# COMMONWEALTH OF VIRGINIA BOARD OF EDUCATION RICHMOND, VIRGINIA

# June 27, 2018

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

* Mr. Daniel A. Gecker, President
* Mr. James H. Dillard
* Mr. Sal Romero, Jr.
* Mrs. Elizabeth V. Lodal
* Dr. Tamara K. Wallace
* Dr. Jamelle Wilson
* Dr. James F. Lane,   
  Superintendent of Public Instruction

Mr. Gecker called the meeting to order at 10:03a.m.

## EXECUTIVE SESSION

Dr. Wilson 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 Susan Williams, legal counsel to the Virginia Board of Education; as well as staff members Dr. James Lane, Patty Pitts, Nancy Walsh, Ann Belanger and Keith King, whose presence will aid in this matter, participate in the closed meeting. The motion was seconded by Mr. Dillard and carried unanimously by six members. The Board went into Executive Session at 10:04a.m.

Dr. Wilson made a motion that the Board reconvened in open session at 10:52a.m. The motion was seconded by Mrs. Lodal and carried unanimously by six members.

Mr. Gecker made a motion that the Board certify by roll-call vote that to the best of each member’s knowledge (i) only public business matters lawfully exempt from open meeting requirements under this chapter and (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed or considered. Any member who believes there was a departure from these requirements shall so state prior to the vote, indicating the substance of the departure that, in his or her judgement, has taken place. The statement of the departure will be recorded in the minutes.   
  
Board roll call:

* Dr. Wallace - yes
* Mrs. Lodal - yes
* Mr. Dillard – yes
* Mr. Gecker – yes
* Mr. Romero – yes
* Dr. Wilson - yes

The Board made the following motions:   
  
Dr. Wilson made a motion to revoke the license of Casheba Vernetter Cannon. The motion was seconded by Mrs. Lodal and carried unanimously.

Dr. Wilson made a motion to revoke the license of Michael Earl McCormick. The motion was seconded by Mr. Dillard. Mrs. Lodal abstained from the vote.

Dr. Wilson made a motion to issue a license in Case #2, conditioned upon the applicant‘s completion of a three-credit –hour course in ethics to be approved prior to enrollment by the Virginia Department of Education. The motion was seconded by Dr. Wallace and carried unanimously.

Dr. Wilson made a motion to revoke the license of Robert A. Lewandowski. The motion was seconded by Mrs. Lodal and carried unanimously.

Dr. Wilson made a motion to suspend the license of Sharon Evans Bulger for the period of June 27, 2018 to June 26, 2020. The motion was seconded by Mrs. Lodal and carried unanimously.

Dr. Wilson made a motion to issue a license (renewal) in Case #6. The motion was seconded by Mrs. Lodal and carried unanimously.

Dr. Wilson made a motion to issue a license (renewal) in Case #7. The motion was seconded by Dr. Wallace and carried unanimously.

Dr. Wilson made a motion to revoke the license of Christopher Daniel Jordan. The motion was seconded by Dr. Wallace and carried unanimously.

## ADJOURNMENT

There being no further business of the Board of Education, Mr. Gecker adjourned the meeting at 10:58a.m.

Daniel A Gecker  
Daniel A. Gecker

President

# COMMONWEALTH OF VIRGINIA BOARD OF EDUCATION RICHMOND, VIRGINIA

# June 28, 2018

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

Mrs. Diane T. Atkinson, Vice President

Ms. Kim E. Adkins

Mr. James H. Dillard

* Mrs. Elizabeth V. Lodal
* Mr. Sal Romero, Jr.
* Dr. Tamara K. Wallace
* Dr. Jamelle Wilson
* Dr. James F. Lane,   
  Superintendent of Public Instruction

Mrs. Atkinson called the meeting to order at 9 a.m.

## MOMENT OF SILENCE

Mrs. Atkinson asked for a moment of silence.

## PLEDGE OF ALLEGIANCE

The Pledge of Allegiance followed the moment of silence.

## APPROVAL OF MINUTES

Mr. Dillard made a motion to approve the minutes of April 25 - 26, 2018, meeting of the Board. The motion was seconded by Dr. Wilson. The motion carried by seven members. Mr. Daniel Gecker and Ms. Anne Holton were absent. Copies of the minutes had been distributed in advance of the meeting.

## RESOLUTION OF RECOGNITION

A Resolution of Appreciation was presented to Mr. James H. Dillard for his outstanding leadership and service to public education as a Board Member from 2014 – 2018.

A Certificate of Recognition for the GEAR UP Public Service Announcement Winners was presented to Ms. Hannah Baird and Mr. Markus Dort.

***PUBLIC COMMENT***

The following persons spoke during the public comment period:

Catherine A. Lee, Staff Attorney, Virginia Education Association, spoke on the proposed procedural guidelines for license suspension and revocation cases.

Donna Sayegh, a city of Portsmouth, Virginia resident and candidate for Portsmouth School Board, spoke on the proposed governor’s health science academy and the need for more innovative programs in Portsmouth City Public School.

