

**COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA  
January 28, 2021**

Pursuant to Chapter 1283 of the 2020 Acts of Assembly, the Virginia Board of Education convened in a virtual meeting on Thursday, January 28, 2021 at 10 a.m.

The meeting was open to the public for listening and viewing and livestreamed on the VDOE YouTube channel at <https://www.youtube.com/channel/UCrbx19wHScrWKWIEoUWNIfQ/videos>. Oral public comment was not accepted; however, written public comment was accepted on the Board's email account at [BOE@doe.virginia.gov](mailto:BOE@doe.virginia.gov) and posted on the Board's website at <https://doe.virginia.gov/boe/meetings/2021/01-jan/agenda-012821.shtml>. Mr. Gecker called the meeting to order at 10 a.m.

**Board Roll Call:**

Mr. Daniel Gecker, President  
Dr. Jamelle Wilson, Vice President  
Ms. Pamela Davis-Vaught  
Dr. Francisco Durán  
Ms. Anne Holton  
Dr. Tammy Mann  
Dr. Keisha Pexton

***APPROVAL OF MINUTES***

Dr. Durán made a motion to approve the meeting minutes of November 19, 2020. The motion was seconded by Dr. Wilson and carried unanimously by Board roll call vote.

Mr. Daniel Gecker - aye  
Ms. Pamela Davis-Vaught - aye  
Dr. Francisco Durán - aye  
Ms. Anne Holton - aye  
Dr. Tammy Mann - aye  
Dr. Jamelle Wilson - aye  
Dr. Keisha Pexton - aye

Mr. Gecker welcomed the Board members, staff and the public to the Board of Education virtual meeting. He stated that the meeting is open to the public via livestream on the department's webpage and YouTube channel. Oral public comment would not be accepted due to the limitations of the platform, however written comments as of 5 p.m. on Tuesday were accepted and posted on the meeting webpage for public viewing.

**CONSENT AGENDA****A. Final Review to the Update to the Literary Fund's First Priority Waiting List****B. Final Review of Financial Report on Literary Fund****C. Final Review of Revisions to the Emergency Guidelines for Locally Awarded Verified Credits Due to COVID-19**

Dr. Wilson made a motion to adopt items A-C on the consent agenda. The motion was seconded by Ms. Davis-Vaught and carried unanimously by Board roll call vote.

Board Roll Call:

Mr. Daniel Gecker - aye  
Ms. Pamela Davis-Vaught - aye  
Dr. Francisco Durán - aye  
Ms. Anne Holton - aye  
Dr. Tammy Mann - aye  
Dr. Keisha Pexton - aye  
Dr. Jamelle Wilson - aye

**D. Final Review to Certify a List of Qualified Persons for the Office of Division Superintendent of Schools**

Ms. Davis-Vaught made a motion to approve item D with the exception of Dr. Jamelle Wilson and Dr. Francisco Durán. The motion was seconded by Dr. Durán and carried unanimously by Board roll call vote.

Board Roll Call:

Mr. Daniel Gecker - aye  
Ms. Pamela Davis-Vaught - aye  
Dr. Francisco Durán - aye  
Ms. Anne Holton - aye  
Dr. Tammy Mann - aye  
Dr. Keisha Pexton - aye  
Dr. Jamelle Wilson – aye

Ms. Davis-Vaught made a motion to approve item D including Dr. Jamelle Wilson and Dr. Francisco Durán. The motion was seconded by Dr. Mann and carried by Board roll call vote.

Board Roll Call:

Mr. Daniel Gecker - aye  
Ms. Pamela Davis-Vaught - aye  
Dr. Francisco Durán - recuse  
Ms. Anne Holton - aye

Dr. Tammy Mann - aye  
 Dr. Keisha Pexton - aye  
 Dr. Jamelle Wilson – recuse

### ***ACTION/DISCUSSION ITEMS***

#### **E. Final Review of Revised Foundation Blocks for Learning**

Ms. Jenna Conway, chief school readiness officer, presented this item to the Board on final review.

Ms. Conway provided an update to the current Foundation Blocks for Early Learning.

The overview included:

- Addressing a Shared Challenge: Virginia’s Early Learning Development Standards
- Early Learning Standards Overview
- Implementation: Timeline and Next Steps

Ms. Conway stated all Virginia children are capable of and deserve to enter school ready. Yet more than 37,000 children entered kindergarten without equitable opportunity to fulfill their potential.

