

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA

**MINUTES**

September 22, 2016

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. Wesley J. Bellamy

Mr. James H. Dillard  
Mr. Daniel A. Gecker  
Mrs. Elizabeth V. Lodol  
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 July 28, 2016, meeting of the Board. The motion was seconded by Dr. Baysal and carried unanimously. Copies of the minutes had been distributed in advance of the meeting.

***RESOLUTIONS/RECOGNITIONS***

Dr. Cannaday welcomed individuals participating in the ninth class of the Aspiring Special Education Leaders Academy and thanked them for their contributions to education. He also acknowledged Mr. Doug Cox who has been leading the effort.

Dr. Cannaday welcomed the Virginia Association for Supervision and Curriculum Development (VASCD) Board of Directors and thanked them for their contributions to education.

***PUBLIC COMMENT***

The following persons spoke during public comment:

- Carolyn Murphy, spoke on CAT (computer adaptive testing) for mathematics
- Daryl Chesley, spoke on VASCD's free one-year membership to each first year teacher in Virginia

- Misti Wajciechowski, spoke on the Standards of Learning (SOL) for Health and Physical Education and the importance of including student health and physical education in Virginia's Profile of a Graduate
- Fred Milbert, past president of the Virginia Association for Health, Physical Education, Recreation, and Dance, spoke on the value of including health and wellness in Virginia's Profile of a Graduate
- Dr. Susan Dana Leone, representing the Virginia Alliance of School Counselors, spoke in support of the proposed Standards of Quality revisions related the counselor/student ratio
- Scott Habeeb, of Salem City Schools, spoke on the proposed amendments to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) that mandate planning time during the instructional day
- Kirstine Barber, of Salem City Schools, spoke on the proposed amendments to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* that specify a specific number of minutes of planning time and the number of class periods during the instructional day
- Jim Livingston, president of the Virginia Education Association, spoke on the proposed revisions to the Standards of Quality
- Alex Campbell, spoke on restraint and seclusion of special needs students
- Sean Campbell, spoke on proposed regulations related to restraint and seclusion of students
- David Bailey, representing the Virginia School Counselor Association, spoke on spoke in support of the proposed Standards of Quality revisions related the counselor/student ratio
- Rachael Deane, on behalf of the Legal Aid Justice Center's JustChildren program, spoke in support of proposed revisions to the Standards of Quality
- Dr. Juanita Jo Matkins, representing the Virginia Association of Science Teachers, spoke on internships and externships as they relate to proposed amendments to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* and the Profile of a Virginia Graduate
- Kandise Lucas, spoke on oversight by the Virginia Department of Education related to school services for students with special needs and parent advocacy for special needs students
- Becky Bowers, representing the Virginia Association of School Nurses, spoke in support of proposed revisions to the Standards of Quality

Dr. Cannaday thanked everyone who spoke during public comment. Dr. Cannaday said staff will follow-up with speakers either during the meeting or shortly thereafter to get more details regarding their issues and how they may assist them.

### ***CONSENT AGENDA***

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

### **A. Final Review of Revised Virginia Public Charter School Application and Application Process**

With the Board's approval of the consent agenda, the Board approved the revised Virginia

Public Charter School application and the application process.

**B. Final Review of Revisions to the High School Equivalency (HSE) Examination Guidelines for Virginia**

With the Board's approval of the consent agenda, the Board approved the revised *High School Equivalency Examination Guidelines for Virginia*.

**C. Final Review of Revisions to the Licensure Regulations for School Personnel (8 VAC 20-22-10 et seq.) to Conform to General Assembly Legislation (Exempt Action)**

With the Board's approval of the consent agenda, the Board approved the revised *Licensure Regulations for School Personnel*.

**ACTION/DISCUSSION ITEMS**

**D. Final Review of Proposed Revised 2016 Mathematics Standards of Learning and Proposed Revised 2016 Mathematics Standards of Learning Curriculum Framework**

Ms. Tina Mazzacane, mathematics and science specialist, Office of Mathematics and Governor's Schools, presented this item. Ms. Mazzacane's presentation included the following:

- New academic content Standards of Learning for mathematics were first developed in 1995. Pursuant to legislation from the 2000 Virginia General Assembly, the Board of Education established a seven-year cycle for review of the Standards of Learning. As a result, the 1995 *Mathematics Standards of Learning* were reviewed in 2001 and 2009. The projected timeline for the review and revision of the 2009 *Mathematics Standards of Learning* and *Curriculum Framework* during the 2015-2016 school year was received by the Board of Education in March 2015.
- The following list summarizes the actions involved in the review and revision process:
  - Received public comments from stakeholders on the review and revision of the 2009 *Mathematics Standards of Learning and Curriculum Framework*
    - Received 74 sets of comments, including 71 from educators, mathematics education organizations, and school divisions, two from parents, and one from a university
    - Received comments March 27-April 27, 2015
  - Convened a steering committee to review public comments and make recommendations for revisions to the standards
    - Comprised of nine school division mathematics supervisors that led grade-band and content subgroups of the review committee
    - VDOE staff from Instruction and Assessment served in an advisory capacity
    - Met June 1-3, 2015
  - Convened a review committee to review public comments and make recommendations for revisions to the standards and Curriculum Framework
    - Comprised of the steering committee and 30 educators, including 19 classroom teachers, two school-based mathematics specialists, eight school division mathematics supervisors, and one assistant principal
    - Members represented all eight Superintendents' Regions
    - VDOE staff from Instruction and Assessment served in an advisory capacity
    - Met June 22-26, 2015
  - Developed a draft of the proposed standards and Curriculum Framework
  - Received input, both electronically and in person, from external reviewers on the proposed draft of the standards and Curriculum Framework

- Invited two-year and four-year colleges, the Virginia Mathematics and Science Coalition, the Virginia Council for Mathematics Supervision, the Virginia Council of Teachers of Mathematics, the Virginia Council for Mathematics Specialists, and the top ten employers in Virginia to participate in the external review process
    - Received 30 sets of comments representing two-year and four-year colleges, the Virginia Mathematics and Science Coalition, the Virginia Council for Mathematics Supervision, the Virginia Council of Teachers of Mathematics, the Virginia Council for Mathematics Specialists, Wells Fargo Bank, and Optima/Sentara Healthcare
    - Convened an external review meeting for discussion of comments
    - Met December 9, 2015
  - o Received support for the review process from the Assessment Development staff, including providing Instruction staff with insights from work with development of state assessments, working with content review committees, and providing technical reviews of proposed revisions.
  - o Brought the Proposed Revised 2016 *Mathematics Standards of Learning* and Proposed Revised 2016 *Mathematics Standards of Learning Curriculum Framework* to the Board of Education for first review on March 17, 2016.
  - o Received public comments from stakeholders on the Proposed 2016 *Mathematics Standards of Learning* and Proposed 2016 *Mathematics Standards of Learning Curriculum Framework*
    - Received 103 sets of comments from educators, mathematics education organizations, and school divisions
    - Received comments March 18-April 25, 2016
    - Held public hearings in Montgomery County and Henrico County
  - o Reviewed public comment and developed the Proposed Revised 2016 *Mathematics Standards of Learning* and Proposed Revised 2016 *Mathematics Standards of Learning Curriculum Framework*
- The *Mathematics Standards of Learning* identify academic content for essential components of the mathematics curriculum at different grade levels for Virginia's public schools. The *Mathematics Standards of Learning Curriculum Framework*, a companion document to the *Mathematics Standards of Learning*, amplifies the standards and further defines the content knowledge, skills, and understandings that are measured by the Standards of Learning assessments. The standards and Curriculum Framework are not intended to encompass the entire curriculum for a given grade level or course. School divisions are encouraged to incorporate the standards and Curriculum Framework into a broader, locally-designed curriculum. The Curriculum Framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn.
  - The Proposed Revised 2016 *Mathematics Standards of Learning* and the Proposed Revised 2016 *Mathematics Standards of Learning Curriculum Framework* were compared to the expectations of the 2009 National Assessment for Educational Progress (NAEP) and the 2015 Trends in International Mathematics and Science Study (TIMSS). The revised standards were found to be highly correlated to the expectations for each by the end of grade 4 and grade 8 respectively.
  - In support of Governor McAuliffe's focus on strengthening the 21<sup>st</sup> century work force, the proposed revisions to the standards and Curriculum Framework strengthen support for teachers and educational leaders through improvements to the standards and Curriculum Framework, strengthen pathways within K-12 mathematics education through a focus on improving the vertical progression of mathematics content, and will better prepare students for college and careers through a greater emphasis on critical thinking and problem solving.
  - The Proposed Revised 2016 *Mathematics Standards of Learning* and the Proposed Revised 2016 *Mathematics Standards of Learning Curriculum Framework* include revisions since first review in response to public comment, as listed:

Proposed Revised 2016 *Mathematics Standards of Learning*

- Edits to introductory statements
- Edits to provide consistency and parallelism in language
- Edits to improve the progression of mathematics content which led to changes in selected standards

(e.g., revisions to the Patterns, Functions, and Algebra strand in grades 6-8, which encompass standards 6.12, 7.10, and 8.16, develop the concept of proportional relationships, slope of a line, and linear functions)

Proposed Revised 2016 *Mathematics Standards of Learning Curriculum Framework*

- Additions to provide greater support to teachers through definitions, connections, and examples
- Edits to clarify expectations through improved wording
- Edits to provide consistency and parallelism in language
- Edits to improve the progression of mathematics content
- Edits to word choice or content limiters to inform instruction and assessment

Board discussion:

- Mrs. Lodal commented on the value of mathematics in many aspects of our world and congratulated the VDOE on making mathematics accessible to all students. She pointed out the opportunities to reinforce mathematics in an interdisciplinary curriculum and offered appreciation for the professional development and sample lesson plans provided by the VDOE.
- Mr. Dillard commented on the variety of mathematics offerings and asked about the creation of a comprehensive course related to practical mathematics in everyday life. Mrs. Mazzacane indicated that these skills are included in the existing courses, especially the real-life situations included in Algebra I. Dr. Cannaday noted the importance of relevance and application in mathematics courses and that many jobs require a deeper understanding of the thinking that mathematics promotes.
- Mr. Bellamy asked how the VDOE would provide practical and engaging professional development to all teachers across the state. Mrs. Mazzacane indicated that the VDOE will train facilitators, who in turn, will provide the professional development. The VDOE has also created a facilitator's guide to assist with the process. Facilitators will be selected from among those who participated in the revision process.
- Mr. Romero encouraged the VDOE to reach out to school divisions to identify other sources of professional development that have already been developed.
- Dr. Staples noted the shortage of licensed mathematics teachers and indicated the importance of ensuring qualified teachers in mathematics classrooms.
- Mrs. Lodal encouraged members of Virginia's professional organizations to help recruit qualified mathematics teachers for Virginia's classrooms.

Mrs. Atkinson made a motion to approve the revised 2016 *Mathematics Standards of Learning* and the revised 2016 *Mathematics Standards of Learning Curriculum Framework* and authorize the Department of Education to make clarifying and/or technical edits. The motion was seconded by Dr. Baysal and carried unanimously.

**E. First Review of Requests for Continued Rating of Partially Accredited: Reconstituted School from Twelve School Divisions**

Ms. Beverly Rabil, director, Office of School Improvement, Division of Student Assessment and School Improvement, presented this item. Ms. Rabil’s presentation included the following:

- Section 8 VAC 20-131-300.C of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA) states that a school shall be rated *Accreditation Denied* based on its academic performance and its failure to achieve the minimum threshold for the graduation and completion index required to be rated *Fully Accredited* or *Provisionally Accredited-Graduation Rate*, for the preceding three consecutive years or for three consecutive years anytime thereafter.
- As outlined in 8 VAC 20-131-315, as an alternative to the Memorandum of Understanding required for schools rated *Accreditation Denied*, a local school board may choose to reconstitute the school and apply to the Board of Education for a rating of *Partially Accredited: Reconstituted School*. The application shall include specific responses that address all areas of deficiency that resulted in the *Accreditation Denied* status.
- If a local school board chooses to reconstitute a school, it may annually apply for an accreditation rating of *Partially Accredited: Reconstituted School* as provided for in 8 VAC 20-131-300.C.5. The *Partially Accredited: Reconstituted School* rating may be granted for a period not to exceed three years if the school is making progress toward a rating of *Fully Accredited* in accordance with the terms of the Board of Education’s approval of the reconstitution application. The school will revert to a status of *Accreditation Denied* if it fails to meet the requirements to be rated *Fully Accredited* by the end of the three-year term or if it fails to have its annual application for such rating renewed.
- The following twenty-one schools were granted a rating of *Partially Accredited: Reconstituted School* for the 2015-2016 school year and are seeking continuation of this status by requesting a rating of *Partially Accredited: Reconstituted School*.

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Number of Years Rated <i>Partially Accredited: Reconstituted School</i> (includes 2016-17)
Campbell County Public Schools	Rustburg Middle School (Gr.6-8)	2
Franklin City Public Schools	S. P. Morton Elementary School (Gr.PK-5)	2
Franklin City Public Schools	J. P. King, Jr. Middle School (Gr.6-8)	2
Frederick County Public Schools	Frederick County Middle School (Gr.6-8)	2
Hampton City Public Schools	Jane H. Bryan Elementary School (Gr.PK-5)	3
Hampton City Public Schools	John B. Cary Elementary School (Gr.K-5)	2
Lynchburg City Public Schools	Heritage Elementary School (Gr.PK-5)	2
Lynchburg City Public Schools	Paul Laurence Dunbar Middle School for Innovation (Gr.6-8)	2
Lynchburg City Public Schools	Sandusky Middle School (Gr.6-8)	3
Mecklenburg County Public Schools	Bluestone Middle School (Gr.6-8)	2
Newport News City Public Schools	Carver Elementary School (Gr.PK-5)	2

Name of Division	Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i>	Number of Years Rated <i>Partially Accredited: Reconstituted School</i>  (includes 2016-17)
Newport News City Public Schools	Horace H. Epes Elementary School (Gr.PK-5)	2
Norfolk City Public Schools	Jacox Elementary School (Gr.PK-5)	2
Norfolk City Public Schools	James Monroe Elementary School (Gr.PK-5)	2
Norfolk City Public Schools	Richard Bowling Elementary School (Gr.PK-5)	2
Norfolk City Public Schools	Azalea Gardens Middle School (Gr.6-8)	2
Norfolk City Public Schools	Norview Middle School (Gr.6-8)	2
Portsmouth City Public Schools	Cradock Middle School (Gr.7-8)	2
Prince William County Public Schools	Fred M. Lynn Middle School (Gr.6-8)	2
Richmond City Public Schools	Binford Middle School (Gr.6-8)	2
Virginia Beach City Public Schools	Bayside Middle School (Gr.7-8)	3

Technical Assistance

- All schools granted continued ratings of *Partially Accredited: Reconstituted School* will participate in technical assistance sessions provided by the Office of School Improvement (OSI). OSI technical assistance sessions for the 2016-2017 school year will focus on the comprehensive needs assessment component of continuous school improvement planning. Additionally schools rated *Partially Accredited: Reconstituted School* will have triannual meetings with OSI, the support of an OSI contractor, and the opportunity to select from the newly developed OSI/VDOE Technical Assistance Menu.
- In addition to the Technical Assistance described in the Board materials, school divisions with schools that are approved for a continued rating of *Partially Accredited: Reconstituted School* will be required to continue their agreement with the Superintendent of Public Instruction that details the Essential Actions that must occur in 2016-2017. Additional differentiated support will be provided as needs are identified through the continued implementation of the Reconstitution Agreement Plans. School divisions that are denied their requests for a continued rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding with the Board of Education.

Board discussion:

- Mrs. Atkinson summarized the presentations and discussions from the previous day's meeting of the Committee on School and Division Accountability. The committee believes there is a crisis in the Commonwealth related to education in urban areas, and there is a need to start looking at changes to policies and systems to address needs in urban areas. She thanked the VDOE staff for their work and preparation for the complex school accreditation items.
- Dr. Staples reviewed the process the VDOE uses to review and analyze the requests from schools requesting *Partially Accredited: Reconstituted School* status. VDOE staff members in the Office of School Improvement:
  - Review the trend data, with a focus on areas not meeting the accreditation standards;

- Review the context, including the leadership of the school and school division and their commitment and capacity to drive improvement;
- Review the metrics the school and school division are using to measure their own progress;
- Consider unusual circumstances specific to the school and school division;
- Make a recommendation based on the information provided; and
- Evaluate the role the VDOE can play to support the school/school division in achieving accreditation.
- Mrs. Wodiska noted that at the BOE’s request, the VDOE will take steps to:
  - Document and share the review process used to consider accreditation requests, noting that it is not based on one measure but that it is an individualized process based on a number of factors;
  - Asked that the rubric used to approved or deny accreditation be written and shared, noting that the process will be useful in helping Virginia develop a single accountability system for federal purposes; and
  - Requested that the VDOE create a map of where the struggling schools are located across the Commonwealth.
- Mr. Romero asked the VDOE to provide information on the degree to which the schools are underperforming, i.e., in which area(s) they do not meet the standards.

