching hours to compensate for school closings was limited to closings that resulted from a declared state of emergency. A "declared state of emergency" is defined in § 22.1-98 of the *Code of Virginia* and 8VAC20-521-10 as "the declaration of an emergency before or after an event, by the Governor or by officials in a locality, that requires the closure of any or all schools within a school division." In addition, "severe weather conditions or other emergency situations" are defined as "those circumstances presenting a threat to the health or safety of students that result from severe weather conditions or other emergencies, including, but not limited to, natural and man-made disasters, energy shortages or power failures."
- Thus, the impact of SB 1021 is to expand the circumstances under which the Board of Education has the authority to grant a weather-related waiver to include those that are the result of severe weather conditions or other emergency situations regardless of whether the Governor has declared a state of emergency.
- Virginia law specifies the minimum number of instructional hours or days required for local school divisions to receive basic aid funding from the state. Section 22.1-98 of the *Code of Virginia* requires the length of every school's term in every school division to be at least 180 teaching days or 990 teaching hours in any school year but specifies certain exceptions to the minimum days or hours. When severe weather conditions or other emergency situations have resulted in school closings, the schedule of make-up days in this section requires:
  - ✓ full make up of lost days when lost instructional time has been for five or fewer days, or

- ✓ make-up of the first five days plus one day for each additional two days missed when lost time equals six days or more, or
  - ✓ instructional hours equivalent to such missed teaching days to meet the minimum 990 teaching hour requirement, or
  - ✓ a Board of Education waiver from providing additional teaching days or teaching hours if the closings resulted from a declared state of emergency or severe weather conditions or other emergency situations.
- While SB 1021 (2015) expanded the circumstances under which the Board may grant a waiver (to include closings resulting from severe weather conditions or other emergency situations), the Board of Education must still determine whether school division requests meet that standard. In addition, school divisions must still provide evidence of efforts to reschedule as many days as possible and certification by the division superintendent and chairman of the local school board that every reasonable effort for making up lost teaching days or teaching hours was exhausted before requesting a waiver. If the waiver is approved, the regulations authorize the Superintendent of Public Instruction to approve reductions in the school term without a proportionate reduction in the amount paid by the Commonwealth from the Basic School Aid Fund.

Discussion included:

- Dr. Staples said this is a waiver for extreme circumstances when it is too late in the year to allow school divisions to make up the time.
- Mrs. Wodiska noted some innovative approaches used by school divisions.

The Board received for the first review the proposed revisions to the *Regulations Governing Reduction of State Aid When the Length of the School Term is Below 180 Teaching Days or 990 Teaching Hours*.

**First Review of a Resolution to Implement an Amendment to §22.1-207.4 of the Code of Virginia (HB 2114-2015) Pending Incorporation into the Regulations Governing Nutritional Guidelines for Competitive Foods Available for Sale in the Public Schools**

Dr. Cynthia Cave, assistant superintendent, Division of Policy and Communications, presented this item. Dr. Cave's presentation included the following:

- The proposed resolution provides that local school divisions shall permit, effective with the date of adoption of this resolution, each public school to conduct on school grounds during the regular school hours, no more than 30 school-sponsored fundraisers per school year, during which food and beverages that do not meet the nutrition guidelines for competitive foods may be sold to students.
- Adoption of this resolution is necessary since this new legislative requirement is not part of the proposed regulations required by [SB 414](#) (2010) which are still in the Administrative Process Act promulgation review process and are in the office of the Secretary of Education for review. That bill required the Board of Education, in cooperation with the Department of Health, to promulgate and periodically update regulations setting nutritional guidelines for all competitive foods sold to students during regular school hours. The initial Notice of Intended Regulatory Action (NOIRA) was prepared on September 14, 2010, and the regulations re-proposed on May 13, 2014 in response to comments received at both the public hearing conducted on October 24, 2013 and during the public comment period, as well as in response to the release of the USDA interim final rule governing competitive foods in schools.
- [House Bill 2114](#), which amended § [22.1-207.4](#) of the *Code of Virginia (Code)*, was approved by the 2015 General Assembly and signed by Governor McAuliffe. It provides that the regulations promulgated pursuant to this section regarding the nutritional guidelines for competitive foods shall permit each public

school to conduct on school grounds during regular school hours no more than 30 school-sponsored fundraisers per school year, during which food that does not meet the nutrition guidelines for competitive foods may be sold to students. The bill defined *competitive food* to include any food, excluding beverages, sold to students on school grounds during regular school hours, which is not part of the school breakfast or school lunch program. The Board of Education will incorporate this amendment to § 22.1-207.4 of the *Code* into the proposed regulations, *Regulations Governing Nutritional Guidelines for Competitive Foods Sold in Virginia Public Schools* (Nutritional Guidelines), at a future time in compliance with the requirements of the Administrative Process Act.