- 45% of Virginia kindergarteners started school without having the opportunity to develop key literacy, math, and social-emotional skills.
- Systemically minoritized children (i.e., Black, Hispanic, ELLs, and children with an identified special need or who are from economically disadvantaged backgrounds) are disproportionately less prepared to begin school ready

Ms. Conway brought forth the expectations that the department is asking the Board to approve to help understand child development, providing the right guidance, help to align the language, providing all of the educators the diversity of our sector and aligning the funds appropriately.

Birth to five programs need support to:

- Understand child development and provide developmentally-appropriate practice,
- Use quality instructional tools and engage in aligned professional development,
- Individualize care and instruction to meet the needs of all learners, and
- Promote holistic and intentional learning and development at each age and stage.

Ms. Conway provided historical context for early childhood in Virginia and the Foundation Blocks for Early Learning:

- Virginia received federal funding through the Preschool Development Grant Birth-Five (PDG B-5) to produce comprehensive, birth to five early learning and development standards.
- Per recent legislation, the Virginia Board of Education (VBOE) and Department of Education (VDOE) are now charged with ensuring that all Virginia children have equitable opportunity to enter kindergarten ready.
- Both existing early learning standards documents, VDOE’s Foundation Blocks for Early

Childhood Learning (2013) for four year olds and the Virginia Department of Social Services (VDSS) Milestones of Child Development for childcare for ages birth-five ere last updated in 2013.

- Head Start and Early Head Start use the Early Learning Outcomes Framework for ages birth-five.

The VDOE, along with key project partners and diverse stakeholders, sought to develop comprehensive birth-to-five learning standards that:

- Reflect cultural responsiveness;
- Are pragmatic for families and varied early childhood care and education programs including child care, Head Start and school-based preschool;
- Have a special emphasis on equity, specifically caring for and educating children who are underserved; and
- Are in alignment with Virginia's kindergarten standards of learning (SOLs).

Ms. Conway reported that the Early Learning and Development Standards (ELDS) are unique in their focus on all aspects of learning and development and explicit overlap in age-bands and skill markers. She presented the five structures of early learning standards:

- Foundations of Play and Learning,
- Social and Emotional Development,
- Communication, Language and Literacy,
- Physical Development and Health, and
- Cognitive Development (Science, Social Science: People, Community and Culture, Mathematics and Fine Arts).

Each area of development has sub-areas and focus areas, with standards at indicator level. Standards follow an intentionally overlapping birth-five developmental continuum.

Ms. Conway stated that the ELDS will be the early learning guidelines for birth-five programs beginning with the 2021-2022 school year. VDOE will provide webinars and trainings, develop new instructional resources, review current instructional resources for alignment and make revisions where needed, and continue work with experts in the field on supports for specific populations, such as multilingual learners.

The Superintendent of Public Instruction recommended the Board of Education approve the proposed revisions to the Foundation Blocks for Learning.

Dr. Mann thanked Ms. Conway and the entire team, Dr. Tamilah Richardson and Ms. Erin Carroll, for all of their hard work to shepherd this process and create a valuable resource to the field. She also thanked the staff for following up on questions posed during the first review and the subsequent materials that were provided and appreciated Ms. Conway's responsiveness as they talked through issues.

Dr. Mann's questions center on efforts made to carefully thread the needle regarding how to frame development and learning for these ages, especially when it comes to children under 3. It is worth noting that the title of the document – Virginia's Early Learning & Development Standards: Birth-Five Guidelines is an effort to recognize this important tension. The field knows that standards within the realm of education reflects a set of expectations about what an individual

student should know and be able to do. They inform instruction and children are expected to perform and demonstrate achievement based on such standards. By including guidelines in the title, it underscores the need to appreciate the variability in development, especially during the earliest years of a child's life. When you take the standards language and apply that to infants and toddlers in a strict manner, Dr. Mann made the case that the very nature of the work is about exploration and discovery that creates the foundation for knowing.

Dr. Mann stated knowing is a byproduct of interactions that requires adults to tune into a child's natural curiosity about everything in their environment. By giving words to feelings, naming what they are seeing, asking questions and so forth, we are ever expanding what they are coming to know. As she has considered the content in the introduction, she believes there are opportunities to strengthen language to reflect this perspective and to explicitly note the adverse implications for children's development when indicators are used as curriculum.