Chris Dovi spoke in support of the praxis assessment for the computer science endorsement.

## ACTION/DISCUSSION ITEMS

A. First Review of Proposal to Establish the Governor’s Health Sciences Academy at T.C. Williams High School

Mr. George Willcox, acting director of the office of career, technical, and adult education, presented this item to the Board for first review.

Mr. Willcox acknowledged the interim superintendent, Ms. Borland, and the support team from Alexandria City Public Schools and introduced Ms. Sherri Chapman, coordinator of career and technical education.

Mr. Willcox explained the governor’s health sciences academy initiative, which is designed to increase career options for students in high-demand, high-wage, and high-skill occupations within the eight regions of the Commonwealth. Academies must offer students a well-articulated plan of study consisting of rigorous academic and technical content for each of the five career pathways within the health sciences cluster. Academies must implement at least two pathways in year one; and the remaining three pathways must be fully implemented within the following three years. Strong partnerships developed among the school divisions, healthcare institutions, business and industry, higher education institutions, and other community organizations is a key component of the academies.

Ms. Chapman presented a brief summary on the proposal to establish a health services academy in Alexandria City Public Schools with the partnership of George Washington University.

The goals of this academy is to expand options for students in the fast growing health occupations, and provide a high-quality, dynamic health science program of studies that offers work-based instruction using collaboration with industry partners, as well as a combination of clinical experiences, internships, service learning, mentorships, cooperative learning, and job shadowing. The academy will prepare students for high-demand, high-wage and high-skill careers in health and medical sciences and provide rigorous academic curriculum that offers hands-on opportunities in each of the career cluster pathways.

The academy’s plans of study are aligned with priority one of the Board of Education’s *Comprehensive Plan: 2018-2023*. The plans of study focus on each of the five career pathways within the health science career cluster – therapeutic services, diagnostic services, health informatics, support services, and biotechnology research and development.

Ms. Chapman explained that students will take their core courses at the level with which they feel most comfortable and will be most successful. However, students will be encouraged to take the most rigorous courses possible and pursue an advanced diploma. T.C. Williams High School offers over 25 Advanced Placement courses and more than a dozen dual enrollment courses through Northern Virginia Community College (NOVA). Students also have the opportunity to pursue a one-year General Education Certificate or Associate’s Degree in social sciences through a combination of dual enrollment, Advanced Placement, and classes at NOVA.

Ms. Chapman and the Alexandria City school division are striving for students to achieve industry certifications such as Certified Nurse Aide, and Certified Surgical Technologist. Students may enter the workforce with industry certifications earned; attend a 4-year university or community college with 9-22 transfer credits earned in high school. Upon successful completion of any one of the seven academy pathways, with a 2.75 or better GPA, students will be automatically admitted to the George Washington University and have the opportunity to earn a bachelor’s degree from the School of Medicine and Health Sciences.

In addition to the proposal, an academy coordinator will be on staff July 1, 2018. This coordinator will oversee the students enrolled in the academy the entire four years.

Board members congratulated Alexandria City Public Schools and George Washington University on the development of the governor’s health sciences academy and asked to hear more about the program as it progresses.

The Superintendent of Public Instruction recommended that the Board of Education waive first review and approve the proposal to establish the Governor’s Health Sciences Academy at T. C. Williams High School, Alexandria City Public Schools.

Dr. Wilson made a motion to waive first review and approve the proposal to establish the Governor’s Health Sciences Academy at T.C. Williams High School. The motion was seconded by Mrs. Lodal and carried unanimously by seven members.

### B. First Review of a Request for Increased Graduation Requirements from Buena Vista City Public Schools

Mr. Zachary Robbins, director for policy, presented this item to the Board for first review

Buena Vista City Public Schools (BVCPS) requested the Board of Education’s approval of an additional local graduation requirement, to require all freshmen to take the Information Technology Fundamentals (IT Fundamentals) course beginning in the 2019-2020 school year.

Dr. John Keeler, superintendent of Buena Vista City Public Schools, Anna Graham, assistant superintendent, and Donna Frazier, director of technology, presented the proposed request requiring all ninth-graders to take the career and technical education (CTE) course to support implementation of the *Profile of a Virginia Graduate* and the 2017 *Computer Science Standards of Learning* (SOL), unless an Individualized Education Program (IEP) team determines otherwise. Through discussions and surveys with local industries and students, BVCPS identified that students were not developing adequate technology skills that are needed for the workplace, such as problem solving, communication, and collaboration. Dr. Keeler mentioned that this proposed graduation requirement will “level the digital playing field for all students” and further a “student culture of equality and inclusion. Dr. Keeler proposed this graduation requirement to address the need for these skills by providing all students with computer literacy skills needed for academic and career success. He stated that Buena Vista City Public Schools continuously strives to develop an ever-evolving vision for their educational programs that meets the societal, cultural, and economic demands that each of their student-citizens will face upon graduation.