- Section 10 of the Child Nutrition Act of 1966, 42 USC 1779, as amended by the Healthy, Hunger-Free Kids Act of 2010 (HHFKA), requires that all food sold outside of the school meal programs, on the school campus, and at any time during the school day, must meet the nutrition standards set forth in the interim final rule titled *National School Lunch Program and School Breakfast Program: Nutrition Standards for All Foods Sold in School as Required by the Healthy, Hunger-Free Kids Act of 2010*. This interim final rule, also known as *the Smart Snacks* rule, was published on June 28, 2013 and effective on July 1, 2014 for all schools participating in the National School Lunch and School Breakfast Programs. The HHFKA provides flexibility for special exemptions for the purpose of conducting infrequent school-sponsored fundraisers during which foods that do not meet the nutrition standards for Smart Snacks may be sold.
- The USDA has issued guidance to state agencies in USDA *Memo # SP 36-2014 SUBJECT: Smart Snacks Nutrition Standards and Exempt Fundraisers* which provided detailed guidance regarding fundraiser exemptions. Section 210.11(b)(4) of the interim final rule specifies that such specially exempted fundraisers must not take place more often than the frequency specified by the state agency. As outlined in the interim final rule, if a state agency does not specify the exemption frequency, the state agency is electing to establish a policy that no fundraiser exemptions may be granted. As noted in the preamble to both the proposed and interim final rules, it is expected that state agencies will ensure that the frequency of such exempt fundraisers on school grounds during the school day does not reach a level which would impair the effectiveness of the Smart Snacks requirements.
- The Smart Snacks rule only applies to foods and beverages sold to students on the school campus during the school day. The nutrition standards do not apply to foods and beverages sold at events held after school, off campus, or on weekends, such as school plays or sporting events.
- The Board of Education must incorporate this amendment to § 22.1-207.4 of the *Code* into the proposed regulations, *Regulations Governing Nutritional Guidelines for Competitive Foods Sold in Virginia Public Schools*, at a future time in compliance with the requirements of the Administrative Process Act. However, it is not necessary for the Board to wait until it promulgates regulations before taking action which would permit school divisions to implement this new requirement now.

#### Board discussion:

- Mrs. Lodal indicated this resolution gives her heartburn because it sends the message that school fundraisers are more important than the health of our students.
- Mrs. Wodiska expressed dissatisfaction with the proposed resolution because it will discredit everything the Board has done to improve the quality of nutritional food for students.
- Mr. Dillard said the Board should spend considerable time discussing this issue before acting.
- Dr. Cannaday noted that several Board members have mentioned their disappointment in the regulations and resolution but the Board has to take action and notify school divisions as directed by the General Assembly.
- Mrs. Lodal asked if the General Assembly can reconsider this issue.

- Dr. Staples noted that the federal guidelines allow a fundraising exemption. The state proposed regulations do not include a fundraising exemption, but the Virginia General Assembly directed the Board to amend its regulations to include the exemption. Because the regulations are proceeding under the Administrative Process Act, the resolution will be an immediate means of enacting the General Assembly's intent.
- Mr. Dillard noted that when the regulations were before the U.S. Congress there was a lot of lobbying on the "junk food" issue.
- Mrs. Wodiska said the governance of education is left to the states and this is an example where federal government is dictating a policy for schools. Mrs. Wodiska said the Board may want to do something different for our students.

Mrs. Atkinson made a motion to waive first review and adopt the proposed Resolution to Implement an Amendment to §22.1-207 of the *Code of Virginia*. The motion was seconded by Dr. Baysal. By a show of hands, the motion failed with five "no" votes and three "yes" votes as follows:

Mrs. Lodal – No  
Mr. Dillard – No  
Mrs. Edwards – Yes  
Mrs. Wodiska – No  
Dr. Cannaday – Yes  
Mrs. Atkinson – Yes  
Dr. Baysal – No  
Mr. Romero – No

Board discussion continued:

- Mrs. Atkinson said she appreciates her colleagues' unease, but there are some instances where the responsibilities of the Board require members to comply with legislation, on which they can articulate that they disagree.
- Dr. Cannaday noted he understands differences of opinion, but that members must also understand what the Board is required to do by legislation.
- Mrs. Wodiska said she understands the Board must take action to comply with the legislation, but she also wants to validate the expression of the Board's displeasure with the intent of this resolution.
- Mr. Dillard asked to have separate motions for waiving first review and approving/disapproving actions in the future.
- Mrs. Lodal said she was surprised the Board was asked to waive first review without waiting one month to review the resolution.
- Dr. Cannaday reminded Board members that the Governor supports the regulatory action.
- Dr. Cave said the regulations are under executive review and have not proceeded to the Governor for review. Dr. Cave said the bill was passed by the General Assembly and signed by the Governor.
- Mrs. Atkinson said she thinks a superintendent's memo may provide a better way for the Board to communicate their general concern of the Board regarding this item and

encourage local school boards in their policies.

- Dr. Baysal asked if the Board is allowed to add conditions to the resolution about nutritional items.
- Dr. Cannaday asked for assistance from the Office of the Attorney General regarding the motion.
- Mrs. Lodal asked if the resolution could wait until November.
- Mrs. Wodiska asked if VDOE staff can consider other ways to comply with the legislation.
- Dr. Staples said the Board is voting on a policy to meet General Assembly action that would conform to federal policy because there are no state guidelines in place.

Mr. Dillard made a motion to reconsider the vote which failed to waive first review and pass the resolution. The motion was seconded by Mrs. Wodiska. The Board approved the motion to reconsider the vote.

Mr. Dillard made a motion to waive first review and approve the resolution. The motion was seconded by Mrs. Atkinson. Mrs. Wodiska made a motion to amend the recommendation to accept the resolution for first review. The motion to amend the recommendation was seconded by Dr. Baysal. The motion to amend the recommendation passed with six yes votes from Mr. Romero, Dr. Baysal, Mrs. Wodiska, Mrs. Edwards, Mr. Dillard, and Mrs. Lodal. Dr. Cannaday and Mrs. Atkinson voted against the motion to amend the recommendation.

Mrs. Wodiska made a motion to receive for first review the proposed Resolution to Implement an Amendment to § 22.1-207.4 of the *Code of Virginia* (HB 2114 – 2015) pending incorporation into the *Regulations Governing the Nutritional Guidelines for Competitive Foods Available for Sale in the Public Schools*. The motion was seconded by Dr. Baysal, and passed with six “yes” votes and two “no” votes.

**First Review of the Summary of the Redesign of the School Performance Report Card Required by HB 1672 and SB 727 (2015)**

Dr. Cynthia Cave, assistant superintendent, Division of Policy and Communications, presented this item. Dr. Cave’s presentation included the following:

- House Bill 1672 (Greason) and identical Senate Bill 727 (Black) were approved by the 2015 General Assembly and signed by the Governor. The legislation requires the Board of Education, in consultation with the Standards of Learning Innovation Committee, to redesign the School Performance Report Card so that it is more effective in communicating to parents and the public the status and achievements of the public schools and local school divisions in the Commonwealth.
- The legislation sets a deadline of no later than July 1, 2016 for accomplishing the redesign and provides that, in the process, the Board may consider: (i) the standards of accreditation; (ii) state and federal accountability requirements; (iii) state-mandated assessments; (iv) any alternative assessments developed or approved for use by the relevant local school board; (v) student growth indicators; (vi) student mobility; (vii) the experience and qualifications of school staff; (viii) total cost and funding per pupil; (ix) school safety; and (x) any other factors that the Board deems necessary to produce a full and accurate statement of performance for each public elementary and secondary school and local school division in the Commonwealth.

- The legislation further requires the Board to provide notice and solicit public comment on the redesigned School Performance Report Card no later than October 1, 2015, and to make a summary of the redesigned School Performance Report Card available to the public and submit such summary to the Chairman of the House Committee on Education and the Chairman of the Senate Committee on Education and Health no later than December 1, 2015. In addition, the legislation requires the Board to make available to the public a School Performance Report Card for each public elementary and secondary school and local school division in the Commonwealth no later than October 1, 2016, and each October 1 thereafter.
- The Board of Education is on schedule to accomplish the requirements of HB 1672 and SB 727 (2015) and to redesign the School Performance Report Card so that it is more effective in communicating the status and achievements of the public schools and local school divisions in the Commonwealth to parents and the public. The deadlines in the legislation are reflected in the Report Card Redesign Project Timeline, and, to date, more than 20,000 Virginia parents, educators, and other interested stakeholders have provided their comments about the Report Card. The Board's Accountability Committee held five public meetings in which the report card redesign was a key feature and convened a roundtable of education and community stakeholders to received comments related to the redesign of the report card. Members of the Board have participated in various meetings of the Standards of Learning (SOL) Innovation Committee in which the report card was discussed and recommendations made. The contractor engaged to deliver the redesigned Report Card has completed the basic design of a Web site and its component pages to reflect the Board of Education's consensus on report card-data elements. The redesign process will soon move into production, testing and public launch.