Mrs. Lodal made a motion to waive first review of requests for the continued rating of *Partially Accredited: Reconstituted School* from twelve school divisions and approve the recommendations as noted in the following table and as stated below. The motion was seconded by Mrs. Atkinson and carried unanimously.

Name of Division	Name of School	Recommended Action
Campbell County Public Schools	Rustburg Middle School (Gr.6-8)	Approve
Franklin City Public Schools	S. P. Morton Elementary School (Gr.PK-5)	Approve
Franklin City Public Schools	J. P. King, Jr. Middle School (Gr.6-8)	Approve
Frederick County Public Schools	Frederick County Middle School (Gr.6-8)	Approve
Hampton City Public Schools	Jane H. Bryan Elementary School (Gr.PK-5)	Approve
Hampton City Public Schools	John B. Cary Elementary School (Gr.K-5)	Approve
Lynchburg City Public Schools	Heritage Elementary School (Gr.PK-5)	Approve
Lynchburg City Public Schools	Paul Laurence Dunbar Middle School for Innovation (Gr.6-8)	Approve
Lynchburg City Public Schools	Sandusky Middle School (Gr.6-8)	Approve
Mecklenburg County Public Schools	Bluestone Middle School (Gr.6-8)	Approve
Newport News City Public Schools	Carver Elementary School (Gr.PK-5)	Approve

Name of Division	Name of School	Recommended Action
Newport News City Public Schools	Horace H. Epes Elementary School (Gr.PK-5)	Approve
Norfolk City Public Schools	Jacox Elementary School (Gr.PK-5)	Deny
Norfolk City Public Schools	James Monroe Elementary School (Gr.PK-5)	Deny
Norfolk City Public Schools	Richard Bowling Elementary School (Gr.PK-5)	Deny
Norfolk City Public Schools	Azalea Gardens Middle School (Gr.6-8)	Deny
Norfolk City Public Schools	Norview Middle School (Gr.6-8)	Approve
Portsmouth City Public Schools	Cradock Middle School (Gr.7-8)	Deny
Prince William County Public Schools	Fred M. Lynn Middle School (Gr.6-8)	Deny
Richmond City Public Schools	Binford Middle School (Gr.6-8)	Deny
Virginia Beach City Public Schools	Bayside Middle School	Approve

1. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for Rustburg Middle School from the Campbell County School Board. The approval of this rating is contingent on the superintendent of Campbell County Public Schools continuing their agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school.

Rationale: Rustburg Middle School data demonstrate progress in student achievement.

2. The Superintendent of Public Instruction recommends that the Board of Education approve the requests for a rating of *Partially Accredited: Reconstituted School* from the Franklin City School Board for the following schools: S. P. Morton Elementary School and Joseph P. King, Jr. Middle School. The approval of these ratings is contingent on the superintendent of Franklin City Public Schools continued implementation of the division-level Corrective Action Plan that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in these schools.

Rationale: S. P. Morton Elementary School data demonstrate progress in student achievement. For 2016-2017 reconstitution requests, schools that are within 5 percentage points of the English benchmark and meet the benchmark in all other content areas are being recommended for *Partially Accredited: Reconstituted School* status. J.P. King Jr. Middle School's data qualify for this consideration.

3. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for Frederick County Middle School from the Frederick County School Board. The approval of this rating is contingent on the superintendent of Frederick County Public Schools continuing their agreement with the Superintendent of Public Instruction that details the

essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school.

Rationale: Frederick County Public Schools presented additional data to support consideration of continued reconstituted status for Frederick County Middle School. A review of the request and accompanying data provide evidence for continued *Partially Accredited: Reconstituted School* status for 2016-2017.

4. The Superintendent of Public Instruction recommends that the Board of Education approve the requests for a rating of *Partially Accredited: Reconstituted School* from the Hampton City School Board for the following schools: Jane H. Bryan Elementary School, John B. Cary Elementary School. The approval of these ratings is contingent on the superintendent of Hampton City Public Schools continuing their agreements with the Superintendent of Public Instruction that detail the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in these schools.

Rationale: Jane H. Bryan Elementary School and John B. Cary Elementary School data demonstrate progress in student achievement.

5. The Superintendent of Public Instruction recommends that the Board of Education approve the requests for a rating of *Partially Accredited: Reconstituted School* from the Lynchburg City School Board for the following schools: Heritage Elementary School, Paul Laurence Dunbar Middle School for Innovation, Sandusky Middle School. The approval of these ratings is contingent on the superintendent of Lynchburg City Public Schools continuing their agreements with the Superintendent of Public Instruction that detail the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in these schools.

Rationale: Heritage Elementary School data demonstrate progress in student achievement. For 2016-2017 reconstitution requests, schools that are within 5 percentage points of the English benchmark and meet the benchmark in all other content areas are being recommended for *Partially Accredited: Reconstituted School* status. Paul Laurence Dunbar Middle School for Innovation's data qualify for this consideration. Sandusky Middle School data remain the same in English, the only content area not meeting the accreditation benchmark. Because Sandusky Middle School is entering the third year of reconstitution and must meet accreditation benchmarks in all four content areas at the end of this year or become denied accreditation, continued *Partially Accredited: Reconstituted School* status is recommended.

6. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for Bluestone Middle School from the Mecklenburg County School Board. The approval of this rating is contingent on the superintendent of Mecklenburg County Public Schools continuing their agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school.

Rationale: For 2016-2017 reconstitution requests, schools that are within 5 percentage

points of the English benchmark and meet the benchmark in all other content areas are being recommended for *Partially Accredited: Reconstituted School* status. Bluestone Middle School's data qualify for this consideration.

7. The Superintendent of Public Instruction recommends that the Board of Education approve the requests for a rating of *Partially Accredited: Reconstituted School* from the Newport News City School Board for the following schools: Carver Elementary School, Horace H. Epes Elementary School. The approval of these ratings is contingent on the superintendent of Newport News City Public Schools continuing their agreements with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in these schools.

Rationale: Carver Elementary School data demonstrate progress in student achievement. Newport News City Public Schools presented additional data to support consideration of continued reconstituted status for Horace H. Epes Elementary School. A review of the request and accompanying data provide evidence for continued *Partially Accredited: Reconstituted School* status for 2016-2017.

8. The Superintendent of Public Instruction recommends that the Board of Education approve the requests for a rating of *Partially Accredited: Reconstituted School* for Norview Middle School from the Norfolk City School Board. The approval of these ratings is contingent on the superintendent of Norfolk City Public Schools continuing their agreements with the Superintendent of Public Instruction that detail the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in these schools.

Rationale: Norview Middle School data demonstrate progress in student achievement.

9. The Superintendent of Public Instruction recommends that the Board of Education deny the requests for a rating of *Partially Accredited: Reconstituted School* from the Norfolk City School Board for the following school: Jacox Elementary School, James Monroe Elementary School, Richard Bowling Elementary School, and Azalea Gardens Middle School. School divisions that are denied their requests for a rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding (MOU) with the Virginia Board of Education. The MOU must be developed and signed by November 30, 2016.

Rationale: Jacox Elementary School, James Monroe Elementary School, Richard Bowling Elementary School, and Azalea Gardens Middle School data do not demonstrate progress in student achievement.

10. The Superintendent of Public Instruction recommends that the Board of Education deny the request for a rating of *Partially Accredited: Reconstituted School* for Cradock Middle School from the Portsmouth City School Board. School divisions that are denied their requests for a rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding (MOU) with the Virginia Board of Education. The MOU must be developed and signed by November 30, 2016.

Rationale: Cradock Middle School data do not demonstrate progress in student achievement.

11. The Superintendent of Public Instruction recommends that the Board of Education deny the request for a rating of *Partially Accredited: Reconstituted School* for Fred M. Lynn Middle School from the Prince William County School Board. School divisions that are denied their requests for a rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding (MOU) with the Virginia Board of Education. The MOU must be developed and signed by November 30, 2016.

Rationale: Fred M. Lynn Middle School data do not demonstrate progress in student achievement.

12. The Superintendent of Public Instruction recommends that the Board of Education deny the request for a rating of *Partially Accredited: Reconstituted School* for Binford Middle School from the Richmond City School Board. School divisions that are denied their requests for a rating of *Partially Accredited: Reconstituted School* will enter into a Memorandum of Understanding (MOU) with the Virginia Board of Education. The MOU must be developed and signed by November 30, 2016.

Rationale: Binford Middle School data do not demonstrate progress in student achievement.

13. The Superintendent of Public Instruction recommends that the Board of Education approve the request for a rating of *Partially Accredited: Reconstituted School* for Bayside Middle School from the Virginia Beach City School Board. The approval of this rating is contingent on the superintendent of Virginia Beach City Public Schools continuing their agreement with the Superintendent of Public Instruction that details the essential actions that must occur in the 2016-2017 school year to improve the achievement of the students in this school.

Rationale: Bayside Middle School data demonstrate progress in student achievement.

#### **F. First Review of Requests for Partially Accredited: Reconstituted School from Forty-Two School Divisions**

Ms. Beverly Rabil, director, Office of School Improvement, Division of Student Assessment and School Improvement, presented this item. The presentation included the following:

- 8 VAC 20-131-300.C (*Regulations Establishing Standards for Accrediting Virginia Public Schools*) states that a school shall be rated *Accreditation Denied* based on its academic performance and its failure to achieve the minimum threshold for the graduation and completion index required to be rated *Fully Accredited* or *Provisionally Accredited-Graduation Rate*, for the preceding three consecutive years or for three consecutive years anytime thereafter.
- As outlined in 8 VAC 20-131-315, as an alternative to the memorandum of understanding required for schools rated *Accreditation Denied*, a local school board may choose to reconstitute the school and apply to

the Board of Education for a rating of *Partially Accredited: Reconstituted School*. The application shall include specific responses that address all areas of deficiency that resulted in the *Accreditation Denied* status.

- If a local school board chooses to reconstitute a school, it may annually apply for an accreditation rating of *Partially Accredited: Reconstituted School* as provided for in 8 VAC 20-131-300.C.5. The *Partially Accredited: Reconstituted School* rating may be granted for a period not to exceed three years if the school is making progress toward a rating of *Fully Accredited* in accordance with the terms of the Board of Education's approval of the reconstitution application. The school will revert to a status of *Accreditation Denied* if it fails to meet the requirements to be rated *Fully Accredited* by the end of the three-year term or if it fails to have its annual application for such rating renewed.
- Following the implementation of revised assessments in mathematics in 2011-2012 and revised reading, writing, and science assessments in 2012-2013, one hundred thirteen (113) schools have not been *Fully Accredited* for three consecutive years and are not *Fully Accredited* in 2016-2017.
- Each of these schools, listed below, must meet the definition of reconstitution. As defined by the *Fast Track Regulations Establishing Standards for Accrediting Virginia Public Schools (SOA)*, reconstitution is defined as a process that may be used to initiate a range of accountability actions to improve pupil performance, curriculum, and instruction to address deficiencies that caused a school to be rated *Accreditation Denied* that may include, but not be limited to, restructuring a school's governance, instructional program, staff or student population.

<b>Name of Division</b>	<b>Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i></b>	<b>Reconstitution Type</b>
Accomack County Public Schools	Arcadia Middle School (Gr.6-8)	Governance, Instructional Program and Staff
Albemarle County Public Schools	Benjamin F. Yancey Elementary School (Gr. PK-5)	Governance, Instructional Program
Amelia County Public Schools	Amelia County Middle School (Gr.5-8)	Instructional Program and Staff
Amherst County Public Schools	Amelon Elementary School (Gr.PK-5)	Instructional Program and Staff
Amherst County Public Schools	Central Elementary School (Gr.PK-5)	Instructional Program and Staff
Amherst Country Public Schools	Madison Heights Elementary School (Gr.PK-5)	Instructional Program and Staff
Bedford County Public Schools	Moneta Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Brunswick County Public Schools	Totaro Elementary School (Gr.PK-5)	Governance and Instructional Program
Buckingham County Public Schools	Buckingham Elementary School-(Paired School with Buckingham Primary Gr.3-5)	Governance, Instructional Program and Staff
Buckingham County Public Schools	Buckingham Primary School (Paired School with Buckingham Elem. Gr.K-2)	Governance, Instructional Program and Staff
Caroline County Public Schools	Caroline Middle School (Gr.6-8)	Governance, Instructional Program and Staff
Charlotte County Public Schools	Bacon District Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Chesapeake City Public Schools	Camelot Elementary School (Gr.PK-5)	Instructional Program and Staff
Chesapeake City Public Schools	George W. Carver Intermediate School (Paired school with Portlock Gr. 3-5)	Instructional Program and Staff

<b>Name of Division</b>	<b>Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i></b>	<b>Reconstitution Type</b>
Chesapeake City Public Schools	Portlock Primary School (Paired school with Carver Gr.PK-2)	Governance, Instructional Program and Staff
Chesapeake City Public Schools	Rena B. Wright Primary School (Paired school with Truitt Gr.PK-2)	Instructional Program and Staff
Chesapeake City Public Schools	Truitt Intermediate School (Paired school with Wright Gr.3-5)	Instructional Program and Staff
Chesterfield County Public Schools	Etrrick Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Chesterfield County Public Schools	Falling Creek Middle School (Gr.6-8)	Governance, Instructional Program and Staff
Cumberland County Public Schools	Cumberland Elementary School (Gr.PK-4)	Governance, Instructional Program and Staff
Cumberland County Public Schools	Cumberland Middle School (Gr.5-8)	Governance, Instructional Program and Staff
Danville City Public Schools	G. L. H. Johnson Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Danville City Public Schools	Schoolfield Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Essex County Public Schools	Essex Intermediate School (Gr.5-8)	Governance, Instructional Program and Staff
Fairfax County Public Schools	Mount Vernon Woods Elementary School (Gr.PK-6)	Governance, Instructional Program and Staff
Greensville County Public Schools	Belfield Elementary School (Gr.5)	Governance, Instructional Program and Staff
Greensville County Public Schools	Greensville Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Greensville County Public Schools	Edward W. Wyatt Middle School (Gr.5-8)	Governance, Instructional Program and Staff
Halifax County Public Schools	Sinai Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Halifax County Public Schools	Halifax County Middle School (Gr.6-8)	Governance, Instructional Program
Hampton City Public Schools	Aberdeen Elementary School (Gr.PK-5)	Instructional Program
Hampton City Public Schools	Alfred S. Forrest Elementary School (Gr.PK-5)	Instructional Program
Hampton City Public Schools	Captain John Smith Elementary School (Gr.PK-5)	Instructional Program
Hampton City Public Schools	John Tyler Elementary School (Gr.PK-5)	Instructional Program
Hampton City Public Schools	C. Alton Lindsey Middle School (Gr.6-8)	Governance and Instructional Program
Hampton City Public Schools	Jefferson Davis Middle School (Gr.6-8)	Instructional Program
Harrisonburg City Public Schools	Thomas Harrison Middle School (Gr.5-8)	Governance and Instructional Program
Henrico County Public Schools	Anthony Mehfoud Elementary School (Paired school with Varina Gr.PK-2)	Instructional Program and Staff
Henrico County Public Schools	Cashell Donahoe Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Henrico County Public Schools	Fair Oaks Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff

<b>Name of Division</b>	<b>Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i></b>	<b>Reconstitution Type</b>
Henrico County Public Schools	Harold Macon Ratcliffe Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Henrico County Public Schools	Sandston Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Henrico County Public Schools	Varina Elementary School (Paired school with Mehfoud Gr.3-5)	Governance, Instructional Program and Staff
Henrico County Public Schools	Brookland Middle School (Gr.6-8)	Governance, Instructional Program, Staff and Student Population
Hopewell City Public Schools	Patrick Copeland Elementary School (Gr.PK-5)	Instructional Program and Staff
Hopewell City Public Schools	Carter G. Woodson Middle School (Gr.6-8)	Instructional Program and Staff
Lancaster County Public Schools	Lancaster Middle School (Gr.4-8)	Governance, Instructional Program and Staff
Lancaster County Public Schools	Lancaster High School (Gr.9-12)	Governance, Instructional Program and Staff
Lunenburg County Public Schools	Kenbridge Elementary School (Gr.PK-5)	Instructional Program and Staff
Lunenburg County Public Schools	Victoria Elementary School (Gr.PK-5)	Instructional Program and Staff
Lunenburg County Public Schools	Lunenburg Middle School (Gr.6-8)	Instructional Program and Staff
Lynchburg City Public Schools	Dearington Elementary School for Innovation (Gr.PK-5)	Governance and Instructional Program
Lynchburg City Public Schools	Linkhorne Elementary School (Gr.PK-5)	Governance and Instructional Program
Lynchburg City Public Schools	Perrymont Elementary School (Gr.PK-5)	Governance, and Instructional Program
Lynchburg City Public Schools	T. C. Miller Elementary for Innovation (Gr.PK-5)	Governance and Instructional Program
Lynchburg City Public Schools	Linkhorne Middle School (Gr.6-8)	Governance and Instructional Program
Lynchburg City Public Schools	E. C. Glass High School (Gr.9-12)	Governance and Instructional Program
Madison County Public Schools	Madison Primary School (Paired School with Waverly Yowell Gr.PK-2)	Governance and Instructional Program
Madison County Public Schools	Waverly Yowell Elementary School (Paired School with Madison Gr.3-5)	Governance, Instructional Program and Staff
Manassas City Public Schools	Grace E. Metz Middle School (Gr.7-8)	Instructional Program
Martinsville City Public Schools	Albert Harris Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Martinsville City Public Schools	Martinsville High School (Gr.9-12)	Governance, Instructional Program and Staff
Mecklenburg County Public Schools	South Hill Elementary School (Gr.PK-5)	Instructional Program and Staff
Mecklenburg County Public Schools	Park View Middle School (Gr.6-8)	Governance and Instructional Program
Newport News City Public Schools	Joseph H. Saunders Elementary School (Gr.PK-5)	Instructional Program, Staff and Student Population