In aligning with Virginia’s vision for a high school graduate and the federal vision for the Career and Technical Education core technical standards of study and career readiness, Buena Vista proposed the following local graduation requirement:

* Beginning with the 2019-2020 school year, all freshmen will take Information Technology Fundamentals (VDOE SCED Code: 10254 and VERSO Code: 6670) as a local graduation requirement, unless an Individualized Education Program (IEP) team determines otherwise. (This course will be referred to as IT Fundamentals throughout this request.)
* Students transferring in during or after their ninth-grade year will not be required to meet this local graduation requirement.
* A student can choose to utilize this course as an elective to satisfy the Standard or Advanced Studies Diploma options.
* This course will not be counted as a sequence for the Business/Information Technology pathway.

The Buena Vista City Public Schools school board approved the Information Technology Fundamentals course as a local graduation credit, pending state approval, at their January 25, 2018, school board meeting.

The Superintendent of Public Instruction recommended the Board of Education receive this request for first review.

Board members congratulated BVCPS on their hard work, passion, and commitment to their students, school division and community.

Dr. Wilson made a motion to waive first review and approve the request for increased graduation requirements. The motion was seconded by Mrs. Lodal and carried unanimously by seven members.

C. First Review of Proposed Procedural Guidelines for Conducting Licensure Hearings  
  
Susan Williams, assistant attorney general, office of the attorney general, presented this item to the Board for first review. The following information was presented to the Board.

Ms. Williams reported that the Board of Education is responsible by law for promulgating regulations that prescribe the requirements for the licensure of teachers and other school personnel required to hold a license, including requirements for the denial, suspension, cancellation and revocation of such licenses. A copy of Ms. Williams’s presentation to the Board is available at http://www.doe.virginia.gov/boe/meetings/2018/06-jun/agenda.shtml. The Board is committed to providing an equitable and fair process that affords a license holder, who is seeking license renewal or reinstatement or whose license is the subject of a petition for suspension or revocation, adequate and timely notice of the proceedings and a meaningful opportunity to be heard. The proposed guidelines are intended to assist the parties and decision makers in that process.

The Board’s current, as well as pending, regulations do not provide for consent decrees.

Current law and regulations do not provide for reprimands, warning letters, or any other intermediate sanction. Instead, the Board’s options are no action, denial, revocation, suspension, or reinstatement.

The Board is not required to hold a formal hearing on a petition for revocation because the Board’s basic laws do not require one. The Board has considerable latitude within the parameters of constitutional due process to establish guidelines for conducting licensure hearings.

The minimum requirements of constitutional due process, which must attend administrative proceedings:

* timely and adequate notice
* the right to confront adverse witnesses and present one’s own evidence
* the right to assistance of retained counsel; and
* an impartial decision-maker.

The Board’s grounds for license revocation are broader than the standard applicable to professions and occupations regulated under Title 54.1 of the *Code of Virginia*.

Ms. Williams spoke on the decision points in which the Board will have the opportunity to discuss and make the decisions. Mrs. Atkinson pointed out due to the absence of two Board members, both of whom are lawyers; the Board would like to move the discussion of decision points to next month’s meeting.

Ms. Williams reported the decision points for the Board’s consideration to include:

* Does the Board want to require the clear and convincing standard of proof or the preponderance of the evidence standard?
* Does the Board want the Superintendent’s Investigative Panel to make written findings of fact and conclusions of law? If so, what role does the Board want the Panel’s findings of fact and conclusions of law to play in the Board’s hearing on the same matter?
* Does the Board want to provide a hearing “de novo” and hear the matter anew as if it had not previously been heard by the Panel? Or, does the Board want to use the Panel’s findings of fact to establish the parameters for the matters that are relevant and material to the Board’s review?
* Does the Board want the Superintendent of Public Instruction to be present for the Board’s deliberations in cases initiated at the local school board level (in which the Board acts on the local school division superintendent’s petition for revocation)?
* Does the Board want a staff person from VDOE’s Division of Teacher Education and Licensure to be present for the Panel’s deliberations?
* Does the Board want to give license holders the option of having a public hearing as is provided under current law for dismissal hearings at the local school board level (which are sometimes combined with license revocation proceedings)?
* How far ahead of time do the Board members want to receive the exhibits, documents and other evidence that is to be used or referenced at the hearing?
* Does the Board want to accept new exhibits and documents from the license holder on the day of the hearing?

Ms. Williams summarized the additional technical or clarifying in nature and revisions that are in the proposed guidelines for the Board’s consideration.

Dr. Wilson asked for clarification on the decisions point, “does the Board of Education want the Superintendent’s Investigative Panel to make written findings of fact and conclusions of law?”

Ms. Williams stated that applying the facts to the regulations and the facts to come to that conclusion.

Dr. Lane suggested including a definition of “inculpatory” in the guidelines.

Mrs. Lodal asked for explanation to a proposed revision in the guidelines that differentiates the Superintendent of Public Instruction’s participation based on who initiates the petition.