Dr. Mann also believes there are opportunities to explicitly state the importance of screening and assessment. There is language that makes clear this document should not be used as a checklist, but we do not explicitly speak to actions that early educators can and should take if they suspect a child's development appears lagging. There are reliable, and valid screening tools that should be utilized given all we know about the benefits of early intervention and the legal responsibilities we have to evaluate and address. Dr. Mann realizes that tools will be developed to help educators use this resource. However, to guard against misuse, we can't overstate the importance of this point and as such, it can be referenced more explicitly here.

Dr. Mann inquired about some of the background research associated with some of the indicators in the fine arts area for children under 3 to evaluate the need for technical edits.

Dr. Mann made a motion to adopt the standards as presented once the attention to some enhancements in the introduction regarding the points she made. The motion was seconded by Dr. Wilson.

Ms. Holton thanked Dr. Mann for her presentation and offered her support for revisions to the introductions. She asked for clarification on the process, if the Board were to approve but additional revisions would be needed before making the document final. Dr. Wilson also asked for clarification on the timeline. Ms. Conway stated that she prefers Dr. Mann's language to be included in the document before Board approval.

After much discussion and consideration, Dr. Mann withdrew her motion to adopt the standards. Action on this item was deferred to the March 18, 2021, meeting to allow additional revisions to be made.

#### **F. Final Review of the Proposed Consolidation of the City of Covington and Alleghany County School Divisions**

Dr. Leslie Sale, director, office of policy, presented this item to the Board for final review.

Dr. Sale reported that this proposal is based on constitutional and statutory authority provided to the Board of Education, which allows the Board to designate school divisions in the Commonwealth in such a way as will best promote the realization of the standards of quality. Additionally, and per § 22.1-25 in the *Code of Virginia*, local school divisions may also submit a

proposal for consolidation to the Board for consideration. In hearing such proposals, the Board shall evaluate the appropriateness of such arrangement, and the potential for the promotion of the standards of quality.

In alignment with this process, the Alleghany County School Board and the Covington City School Board, by way of their Joint Committee on School Consolidation (JCSC) have submitted this Joint Proposal requesting that the Board consider the consolidation of their two local school divisions.

At the Board's November 19, 2020, business meeting, members of the Joint Committee presented their proposal, which highlighted the merits of consolidation for Alleghany County Schools and City of Covington Schools, notably the efficient use of existing resources, promotion of student opportunity, as well as maximizing the school board(s) ability to serve the students and the larger school communities.

Since the presentation in November, the JCSC has continued to lay the groundwork for consolidation.

1. At VDOE's request, each of the relevant school boards and localities have amended their resolutions of support for consolidation so that the language reflects that it is the Board, rather than the Department, with the authority to decide on consolidation.
2. The Joint Committee has also coordinated with the General Assembly membership to ensure they have the legislative support they need to execute the consolidation. Delegate Austin and Senator Deeds have both introduced legislation to update the charter of Covington to reflect the consolidation, contingent on Board approval. They have also submitted budget amendments to provide support to the divisions in implementation.

The JCSC requested that the Board formally dissolve the Alleghany County School Board and the Covington City School Board to establish a single, consolidated school division.

The minutes from the Board of Education's December 11, 1981 business meeting indicate that the last school division consolidation (Alleghany County and Clifton Forge) was formalized by the Board through resolution. Consistent with this precedent, a draft resolution was provided that would state the Board's approval for the dissolution of the Alleghany County School Board and City of Covington School Board to establish a single, consolidated school division. If approved, the consolidation would take effect on July 1, 2022, with the merger of the student bodies to occur in advance of the 2023-2024 school year.

Mr. Stephen Piepgrass, Troutman Pepper Hamilton Sanders LLP, introduced the representatives from the Joint Committee: Mr. Jacob Wright, Alleghany County School Board, Mr. Jonathan Arritt, Covington City School Board, Sherman Callahan, Superintendent, Alleghany County Schools, Melinda Snead-Johnson, Superintendent, Covington City Public Schools, John Lanford, County Administrator Alleghany County and Krystal Onaitis, City Manager, Covington.