<b>Name of Division</b>	<b>Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i></b>	<b>Reconstitution Type</b>
Newport News City Public Schools	L. F. Palmer Elementary School (Gr.PK-5)	Instructional Program and Staff
Newport News City Public Schools	T. Ryland Sanford Elementary School (Gr.PK-5)	Instructional Program and Staff
Newport News City Public Schools	Heritage High School (Gr.9-12)	Instructional Program
Norfolk City Public Schools	Chesterfield Academy Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Norfolk City Public Schools	Coleman Place Elementary School (Gr.PK-5)	Instructional Program
Norfolk City Public Schools	Norview Elementary School (Gr.PK-5)	Instructional Program
Norfolk City Public Schools	Sherwood Forrest Elementary School (Gr.PK-5)	Instructional Program and Staff
Norfolk City Public Schools	St. Helena Elementary School (Gr.PK-5)	Instructional Program and Staff
Norfolk City Public Schools	Tanners Creek Elementary School (Gr.PK-5)	Instructional Program and Staff
Norfolk City Public Schools	James Blair Middle School (Gr.6-8)	Instructional Program
Norfolk City Public Schools	Lake Taylor High School (Gr.9-12)	Instructional Program
Northampton County Public Schools	Ocohanock Elementary School (Gr.PK-6)	Instructional Program
Nottoway County Public Schools	Blackstone Primary School (Gr.PK-4)	Instructional Program and Staff
Nottoway County Public Schools	Nottoway Intermediate School (Gr.5-6)	Instructional Program
Nottoway County Public Schools	Nottoway Middle School (Gr.7-8)	Instructional Program and Staff
Petersburg City Public Schools	J. E. B. Stuart Elementary School (Gr.K-5)	Governance, Instructional Program and Staff
Petersburg City Public Schools	Robert E. Lee Elementary School (Gr.K-5)	Governance, Instructional Program and Staff
Portsmouth City Public Schools	Brighton Elementary School (Gr.PK-6)	Governance, Instructional Program and Staff
Portsmouth City Public Schools	Douglas Park Elementary School (Gr.PK-6)	Governance, Instructional Program and Staff
Portsmouth City Public Schools	Parkview Elementary School (Gr.PK-6)	Governance, Instructional Program and Staff
Portsmouth City Public Schools	Westhaven Elementary School (Gr.PK-6)	Governance, Instructional Program and Staff
Portsmouth City Public Schools	William E. Walters Middle School (Gr.7-8)	Governance, Instructional Program and Staff
Prince Edward County Public Schools	Prince Edward Elementary School (Gr.PK-4)	Instructional Program and Staff
Pulaski County Public Schools	Pulaski Middle School (Gr.6-8)	Instructional Program
Richmond City Public Schools	Blackwell Elementary School (Gr.PK-5)	Governance, Instructional Program, Staff and Student Population
Richmond City Public Schools	Chimborazo Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff

<b>Name of Division</b>	<b>Name of School Requesting Rating of <i>Partially Accredited: Reconstituted School</i></b>	<b>Reconstitution Type</b>
Richmond City Public Schools	George Mason Elementary School (Gr.PK-5)	Governance, Instructional Program, Staff and Student Population
Richmond City Public Schools	G. H. Reid Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Richmond City Public Schools	Ginter Park Elementary School (Gr.PK-5)	Instructional Program
Richmond City Public Schools	J. L .Francis Elementary School (Gr.PK-5)	Instructional Program, Staff and Student Population
Richmond City Public Schools	Miles Jones Elementary School (Gr.PK-5)	Instructional Program
Richmond City Public Schools	Oak Grove/Bellemeade Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Richmond City Public Schools	Overby-Sheppard Elementary School (Gr.PK-5)	Instructional Program and Staff
Richmond City Public Schools	Westover Hills Elementary School (Gr.PK-5)	Instructional Program and Staff
Richmond City Public Schools	Woodville Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Richmond City Public Schools	Thomas Jefferson High School (Gr.9-12)	Governance and Instructional Program
Roanoke City Public Schools	Garden City Elementary School (Gr.PK-5)	Governance and Instructional Program
Roanoke City Public Schools	Hurt Park Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Roanoke City Public Schools	Westside Elementary School (Gr.PK-5)	Instructional Program and Staff
Rockbridge County Public Schools	Natural Bridge Elementary School (Gr.PK-5)	Governance and Instructional Program
Suffolk City Public Schools	Booker T. Washington Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Suffolk City Public Schools	Elephants Fork Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Suffolk City Public Schools	Mack Benn Jr. Elementary School (Gr.PK-5)	Governance, Instructional Program and Staff
Suffolk City Public Schools	Kings Fork Middle School (Gr.6-8)	Governance, Instructional Program and Staff
Waynesboro City Public Schools	Wenonah Elementary School (Gr.PK-5)	Instructional Program and Staff
Waynesboro City Public Schools	William Perry Elementary School (Gr.PK-5)	Instructional Program and Staff
Waynesboro City Public Schools	Kate Collins Middle School (Gr.6-8)	Instructional Program and Staff
Westmoreland County Public Schools	Cople Elementary School (Gr.PK-5)	Governance and Instructional Program

- Applications for reconstitution were reviewed focusing on student performance data, areas of reconstitution, and the rationale for the trajectory of progress expected. The following criteria were used to make recommendations for each application.
  - Demonstration of improvement in Standards of Learning achievement data in both warned and non-warned academic subjects (Did the data show improvement, decline, or have no change?)
  - Evidence of how the proposed reconstitution practices differ from the existing practices

- Relevance of the anticipated impact of the proposed actions to the reconstitution plan
- Expectations for measurable impact on student achievement
- Clearly defined practices that ultimately improve student achievement
- Presence of a reasonable and rigorous trajectory of expected measurable progress
- Description of family engagement strategies for the school including the anticipated impact on student achievement

#### Technical Assistance

- All schools granted ratings of *Partially Accredited: Reconstituted School* will participate in technical assistance sessions provided by the Office of School (OSI). OSI technical assistance sessions for the 2016-2017 school year will focus on the comprehensive needs assessment component of continuous school improvement planning. Additionally schools rated *Partially Accredited: Reconstituted School* will have triannual meetings with OSI, the support of an OSI contractor, and the opportunity to select from the newly developed OSI/VDOE Technical Assistance Menu. Additional differentiated support will be provided as needs are identified through the development of the Reconstitution Agreement.

#### Board discussion:

- Mrs. Atkinson noted that this item had been discussed in detail during the previous day's meeting of the Committee on School and Division Accountability. She asked for a review of the term "Reconstitution" for those in the audience. Mrs. Rabil noted that schools/divisions could select one or more areas to reconstitute for the purpose of partial accreditation: governance, instruction, staff, or students. The accreditation request must describe the current practice, the proposed new practice, and the anticipated outcome.

The Board of Education received for first review the requests from forty-two (42) school divisions for ratings of *Partially Accredited: Reconstituted School* for one hundred Thirteen (113) schools.

### **G. First Review of Memoranda of Understanding as Required of Schools in Accreditation Denied Status for Newport News City Public Schools and Richmond City Public Schools**

Ms. Beverly Rabil, director, Office of School Improvement, Division of Student Assessment and School Improvement, presented this item. The presentation included the following:

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

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| <p>A. Any school rated <i>Accreditation Denied</i> in accordance with 8 VAC 20-131-300 shall be subject to actions prescribed by the Board of Education and shall provide parents of enrolled students and other interested parties with the following:</p> <ol style="list-style-type: none"><li>1. Written notice of the school's accreditation rating within 30 calendar days of the notification of the rating from the Department of Education;</li><li>2. A copy of the school division's proposed corrective action plan, including a timeline for implementation, to improve the school's accreditation rating; and</li><li>3. An opportunity to comment on the division's proposed corrective action plan. Such public comment shall be received and considered by the school division prior to finalizing the school's corrective action plan and a Board of Education memorandum of understanding with the local</li></ol> |
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school board.

- B. Any school rated *Accreditation Denied* in accordance with [8 VAC 20-131-300](#) shall be subject to actions prescribed by the Board of Education and affirmed through a memorandum of understanding between the Board of Education and the local school board. The local school board shall submit a corrective action plan to the Board of Education for its consideration in prescribing actions in the memorandum of understanding within 45 days of the notification of the rating. The memorandum of understanding shall be entered into no later than November 1 of the academic year in which the rating is awarded.

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

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

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

- The following schools are in *Accreditation Denied* status for the first time in 2016-2017 and are subject to actions prescribed by the Virginia Board of Education (VBOE) and affirmed through a memorandum of understanding between the VBOE and the local school boards.

Name of Division	Name of Schools in <i>Accreditation Denied</i> Status
Buena Vista City Public Schools	Enderly Heights Elementary School (Paired school with Kling Gr.PK-2)
Buena Vista City Public Schools	F. W. Kling Elementary School (Paired school with Enderly Gr.3-5)
Hampton City Public Schools	Luther W. Machen Elementary School (Gr.PK-5)
Henrico County Public Schools	Glen Lea Elementary School (Gr.PK-5)
Henrico County Public Schools	Montrose Elementary School (Gr.PK-5)
Henrico County Public Schools	Elko Middle School (Gr.6-8)
Henrico County Public Schools	Fairfield Middle School (Gr.6-8)
Henrico County Public Schools	John Rolfe Middle School (Gr.6-8)
Newport News City Public Schools	Hidenwood Elementary School (Gr.K-5)
Newport News City Public Schools	Lee Hall Elementary School (Gr.PK-5)
Newport News City Public Schools	Huntington Middle School (Gr.6-8)
Richmond City Public Schools	Elizabeth B. Redd Elementary School (Gr.PK-5)
Richmond City Public Schools	Swansboro Elementary School (Gr.PK-5)
Richmond City Public Schools	Henderson Middle School (Gr.6-8)
Richmond City Public Schools	Lucille Brown Middle School (Gr.6-8)
Richmond City Public Schools	Thomas C. Boushall Middle School (Gr.6-8)

- Corrective Action Plans for each of these schools must be developed by December 16, 2016. Listed below is a general description of technical assistance to be included in the corrective action plan.

#### Technical Assistance

- All schools rated *Accreditation Denied* will participate in technical assistance sessions provided by the Office of School (OSI). OSI technical assistance sessions for the 2016-2017 school year will focus on the comprehensive needs assessment component of continuous school improvement planning. Additionally schools rated *Accreditation Denied* will have triannual meetings with OSI, the support of an OSI contractor, and the opportunity to select from the newly developed OSI/VDOE Technical Assistance Menu.
- Using research-based indicators that lead to increased student achievement is imperative for school improvement. Schools rated *Accreditation Denied* will provide quarterly data reports to the Office of School Improvement (OSI) on mutually determined school-level data points. Divisions will meet triannually with the Office of School Improvement to review quarterly report data and collaboratively determine next steps.
- Asset mapping and selected Essential Actions resulting from Academic Reviews will be a part of each school's corrective action plan. OSI staff will assist in reviewing Essential Actions to determine those needed in the corrective action plan. OSI staff will provide technical assistance in using the asset mapping tool and in determining next steps.
- As noted in the individual memoranda of understanding additional specific technical assistance will be provided by Virginia Department of Education staff to each school rated *Accreditation Denied*.

#### Board discussion:

- Dr. Staples indicated that the school divisions were prepared to move forward with their memoranda of understanding and recommended that first review be waived and the item be approved.
- Dr. Cannaday indicated that the school divisions were aware of the legal repercussions if they failed to move forward with the terms of their memoranda of understanding.

Mr. Dillard made a motion to waive first review and approve the Memoranda of Understanding for Buena Vista City Public Schools, Hampton City Public Schools, Henrico County Public Schools, Newport News City Public Schools and Richmond City Public Schools for schools in *Accreditation Denied* status. The motion was seconded by Dr. Baysal and carried unanimously.

#### **H. First Review of Proposed Local Alternative Assessment Guidelines**

Mrs. Shelley Loving-Ryder, assistant superintendent for the Division of Student Assessment and School Improvement, presented this item. The presentation included the following:

- The 2014 Acts of Assembly eliminated the following Standards of Learning (SOL) assessments: Grade 3 Science, Grade 3 History, Grade 5 Writing, United States History to 1865 and United States History:1865 to the Present. In addition, the legislation requires school divisions to administer alternative assessments, consistent with Virginia Board of Education guidelines, to students in grades three through eight in each subject area in which SOL assessments were eliminated by the legislation. According to the legislation, the Virginia Board of Education is to develop guidelines that “(1) incorporate options for age-appropriate, authentic performance assessments and portfolios with rubrics and other methodologies designed to ensure that students are making adequate academic progress in the subject area and that the Standards of Learning content is being taught; (2) permit and encourage integrated assessments that include multiple subject areas; and (3) emphasize collaboration between teachers to administer and substantiate the assessments and the

professional development of teachers to enable them to make the best use of alternative assessments.”

Be it enacted by the General Assembly of Virginia that §[22.1-253.13:3](#) of the Code of Virginia is amended as follows:

“Each school board shall annually certify that it has provided instruction and administered an alternative assessment, consistent with Board guidelines, to students in grades three through eight in each Standards of Learning subject area in which a Standards of Learning assessment was not administered during the school year. Such guidelines shall (1) incorporate options for age-appropriate, authentic performance assessments and portfolios with rubrics and other methodologies designed to ensure that students are making adequate academic progress in the subject area and that the Standards of Learning content is being taught; (2) permit and encourage integrated assessments that include multiple subject areas; and (3) emphasize collaboration between teachers to administer and substantiate the assessments and the professional development of teachers to enable them to make the best use of alternative assessments.”

- On September 18, 2014, the Board approved *Local Alternative Assessment Guidelines Developed in Response to 2014 Acts of Assembly*. These guidelines, which were for the 2014-2015 school year, acknowledged that the legislation’s timeline provided school divisions with an immediate deadline to implement the local assessments. As such, the guidelines for the 2014-2015 year provided school divisions with considerable flexibility.
- During the 2014-2015 and 2015-2016 school years, grants were provided to the eight Superintendent’s Regions to support professional development in the development and implementation of performance assessments. A report on the use of these grants by school divisions was provided to the Board’s Committee on School and Division Accountability meeting at the March 16, 2016, meeting. At the same meeting the results of the desk audits of the local alternative assessment implemented in a sample of school divisions in 2014-2015 were provided to the Board.
- As part of the support to school divisions in implementing performance assessments, during the 2015-2016 school year, Dr. Chris Gareis from The College of William and Mary worked with school division representatives to develop a framework to assist school divisions in evaluating their progress in moving toward the use of performance assessments. The framework, entitled *Framework for Local Alternative Assessment Implementation*, may be found on the Department’s website at [http://doe.virginia.gov/testing/local\\_assessments/framework-for-laa-implementation.pdf](http://doe.virginia.gov/testing/local_assessments/framework-for-laa-implementation.pdf).
- On September 26, 2016, the Virginia Department of Education is co-sponsoring a conference entitled *Assessing for Deeper Learning: A Transformative Pathway to Prepare Virginia Students for the Future* with the Jobs for the Future organization. Conference sessions will provide school division personnel with more detailed information about the use of the framework to evaluate their progress in moving toward the implementation of performance assessments. In addition, the conference will provide opportunities for participants to hear from national speakers about performance assessments and from local school divisions about their experiences in implementing performance assessments in their schools.
- New *Local Alternative Assessment Guidelines* have been developed based on the experiences of local school divisions in implementing these assessments in 2014-2015 and 2015-2016. The new guidelines are intended to clarify the expectation that school divisions are to demonstrate progress in moving toward the use of authentic performance assessments in their schools. School divisions are expected to use the *Framework for Local Alternative Assessment Implementation* to assess their progress in implementing performance assessments in their divisions and to report their status on the continuum to the Department of Education. Department staff will use the results to plan professional development. For the 2016-2017 school year, school divisions will be expected to use at least one performance assessment in classrooms where Grade 3 Science, Grade 3 History, Grade 5 Writing, United States History to 1865 and United States History from 1865 to the Present are taught. In 2017-2018 school divisions will be expected to share examples of performance assessments across divisions and by 2018-2019 school divisions should be prepared to partner with other divisions to score some of the assessments from each other’s schools.