Ms. Williams explained that it is the Board’s decision on whether to include the Superintendent of Public Instruction in deliberations.

The Board received this item for first review. It is anticipated that the Board will hold a work session on this item during their July meetings.

D. First Review of the Guidelines for Training on the Prevention of Trafficking of Children as required by House Bill 2282 (2017)  
  
Mr. John Eisenberg, assistant superintendent of special education and student services and Mrs. Maribel Saimre, acting director, office of student services presented this item to the Board for first review.

Mr. Eisenberg reported that in 2017 the Virginia General Assembly, through House Bill 2282, amended § 22.1-16.5 of the *Code of Virginia*, related to training on the prevention of trafficking of children for certain local school board employees, and required the Board of Education to develop guidelines for training for school counselors, school nurses, and other relevant school staff on the prevention of trafficking of children.

As a response to this bill, the *Guidelines for Training on the Prevention of Trafficking of Children* were developed with input from stakeholders that included experts from school, state, and private agencies. These guidelines offer recommendations and resources to assist school divisions in providing professional development to school counselors, school nurses, and other relevant school personnel in recognizing and responding to the signs of child trafficking. The guidelines meet the Board of Education’s goal of providing high quality, effective learning environments for all students.

Mr. Eisenberg shared some national statistics of human trafficking, the trade of human beings through force, fraud, or coercion for the purpose of exploitation for labor, sexual purposes, or organs. According to U.S. law, any minor under age 18, who is induced to perform a commercial sex act, is a victim of human trafficking, regardless of whether there is proof of force, fraud, or coercion. Human trafficking is the fastest growing crime in the world and is rampant throughout the United States, with cases reported in every state. According to some estimates, 80% of trafficking involves sexual exploitation and 19% involves labor exploration. According to the United States Department of Education, between 14,000 and 16,000 children are trafficked each year. It is a growing problem, especially in the Northern Virginia region. Many children are runaways or undocumented youths coming into the United States. In 2017, the International Labor Organization and the Walk Free Foundation released a report that estimated 40.3 million people were being trafficked at any one time in 2016, throughout the world. In 2016, Polaris reported that 74 percent of trafficking victims in the United States are trafficked between childhood and age 23. Reported trafficked persons in the U.S. include males and females, adults and children, foreign nationals and U.S. citizens. It is reported that it generates a profit of 43 billion per year

Mrs. Saimre outlined the guidelines, which are intended to assist school divisions in designing, implementing, and evaluating the training required building the knowledge and skill-base of school counselors, schools nurses, other student services personnel, and other relevant school personnel to recognize and appropriately respond to signs of children who may be victims of trafficking.

The guidelines begin with a framework of choosing and implementing training strategies that will be most effective in addressing individual needs and that will be appropriate for the selected professionals based on role, length of employment, as well as past trainings and current skills. School divisions should consider the following suggestions when developing training materials or selecting training materials from outside sources.

The content requirements identify four key areas that must be addressed to provide a comprehensive training. Mastery of a key content area is achieved when training participants meet the learning intentions for each area stated below:

1. Overview of human trafficking

* Articulate the Virginia definition of human trafficking.
* Understand how human trafficking impacts schools, communities, states, nation, and the world.
* Identify the different types of trafficking.

1. Risk factors and indicators

* Recognize the signs of a victim.
* Recognize the signs of a trafficker.
* Identify and understand the common stages of grooming.

1. Responding to suspected incidences

* Learn strategies to assess suspected cases of trafficking.
* Understand local reporting procedures for suspected cases.
* Identify local procedures to provide supports to victims.

1. Support Services and Referral Resources

* Identify available prevention resources for training.
* Identify local providers to support at-risk youth.
* Understand which community and/or school resources to access for victim treatment.

Board members commended staff on a great job developing the guidelines for training and additional resources outlined in the chart provided in the Board item.

The Superintendent of Public Instruction recommended that the Board of Education waive first review and approve the *Guidelines for Training on the Prevention of Trafficking of Children*.

Dr. Wilson made a motion to waive first review and approve the *Guidelines for Training on the Prevention of Trafficking of Children*. The motion was seconded by Ms. Adkins and carried unanimously by seven members.

E. First Review of Proposed Revisions to the Science Standards of Learning  
  
Dr. Anne Petersen, science coordinator, office of science, technology, engineering, and mathematics presented this item to the Board for first review. The following information was presented:   
  
The Standards of Learning are a critical communication with the citizens of the Commonwealth, parents, the business community, and higher education, because the standards convey expectations and intended outcomes for K-12 education. Equally as important, the Standards and curriculum frameworks serve as key guidance for instructional leaders and teachers of science (elementary, middle, high school) in planning science curricula and science programming.

The *Science Standards of Learning* revision process was an informed, collaborative effort that included stakeholders in K-12 education, science organizations, businesses, and institutes of higher education within the Commonwealth. A steering committee of science leaders as well as review committees composed of science leaders, school administrators, and K-12 teachers met to review both national and international science standards and curriculum and to review public comment on the 2010 Science Standards of Learning. These documents and comments aided in the review of the 2010 Science Standards and the committees made suggested revisions. The VDOE science instructional team developed the 2018 Science Standards of Learning using the suggested revisions.