The Superintendent of Public Instruction recommended the Board of Education approve the Joint Proposal for the Consolidation of the Alleghany County and Covington City School Divisions.

Dr. Durán asked for clarification whether it is one vote on the resolution and consolidation or

separate approval. Ms. Susan Williams, assistant attorney general, office of the attorney general, stated that only one vote was needed for the resolution and consolidation.

Ms. Holton commended the joint committee on their great work and proposal on consolidating the two divisions. Mr. Gecker asked for clarification on moving forward with consolidation if the requested funds from the General Assembly were not approved, as the General Assembly is still in session and no budget has been approved. Mr. Gecker asked if the funds were not appropriated by the General Assembly, will the consolidation still take place? Ms. Onaitis stated that there is a dual phase approach to the consolidation plan – 1) consolidation of administration; and 2) combining the student body curriculum and scholastic activities. If funds were not appropriated, the timeframe for the dual phase consolidation were be extended. Mr. Arritt added that full funding from the General Assembly would be necessary to implement all aspects of the proposal on the current timeline. In absence of the right level of support, the timeframe will be lengthen and a more phased approach would be taken.

Dr. Wilson made a motion to approve the consolidation of Alleghany County Public Schools and Covington City Public Schools and adopt the resolution. The motion was seconded by Dr. Durán and carried unanimously by Board roll call vote.

Board Roll Call:

Mr. Daniel Gecker - aye  
Ms. Pamela Davis-Vaught - aye  
Dr. Francisco Durán - aye  
Ms. Anne Holton - aye  
Dr. Tammy Mann - aye  
Dr. Keisha Pexton - aye  
Dr. Jamelle Wilson – aye

### **G. First Review of Proposed Revisions to the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers**

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

Mrs. Pitts introduced Dr. James Stronge, president of Stronge & Associates Educational Consulting and Dr. Ginny Tonneson, vice president of Stronge & Associates Education Consulting. She also acknowledge the work group members who were instrumental in the revisions of this document.

The Board of Education is required to establish performance standards and evaluation criteria for teachers, principals, and superintendents to serve as guidelines for school divisions to use in implementing educator evaluation systems. The *Code of Virginia* requires (1) that teacher evaluations be consistent with the performance objectives (standards) set forth in the Board of Education's *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents* and (2) that school boards' procedures for evaluating instructional personnel address student academic progress.

The current *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers* originally were approved on April 28, 2011, and subsequently revised on July 23, 2015, and January 10, 2020. A workgroup was convened to comprehensively review the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*. The Virginia Department of Education (VDOE) engaged Stronge & Associates Educational Consulting, LLC, to facilitate the revisions of this work.

Mrs. Pitts presented the three phases of performance standards and evaluation criteria for teachers.

- PHASE 1 – Revisions to Standard 7-Student Academic Progress became effective January 2020
- PHASE 2 – Addition of Performance Standard, Culturally Responsive Teaching and Equitable Practices; revisions in rating levels; and technical edits
- PHASE 3 – Issuance of a Request for Proposals; Development and Implementation of New Performance Standards and Evaluation Criteria for Teachers.

Mrs. Pitts discussed the timeline for Phase 3 would begin in Spring 2021 and end with implementing of a new evaluation system statewide in July 2024.

Dr. Stronge highlighted the revisions that were made in the current Uniform Guidelines. Multiple organizations were represented on the workgroup to provide input and feedback on the proposed revisions. In preparation, a statewide survey was conducted by school divisions. Dr. Stronge provide some key findings from the survey.

Dr. Stronge presented the changes to the proposed Uniform Guidelines listed below:

- Updated research
- Added two new sections to the document
- Revised Connecting Teacher Performance to Student Academic Progress section
- Made changes to existing performance standards, indicators, and rubrics to address new research and lessons from the field
- Created a new performance standard, Culturally Responsive Teaching and Equitable Practices
- Added language to emphasize the importance of using data sources in conjunction with classroom observation (documentation logs, student surveys, self-evaluations)
- Revised four-rating levels for summative evaluation
- Modified sample forms
- Clarified single summative rating example and scoring ranges

The Superintendent of Public Instruction recommended that the Board of Education receive for first review proposed revisions to the *Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers*.