## Proposed Local Alternative Assessment Guidelines for 2016-2017 through 2018-2019

### Legislative Mandate: House Bill 930 and Senate Bill 306

Legislation in the 2014 General Assembly amended [§ 22.1-253.13:3.C](#) of the *Code of Virginia* to eliminate several Standards of Learning (SOL) tests:

- Grade 3 History,
- Grade 3 Science,
- Grade 5 Writing,
- United States History to 1865, and
- United States History: 1865 to the Present.

Specifically, the *Code* now states (emphasis added):

*The Standards of Learning assessments administered to students in grades three through eight shall not exceed (a) reading and mathematics in grades three and four; (b) reading, mathematics, and science in grade five; (c) reading and mathematics in grades six and seven; (d) reading, writing, mathematics, and science in grade eight; and (e) Virginia Studies and Civics and Economics once each at the grade levels deemed appropriate by each local school board.*

In addition to eliminating these SOL tests, the legislation also requires each local school board to annually certify that it has provided instruction and administered an alternative assessment, consistent with Virginia Board of Education guidelines, to students in grades three through eight in each SOL subject area in which the SOL assessment was eliminated. Specifically, the *Code* now states:

*Each school board shall annually certify that it has provided instruction and administered an alternative assessment, consistent with Board guidelines, to students in grades three through eight in each Standards of Learning subject area in which a Standards of Learning assessment was not administered during the school year. Such guidelines shall (1) incorporate options for age-appropriate, authentic performance assessments and portfolios with rubrics and other methodologies designed to ensure that students are making adequate academic progress in the subject area and that the Standards of Learning content is being taught; (2) permit and encourage integrated assessments that include multiple subject areas; and (3) emphasize collaboration between teachers to administer and substantiate the assessments and the professional development of teachers to enable them to make the best use of alternative assessments.*

### Legislative Intent

In response to increasing concern regarding the amount of testing in local school divisions and the time spent in test preparation activities, legislation passed in the 2014 General Assembly eliminated some of the tests previously used for accountability. The intent of the legislation was to encourage the greater use of assessments, such as performance assessments, that may be used by teachers to improve their instruction. Such assessments provide information about what students have learned as well as the concepts and skills that they have not yet mastered.

### Purpose of the Guidelines

The *Guidelines for Local Alternative Assessments for 2016-2017 through 2018-2019* are intended to clarify the expectation that school divisions are to demonstrate progress in moving toward the use of authentic performance assessments and provide a timeline for the implementation of performance assessments in Virginia schools. In addition, the guidelines are intended to encourage sharing high quality, authentic performance assessments, to help assess the need for ongoing professional development, and to provide the opportunity through a variety of approaches for students to be successful.

### Definition of Authentic Performance Assessments

Performance assessments generally require students to perform a task or create a product that is typically scored using a rubric. Authentic performance assessments often include tasks that mirror those that might occur in a “real-life” situation.

### **Timeline for the Implementation of Performance Assessments**

For the 2016-2017 school year, school divisions are expected to use at least one performance assessment in classrooms where Grade 3 Science, Grade 3 History, Grade 5 Writing, United States History to 1865 and United States History from 1865 to the Present are taught. In 2017-2018 school divisions will be expected to share examples of performance assessments across divisions, and, by 2018-2019, school divisions should be prepared to partner with other divisions to score some of the assessments from each other's schools.

The expanded use of authentic, performance assessments constitutes a direction for the Commonwealth that is still relatively new. As such there is no expectation that the performance assessments will be perfectly executed immediately; rather, this should be viewed as an opportunity to engage in innovation that will provide new opportunities for students to demonstrate their knowledge of the curriculum.

### **Expectations for Inclusion of SOL in Alternative Assessments**

School divisions should administer assessments that incorporate each strand or reporting category<sup>1</sup> for that content area and grade level (e.g., the Economics strand<sup>2</sup> for Grade 3 History/Social Science or the Civics and Economics Reporting Category for US History: 1865 to the Present). However, the assessments will not be expected to cover all of the content standards contained in that strand.

### **Certification That Content Has Been Taught and Assessments Administered**

Scores from the local assessments will not be reported to the Department of Education. Instead local school boards and division superintendents will certify through the annual Standards of Quality (SOQ) compliance assurance that local alternative assessments measuring the Standards of Learning (SOL) and adhering to the Board's guidelines have been administered. School divisions will be asked to prepare plans that describe how performance assessments that are designed to inform instruction will be implemented in 2016-2017 as well as how their use will be expanded in 2017-2018 and beyond. School divisions are expected to use the *Framework for Local Alternative Assessment Implementation* found at the end of these guidelines to assess their progress in implementing performance assessments in their divisions and to include their status on the continuum in the plans submitted to the Department of Education.

### **Desk Reviews**

During the 2016-2017 through the 2018-2019 school years Department staff will conduct annual site visits or "desk reviews" in which documents will be examined and school division staff interviewed either by webinar or by telephone. The purpose of these reviews will be to determine how local school divisions are verifying that the content is being taught, to determine the types of alternative assessments that are being administered, to identify exemplars of performance assessments that may be shared with other school divisions, and to assist teachers, schools and school divisions in strengthening their own alternative, performance assessments. The reviews will help Department staff to identify "best practices" for sharing with other Virginia school divisions. School divisions are to retain the documents listed below as some of the documents may be reviewed as a part of the desk reviews.

- 1) Documentation that demonstrates that the assessments administered address each strand included in the SOL for that grade and subject,
- 2) Copies of the assessments, and
- 3) Any ancillary materials such as rubrics or sample student responses used to train teachers.

### **Development or Selection of Assessments**

The selection of the local assessments is left to the discretion of the school division. Assessments used should be designed to provide feedback to parents and teachers regarding the extent to which the student has demonstrated proficiency in the content included in the SOL covered and should demonstrate progress in implementing performance assessments.

Local school divisions may choose to administer the same assessments for particular grade levels and content areas to all students in the division. The use of division wide assessments ensures consistency across the division so that the local school board and superintendent can certify that the assessments required by this legislation have been administered. If school divisions choose to allow more flexibility at the school level in selecting the assessments, the school division should prepare a written plan detailing the evidence from each school that will be reviewed by the local school board and superintendent to certify that the requirements of the legislation have been met.

### **Individuals with Disabilities Education Act**

School divisions should be aware of the following requirement found in [Section 300.160 c \(1\) of the Individuals with Disabilities Education Act](#):

A State (or, in the case of a district-wide assessment, an LEA) must develop and implement alternate assessments and guidelines for the participation of children with disabilities in alternate assessments for those children who cannot participate in regular assessments, even with accommodations, as indicated in their respective IEPs, as provided in paragraph (a) of this section.

If school divisions choose to meet the local alternative assessment requirements through the use of division wide assessments, an alternate assessment for students with disabilities who cannot participate in regular division assessment must be provided.

### **Use of Integrated Assessments**

The legislation encourages *integrated assessments that include multiple subject areas*. For example, a local assessment might address content from both grade 3 history and grade 3 science. If such assessments are used, the results should include information about the extent to which the student has demonstrated proficiency in the content of each specific set of SOL covered.

### **Professional Development**

The capacity of teachers to design and implement assessments that are intended to inform instruction is likely to vary widely across the Commonwealth. School divisions should evaluate the capacity and experience of their teachers in implementing such assessments and to use this information to design professional development. Professional development should encourage the collaboration of teachers within grades and across grades in implementing the assessments and in using their results in determining instructional needs. School divisions are encouraged to leverage the resources and established training opportunities available from professional organizations.

### **Use of Local Assessments in State Accreditation or Federal Accountability**

The results of the local authentic assessments will not be used to designate state accreditation or federal accountability status.

<sup>1</sup>School divisions should be aware that the Scientific Investigation, Reasoning, and Logic strand of the grade 3 Science SOL is not to be assessed separately from the content strands but rather included as a part of local alternative assessments for each content strand. This strand represents a set of systematic inquiry skills that defines what a student will be able to do when planning and conducting investigations within the physical, biological, and Earth sciences.

<sup>2</sup>The strands for history SOL are: 1) History, 2) Geography, 3) Economics, and 4) Civics

### **Board discussion:**

- Dr. Staples acknowledged the VDOE's partnership with Virginia ASCD in helping to develop the Local Alternative Assessment Guidelines and in building the capacity of teachers, schools, and divisions to develop and implement local alternative assessments. He noted that the guidelines will become fully effective in 2018-2019, aligning with the effective date of the Profile of a Virginia Graduate.
- Mrs. Atkinson confirmed that integrated assessments must include content from all subjects assessed. She noted that the original 2014 guidelines were extremely flexible in an attempt to minimize burden to school divisions since the legislation requiring such guidelines was enacted without funding and became effective quickly. The proposed revised guidelines provide additional guidance to school divisions on the development and implementation of local alternative assessments. Mrs. Atkinson noted that the proposed guidelines focus primarily on assessments for elementary and middle schools, and stronger guidance will be needed related to assessments for

verified credits for high school students.

- Dr. Baysal noted that alternative assessments offer the opportunity for integrated courses across disciplines.
- Mrs. Wodiska complimented staff on working with local school leaders to develop guidelines that encourage experimentation with local alternative assessments. She noted the thoughtful coordination of the Local Alternative Assessment Guidelines with the Profile of a Virginia Graduate and the alignment of an innovative differentiated assessment process with the focus on differentiated, personalized learning.

The Board of Education received for first review the proposed local alternative assessment guidelines to replace those adopted by the Board in September 2014.

**I. First Review of Proposed Amendments to the Regulations Establishing Standards for Accrediting public Schools in Virginia, Parts I-VI (Proposed Stage)**

Dr. Cynthia Cave, assistant superintendent for policy and communications, presented this item. The presentation included the following:

- Section 22.1-253.13:3 of the *Code of Virginia* provides, in part:

The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ 2.2-4000 et seq.), which shall include, but not be limited to, student outcome measures, requirements, and guidelines for instructional programs and for the integration of educational technology into such instructional programs, administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, student services, auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia....
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- The Board of Education's vision is to create an excellent statewide system of public education that prepares all students for success in the twenty-first century workplace, for realization of personal goals, and for responsible contributions to the quality of civic life in our state, nation, and the world. The Board is committed to advancing its vision and examining the conditions and needs of public education, presenting them annually through a report to the General Assembly and the public. Through its adopted policies, the board conveys high standards for student learning and achievement in preparation for graduation and life beyond high school. The Board's ongoing work is the further development and refinement of a system of accountability to define school quality and to support schools and school divisions by promoting continuous improvement, providing assistance, and acknowledging progress. The system of accountability is reflected in the Standards of Learning, the School Quality Profile, and The *Regulations Establishing the Standards for Accrediting Public Schools in Virginia*, or more commonly referred to as the Standards of Accreditation (SOA).
- The SOA is comprised of sections, or parts, which specify requirements for students' educational preparation and for school quality. Part I provides definitions of terms used in the regulations and statements of purpose for public education in Virginia and for the Standards of Accreditation. Part II provides the board's philosophy, goals, and objectives, with the requirement that schools also have written goals and objectives. Part III presents student achievement expectations for graduation, including credits and requirements, and Part IV addresses instructional programs in elementary, middle, and high schools. Part V defines roles and expectations for principals and professional teaching staff aligned to Virginia standards and also staffing requirements for administrative and support staff, as well as teaching loads. Part VI provides criteria for school facilities and addresses school safety. Part VII provides requirements for school communications with parents and the community, and specifies requirements for the School Quality Profile. Part VIII provides the bases for school accreditation, school corrective actions, and school support.

- In October, 2014, the Board held a work session to focus on an in-depth comprehensive examination of the SOA in its entirety. The following month, the Board withdrew pending amendments to the SOA, approved in 2013 and proceeding through the regulatory process, in favor of conducting a more extensive review and consideration of revisions. From that time, the Board has conducted a section-by-section evaluation of the regulations, including extensive public outreach and participation through public comment, roundtables, and public hearings. Discussions of issues and proposals have taken place, including the topics of the School Performance Report Card (renamed the School Quality Profile), graduation requirements and the expected knowledge, skills, and competencies of a Virginia graduate, assessments, and accreditation. These proposed revisions to Parts I through VII are based on decisions the Board has made throughout the comprehensive review. Proposed revisions to Part VIII will be brought before the Board for first review in November.
- Formal actions the board has taken to amend the SOA prior to this proposal include the following: (1) Notice of Intended Regulatory Action (NOIRA) on June 27, 2013; (2) amendments to the regulations (Proposed Stage) addressing legislation from the 2012 and 2013 General Assembly on October 24, 2013; and (3) amendments to the regulations to comport with legislation passed by the General Assembly under the Fast Track provisions of the Administrative Process Act. The separate fast track regulatory action was taken for the sole purpose of addressing legislation that was approved by the General Assembly during the 1999, 2012, 2013, 2014 and 2015 sessions on July 23, 2015.
- During the 2016 legislative session, the Governor and the General Assembly supported the development of a *Profile of a Virginia Graduate* through the introduction and adoption of legislation which directed the Board to redefine the expectations of high school graduates in the Commonwealth. HB 895 (Greason) amended § 22.1-253.13:4.D of the *Code* to require the Board to develop and implement, in consultation with stakeholders representing elementary and secondary education, higher education, and business and industry in the Commonwealth and including parents, policymakers, and community leaders in the Commonwealth, a *Profile of a Virginia Graduate* that identifies the knowledge and skills that students should attain during high school in order to be successful contributors to the economy of the Commonwealth, giving due consideration to critical thinking, creative thinking, collaboration, communication, and citizenship (known as the 5 Cs).
- The *Profile* has been developed by the Board of Education to describe the knowledge, skills, competencies, and experiences students should attain during their K-12 education to make them “life-ready.” The *Profile* presents and describes four overlapping areas for student learning and achievement considered essential to success beyond high school. These are knowledge of subject areas based on statewide standards and their application (content knowledge); demonstration of personal skills and behaviors required for productivity, effective relationships, and problem-solving within one’s workplace (workplace skills); understanding of the opportunities within civic organizations for service and decision-making and responsibility for respectful interaction with others (community engagement and civic responsibility); and individual participation in career exploration, planning, and preparation, based on understanding of personal interests, skills, and abilities and the needs of the economy (career exploration). Foundational skills for students to acquire and use in each of these areas are critical thinking, creative thinking, collaboration, communication, and citizenship.
- The proposed amendments to the SOA provide for implementation of the *Profile*, as well as further policy changes identified by the Board as part of its comprehensive review. Proposed changes identified by the Board include the following:
  1. Expand the use of performance assessments and reduce the number of credits verified by Standards of Learning tests—pages 10, 11, 14, 15, and 30
  2. Increase internships and work-based learning experiences—pages 26, 27, 32, and 33
  3. Increase career exposure, exploration, and planning—pages 24, 25, 26, 27, 32, and 33
  4. Emphasize the 5Cs (critical thinking, creative thinking, collaboration, communication, and citizenship)—pages 4, 5, 6, 9, 13, 17, 27
  5. Instructional Leadership—pages 37-39
  6. School Quality Profile and school communication regarding course content pages 45-47

- Sections in Parts I-VII of the SOA are proposed to be amended as described in the chart below:

Part	Section	Proposed Changes
<b>Part I: Definitions and Purpose</b>	8VAC20-131-5 Definitions pages 1-4	<p>Definition of “class period” revised for clarity</p> <p>Reference to “limited English proficient” replaced with “English Language Learner” in definition of “eligible students” (and replaced throughout document)</p> <p>Definition of “instructional day” added</p> <p>Definition of “instructional hours” added</p> <p>Definition of “locally developed authentic performance assessment” added</p> <p>Definition of “planning period” revised for clarity and consistency</p> <p>Definition of “standard school year” revised to replace “teaching” hours with “instructional”</p> <p>Definition of “standard unit of credit” revised to reflect flexibility in Board of Education guidelines for local school board alternatives to 140 clock hour requirement</p> <p>“Limited English proficiency” replaced with “for whom English is a second language” in definition of “student”</p> <p>Definition of “student periods” deleted</p> <p>Definition of “verified units of credit” revised to include locally awarded verified credits awarded according to Board of Education guidelines</p> <p>Definition of “Virginia assessment program” edited to replace “Standards of Learning” with “SOL” (and replaced throughout document)</p>
	8VAC20-131-10 Purpose pages 4-5	Expanded to add objectives of continual improvement within accountability system; promotion and recognition of school quality and achievement in multiple areas; mastery of learning by graduating students in multiple areas to include academics, workplace skills, career planning, and civic and community responsibility; inclusion of multiple areas affecting the determination of effectiveness of schools
<b>Part II: Philosophy, Goals, and Objectives</b>	8VAC20-131-20 pages 5 and 6	<p>Language added regarding factors affecting school quality and continual improvement. Language added addressing overall goals and objectives for student learning, achievement, and preparation.</p> <p>Language added to specifically reference the School Quality Profile, data concerning closing achievement gaps, and</p>