Dr. Peterson provided a summary of revisions which included rewording of the *Standards* to be more conceptual in nature supporting the development of essential questions and deeper learning; reorganization of the science skills and processes to show vertical alignment and to support the integration of scientific inquiry and engineering design into content instruction; explicit integration of the 5C’s into the science processes and skills; introduction of yearly themes K-6 to support; and increased vertical alignment of science concepts.

The revisions also includes *the Virginia Profile of a Graduate* which promotes the development and use of communication, collaboration, critical and creative thinking skills and the applications of civil responsibility (5 C’s); these skills are to be reflected in the instruction of all subjects K-12. The *Science Standards of Learning* are intentionally developed to support the 5C’s through the science skills and processes.

Dr. Peterson added that in order to promote integrated instruction and iterative thinking, the *Science Standards of Learning* include, emphasis on inquiry and the continual development of skills and processes for K-12, engineering and iterative thinking opportunities that support content and engineering practices embedded within the science skills and processes as appropriate.

The proposed revisions to the *Science Standards of Learning* can be viewed online at [SOL Testing](http://www.doe.virginia.gov/testing/sol/standards_docs/science/index.shtml).

Board members congratulated staff for their diligent work on revising the standards.

Public hearings are scheduled to take place this summer throughout the Commonwealth. Following public comment, the proposed revisions will come back to the Board in October 2018. VDOE staff anticipates the curriculum framework will be available April 2019.

The Board accepted for first review the Proposed Revisions to the *Science Standards of Learning*.

F. **First Review of Proposed Revisions to Board of Education Physical Education *Guidelines for Public Elementary and Middle Schools* as required by House Bill 357 and Senate Bill 211 (2016)**

Dr. Tina Manglicmot, director of science, technology, engineering & mathematics presented this item to the Board for first review. The following information was presented:

The 2012 General Assembly approved House Bill 1092 requiring the Board of Education to develop physical education program guidelines for public elementary and middle schools. The 2016 General Assembly approved House Bill 357 and Senate Bill 211 directing school divisions to provide “a program of physical activity available to all students in grades kindergarten through five consisting of at least 20 minutes per day, or an average of 100 minutes per week during the regular school year and available to all students in grades six through 12 with a goal of at least 150 minutes per week on average during the regular school year. Such program may include any combination of physical education classes, extracurricular athletics, recess, or other programs and physical activities deemed appropriate by the local school board. Each local school board shall implement such program during the regular school year.”

The revisions to the *Virginia Board of Education Physical Education and Physical Activity Guidelines for Public Elementary and Middle Schools* can be found online at [Guidelines for Public Elementary and Middle School](http://www.doe.virginia.gov/boe/meetings/2018/06-jun/agenda.shtml).

The Superintendent of Public Instruction recommended that the Board of Education waive first review and approve the *Virginia Board of Education Physical Education and Physical Activity Guidelines for Public Elementary and Middle Schools*.

Dr. Wilson made a motion to waive first review and approve the revisions. The motion was seconded by Dr. Wallace and carried unanimously by seven members.  
  
G. First Review Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) for a Passing Score for the Praxis Computer Science (5652) Test for the Computer Science Endorsement

Mrs. Patty Pitts, assistant superintendent for teacher education and licensure, presented this item to the Board for first review.

Mrs. Pitts reported that the Board of Education currently requires the following assessments for an initial licensure:

* + Virginia Communication and Literacy Assessment (VCLA);
  + Praxis Subject Assessments; and
  + Reading for Virginia Educators (RVE) for specified endorsements.

The Board prescribes the Praxis Subject Assessments as a professional teacher’s assessment requirement for initial licensure in Virginia. A Praxis Subject Assessment has not been prescribed for individuals seeking an initial license with an endorsement in Computer Science.

The Educational Testing Service (ETS) has developed a Praxis Computer Science (5652) test. The Computer Science test is designed to assess the computer science knowledge and competencies necessary for a beginning teacher of secondary school computer science.

Upon Board approval, individuals will be required to meet the Computer Science (5652) test requirement for initial license, and individuals holding a teaching license will be eligible to add a Computer Science endorsement by passing the assessment. The *Licensure Regulations for School Personnel* allow any individual who holds a Virginia teaching license to add an endorsement to the license by passing a rigorous academic subject test prescribed by the Board of Education. This testing option does not apply to individuals who are seeking an early/primary preK-3 or elementary education preK-6 endorsement or who hold a technical professional license, vocational evaluator license, pupil personnel services license, school manager license, or division superintendent license.

In January 2018, a multistate standard-setting study was conducted by ETS for the Computer Science (5652) test. Virginia was represented by two teachers nominated by local school divisions. The purpose of the study was to recommend the minimum passing score for the Computer Science (5652) test designed to assess the computer science knowledge and competencies necessary for a beginning teacher of secondary school computer science. A detailed summary of the study can be found in item G, attachment A at [Computer Science Study](http://www.doe.virginia.gov/boe/meetings/2018/06-jun/agenda.shtml).