Dr. Durán thanked Dr. Stronge for his overview of the proposed revisions, he appreciated the change in the ratings to be more behavioral. However, he expressed concern on slide 10 and asked how can the *Guidelines* be clearer with staff about aligning their work to overall equity



work. Mrs. Pitts shared that Ms. Leah Walker, director of equity and community engagement, was a member of the workgroup. Ms. Walker shared that the language in the Standards were what the broader workgroup was comfortable with bringing to the Board for first review, but feedback from the Board would help to strengthen that language. Dr. Durán stated that it is necessary to hold individuals accountable; the *Guidelines* need to be intentional, clear and inclusive.

Ms. Holton noted that cultural responsiveness is not embedded in all of the Standards. She asked if there was anything that could be gleaned from looking and learning from other states. Dr. Stronge responded that this work is very new. Ms. Holton expressed concern that the current three phase approach may be outdated and doesn't solve some of the biggest problems with the current system.

Dr. Pexton stated that she did not see much in the *Guidelines* regarding mentorship and the importance of it. Dr. Lane concurred that more language could be added around mentorship.

Ms. Holton stated that she wanted the public to know that the Board is serious about the work on teacher evaluation. She suggested labeling this version of the proposed *Guidelines* as "interim" and to immediately begin the work on Phase 3.

Mr. Gecker shared that teacher evaluations should be about receiving feedback on their practice and offering solutions and professional development on way to improve. He stated that he needed a better understanding of how much work this process is on localities to update and training on a new evaluation system. He asked if the Board had authority to mandate student evaluation/surveys as part of this process, and asked how professional development would be linked to the evaluation. He continued that teacher effectiveness is the next big area of focus for the Board.

Mrs. Pitts responded that staff and the workgroup felt it was important to do something now on culturally responsive teaching rather than waiting to develop and train on a completely new evaluation system. Dr. Lane followed up that Virginia is a few year away from a new teacher evaluation system.

Dr. Durán echoed the statements by Mrs. Pitts and Dr. Lane. He stated that evaluation should be used as a tool and not a "gotcha" measure. He views these revisions as a positive first step and a substantive change.

Dr. Wilson asked if more information could be added to the introduction of the *Guidelines* to talk about how all of the pieces fit together on the Profile of a Virginia Educator, professional development, mentorship and coaching, and further indicate where the Board anticipates going in the coming years.

Ms. Davis-Vaught shared that she appreciated the work from staff and the workgroup and believes these revisions are on the right track.

Ms. Holton offered her support for Dr. Wilson's suggests about adding language to the introduction. Additionally, she suggested that "interim" be added to the title of the *Guidelines*. Dr. Mann offered her support for adding "interim" to the title of the *Guidelines*.

Mr. Gecker thanked staff and the workgroup for all of their efforts in developing these revisions. He stated that the Board's extensive discussion was not to question the work but rather to see how these revisions fit into the overall vision and framework of the Board on teacher evaluation.

The Board accepted this item on first review

#### **H. First Review of an Addendum and Waiver to Virginia's Consolidated State Plan under the Every Student Succeeds Act of 2015 (ESSA)**

Dr. Julie Molique, director in the office of accountability, presented this item to the Board for first review.

Dr. Molique reported that in March 2020, Virginia received federal waivers that included:

- Assessment requirements in section 1111(b)(2) for the school year 2019-2020, (i.e., reading/language arts, mathematics, science, and English language proficiency);
- Accountability and school identification requirements in sections 1111(c)(4) and 1111(d)(2)(C)-(D) that are based on data from the 2019-2020 school year, including:
  - School identification for comprehensive support and improvement, targeted support and improvement, and additional targeted support and improvement schools in the 2020-2021 school year based on data from the 2019-2020 school year.
- Related reporting requirements in ESEA section 1111(h)

Due to the waiver, the United States Department of Education (USED) created a streamlined addendum process for states to amend their Consolidated State Plans. Using the addendum process, states may request modifications for one year in current year calculations and may also request permission to shift forward by one year their interim measures of progress and school identification timelines.

The items proposed for Virginia's addendum are to:

- Shift the timeline forward by one year for academic achievement indicators, federal graduation rate, and progress in achieving English language proficiency for English Learners.
- Adjust the data included in the three-year average.
- Shift the timeline for the next period of federal identifications of schools to fall of 2022 using data from the 2021-2022 school year.