Part	Section	Proposed Changes
		posting of the school’s philosophy, goals, and objectives on school or division Web sites
<b>Part III: Student Achievement</b>	<p>8VAC20-131-30 Student achievement expectations B. page 7</p> <p>D. page 7</p> <p>E. page 8</p> <p>H. page 8</p>	<p>Edits provided to replace “Board of Education” with “board,” “Standards of Learning” with “SOL,” and “Reading” with “reading”</p> <p>Revision made to clarify that students who are accelerated shall only take the test aligned with the highest grade level, following instruction on the content.</p> <p>Language added that expedited retakes of tests are an exemption to the prohibition of students taking more than one test in any content area in each year</p> <p>Language referencing “with such funds as may be appropriated by the General Assembly” deleted in referencing to criteria for eligibility for an expedited retake of any SOL test</p> <p>Language added to specify Standards of Quality (SOQ) requirement that any student failing all SOL assessments for grades three through eight or failing an end-of-course test require for verified credit shall be required to receive remediation</p> <p>Language added to require a division superintendent to certify that division policy prevents changes in students’ course schedules to avoid end-of-course SOL assessments</p> <p>Language is added to state that students shall not be required to take an end-of-course SOL tests in a subject after they have earned the number of verified credits required for that academic content area for graduation, unless the test is necessary in order for the school to meet federal accountability requirements.</p> <p>Clarifying language added to assessments taken for credit by foreign exchange students</p>
	<p>8VAC20-131-50 Requirements for graduation A. page 9</p> <p>B. Standard Diploma, pages 9-14</p>	<p>Language added to specify provisions in Standard and Advanced diplomas for multiple paths toward college and career readiness; opportunities for internships, externships, and credentialing, which may be offered for high school credit.</p> <p>Language added to reference requirements for Profile of a Virginia Graduate, including the 5 Cs of creative thinking, collaboration, critical thinking communication, and citizenship</p> <p>Reference made to ninth grade class of 2018-2019 for requirements for Standard Diploma</p> <p>Verified credits required for Standard Diploma reduced from 6 to 4, with elimination of the Student Selected test,</p>

Part	Section	Proposed Changes
	<p>C. Advanced Diploma, pages 14-17</p>	<p>and reduction of verified credits in English from 2 to 1</p> <p>Edit to replace “Foreign” with “World” in reference to language</p> <p>Formatting changes made to delete footnotes and replace them with a chart</p> <p>Course requirement changes include: Elimination of requirement for Standard diploma that selection of two difference mathematics courses must include those above level of Algebra II and replacement with mathematics courses approved by the board</p> <p>Language added to allow for local award of verified credit in English, mathematics, and laboratory science according to board guidelines when student does not pass SOL tests and meets board eligibility requirements</p> <p>Language added to allow for local award of verified credits according to board guidelines in history and social sciences when a student demonstrates mastery of content on locally developed authentic performance assessments</p> <p>Language added to make specific references to SOQ requirements for student completion of advanced placement, honors, or International Baccalaureate course or for the earning of a career and technical education credential</p> <p>Language added to make specific reference to the acquisition and demonstration of 5 Cs as part of Standard Diploma requirements</p> <p>Reference made to ninth grade class of 2018-2019 for requirements for Advanced Diploma</p> <p>Verified credits required for Advanced Diploma reduced from 9 to 4, with elimination of the Student Selected test, and reduction of verified credits in English, mathematics, laboratory science, and history and social science from 2 to 1 each</p> <p>Edit to replace “Foreign” with “World” in reference to language</p> <p>Formatting changes made to delete footnotes and replace them with a chart</p> <p>Language added to allow for local award of verified credit in English, mathematics, and laboratory science according to board guidelines when student does not pass SOL tests and meets board eligibility requirements</p> <p>Language added to allow for local award of verified credits according to board guidelines in history and social sciences when a student demonstrates mastery of content on locally</p>

Part	Section	Proposed Changes
	<p>D. and E. and new F. page 17</p> <p>Re-ordered I Awards for exemplary performance page 19</p>	<p>developed authentic performance assessments</p> <p>Language added to make specific references to SOQ requirements for student completion of advanced placement, honors, or International Baccalaureate course or for the earning of a career and technical education credential</p> <p>Specific reference to acquisition and demonstration of 5 Cs added to Advanced Diploma requirements</p> <p>Headings have been added referencing the Applied Studies Diploma and Certificate of Program Completion. A new section F. referencing the incorporation of General Achievement Diploma regulations in to the Adult High School Programs regulations has been added. Re-ordering the lettering of the sections follows.</p> <p>Language added to establish and provide criteria for the Board of Education’s Seal for Excellence in Science and the Environment</p>
	<p>8VAC20-131-60 Transfer students F. page 21</p> <p>G. page 22</p>	<p>Language added to reference verified credits listed in section required for transferred students to earn and to specify the tests to be accepted by school divisions from a sending state, country, private school or Department of Defense Educational Activity school for the award of verified credit in courses previously completed at another school or program of study, according to specified criteria</p> <p>Unnecessary language deleted with addition of changes in F.</p> <p>Language is amended to state that for the Standard and Advanced Diplomas, students entering a Virginia high school for the first time during the ninth, tenth, and the beginning of the eleventh grades shall earn verified credits according to 8VAC20-131-51</p> <p>For an Advanced diploma, language amended to state that transfer students entering a Virginia high school for the first time during the eleventh grade or at the beginning of the twelfth grade must earn two verified credits instead of four: one each in English and one of the student’s own choosing</p>

Part	Section	Proposed Changes
<b>Part IV: School Instructional Program</b>	<p>8VAC20-131-70 Program of instruction and learning objectives</p> <p>New section A. page 23</p> <p>New section B. page 24</p> <p>D. page 24</p>	<p>Edits provided to replace “Board of Education” with “board;” “foreign” with “world” when used with language; “sciences” with “science” after “History and Social Sciences”</p> <p>New section is added to provide for the instruction and educational objectives in the Standards of Quality, Standard 1</p> <p>New section is added to provide for the instructional program and learning objectives provided through the Profile of a Virginia Graduate</p> <p>Clarifying edits made</p>
	<p>8VAC20-131-80 Instructional program in elementary schools</p> <p>A. page 25</p> <p>B. page 25</p> <p>C. page 25</p>	<p>Language is added to reference the requirement for elementary schools to provide instruction and information concerning career exploration according to 8 VAC20-131-140 (College and career readiness; career exposure, exploration, and planning)</p> <p>Language is added to reference the requirements in the Standards of Quality that local school boards provide for early identification of reading and mathematics problems of students and provide instructional strategies for assistance and developments of reading and mathematics skills</p> <p>Language is added to reference the requirements in the Standards of Quality that reading intervention services should be provided by school divisions to students in kindergarten through grade three who demonstrate deficiencies in reading</p>
	<p>8VAC20-131-90 Instructional program in middle schools</p> <p>B. page 26</p> <p>D. page 26</p> <p>New Section F. page 26</p>	<p>A requirement is added for provision of a career investigation course to be taken by students in middle school in accordance with the Profile of a Virginia Graduate framework and the provisions of 8VAC20-131-140 (College and career readiness; career exposure, exploration, and planning)</p> <p>Reference to provision of 140 clock hours in each of the four academic disciplines is replaced with “a total of 560 instructional” hours per year in the four academic disciplines. Language regarding an alternative schedule of instruction for sixth-grade students is deleted.</p> <p>Section F. is added to require each school to ensure that students who need targeted mathematics remediation and intervention receive additional instruction</p>

Part	Section	Proposed Changes
	<p>8VAC20-131-100 Instructional program in secondary schools A. page 27</p> <p>C. page 28</p> <p>New section E. Page 28</p>	<p>Language is added to require the provision of program of instruction which encompasses the requirements of the Profile of Virginia Graduate, including student knowledge, skills, and competencies; the acquisition and demonstration of the 5Cs, the development of core skills in the early years of high school; and the offering of opportunities for internships, externships, and work-based experiences, and credentialing</p> <p>Clarifying language is added to define class period in equivalent minutes</p> <p>Language is added to align with the requirement in the Standards of Quality that each school shall ensure targeted mathematics remediation and intervention for those students who demonstrate deficiencies</p>
	<p>8VAC20-131-110 Standard and verified units of credit B. page 29</p>	<p>Language is added that students who do not pass SOL tests in English and mathematics and who meet board criteria may receive locally awarded verified credits according to board guidelines; Language is added to specify that students may receive locally awarded verified credit in history and social science by demonstrating mastery of content on locally developed authentic performance assessments</p>
	<p>8VAC20-131-120 Summer School Page 30</p>	<p>“B” is deleted, and the remainder of the section re-ordered</p>
	<p>8VAC20-131-140 College and career readiness; career exposure, exploration, and planning; and opportunities for postsecondary credit page 31</p>	<p>Language has been added to specify the requirements for implementation of career exposure, exploration, and planning in elementary, middle, and high school as framed in the Profile of a Virginia Graduate. This includes identification by all students of personal interests and abilities to support planning for postsecondary opportunities and career preparation; provision of information about career cluster areas in elementary grades; course information and planning for college preparation programs in middle grades; and opportunities for internships and work-based learning. Provisions for the Academic and Career Plan have been expanded and rewritten. Addition of requirement for elementary school career exploration, beginning with the Academic and Career Plan Portfolio; middle school development of the Academic and Career Plan through completion of a career investigation course, including workplace readiness skills; expansion of monitoring and use of Academic and Career Plan in high school</p> <p>International Baccalaureate or Cambridge courses have been added to opportunities for middle school students to begin postsecondary education.</p>

Part	Section	Proposed Changes
	8VAC20-131-150 Standard school year and school day A. page 34	Language has been added to include 990 instructional hours in the standard school year and to specify that the standard school day includes passing time for class changes.
	8VAC20-131-180 Off-site instruction New section A. page 35  B. page 35  C. and D. page 35	A new section A is added to provide for the delivery of instruction through virtual courses emerging technologies and other similar means and to define successful completion of such courses and the earning of verified units of credit. Local school boards shall develop policies governing this method of delivery of instruction.  Clarifying language has been added to this section on homebound instruction to specify a Virginia “teaching” license is to be held by the supervising teacher and that verified units of credit may be earned when the student passes the SOL test associated with the completed course.  Clarifying language has been added to replace “correspondence” courses with “virtual” course and specify that supervising teachers must hold a Virginia “teaching” license in C. D. includes a reference to virtual courses as an alternative means to deliver instruction.
	8VAC20-131-90 Library media, materials and equipment B. page 36	The word “resources” has been added to the list of supports for the instructional program.
<b>Part V: School and Instructional Leadership</b>	8VAC20-131-210 Role of the principal, page 37	Revision of and expansion of section to reflect and align with standards provided in board’s <i>Advancing Virginia’s Leadership Agenda</i> guidance document
	8VAC20-131-220 Role of professional teaching staff page 41	Language added to replace the words “language and spelling” with “the use of Standard English”  Closure of the achievement gap among groups of students added as area of aspiration and strengthening of student skills
	8VAC20-131-240 Administrative and support staff; staffing requirements C. page 41  E. and F. page 42	Language added to replace “guidance” with “school” in reference to counseling. Language added to require staffing of school counselors as prescribed in the Standards of Quality.  Sections revised to redefine a middle school classroom teacher’s standard load and a secondary classroom teacher’s standard load, including no more than the instructional day minus one planning period per day or the equivalent; to

Part	Section	Proposed Changes
	<p>G. page 42</p> <p>H. I. J. page 43</p>	<p>delete references to student periods; and to require appropriate contractual arrangements and compensation for more than 150 students or 25 class periods per week</p> <p>Revised to eliminate references to student periods and specify that middle or secondary school teachers shall teach no more than 150 students per week, with physical education and music teachers able to teach 200 students per week without additional contractual arrangements and compensation.</p> <p>Revised to clarify and reference definition of planning period and update terminology</p>
<p><b>Part VI: School Facilities and Safety</b></p>	<p>8VAC20-131-260 School facilities and safety B. page 43</p>	<p>Language revised to require a fire drill at least twice during the first 20 school days and two additional fire drills during the remainder of the school term. Language removed to require two simulated lock down drills and crisis emergency evacuation activities each school year in September and January and replaced with requirement to conduct a lock-down drill at least twice during the first 20 school days of school and at least two additional lock-down drills during the remainder of the school term</p>
<p><b>Part VII: School and Community Communications</b></p>	<p>page 45</p>	<p>Revisions made to reference the School Quality Profile and delete School “Performance Report Card”</p> <p>Language added to specify categories of indicators and information required by the board to be included in the School Quality Profile</p> <p>Language added to require school divisions to provide policies on the use of sexually explicit instructional materials to parents or guardians with the copy of the syllabus for each high school course and to include a notice to parents identifying any sexually explicit materials that may be included in the course, the textbook, or any supplemental instructional materials</p>

Board discussion:

- Mrs. Atkinson reviewed the discussions from the previous day’s meeting of the Committee on School and Division Accountability. The major areas of discussion were related to changes required to align with the Profile of a Virginia Graduate and the redesign of high school, especially as they relate to graduation requirements and verified credits.

The Board of Education received for first review the proposed revisions to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, Parts I-VII (Proposed Stage).

**J. First Review of Recommendations to Revise the Standards of Quality (SOQ)**

Dr. Cynthia Cave, assistant superintendent for policy and communications, presented this item. The presentation included the following:

- Article VIII, § 2 of the *Constitution of Virginia* requires the Board of Education to determine and prescribe Standards of Quality for the public schools in Virginia. *The Constitution* states:

“Standards of quality for the several school divisions shall be determined and prescribed from time to time by the Board of Education, subject to revision only by the General Assembly. The General Assembly shall determine the manner in which funds are to be provided for the cost of maintaining an educational program meeting the prescribed standards of quality, and shall provide for the apportionment of the cost of such program between the Commonwealth and the local units of government comprising such school divisions. Each unit of local government shall provide its portion of such cost by local taxes or from other available funds.”

- The *Code of Virginia* requires the Board of Education to review the Standards of Quality every two years. Section 22.1-18.01 of the *Code* says, in part:

“To ensure the integrity of the standards of quality, the Board of Education shall, in even numbered years, exercise its constitutional authority to determine and prescribe the standards, subject to revision only by the General Assembly, by reviewing the standards and either (i) proposing amendments to the standards or (ii) making a determination that no changes are necessary....”

- The *Code* also requires that the Board’s annual report to the Governor and General Assembly include any recommendations for revisions to the Standards of Quality. Section 22.1-18 of the *Code* says, in part:

“...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...”

- On August 7, 1971, the Board of Education adopted the first Standards of Quality (SOQ). They were revised by the General Assembly in 1972 and adopted as uncodified Acts of Assembly. In 1974, they were revised into eight standards. In 1984, they were codified by the General Assembly, and in 1988 they were arranged into their current format.
- The Board of Education revised its bylaws in October 2001 to require the Board to “determine the need for a review of the SOQ from time to time but no less than once every two years. The Standing Committee on the Standards of Quality was created by resolution of the Board of Education in November 2001 and held its first meeting in January 2002. It completed its work on its first set of recommendations in June 2003 for consideration by the 2004 General Assembly.
- The Board’s Standing Committee on the Standards of Quality commenced this review of the SOQ with a meeting on October 2015, and subsequently met each month from January through July 2016. The public also could provide comment at each of these meetings.
- During the months of July and August 2016, the Board has held four public hearings to solicit comments from the public on revisions to the Standards of Quality. These public hearings also were intended to gather comments on the conditions and needs of public education, the Profile of a Virginia Graduate and high school redesign, and the development of the state’s Every Student Succeeds Act (ESSA) plan. These hearings were held in Abingdon, Lynchburg, Manassas, and Williamsburg. Throughout the Board’s review

of the SOQ, several organizations provided comments, including the Commonwealth Institute for Fiscal Analytics, the Virginia Association of Counties, the Virginia Association of School Librarians, the Virginia Association of School Superintendents (VASS), the Virginia Association for Supervision and Curriculum Development, Virginia Association of School Librarians, the Virginia Association of School Nurses, the Virginia Education Association, the Virginia Municipal League, and the Virginia School Counselor Association.

- Based on public comment received to date, and consistent with the Board’s goals, the following proposed revisions the Standards of Quality are recommended:

### **PROPOSED RECOMMENDATIONS**

#### **Proposed changes to Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.**

- **Establishing Awareness of Available Pathways**
  - **Background.** Standard One currently requires school divisions to implement plans to notify students and parents of opportunities for dual enrollment, Advanced Placement class, International Baccalaureate, and Academic Year Governor’s School Programs. There is no corresponding requirement for students and parents to be notified of other opportunities that are geared toward career readiness, such as internships or externships, or other work-based learning experiences.
  - **Recommendation.** Given the Board’s current work that will revise high school graduation requirements to include multiple pathways toward college and career readiness, including opportunities for internships, externships and credentialing, it would be appropriate to ensure that notice of opportunities for career and technical education is afforded to all students, and provided in the *Code of Virginia*.
  - **Proposed Language.**

#### **§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.**

D. Local school boards shall also implement the following:

11. A plan to notify students and their parents of the availability of dual enrollment and advanced placement classes, the International Baccalaureate Program, and Academic Year Governor's School Programs, and career and technical education programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations. This plan shall include notification to students and parents of the agreement with a community college in the Commonwealth to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma.