The *Praxis Test at a Glance*, which describes the purpose and structure of the assessment, can be found in item G, attachment B at [Praxis Test At A Glance](http://www.doe.virginia.gov/boe/meetings/2018/06-jun/agenda.shtml).

The Superintendent of Public Instruction recommended that the Board of Education receive for first review the Advisory Board on Teacher Education and Licensure’s recommendations to: (1) approve the use the Praxis Computer Science (5652) test as a professional teacher’s assessment for the Computer Science endorsement; (2) set a passing score of 142 for the test; and (3) implement the assessment requirement on September 1, 2018, with the exception of individuals applying for a license with an endorsement in Computer Science through Virginia approved programs who would become subject to the requirement effective January 1, 2020.

The Board received this item for first review.

### H. First Review Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) for a Passing Score for the Praxis School Leader Licensure Assessment (6990) for the Administration and Supervision Endorsement

Mrs. Patty Pitts, assistant superintendent for teacher education and licensure, presented this item to the Board for first review.

Section 22.1-298.1 of the *Code of Virginia* states, in part, “The Board’s regulations shall require that initial licensure for principals and assistant principals be contingent upon passage of an assessment as prescribed by the Board of Education.” The Licensure Regulations for School reflect this requirement. Since July 1, 2005, the Board of Education’s prescribed assessment for individuals seeking an Administration and Supervision PreK-12 endorsement has been the Praxis® School Leaders Licensure Assessment (6011) administered by the Educational Testing Service (ETS).

As part of the test regeneration process, ETS has completed a major revision of the School Leaders Licensure Assessment (SLLA). The assessment has been regenerated to reflect the 2015 Professional Standards for Educational Leaders (PSEL), developed by the National Policy Board for Educational Administration (NPBEA). These standards were previously known as the Interstate School Leaders Licensure Consortium (ISLLC) Standards. The changes to the assessment were significant and required completion of a standard-setting study thus a passing score for the revised Praxis® School Leader Licensure Assessment (6990) needs to be established by the Board of Education. This assessment will be available September 1, 2018.

A multistate standard-setting study for the School Leader Licensure Assessment (6990) was conducted by ETS in January 2018. Virginia was represented by two principals nominated by local school divisions and one administration and supervision faculty member nominated by a Virginia institution of higher education. The purpose of the study was to: (a) recommend the minimum passing score for the SLLA (6990) and (b) provide a test that measures the extent to which entry-level school leaders demonstrate the standards-relevant knowledge and skills necessary for competent professional practice.

A detailed summary of the study can be found in item H, attachment A at [School Leader Licensure Assessment Study](http://www.doe.virginia.gov/boe/meetings/2018/06-jun/agenda.shtml).

The *Praxis Test at a Glance* describes the purpose and structure of the assessment. The Praxis SLLA (6990) is a four-hour assessment and contains 120 selected response items and four constructive-response items covering seven content areas:

1. Strategic Leadership (approximately 20 selected-response items);

2. Instructional Leadership (approximately 27 selected-response items);

3. Climate and Cultural Leadership (approximately 22 selected-response items);

4. Ethical Leadership (approximately 19 selected-response items);

5. Organizational Leadership (approximately 16 selected-response items);

6. Community Engagement Leadership (approximately 16 selected-response items); and

7. Analysis (4 constructed-response items).

The reporting scale for the SLLA (6990) ranges from 100 to 200 scale-score points.

A summary of the *Praxis Test at a Glance* can be found in item H, attachment B at [Praxis Test At A Glance](http://www.doe.virginia.gov/boe/meetings/2018/06-jun/agenda.shtml).

The Superintendent of Public Instruction recommended that the Board of Education receive for first review the Advisory Board on Teacher Education and Licensure’s recommendations to: (1) approve the use the School Leader Licensure Assessment (6990) as a professional administrator’s assessment for the Administration and Supervision PreK-12 endorsement; (2) set a passing score of 146 for the test; and (3) allow the acceptance of passing scores for either the current SLLA (6011) or the revised SLLA (6990) for the period of September 1, 2018 to

January 1, 2020; and effective January 1, 2020, require a passing score for the Praxis School Leader Licensure Assessment (6990) or a passing score on the SLLA (6011) if taken prior to January 1, 2020.

The Board received this item for first review.

### First Review of Nomination to Fill Vacancy on the Advisory Board on Teacher Education and Licensure (ABTEL)

Ms. Emily V. Webb, director of board relations, presented this item to the Board.