Board discussion:

- Mrs. Atkinson acknowledged the Board would like the report to better reflect the context of the Board discussions, not just the process, but what is important to the Board in redesigning the report card. Mrs. Atkinson said the Board wants the report to acknowledge the redesigned report card will provide better context of what schools are doing, will be more readable, and will use more graphics.
- Mr. Dillard asked about the schematic in the report. Mrs. Atkinson acknowledged that it is in Appendix E of the report.
- Dr. Cannaday said on behalf of the Board they appreciate the work staff has done on the report. Dr. Cannaday said the report should reflect accomplishments more broadly and not just achievement scores.

The Board received for first review the *Summary of the Redesign of the School Performance Report Card* required by HB 1672 and SB 727 (2015).

**First Review of Revisions to the Regulations Governing Pupil Transportation (8 VAC 20-70) to Conform to General Assembly Legislation (Exempt Action)**

Mr. Kent Dickey, deputy superintendent, Division of Finance and Operations, presented this item. Mr. Dickey's presentation included the following:

- HB 1952 allows local school boards to sell or transfer any of its school buses to another school division or purchase a used school bus from another school division or from a school bus dealer as long as the school bus conforms to the Board of Education's specifications on construction and design in effect on the date of manufacture, has a valid Virginia State Police inspection, and has not reached the end of its useful life according to the school bus replacement schedule utilized by the Department of Education for state funding purposes as required by the appropriation act (i.e., 15-year replacement cycle).

- The current *Regulations Governing Pupil Transportation* require school buses and school activity buses to conform to the Board's specifications on construction and design in effect on the date of purchase, whether at the time of initial purchase as a new bus or at the time of purchase as a used bus. With the passage of HB 1952, the Board's regulations must be revised to permit local school boards to sell, transfer, or purchase used buses as long as the buses conform to the Board's specifications effective on the date of original manufacture, along with the other conditions stated in the legislation.
- The proposed changes to the Board's pupil transportation regulations are being filed as an "exempt" regulatory action under the Administrative Process Act (APA), in order to conform to changes in the *Code of Virginia* resulting from HB 1952 where no Board or agency discretion is involved. An exempt action under the APA means that no executive branch review is required and the regulations can become effective 30 days after their publication in *The Virginia Register*.
- HB 1952 is shown below:

[H 1952]  
Approved March 23, 2015

Be it enacted by the General Assembly of Virginia:

1. That § [22.1-177](#) of the Code of Virginia is amended and reenacted as follows:

§ [22.1-177](#). Regulations.

A. The Board may make regulations relating to the construction, design, operation, equipment, and color of public school buses and shall have the authority to issue an order prohibiting the operation on public streets and highways of any public school bus that does not comply with such regulations. Any such order shall be enforced by the Department of State Police.

B. Local school boards may, notwithstanding any regulation to the contrary, display decals depicting the flag of the United States on the sides and rear of school buses as long as any such decal does not obstruct the name of the school division or the number of the school bus and is no larger than 100 square inches. In addition, local school boards may, notwithstanding any regulation to the contrary, display decals relating to school bus safety. Local school divisions shall be responsible for the cost of the decals. Such decal shall not obstruct the name of the school division or the number of the school bus.

C. No regulation of the Board shall unreasonably limit the authority of any local school division to purchase and use school buses using compressed natural gas or other alternative fuels or convert its school buses to use compressed natural gas or other alternative fuels.

D. Any local school board may, notwithstanding any regulation to the contrary, sell or transfer any of its school buses to another school division or purchase a used school bus from another school division or a school bus dealer as long as the school bus (i) conforms to the specifications relating to construction and design effective in the Commonwealth on the date of manufacture; (ii) has a valid Virginia State Police inspection; and (iii) has not reached the end of its useful life according to the school bus replacement schedule utilized by the Department of Education as required by the general appropriation act.