#### **Proposed changes to Standard 2. Instructional, administrative, and support personnel.**

- **Assistant Principals**
  - **Background.** Standard Two currently requires school divisions to employ assistant principals as follows:
    - **Elementary Schools**
      - Up to 599 students: none
      - 600 to 899 students: one half-time assistant principal

- 900 or more students: one full-time assistant principal
- Middle and High Schools
  - Up to 599 students: none
  - One full-time assistant principal for each 600 students
- School divisions must meet these requirements on a division-wide basis and may assign assistant principals to schools according to area of greatest need, regardless of whether such school is an elementary, middle, or high school.

As a result of these requirements, in FY 2015, local school divisions were allocated state funding for 924 assistant principal positions. In that same year, school divisions filled 2,554 assistant principal positions, therefore only about one third of those positions were funded with SOQ funds.

Support for increasing the SOQ staffing ratio for assistant principals was expressed by individuals at the public hearings, and through a letter submitted by VASS.

Since 2003, the Board of Education has recommended the General Assembly increase the assistant principal staffing standard to require one assistant principal for every 400 students.

- Recommendation. Because school division staffing practices result in more than double the number of assistant principals than are required by the SOQ, the staffing ratio should be adjusted to ensure that state fiscal support is provided. Therefore, one full-time assistant principal should be provided for each 400 students.
- Proposed Language.

**§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.**

H. Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to the type of school and student enrollment:

2. Assistant principals in elementary schools, ~~one half time at 600 students~~, one full-time at ~~900~~ 400 students; assistant principals in middle schools, one full-time for each ~~600~~ 400 students; assistant principals in high schools, one full-time for each ~~600~~ 400 students; and school divisions that employ a sufficient number of assistant principals to meet this staffing requirement may assign assistant principals to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary;

- **Elementary School Principals**

- Background. Standard Two currently requires school divisions to employ a full-time principal in all schools, except for elementary schools with 299 or fewer students, which are only required to employ a half-time principal.

Based on Fall 2015 membership counts, Virginia has approximately 1,150 elementary schools, of which 153 have fewer than 299 students. Ninety-nine (65%) of those schools have between 200 and 299 students. These small elementary schools tend to be concentrated in Virginia's least densely populated counties, where consolidating schools is not feasible due to lengthy travel times. In practice, there appear to only be four instances where a school division has required a principal to split his or her time between two small elementary schools, despite there being 153 schools with 299 or fewer students.

In FY 2015, school divisions were allocated state funding for 1,756 principal positions,

and in that same year, divisions reported filling 1,927 principal positions, a difference of 171 positions, which is nearly the number of elementary schools with less than 299 students.

VASS has expressed support for one 12-month principal position to be provided in every elementary school.

Since 2003, the Board of Education has recommended the General Assembly provide one principal in each elementary school.

- Recommendation. Because so few school divisions have chosen to utilize part-time elementary school principals, providing effective leadership to two schools that may be distant from one another appears to be infeasible, and the staffing requirement should be adjusted to reflect actual practice.
- Proposed Language.

**§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.**

H. Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to the type of school and student enrollment:

1. Principals in elementary schools, ~~one half-time to 299 students,~~ one full-time, ~~to be employed on a 12-month basis at 300 students;~~ principals in middle schools, one full-time, to be employed on a 12-month basis; principals in high schools, one full-time, to be employed on a 12-month basis;

- **School Counselors**

- Background. Standard Two of the Standards of Quality (SOQ) currently requires school divisions to employ counselors as follows:
  - Elementary Schools
    - One hour per day per 100 students
    - One full-time at 500 students
    - One hour per day additional time per 100 students or major fraction thereof
  - Middle Schools
    - One period per 80 students
    - One full-time at 400 students
    - One additional period per 80 students or major fraction thereof
  - High Schools
    - One period per 70 students
    - One full-time at 350 students
    - One additional period per 70 students or major fraction thereof
  - School divisions must meet these requirements on a division-wide basis and may assign counselors to schools according to area of greatest need, regardless of whether such school is an elementary, middle, or high school.

The Virginia School Counselors Association indicated that duties assigned to school counselors have begun to shift toward non-counseling related roles such as attendance, testing, clerical, and social work. Counselors also have taken on additional duties as requirements for academic and career plans have been implemented in recent years, and expanded work is anticipated as a result of the implementation of the Profile of a Virginia Graduate. At the public hearings, several individuals commented on the need to lower the counselor to student ratio provided in the SOQ.

Based on FY2015, there was approximately one counselor for every 329 students in Virginia, while the SOQ standards required only approximately one counselor for every

425 students. The American School Counselor Association's publication [\*The Role of the School Counselor\*](#) recommends a ratio of one counselor to every 250 students.

- Recommendation. Because additional demands have been placed on counselors, and need for counselor support is anticipated to increase due to future changes in Virginia schools, the student to staff ratio for counselors should be adjusted to one counselor to every 250 students.
- Proposed Language.

**§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.**

H. Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to the type of school and student enrollment:

~~4. Guidance counselors in elementary schools, one hour per day per 100 students, one full time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full time at 350 students, one additional period per 70 students or major fraction thereof. Local school divisions that employ a sufficient number of guidance counselors to meet this staffing requirement may assign guidance counselors to schools within the division according to the area of greatest need, regardless of whether such schools are elementary, middle, or secondary.~~

K. Local school boards shall employ one full-time equivalent school counselor position per 250 students in grades kindergarten through 12.

- **Staffing Standards for Psychologists, Social Workers, and School Nurses**

- Background. Although state assistance is provided, there are no minimum staffing levels for support services positions, which includes positions ranging from those that provide direct student support to those that maintain school facilities. Local school boards have the discretion to fill these positions as they deem necessary. The minimum SOQ staffing standards currently are focused on instructional personnel needs and do not address positions that provide social, emotional, and physical supports to students and families. Recent significant increases in economically disadvantaged students, English language learners, and students receiving special education services underscore the need for school divisions to provide these supports.

Currently, there is limited data on the number of social workers, school psychologists, and school nurses employed by each school division due to inconsistent reporting among school divisions. The estimated ratios of these positions, based upon FY2015 data is:

- School psychologists: One position per approximately 1500 to 1900 students
- School social workers: One position per approximately 1600 students
- School nurses: One position per approximately 600 students

The National Association of Social Workers in 2012 published its [\*NASW Standards for School Social Work Services\*](#), which recommends a staff to student ratio of one to 50 to one to 250, depending on level of services needed.

The National Association of School Nurses in 2015 published its [\*School Nurse Workload: Staffing for Safe Care\*](#), which does not recommend a specific staffing ratio, but rather an approach that considers student and community needs. This document also acknowledges

that the U.S. Department of Health and Human Services' recommended ratio of one school nurse for every 750 students. It should be noted that this exceeds the estimated ratio reported above for FY 2015.

The National Association of School Psychologists in 2010 published its [\*Model for Comprehensive and Integrated School Psychological Services\*](#), which generally recommends a ratio of one psychologist per 1,000 students; with even lower ratios recommended when more intensive services are needed.

Individuals at the public hearings commented on the need to increase the number of each of these staff positions available, especially for students who do not have access to the services outside of the school system. The Commonwealth Institute for Fiscal Analytics indicated that funding to serve at-risk populations lags behind that of other states. Ensuring access to these positions is one method by which the commonwealth could increase its contribution to serving at-risk students.

- Recommendation. A minimum level of staffing should be provided for social worker, psychologist and school nurse positions to ensure that all students may access these services. This would involve moving these positions from the support service positions category to a prescribed ratio in the Standards of Quality.
- Proposed Language.

**§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.**

K. Local school boards shall employ one full-time equivalent school nurse position per 550 students in grades kindergarten through 12.

L. Local school boards shall employ one full-time equivalent school psychologist position per 1,000 students in grades kindergarten through 12.

M. Local school boards shall employ one full-time equivalent school social worker position per 1,000 students in grades kindergarten through 12.

O. Each local school board shall provide those support services that are necessary for the efficient and cost-effective operation and maintenance of its public schools.

For the purposes of this title, unless the context otherwise requires, "support services positions" shall include the following:

3. Student support positions, including (i) ~~social workers and~~ social work administrative positions; (ii) guidance administrative positions not included in subdivision H 4; (iii) homebound administrative positions supporting instruction; (iv) attendance support positions related to truancy and dropout prevention; and (v) health and behavioral positions, including other than school nurses and school psychologists;

**Proposed changes to the Appropriation Act related to the Standards of Quality.**

- **Recession Era Waivers**
  - Background. In 2010, the General Assembly added language to the Appropriation Act to override certain staffing standards in Standard Two that:
    - Permitted school divisions to increase teacher to pupil staffing ratios in kindergarten through grade 7, and in English classes for grades 6 through 12 by one additional student.

- Waived teacher to pupil staffing ratios for:
  - Elementary resource teachers
  - Prevention, intervention, and remediation teachers
  - English as a second language teachers
  - Gifted and talented teachers
  - Career and technical funded programs (unless federal Occupational Safety & Health Administration safety requirements impose a maximum class size)
  - Instructional and support technology positions (new hires only)
  - Librarians (new hires only)
  - Guidance counselors (new hires only)

These waivers were implemented during the recession to provide school divisions with temporary staffing flexibility by increasing pupil staffing ratios and eliminating staffing requirements in certain disciplines. School divisions choosing to utilize these provisions in lieu of providing the SOQ-prescribed positions may do so with no loss of state funding.

There is limited data on how school divisions are utilizing these waivers. As part of the SOQ compliance data collection, school divisions are asked if they are using any of these provisions, but are not asked specifically how they are utilizing the waivers. In the 2015-2016 school year, 53 school divisions claimed that they were utilizing the waivers.

VASS submitted a letter maintaining that school divisions need additional staffing flexibility, rather than a single statewide standard, especially as the revised high school graduation requirements emerge. The organization also suggests developing alternative processes for school divisions to implement innovative staffing practices that may be out of alignment with the existing SOQ.

- Recommendation. Because the SOQ was established to ensure a minimum level of quality among school divisions in the commonwealth, these provisions should be eliminated to ensure that these positions are provided. The need for flexible staffing standards should be addressed comprehensively through ongoing dialogue with VASS, findings based on high school redesign efforts, and the recommendations of the General Assembly's Joint Committee to Study the Future of Public Elementary and Secondary Education (H.J. 112, S.J. 85, 2016).
  - Proposed Legislative Action. To implement this, Item 139 A.17 of the 2016-2018 Appropriation Act should be stricken.

- **Support Position Cap**

- Background. The SOQ requires school divisions to provide support services positions as deemed necessary by each school board for the efficient and cost-effective operation and maintenance of its public schools. This category of positions includes: superintendents, school board members, central office personnel, social workers, psychologists, nurses, attendance staff, clerical, maintenance, security, and school transportation staff, and others. Prior to 2009, SOQ funds were provided for these positions based upon the prevailing per-pupil rates that school divisions were filling these positions.

In 2009, the General Assembly amended the method of funding these positions by limiting the number of positions at 1 support position per 4.03 instructional positions, excluding the positions of division superintendent, school board, school nurse, and school transportation positions. This revised methodology, initially implemented as a cost-cutting measure during the economic downturn, and does not reflect the actual prevailing ratios of support staff that is provided by school divisions.

Throughout the public hearings, the need for additional fiscal resources was a predominant theme. Many individuals and organizations, including the Virginia Association of Counties and the Virginia Municipal League, have noted that education funding in

Virginia after the recession has not returned to 2008 levels.

- Recommendation. Because support services positions are essential to the effective operation of schools, and provide vital support to instructional staff, the General Assembly should return to its prior practice of funding support services to school divisions based upon actual local school division practices.
- Proposed Legislative Action. To implement this, Item 139 C.5.k of the 2016-2018 Appropriation Act should be stricken.

**Other recommended actions.**

- **Adjust SOQ Review Cycle**

- Background. Section 22.1-18.01 of the *Code of Virginia* establishes that the Board's SOQ recommendations be made in even-numbered years. If these recommendations were made in odd-numbered years, they could be developed in concert with the Governor's biennial budget process, whereby the Governor's budget is introduced in December of odd-numbered years.
- Recommendation. Propose legislation to shift the review of the SOQ from even to odd-numbered years to be aligned more effectively with the legislative budget process.
- Proposed Language.

**§ 22.1-18.01. Biennial review of the standards of quality required; budget estimates.**

A. To ensure the integrity of the standards of quality, the Board of Education shall, in ~~even-numbered~~ odd-numbered years, exercise its constitutional authority to determine and prescribe the standards, subject to revision only by the General Assembly, by reviewing the standards and either (i) proposing amendments to the standards or (ii) making a determination that no changes are necessary.

B. In any ~~odd-numbered~~ even-numbered year following the year in which the Board proposes changes to the standards of quality, the budget estimates that are required to be reported pursuant to § 2.2-1504 shall take into consideration the Board's proposed standards of quality.

- **Data availability for SOQ position assignments**

- Background. During the SOQ Committee's deliberations, staffing standards for special education, career and technical education staffing, and English as a Second Language staffing were discussed as areas for further focus. There are limitations on the data collected regarding the local assignment of these positions, therefore it would be inappropriate to make a staffing recommendation at this time. In lieu of making actual recommendations, a more in depth study should be conducted to determine data needs to examine how local school divisions are allocating staff.
- Recommendation. Propose an in-depth study be conducted to ensure that adequate data is available regarding the local deployment of SOQ positions.

- **Other key issues raised during public hearings**

Throughout the public hearing process, several individuals and organizations stressed the need for additional resources for professional development and librarians. With the implementation of the expectations of the Profile of a Virginia Graduate, specific needs for professional development and

librarians can be identified and examined through future SOQ reviews.

**SUMMARY OF RECOMMENDATIONS**

- Propose legislation to amend the *Code of Virginia* to ensure that students and parents are made aware of career and technical education opportunities.
- Require one full-time assistant principal for every 400 students in grades K-12.
- Require one full-time principal in every elementary school.
- Require one school counselor for every 250 students in grades K-12.
- Require one full-time school psychologist for every 1,000 students.
- Require one full-time social worker for every 1,000 students.
- Require one full-time school nurse for every 550 students.
- Eliminate the flexibility provisions established in the Appropriation Act that waives or override certain staff to student ratios that are established in the Standards of Quality.
- Eliminate the methodology established in the Appropriation Act that artificially caps the number of state-funded support positions at 1 support position for every 4.03 instructional positions.
- Propose legislation to shift the review of the SOQ from even to odd-numbered years to be aligned more effectively with the legislative budget process.
- Propose an in-depth study be conducted to ensure that adequate data is available regarding the local deployment of SOQ positions.

**Impact on Fiscal and Human Resources:**

The additional state cost to implement the staffing recommendations is estimated to be:

Recommended Staffing Changes	FY 2017	FY 2018
Assistant Principal: One for every 400 students	\$69.4 million	\$71.4 million
Principal: One full-time in every elementary school	\$6.8 million	\$6.8 million
School Counselor: One for every 250 students	\$80.0 million	\$82.4 million
School Psychologist: One for every 1,000 students	[forthcoming]	[forthcoming]
School Social Worker: One for every 1,000 students	[forthcoming]	[forthcoming]
School Nurse: One for every 550 students	\$1.6 million	\$1.8 million
Eliminate the cap on funded support positions	\$332.5 million	\$339.6 million

**Board discussion:**

- Dr. Cannaday set the context for why the proposed changes to the Standards of Quality (SOQ) are important. The SOQ set the expectations for high quality in Virginia’s public schools for every child, school, and school division. While the Board of Education recommends changes to the SOQ, only the General Assembly can actually legislate them. He asserted that past prevailing practice staffing standards are no longer effective in defining quality for Virginia’s schools. We must consider how staffing roles have changed and focus on the needed practice to ensure a high quality education for every student, especially for those in high-poverty schools. He explained that the Board plans to create a written outline of why the proposed revisions to the SOQ are critical to providing a high quality education for all students in Virginia, especially as they relate to the role the General Assembly will play in considering approval and funding of them.

The Board of Education received for first review the proposed revisions to the Standards of Quality.