The nomination for ABTEL is to fill a position on ABTEL for a Middle School Classroom Teacher. This vacancy arose after a recent resignation due to a retirement. The current term of the position is for July 1, 2016 through June 30, 2019. If approved, the recommended individual will fill the position for the remainder of the term, July 1, 2018 through June 30, 2019. The nominee recommended for appointment is as follows:

Advisory Board on Teacher Education and Licensure

Name: Stephen G. Whitten

School Division: Mecklenburg County

Representing: Classroom Teacher (Middle)

Region: 8

A call for nominations was issued on May 11, 2018 and closed on May 25, 2018. Fifteen applications were reviewed by staff.

The Superintendent of Public Instruction recommended that the Board of Education waive first review approve the recommended nominee to fill the vacancy on the Advisory Board on Teacher Education and Licensure.  
  
Mr. Dillard made a motion to waive first review and approve the recommended nominee to fill the vacancy. The motion was seconded by Mrs. Lodal and carried unanimously by seven members.

## REPORTS

### J. Legislative Report: 2018 General Assembly (written report)

Dr. Cynthia Cave, assistant superintendent for policy and communications, provided a written report for the Board of Education on the actions from the 2018 Virginia General Assembly. The written report included the actions from the governor and General Assembly from the reconvene session on April 18, 2018.

Mrs. Atkinson acknowledged her excitement about some of items that were included in the budget and disappointment of some items that did not make it into the budget, such as additional funding for the school quality profiles. Mrs. Lodal also shared the same disappointment in lack of funding for public education.

### **K. Report on Civic Education Policy (written report)**

Ms. Christonya Brown, history and social science coordinator, provided a written report to the Board of Education on civic education policies. Periodically, the Education Commission of the States and National Center for Learning and Civic Engagement review state statute, administrative code, standards, and curriculum to capture the status of civic learning across the United States. In the spring of 2017, the Education sub-committee of the Virginia Commission on Civic Education (the Civic Commission), used the State Civic Education Policy Gap Tool to rate civic education policies in the Commonwealth. The Civic Commission also determined needed policy elements that would best support the life ready skills necessary for the Community Engagement and Civic Responsibility component of the *Profile of a Virginia Graduate*.

Mr. Dillard, also a member of the Civic Commission, reviewed the key civic education policy elements, outlined in attachment A.

DISCUSSION ON CURRENT ISSUES- by Board of Education Members and Superintendent of Public Instruction

Report from Committee on Evidence-based Policymaking

Ms. Adkins, chair, provided a report from the meeting Wednesday June 27, 2018. Ms. Adkins stated the committee is headed in the right direction. Mrs. Atkinson provided an update on research related to mentorship. The committee received a presentation from Fairfax County School Division about their initiative entitled Project Momentum. In the next month, committee members will review additional research related to teacher quality, attraction and retention to present to the full committee at their July meeting. The discussion at the committee’s July meeting will focus on recommendations and next steps.  
  
General Discussion

Mr. Dillard shared with the Board that the National Center for Learning and Civic Engagement will no longer meet.

Mrs. Lodal asked about the Board’s role in helping with separated children from their families, a question also raised by Mr. Romero at the Board’s dinner on Wednesday. Mrs. Lodal suggested that a statement be crafted to share the Board’s commitment to working with all children and schools in this state, ensuring a welcoming environment. The Board members agree and noted that trauma caused by family separation has a lasting effect on children. The Board felt very strongly that each local school division make resources available to children who may have experienced trauma due to family separation. Dr. Wilson suggested to Dr. Lane that VDOE could send a memo to local school divisions and superintendents. Dr. Lane agreed with Dr. Wilson’s suggestion. Ms. Adkins also suggested including information about resources for local school divisions if they need assistance.

WORK SESSION  
  
Board of Education members met for a public work session, beginning at 2 p.m., on Wednesday, June 27, 2018, at the James Monroe State Office Building, Jefferson Conference Room, 22nd Floor, with the following members present: Mr. Gecker, Mrs. Atkinson, Mr. Dillard, Mrs. Lodal, Mr. Romero, Ms. Adkins, Dr. Wilson, and Dr. Wallace. The following department staff also participated: Dr. Lane, superintendent of public instruction.

During the work session, the Board received presentations on a variety of topics.

Due to a family emergency, Dr. Piver-Renna was unable to present on follow-up data requests from the April 2018 Board retreat. A presentation was prepared in advance. A copy of the presentation is available at <http://www.doe.virginia.gov/boe/meetings/index.shtml#worksession>.

Dr. Lynn Sodat, director, office of program administration and accountability, presented to the Board regarding their request for additional information on funding for state-level activities under the *Every Student Succeeds Act of 2015*. A copy of Dr. Sodat’s presentation is available at <http://www.doe.virginia.gov/boe/meetings/index.shtml#worksession>. The following information was presented:

Each year, Virginia receives award from the U.S. Department of Education (USED) for ESSA programs. These programs are considered “formula” grant, which means there is no competition for these funds. USED calculates the preliminary amount that each division receives. Once VDOE receives the preliminary amount, required and allowable state set-asides are deducted and used for grants administration and state-level activities. Dr. Sodat provided an overview of the ESSA program and a list of some of the uses of funds for state-level activities to support each of the programs.