The *Regulations Governing Pupil Transportation* must be revised to conform to General Assembly legislation, HB 1952, enacted at the 2015 General Assembly session.

Discussion included:

- Mrs. Atkinson asked if 15 model years are equivalent to 15 calendar years. Mr. Dickey responded that it is equivalent to the manufactured year of a bus.
- Mrs. Lodal asked about what safety regulations were in place 15 years ago versus what they are currently. Mr. Dickey said that information will be provided in the next

report to the Board.

- Mrs. Wodiska asked staff to provide what standards other states set for number of years for buses. Mr. Dickey said that information will be provided in the next report to the Board.
- Mrs. Lodal suggested creating partnerships with businesses to assist rural school divisions that have difficulty purchasing school buses.

The Board received for first review the proposed amendments to the *Regulations Governing Pupil Transportation* (Exempt Action).

## ***DISCUSSION OF CURRENT ISSUES***

### Planning the Work Ahead

Mrs. Wodiska and Mr. Romero reported on the Board's draft Professional Development Plan, to provide orientation to new Board members.

## ***WORK SESSION***

- The Board met for a public work session on Wednesday, October 21, 2015, at the James Monroe State Office Building, Washington Conference Room, 25th Floor, with the following members present: Mrs. Atkinson, Dr. Cannaday, Mr. Dillard, Mrs. Edwards, Mrs. Lodal, Mr. Romero and Mrs. Wodiska. The following department staff also participated: Dr. Steven Staples, superintendent of public instruction; Patty Pitts, assistant superintendent for teacher education and licensure; and Melissa Luchau, director for board relations. The purpose of the meeting was to discuss teacher licensure. 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, October 21, 2015, at the Crowne Plaza Richmond Downtown Hotel, with the following members present: Mrs. Atkinson, Dr. Baysal, Dr. Cannaday, Mrs. Edwards, Mr. Dillard, 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 LICENSURE REGULATIONS FOR SCHOOL PERSONNEL AND REGULATIONS GOVERNING THE REVIEW AND APPROVAL OF EDUCATION PROGRAMS IN VIRGINIA***

The following persons spoke during public comment:

- Jim Batterson
- Donald Williams
- Benjamin Lilly
- Beverly Baker
- Mindy Abbott
- Brock Relyea
- Claudia Haggerty
- Corinne Magee
- Jon VanDeventer
- Eugene Kotulka
- Jessie White
- Wayne Barry
- Doug Bitterman
- Johnny Moye
- Philip Reed
- Debra Shapiro
- Steve Barbato
- Robert Hughes
- Dr. Leigh Butler
- Kurt Stemhagen
- Dr. Bruce Watson
- Kris Martini
- Robert Corley, III

***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 Mona Siddiqui, legal counsel to the Virginia Board of Education, as well as staff members, Dr. Steven Staples, Patty Pitts, Nancy Walsh, Chris Fillmore, and Jeffery Garland. The motion was seconded by Mrs. Atkinson and carried unanimously. The Board went into Executive Session at 1:45 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 3:20 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  
Mr. Dillard – 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:

- Dr. Cannaday made a motion to revoke the license in Case #1. The motion was seconded by Mrs. Lodal and passed with seven votes. Mr. Dillard recused himself from voting.
- Dr. Cannaday made a motion to deny a license to Anthony Rolando Brown, Sr. The motion was seconded by Mrs. Atkinson and passed with seven votes. Mr. Dillard recused himself from voting.
- Dr. Cannaday made a motion to revoke the license of Stacy Tyler Cookenour. The motion was seconded by Mrs. Atkinson and passed with seven votes. Mr. Dillard recused himself from voting.
- Dr. Cannaday made a motion to issue a license in Case #4. The motion was seconded by Mr. Wodiska and passed with seven votes. Mr. Dillard recused himself from voting.
- Dr. Cannaday made a motion to deny a license to David Anthony Rudmin. The motion was seconded by Mrs. Wodiska and passed with seven votes. Mr. Dillard recused himself from voting.
- Dr. Cannaday made a motion not to revoke the license in Case #6. The motion was seconded by Mrs. Wodiska and passed with seven votes. Mr. Dillard recused himself from voting.
- Dr. Cannaday made a motion to issue a license in Case #7. The motion was seconded by Mrs. Atkinson and passed with seven votes. Mr. Dillard recused himself from voting.

***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 3:30 p.m.

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President

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