**K. First Review of Proposed Amendments to the Regulations Governing the Operation of Private Schools for Students with Disabilities (Fast Track)**

Mr. John Eisenberg, assistant superintendent for special education and student services; and Mr. Henry J. Millward, Jr., associate director, Office of Dispute Resolution and Administrative Services, presented this item. The presentation included the following:

- The Virginia General Assembly enacted HB 2216 (2015), which amended the *Code of Virginia*, at §8.01-225. Persons rendering emergency care, obstetrical services exempt from liability, by adding the following language to §8.01-225.A.13: *Any person who Is an employee of a school for students with disabilities, as defined in §22.1-319 and licensed by the Board of education, or an employee of a private school that complies with accreditation requirements set forth in §22.1-19 and is accredited by the Virginia Council for Private education who is authorized by a prescriber and trained in the administration of epinephrine and who provides, administers, or assists in the administration of epinephrine to a student believed in good faith to be having an anaphylactic reaction, or is the prescriber of the epinephrine, shall not be liable for any civil damages for ordinary negligence in acts or omission resulting from rendering of such treatment. Whenever any employee is covered by the immunity granted in this subsection, the school shall not be liable for any civil damages for ordinary negligence in acts or omission resulting from such provision, administration, or assistance.*
- HB 2216 (2015) further amended the *Code of Virginia*, at 54.1-3408. Professional use by practitioners, by adding the following language to 54.1-3408.D: *Pursuant to an order or a standing protocol issued by the prescriber within the course of his professional practice, any employee of a school for students with disabilities, as defined in §22.1-319 and licensed by the Board of education, or an employee of a private school that complies with accreditation requirements set forth in §22.1-19 and is accredited by the Virginia Council for Private education who is authorized by a prescriber and trained in the administration of epinephrine may possess, provide, and administer epinephrine.*
- Additionally, HB 2216 (2015) further amended the *Code of Virginia* by adding section number §22.1-321.1 relating to the possession and administration of epinephrine in private schools for students with disabilities. This added section of the *Code of Virginia* reads: *§22.1-321.1. Possession and administration of epinephrine. By the beginning of the 2016-2016 school year, the Board of Education shall promulgate regulations for the possession and administration of epinephrine in every school for students with disabilities, to be administered by any employee of the school who is authorized by a prescriber and trained in the administration of epinephrine to any student believed to be having an anaphylactic reaction.*
- HB 2216 (2015) was signed by the Governor and became effective on July 1, 2015.
- The current *Regulations Governing the Operation of Private Schools for Students with Disabilities* contain a section titled Medication and Health, at 8VAC20-671-710, which requires private schools to develop and implement policies and procedures related to several factors:
  1. Managing medication errors to include the following: administering first aid; contacting the poison control center; notifying the prescribing physician; taking action as directed; documenting the incident; reviewing medication errors and staff responses; and reporting errors to the parent and placing agency;
  2. Handling adverse drug reactions;
  3. Revising procedures as events may warrant;
  4. Disposing of medication and medical supplies such as needles, syringes, lancets, etc.;
  5. Storing of controlled substances;
  6. Distributing medication off campus; and
  7. Documenting medication refusal.
- These regulations are void of any reference to the possession and/or use of epinephrine.

- The private school community and its accrediting agencies, primarily the Virginia Council for Private Education (VCPE) and the Virginia Association of Independent Specialized Education Facilities (VAISEF), have routinely expressed concerns regarding the epinephrine issue. Their concerns relate to the procurement, possession and administration of epinephrine and includes issues related to the personal liability of private school employees who administer epinephrine to students whom they deem are having an anaphylactic reaction.
- Thus, the Virginia Department of Education (VDOE) proposes amending 8 VAC 20-671-710, to reflect new requirements related to the procurement, possession, provision, storage and disposal and administration of epinephrine. Additionally, VDOE proposes including clarification on the immunity of the private schools for students with disabilities and their staff against any liability for any civil damages for ordinary negligence in acts or omission resulting from rendering the administration of the epinephrine. Furthermore, VDOE proposes including training requirements for private schools with disabilities staff and the documentation and reporting of the use of epinephrine.

Board discussion:

- Mrs. Lodal asked about the cost of epinephrine pens to the schools. Mr. Eisenberg stated that he understood that epinephrine is provided to schools at no cost.
- Mr. Dillard clarified that waiving first review indicated approval of the item.
- Mrs. Wodiska indicated the importance of approving the proposed amendments to the regulations since epinephrine provides critical safety protection for children.

Mr. Bellamy made a motion to waive first review and authorize the Virginia Department of Education to proceed with the Fast Track option for promulgating the proposed addition to the *Regulations Governing the Operation of Private Schools for Students with Disabilities*. The motion was seconded by Mrs. Atkinson and carried unanimously.

**L. First Review of Revisions to Family Life Education Board of Education Guidelines and Standards of Learning for Virginia Public Schools**

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

- The Family Life Education requirements of the Board of Education were first enacted in 1987 by the General Assembly. In 1988, the Board of Education prepared a document that included Standards of Learning (SOL) Objectives and Descriptive Statements, guidelines for training individuals who will be teaching family life education, and guidelines for parent/community involvement. The 1988 guidelines were revised in 2002 to include the requirements of House Bill 1206 (benefits of adoption), in 2004 to include the requirements of House Bill 1015 (sexual assault), in 2007 to include House Bill 1916 (dating violence and the characteristics of abusive relationships), and again in 2008 to include Senate Bill 640 (mental health education and awareness).
- In the 2009 Session of the Virginia General Assembly, House Bill 1746 (Pogge) and Senate Bill 827 (Smith) amended § 22.1-207.1 of the *Code of Virginia* to require that information related to the benefits, challenges, responsibilities, and value of marriage for men, women, and children, and communities be included in the Family Life Guidelines.
- The current *Family Life Education Board of Education Guidelines and Standards of Learning for Virginia Public Schools* do not adequately address the dangers and repercussions of using electronic means or social media to engage in sexually explicit communications or issues associated with human sex trafficking. At the executive level, there has been increased attention and direction for all state agencies to increase awareness of human sex trafficking as access to cellular devices and social media grows.

- There is growing concern with an increase in incidences of human sex trafficking and the use of electronic social media among Virginia’s youth. In order to provide a comprehensive template for Family Life Education, it is desirable to strengthen the Family Life Education Standards of Learning by including current content on these topics.
- In 2015, at the request of Delegate Surovell (now Senator Surovell), the Department of Education gathered a stakeholder group to discuss the addition of information on sexting, human trafficking, and the penalties and consequences of sending and displaying sexually explicit images. The group was comprised of Department of Education Family Life Education trainers, Fairfax and Henrico County law enforcement, and Local Education Authority Family Life Education specialists. Representatives from the Family On-Line Safety Institute were invited, but were unable to attend. Consensus was reached among the group regarding the addition of standards and/or descriptive statements and the age level at which the content would be developmentally appropriate. The information was added and sent to the stakeholder group for review and comment. The final revisions were made and prepared for Board of Education review.

Summary of proposed revised standards:

- Students will understand appropriate use of cell phones and other social media.
- Students will recognize and learn how to react to being influenced or coerced into selling their bodies for financial gain.
- A new standard was added pertaining to recognizing human trafficking as a crime, recognizing that victims may be male or female, and how laws provide protection.
- New language related to the permanency of misuse of social media and text messaging, along with criminal penalties for engaging in sexually explicit communication, has been added.
- A new standard was added for exploring safety issues associated with the Internet.
- New language for recognizing signs of human sex trafficking and how to seek adult assistance is included in the revisions.
- Students will identify messages about sexuality found in advertising, media, music and videos, television, films, the Internet, printed material, and graffiti.

Proposed revised standards are listed below.

<b>Grade Level</b>	<b>Amended Standards of Learning Descriptive Statements</b>	<b>Page</b>
<b>Fifth Grade</b>	<b>5.10, 5.12</b>	<b>25</b>
<b>Sixth Grade</b>	<b>6.12, 6.13</b>	<b>27,28</b>
<b>Seventh Grade</b>	<b>7.6, 7.11</b>	<b>29, 30</b>
<b>Eighth Grade</b>	<b>8.3, 8.6</b>	<b>32</b>
<b>Ninth Grade</b>	<b>9.7</b>	<b>35, 36</b>
<b>Tenth Grade</b>	<b>10.3, 10.7</b>	<b>37, 38</b>
<b>Twelfth Grade</b>	<b>12.8</b>	<b>44</b>

Board discussion:

- Mr. Bellamy asked for clarification on what information would be taught in Grade 5 and how it would be taught. Mr. Eisenberg indicated teachers would have discretion in aligning their instructional practices with the curriculum. Mr. Bellamy asked if the VDOE could provide lesson plans for Family Life Education because some teachers may want to avoid certain topics.
- Dr. Staples indicated that the VDOE did not have the capacity to create model lessons, but indicated that the VDOE could share best practices from across the Commonwealth.
- Mrs. Lodal indicated her support for the process of sharing best practices. She also supported asking the Education Commission of the State (ECS) for best practices to

share.

- Mr. Eisenberg asked for clarification on the vetting process for shared lesson plans.
- Dr. Cannaday indicated an interest in including parents in the vetting process, especially as it relates to communicating with younger children, special needs children as well as older students.
- Mr. Bellamy indicated concerns about the vetting process of shared lesson plans vs the VDOE preparing model lesson plans.
- Dr. Staples noted that the agency has limited resources with recent budget cuts.
- Mr. Bellamy indicated he felt these issues were important enough that the agency should examine where to find the resources to provide supporting curricular materials.
- Mrs. Lodal indicated her belief that the VDOE should consider requesting exceptions from the funding cap or request the General Assembly to find resources to provide instructional support to teachers in the area of Family Life Education.
- Mr. Romero reiterated the importance of these issues, especially as they relate to multi-cultural families.
- Dr. Cannaday suggested that other agencies, for example law enforcement, social services, and health, could share the responsibility of addressing these topics.
- Mr. Dillard suggested that Mr. Bellamy contact his delegate and senator to request a budget amendment to support development of instructional materials on Family Life Education topics; and then pursue a coalition of the Virginia Education Association, PTA, and child advocacy groups to support these issues.
- Mrs. Wodiska thanked staff for their work and the importance of teachers recognizing this is an issue worth bringing to the attention of legislators. She also noted that statements in the document are valuable to parents in addressing these topics with their children.

The Board of Education received for first review the proposed revisions to the *Family Life Education Board of Education Guidelines and Standards of Learning for Virginia Public Schools*.

### **M. First Review of Proposed Board of Education Meeting Dates for 2017**

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

- Article four of the Board of Education's bylaws articulates the meeting schedule as follows:

**Section 1. Regular Meetings.** Prior to January of the applicable calendar year, the Board shall adopt a tentative schedule for regular meetings for the calendar year. Such schedule shall note the term of office for the Boards' officers and when any elections will occur. Such schedule shall be subject to the change, alteration, or adjustment by the Board as it deems appropriate to accommodate the operation of the Board.

Although it is not a requirement, the Board has generally met monthly except for the months of August and December. Regular meetings are typically held on the fourth Thursday of the month, except as scheduled to avoid holidays or other events of interest to the Board.

**Section 2. Special Meetings.** A special meeting of Board members may be called by the President in his or her sole discretion. In the absence of the President, the Vice President or Secretary, upon written request to the Secretary by five or more members of the Board, shall call a special meeting. No business other than

that specified in the notice of the meeting shall be transacted at any special meeting of the Board.

**Section 3. Standing Committee Meetings.** Meetings of the Board's standing committees shall generally be scheduled on the day before the Board's regular meeting, as needed. The President or the Chair of the standing committee may call a meeting of a Board's standing committee.

**Section 4. Attendance at Meetings.** Board members are expected to attend all regular meetings, special meetings, and standing committee meetings for which they are a member. If a Board member is unable to attend a meeting called in accordance with these bylaws, he or she shall promptly notify the Secretary.

- Article three of the Board of Education's bylaws articulates the election of officers as follows:

**Section 1. President.** The President of the Board shall be elected by a majority of the Board members. The President shall be elected from the Board membership for a term of two years. The President may succeed himself or herself. The election of the President shall be by a recorded vote...

**Section 2. Vice President.** The Vice President of the Board shall be elected by a majority of the Board members. The Vice President shall be elected from the Board membership for a term of two years. The Vice President may succeed himself or herself. The election of the Vice President shall be by a recorded vote...

...**Section 5. Election of Officers.** The term of office for the President and Vice-President shall be two years, but shall end upon the end of a member's appointment or resignation from the Board. The election of officers shall take place at a regular Board meeting. Following the conclusion of the term of office of the current President, Vice President or any other officer approved by the Board, or in the case of a vacancy, the election of officers shall take place at the next regular Board meeting. If a vacancy occurs prior to the conclusion of the regular term of office of an officer, the election to fill that vacancy may take place at the current Board meeting, but no later than the next regular Board meeting.

- In recent years, the Board of Education has met monthly except for the months of August and December. Business meetings are typically held on the fourth Thursday of the month, although this is not a requirement. An exception is the November meeting which is scheduled to avoid meeting during Thanksgiving.
- Unless otherwise announced by the President, all Board of Education meetings will be held in the Jefferson Conference Room on the 22nd floor of the James Monroe Building, 101 North 14th Street, Richmond, Virginia 23219.
- Proposed business meeting dates for 2017 are as follows:
  - Thursday, January 26
  - \*Thursday, February 23
  - Thursday, March 23
  - Thursday, April 27
  - Thursday, May 25
  - Thursday, June 22
  - \*\*Thursday, July 27
  - Thursday, September 28
  - Thursday, October 26
  - Thursday, November 16
- Proposed standing committee meeting dates for 2017 are as follows:
  - Wednesday, January 25
  - Wednesday, February 22
  - Wednesday, March 22
  - Wednesday, April 26
  - Wednesday, May 24
  - Wednesday, June 21
  - Wednesday, July 26
  - Wednesday, September 27

Wednesday, October 25  
Wednesday, November 15

The term of office for the President and Vice-President of the Board is July 2015 - July 2017.

\*The Vice-President's appointment expires January 29, 2017; therefore, an election to fill the Vice-President vacancy may take place at the February 23, 2017, meeting.

\*\*An election for the President and Vice-President of the Board will take place at the July 27, 2017, meeting.

**Board discussion:**

- Mr. Bellamy suggested that a full day be allotted for the Wednesday committee meetings beginning at 10 a.m. rather than trying to accomplish them in part-day meetings.
- Mrs. Lodal indicated the importance of sharing with future Board of Education members that the job requires a minimum of two days per month as well as other time commitments.

The Board of Education received for first review the proposed Board of Education meeting dates for 2017.

**N. First Review of Board of Education's 2016 Annual Report on the Condition and Needs of Public Schools in Virginia**

Mrs. Melissa Luchau, director for board relations, presented this item. The 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:

1. 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;
2. Information regarding parent and student choice within each school division and any plans of such school divisions to increase school choice;
3. A complete listing of each report that local school divisions are required to submit to the Board or any other state agency, including name, frequency, and an indication of whether the report contains information that the local school division is also required to submit to the federal government; and
4. A complete listing of each report pertaining to public education that local school divisions are required to submit to the federal government, including name and frequency.

§ 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 meeting July 28, 2016, the report identifies four key priorities:
  - The Board believes in redesigning the public school experience to better prepare students for life after high school by ensuring that all students, during their k-12 experience, achieve and apply appropriate academic knowledge, demonstrate productive workplace skills, exhibit responsible and responsive citizenship, and align knowledge, skills, and interests with career opportunities.
  - The Board believes that to provide a statewide quality system of public education, our teachers and school leaders must be supported to a higher degree.
  - The Board believes in an accountability system that provides tiered interventions based on need, encourages continuous improvement for all schools, and measures and reports multiple indicators of school quality.
  - The Board believes that equity in our schools is essential to provide the highest quality education to each and every student in the Commonwealth. In particular, greater attention and support must be provided to communities with high poverty where achievement and opportunity gaps persist.
- The report summarizes key actions by the Board to advance these outcomes, and provides recommendations for more resources, both fiscal and human, and collaboration amongst governing bodies in education.

#### Board discussion:

- Mrs. Atkinson suggested several areas for clarification related to funding cuts based on the recession, areas of need for professional development, and inclusion of information related to schools implementing the high school innovation grants.
- Mr. Dillard clarified that the report is required to include a current copy of the full SOQ.
- Mrs. Lodal indicated it is important to note that improvement work is iterative, not one time only, and that the Board will be addressing this issue for some time to come – adding flexibility, providing opportunities for students, and encouraging creativity for teachers.
- Mrs. Wodiska thanked staff for work on the report.
- Dr. Cannaday indicated that the work related to implementation of the Profile of a Virginia Graduate is based on the need for additional staffing, particularly counselors.
- Mr. Dillard indicated an interest in using some of the data in the report to communicate funding and resource concerns to the General Assembly and wished to identify ways to call some specific details to their attention.

The Board of Education received for first review the *2016 Annual Report on the Condition and Needs of the Public Schools in Virginia*.

## **REPORTS**

Mrs. Atkinson was not present for the remainder of the meeting.