In determining how funds are utilized, the current process allows an opportunity for department staff to request funding for state-level activities that are supplemental to mandates and requirements. The request must include justification, requested funding amount, activity dates and the signature of the assistant superintendent. The activities that are funded are of great importance to the field. In particular, the SOL Institutes provide training to thousands of teachers and school division leaders.

A Board member asked if VDOE knew how local school divisions were utilizing the funds they received from these grants. Dr. Sodat responded that 92 percent of grant funds go to local school divisions, as the maximum state set aside is one percent and seven percent for school improvement. Each school division submits an application for ESEA funds, with a two-level approval system. There are many parameters for the use of these funds.

A Board member asked if the optional reserve from the set asides could be targeted for the neediest schools as the Board works towards a more equitable system. Dr. Sodat responded that it could be an option to revisit.

A Board member asked for clarification about the preliminary allocations for 2018-2019. Dr. Sodat responded that these are new dollars for the coming year, for divisions and state-level activities.

A Board member asked about a sustainability plan should funding levels change. Dr. Sodat responded that most allocations increase between one and three percent every year. VDOE also does not allocate all of the funds in the first year if additional funding is required.

A Board member asked for clarification on private school set asides. Dr. Sodat responded that from each school divisions awards, with the exception of title V, there is a requirement for divisions to reach out to private schools to offer to provide equitable services to students. A private school can take advantage of these for equitable services, if they are able to meet the requirements. An example could be tutoring for students or professional development activities for teachers.

Mrs. Patty Pitts, assistant superintendent of teacher education and licensure, provided an overview of implementation of legislation related to teacher education and licensure from the 2018 General Assembly. Mrs. Pitts reviewed legislation that falls into three categories: regulatory revisions that include exempt action, the standard process under the APA, or legislation passed that requires no Board action.

Under exempt action, an agency must implement regulatory action and no discretion is involved. The regulatory action involved minor changes, does not differ materially from federal law or regulations, relates to internal workings of the agency, or is otherwise listed as exempt. The legislation that fall under exempt action include: House Bill 2, House Bill 80, Senate Bill 103 and certain components of House Bill 1125/Senate Bill 349.

The legislation that fall under the standard regulatory review process include House Bill 215, House Bill 1156, and certain components of House Bill 1125/Senate Bill 349.

The legislation that requires no Board action include House Bill 150/Senate Bill 184, House Bill 389/Senate Bill 183, House Bill 1114, House Bill 1000/Senate Bill 343, and certain components of House Bill 112/Senate Bill 349.

Mrs. Pitts shared next steps for implementation of legislation. Exempt actions will be brought to the Board for review and approval and stakeholder groups will be convened to develop proposals for Board review that fall under the standard regulatory review process.

A Board member asked for the department’s view of the legislation that was passed related to teacher education and licensure. Mrs. Pitts responded that she has heard excitement from the field on much of the legislation.

A Board member acknowledged the hard work of VDOE and governor’s office staff.

A detailed copy of Mrs. Pitt’s presentation is available at <http://www.doe.virginia.gov/boe/meetings/index.shtml#worksession>.

The work session adjourned at 3:42p.m.

## LUNCH MEETING

The Board met for lunch on Wednesday June 27, 2018 at 1 p.m. at the James Monroe State Office Building, 25th Floor, with the following members present: Mrs. Atkinson, Mr. Dillard, Mr. Gecker, Mrs. Lodal, Mr. Romero, Dr. Wilson and Dr. Wallace. The following department staff were present: Dr. Lane, superintendent of public instruction, Ms. Emily Webb, director of board relations, Dr. Cynthia Cave, assistant superintendent of policy and communications, and Mrs. Patty Pitts, assistant superintendent of teacher education and licensure.

During lunch, the Board heard from Dr. Luke Miller and Dr. Jim Wycoff from the University of Virginia, about a potential teacher workforce data analytics project. To assist in the Board’s work, Dr. Miller and Dr. Wycoff will prepare a literature review and data analytics project to be presented to the Board in the fall related to teacher attraction, retention and quality.

Lunch ended at 1:55p.m.

## DINNER MEETING

The Board met for a public dinner on Wednesday June 27, 2018 at 6 p.m., at the Berkley Hotel with the following members present: Mrs. Atkinson, Ms. Adkins, Mr. Dillard, Mrs. Lodal, Mr. Romero, Dr. Wilson and Dr. Wallace. The following department staff attended Dr. James Lane, superintendent of public instruction, and Ms. Emily Webb, director of board relations. The following topics were discussed informally:

* Scheduling of Science Standards of Learning public hearings;
* Concern for the President’s family separation policy and the lasting impacts of trauma on children;
* A farewell to Mr. Dillard for his services to the Board.

No votes were taken, and the dinner meeting event ended at 7:35p.m.

## ADJOURNMENT OF THE BUSINESS SESSION

There being no further business of the Board of Education, Mrs. Atkinson adjourned the business meeting at 12:35 p.m.

Diane T. Atkinson, Vice President