### **O. 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. Alison MacArthur, SSEAC vice chair, made this presentation. The presentation included the following:

- 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.
- Constituency reports presented at the SSEAC meetings identified a number of issues related to provision of services to special needs students:
  - Difficulty with recruitment of local SEAC members and/or large turnover of members;
  - Confusion regarding certificates versus diplomas for students with disabilities;
  - The need for a consistent statewide IEP system that would be particularly helpful for students who transfer from one school division to another;
  - Inconsistent delivery of inclusive education;
  - Inappropriateness of SOL/ASOL for students no longer eligible for the VAAP or VSEP;
  - Lack of parental understanding about IEPs and how the process works;
  - School budget shortfalls and anticipated impact on services to students with disabilities;
  - Transition from elementary to middle school and the lack of supports at the middle school;
  - Adaptive physical education accommodations for students with disabilities;
  - Lack of social skills curriculum;
  - Inconsistencies among school divisions and between schools for IEP development and implementation;
  - Inconsistencies on the use of inclusive options;
  - The failure of the special education add-on endorsement for general education teacher licensure to include collaboration for the implementation of inclusive education as well as classroom and behavior management;
  - Overuse of testing and lack of alternatives;
  - The high number of caseloads for special education teachers;
  - The role of the accountability system in negatively impacting how general education teachers approach working with students with disabilities; and
  - Concern over lack of advanced notification for parents, teachers, and students when a student will be pulled for triennial testing.
- The SSEAC commended the Board of Education and the Virginia Department of Education on the following:
  - Continuing the I'm Determined project which just had its 10<sup>th</sup> anniversary;
  - Continuing the academies and demonstration sites for co-teaching;
  - Supporting work performed by the Inclusion Project Steering Committee;
  - Moving forward on the development of regulations governing restraint and seclusion in public schools;
  - Creating state-sponsored professional development opportunities for teachers to learn more about dyslexia and research-based interventions such as Orton-Gillingham;
  - Bringing together different stakeholders to discuss the needs and concerns for inclusive education in Virginia;

- Continuing the work on the Applied Studies diploma;
  - Continuing to support transition activities such as Project Search and the Center for Transition Innovations; and
  - Partnering with the Parent Training and Information Center to host advocacy symposiums for two years to increase collaboration between the public schools and advocates.
- The SSEAC also recognized Mr. John Eisenberg, assistant superintendent for special education and student services, for his leadership and advocacy for children with special needs.
  - Based on the work of the SSEAC subcommittees, constituency reports, presentations, and public comments, the SSEAC report includes recommendations that support the goal of integrated competitive employment for students with disabilities. To achieve that goal, as many students as possible need to receive an advanced or standard diploma or an applied studies diploma that is rigorous in its requirements. The SSEAC recommends the following:
    - Utilizing current initiatives, identify and highlight inclusive education practices with efforts to understand how the special educational needs of students with disabilities are being met in general education settings with appropriate supports, including extracurricular activities/programs, to increase understanding alongside data from Indicator 5 of the State Performance Plan/Annual Performance Report (SPP/APR).
    - Increase access for students with disabilities to higher education, Workforce Readiness, and Career and Technical Education (CTE) programs and credentials (ensuring that those classes are being offered).
    - Identify school divisions that are providing exceptional best practices in inclusion and utilize existing platforms (e.g., social media, press releases to news agencies, TeacherDirect, and superintendent's memos) that facilitate sharing and reinforce best practices through this recognition.
    - Develop guidance on the use of Universal Design for Learning, both as a part of Virginia Tiered Systems of Supports as well as in the general education classroom to move forward with inclusive practices.
    - Create training and guidance to inform families and school personnel, beginning at the elementary level, regarding the use of different state-mandated tests and their implications for diploma options.
    - Provide capacity-building professional development to address the use of functional behavior assessments, behavior intervention plans, collaborative problem solving, assistive technology, and creating safe/nurturing/inclusive school communities.

#### Board discussion:

- Mrs. Lodal asked about the Universal Design for Learning. Mr. Minarik explained that it is the process of designing lessons that make learning accessible to all students without the need for special accommodations for some students.
- Mrs. Wodiska thanked the committee members for their time and service. She asked for further clarification on the statewide IEP (individualized education program) process to help with consistent IEP implementation. Ms. MacArthur indicated that a common format would help to streamline IEP development for teachers, parents, schools, and school divisions.
- Mr. Eisenberg indicated that the statewide electronic IEP process would help with compliance in terms of identifying where complaints and disputes occur most frequently. Responses to a Request for Proposals for development of the electronic IEP have been received and are being reviewed. Use of the statewide platform will be optional for school divisions with phase-in over about five years.
- Dr. Cannaday indicated that the statewide IEP process will offer school divisions options, not a single required format. He indicated an interest in using data from the statewide process to identify what special needs students are able to do as opposed to a focus on what they are not able to do.

- Mrs. Wodiska requested periodic updates on the process to develop the statewide IEP system and requested more information on parent education and involvement. Mrs. MacArthur indicated that the statewide IEP system will assist parents in understanding how decisions are made for their child's IEP. It will also allow more communication with other agencies and groups that support parents in making decisions about their special needs children.
- Mr. Eisenberg noted steps the VDOE has taken to support parents in the IEP process. The VDOE has provided grants to parent education training centers, funded parent navigators at the center for family involvement at Virginia Commonwealth University, and partnered with the Virginia Board for People with Disabilities to provide training to families of children in early grades regarding decisions about their pathways to diplomas.
- Mr. Minarik indicated that a parent summit was provided during the 2016 I'm Determined Youth Summit.
- Mrs. Lodal commended the committee for the report and thanked all the future education leaders in the audience. She indicated a need to be proactive in emphasizing diversity, particularly among teachers and education leaders, noting the over identification of young people of color in special education programs.

The Board of Education received the report.

**P. Report on the Virginia Federal Preschool Expansion Grant (VPI+)**

Dr. Mark Allan, federal preschool development grant coordinator, Division of Instruction; and Dr. Bridget Hamre, research associate professor and associate director, Center for Advanced Study of Teaching and Learning, University of Virginia, presented this item. The presentation included the following:

- On December 10, 2014, Governor Terry McAuliffe announced that the United States Department of Education had awarded Virginia a \$17.5 million federal Preschool Development Grant (PDG) that will allow the Commonwealth to serve additional at-risk four-year-olds in new, high-quality preschool classes and will fund enhanced services to children in existing preschool classes. The Preschool Expansion Grant, called VPI Plus (VPI+), will build on the success of the Virginia Preschool Initiative (VPI) that has supported school readiness of at-risk four-year-olds since 1996. The federal performance period for the VPI+ grant is January 1, 2015 through December 31, 2018.
- The VPI+ will meet and exceed every element of the VPI program. The VPI+ model includes use of evidenced-based curriculum and formative assessments, summative assessments, professional development and coaching for teachers, classroom-level evaluations, and community partnerships to provide comprehensive services. Eleven school divisions will participate in VPI+ allowing an opportunity to field test and refine VPI+ innovations throughout Virginia to ensure high-quality programs, appropriate flexibility tailored to local circumstances, and broad replicability.
- By the end of the grant period, approximately 13,000 four-year-olds at or below 200 percent of the Federal Poverty Level will be served in new VPI+ classrooms or in existing VPI classrooms where increased services (e.g., community partnerships to provide systematic comprehensive services, family engagement for hard-to-reach and culturally and linguistically diverse families, professional development and coaching for staff) will be supported with grant funds.

- The participating school divisions are as follows:
  - Brunswick County Public Schools
  - Chesterfield County Public Schools
  - Fairfax County Public Schools
  - Giles County Public Schools
  - Henrico County Public Schools
  - Norfolk City Public Schools
  - Petersburg City Public Schools
  - Prince William County Public Schools
  - Richmond City Public Schools
  - Sussex County Public Schools
  - Winchester City Public Schools
  
- The Virginia Department of Education is the lead agency in VPI+; however, other partners include the Virginia Department of Social Services, the Virginia Health Department, the Virginia Early Childhood Foundation, University of Virginia's Center for the Advanced Study of Teaching and Learning (CASTL), the Commonwealth Council on Childhood Success, and other key stakeholders across the Commonwealth that have an interest in improving learning experiences for young children.
  
- As a result of the PDG, Virginia has been successful in increasing the number of eligible children served in high-quality preschool programs. Since VPI+ augments VPI, the number of additional slots available for at-risk four-year-olds in a preschool setting has increased by 1,230 *new* slots across 65 newly-opened high-quality preschool classrooms for Year 1 of the grant (2015-2016). One hundred thirty-five (135) VPI classrooms with 1,574 eligible children have been *improved* by providing additional comprehensive services to children and families and by providing high-quality professional development to teachers and assistants. The total 2,804 new and improved preschool slots served by PDG funds represents an increase of 5 percent over Virginia's original goal of 2,683 new and improved preschool slots.
  
- In addition to the focus on increasing preschool enrollment, the most significant efforts and accomplishments in the implementation of VPI+ occurred largely in the development of a statewide infrastructure that will ensure implementation of a high-quality preschool program in Virginia's VPI+ classrooms, with options for school divisions to use many of the features (professional development, curriculum, etc.) in their non-VPI+ preschool programs as well. Thus the stage is set for enhancing the quality of all early childhood programs in the Commonwealth. Significant elements of this infrastructure are described below.
  - **Development of the VPI+ Implementation Team**

An integrated management team to oversee Virginia's preschool program has been established. The VPI+ Implementation Team consists of agency partners, both public and private and state and local, to intentionally integrate the components of high-quality preschool programs to provide supports and services for Virginia's at-risk children.
  
  - **Provision of Professional Development Opportunities**

Virginia has provided broad technical assistance and professional development to VPI+ subgrantees in a number of ways. The Virginia Department of Education (VDOE) has conducted a series of webinars and meetings on numerous topics related to early childhood development and education. The Center for Advanced Study of Teaching and Learning (CASTL) at the University of Virginia has provided technical assistance to subgrantees in the development of an individualized professional development plan for each VPI+ teacher, and teachers will record the professional development they received in a professional development registry maintained by the Virginia Department of Social Services. Additionally, through a competitive Request for Proposals (RFP) process, Virginia established a menu of approved professional development opportunities on a number of topics related to early childhood education that subgrantees may purchase for use in the individualized professional development plans being developed for each VPI+ teacher.

- **Selection of an Early Childhood Curriculum**  
Through a competitive RFP process, Virginia selected a curriculum and formative assessment system to be implemented in its VPI+ classrooms. *The Creative Curriculum for Preschool* is a comprehensive set of resources that assists teachers as they plan content-rich programs for children with diverse backgrounds and developmental levels. Accompanying *The Creative Curriculum for Preschool* is *Teaching Strategies GOLD*, an observation-based system for assessing the development and learning of children from birth through kindergarten.
- **Procurement of a Rigorous Program Evaluation (Including Formative Measures, Summative Assessments, and Cost-Effectiveness)**  
Through a competitive RFP process, Virginia selected SRI International (SRI) to provide evaluation services that will support the implementation of VPI+. SRI has subcontracted with School Readiness Consulting (SRC) to assist with this work. SRI and SRC will collect and use formative program measures, summative child assessments, and cost-effectiveness data to provide feedback for continuous improvement of instruction and program implementation, administer predictive tests and analyze results to answer pressing questions, and communicate results with VDOE, school divisions, and teachers. Additionally, new VPI+ classrooms were rated with the Quality Rating and Improvement System (QRIS) in fall 2015 as a baseline measure for future improvement.
- **Additional Positive Outcomes of VPI+ Implementation**  
In addition to major organizational and procurement accomplishments associated with Virginia's PDG grant, other successes have occurred:
  - *Increased Interest in the Quality Rating and Improvement System (QRIS)* – The implementation of VPI+ has expanded awareness and understanding of Virginia's QRIS with a variety of partners and stakeholders. For example, some subgrantees have asked to have their state VPI programs rated as participants in QRIS.
  - *Expanded Comprehensive Services* – Subgrantees are identifying more ways to provide services to children with disabilities, English learners, and others in need as they identify Family Engagement Coordinators and develop strategies for family engagement in their annual plans to serve these children and families.

Board discussion:

- Mrs. Lodal congratulated the VDOE and the University of Virginia on successful implementation of the grant.
- Dr. Cannaday thanked the VDOE for its work and noted that the grant results will provide data to show the long-term effect of effective PreK programs in the Commonwealth.

The Board of Education received the report.

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

### *Update on Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Schools in Virginia*

Mr. John Eisenberg, assistant superintendent for special education and student services, provided an overview of the *Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Schools in Virginia*. In February 2016, the Board of Education received the regulations for first review. Further action was delayed while the Board sought legal advice from the Attorney General's office regarding aligning the regulations with the *Fifteen Principles* contained in the U.S. Department of Education's *Restraint and Seclusion: Resource Document*. This fall, VDOE staff will be going to three different parts of the state for listening sessions with

parents and educators regarding practical suggestions related to the implementation of the regulations. The VDOE will bring the guidelines to the Board for second review at its October meeting. Public comment will begin following the October meeting. The VDOE hopes to bring the proposed regulations to the Board for final review in November, in time for the opening of the General Assembly session in January 2017.

Mrs. Lodal clarified that the three events will be listening sessions and not public hearings and Board members will not be present. Mr. Eisenberg confirmed this plan and indicated that the VDOE is working to identify locations for the three sessions.

#### Standards of Quality (SOQ) Communications

Mr. Dillard asked how much information the public had received about the Board's desire to promote its proposed SOQ revisions with the General Assembly. Dr. Cannaday indicated that no information had been shared to date, but such communication would begin now that the Board had signaled its intent at the September meeting. Mr. Dillard inquired about the possibility of contacting education reporters from major newspapers. Dr. Staples indicated such communication could occur if the Board so desired. He noted that a communications plan would be developed now that the Board had taken first review action on the SOQ item. Mr. Dillard stated the need to make it clear to the public that the SOQ recommendations would require funding for proper implementation. He suggested contacting the Governor's Office and the Secretary of Education's Office for assistance with making a funding recommendation to the General Assembly.

#### Revisions to the *Regulations Establishing the Standards for Accrediting Public Schools in Virginia (SOA)*

Mr. Bellamy noted several areas of interest in the proposed revisions to the *Standards of Accreditation* including a desire to move further away from and/or remove verified credits as a graduation requirement. In response to public comment, he agreed that some school divisions may not have opportunities for internships/externships that would allow students to meet graduation requirements. He also indicated an interest in moving forward with the concept of one diploma for all students.

#### ***PUBLIC HEARING***

#### ***Regulations Governing the Employment of Professional Personnel (8 VAC 20 440) Proposed Stage***

Dr. Cannaday opened the floor for public comment. No speakers were in attendance. The public hearing ended with no public comment.

#### ***DINNER MEETING***

The Board met for a public dinner on Wednesday, September 21, 2016, at 6:00 p.m., at the Berkley Hotel with the following members present: Dr. Baysal, Mr. Bellamy, Dr. Cannaday, Mr. Dillard, Mr. Gecker, Mrs. Lodal, Mr. Romero, and Mrs. Wodiska. The following department staff also attended: Dr. Steven Staples, superintendent of public instruction, Dr. Steven Constantino, chief academic officer, and Melissa Luchau, director of board relations. Members

discussed pending Board agenda items. No votes were taken, and the dinner meeting ended at 8:00 p.m.

### ***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 that 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. Lodal and carried unanimously, with Mrs. Atkinson not present. The Board went into Executive Session at 2:45 p.m.

Mrs. Wodiska made a motion that the Board reconvene in open session. The motion was seconded by Mr. Bellamy and carried unanimously. The Board reconvened at 3:54 p.m.

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

#### Board Roll call:

Mr. Bellamy – Yes  
Mrs. Lodal – Yes  
Mr. Dillard – Yes  
Mrs. Wodiska – Yes  
Dr. Cannaday – Yes  
Dr. Baysal – Yes  
Mr. Romero – Yes  
Mr. Gecker – Yes

Mrs. Atkinson did not participate in the Executive Session.

The Board made the following motions:

- Mrs. Wodiska made a motion to revoke the license of John Barton Farrell. The motion was seconded by Mrs. Lodal and carried unanimously.
- Mrs. Wodiska made a motion to deny a license (renewal) to David Michael Checker. The motion was seconded by Mr. Bellamy and carried unanimously.
- Mrs. Wodiska made a motion to revoke the license of Aaron Michael Engley. The motion was seconded by Mr. Bellamy and carried with 6 “yes” votes. Mrs. Lodal and Mr. Dillard recused themselves.
- Mrs. Lodal made a motion to issue licenses (Postgraduate Professional and Division Superintendent) in Case #3. The motion was seconded by Mr. Bellamy and carried with 6 “yes” votes. Mrs. Wodiska voted “no,” and Mr. Romero recused himself.
- Mrs. Wodiska made a motion to reinstate the license in Case #5. The motion was seconded by Mr. Bellamy and carried unanimously.

- Mrs. Wodiska made a motion to deny a license to Chinita Richardson. The motion was seconded by Mr. Bellamy and carried unanimously.
- Mrs. Wodiska made a motion to deny a license to Christopher Dondre Tremor Roblesz. The motion was seconded by Mr. Bellamy and carried unanimously.
- Mrs. Wodiska made a motion to revoke the license of James Marshall Symmers. The motion was seconded by Mr. Bellamy and carried unanimously.

***ADJOURNMENT OF THE BUSINESS SESSION***

There being no further business of the Board of Education, Dr. Cannaday adjourned the meeting at 4:03 p.m.



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President