Dr. Molique reported the Virginia's Consolidated State Plan under ESSA allows a school to meet the measures of interim progress through either the current year rate or a three-year rate that includes the current year and the two previous years. The addendum would request modifying the three-year calculation to include the current year and the previous two years where data are available.

Based on the state's federal accountability system, ESSA requires the identification of three categories of schools for improvement:

- Comprehensive Support and Improvement (CSI),
- Targeted Support and Improvement (TSI), and
- Additional Targeted Support and Improvement (ATSI).

The timeline for identification of schools Virginia's Consolidated State Plan describes the identification of CSI and ATSI schools as occurring every three years. This timeline would result in the identification of new CSI and ATSI schools in the fall of 2021 using data based on the 2020-2021 school year. The addendum would request that this timeline be shifted forward by one year so that the next identification of CSI and ATSI schools would take place in the fall of 2022.

Dr. Moliq reported the timeline for identifying TSI schools is not at a state's discretion; rather, it is codified in the *Every Student Succeeds Act* as a yearly identification.

The identification criteria defined in the Virginia's Consolidated State Plan for TSI schools involves identifying "consistently underperforming" student groups by evaluating two consecutive years of data. Therefore, Virginia needs to submit a waiver to USED to forgo these identifications in the fall of 2021 using data from the 2019-2020 and 2020-2021 school year.

Dr. Moliq also noted that as part of the waiver received in March of 2020, the USED required states who took advantage of the identification waiver to maintain the federal identification statuses of schools from the fall of 2018. As part of the addendum, Virginia would allow schools the opportunity to exit current identification statuses. The exit criteria for CSI schools would need to be modified to not include the following measures:

- a school's 2021-2022 accreditation status,
- chronic absenteeism rates from 2020-2021, and
- student growth rates from 2019-2020 to 2020-2021.

The Superintendent of Public Instruction recommended the Board receive for first review the addendum and waiver to the Consolidated State Plan.

Dr. Wilson asked if this flexibility could prevent VDOE from identifying new schools for supports. Ms. Moliq responded that yes, it could delay identification. Dr. Wilson followed up by asking if it would also delay support for students. Ms. Moliq responded that it would also delay supports for students. Dr. Wilson stated that this was an unintended consequence of the flexibility. Mrs. Shelley Loving-Ryder, assistant superintendent for student assessment, accountability and ESEA programs, responded that the Office of School Quality is continuing to provide supports and monitoring indicators. Dr. Wilson responded that she was thinking more about schools who may not currently be identified as needing support. Dr. Lane responded that OSQ is in the process of building out a new model of supports that would provide assistance to all schools and tailor supports for those identified. Dr. Wilson stated that she is satisfied with this approach but continued to express reservation about the unintended consequence of this flexibility.

The Board accepted this item on first review.

### **I. First Review of Revisions to the Approval Process for Multidivision Online Providers in Virginia**

Mr. Michael Bolling, assistant superintendent, department of learning and innovation, presented this item to the Board for first review.

The Board initially approved the Multidivision Online Provider (MOP) approval process,

including criteria and application, in November 2010 in order to offer virtual learning opportunities to students. In the ten years subsequent to approval, the virtual learning environment has changed dramatically, especially since March 2020. Therefore, proposed revisions to the MOP approval process, including the criteria and application, are required to provide clear and appropriate expectations for providers and ensure quality instruction for virtual learners in Virginia.

Mr. Bolling reported that currently there are 19 multidivision online providers that serve students in Virginia. There are two public school divisions and 17 private providers.

The proposed factors for review and revision includes:

- Changes in the virtual learning environment
- Increases in number of students served virtually statewide, especially in the number of full-time elementary students served
- Changes to data, reporting, security

Mr. Bolling provided a process of the revision outlined below:

Processes: Requirement of Multidivision Online Providers (MOP) to have a Full Review every 3 years for approval.

- Recommended Change: MOP will be reviewed annually using the Monitoring Report and other documentation for approval.

Staffing: Provide at least one FTE teacher at a reasonable ratio to students based on grade and subject being taught, but not exceeding 150 students per FTE teacher (secondary focus).

- Recommended Change: Staffing has been expanded to include elementary, middle and high school and must conform to the staffing requirements set forth in Virginia's Standards of Quality § 22.1-253.13:2c and Standards of Accreditation (SOA) 8VAC20-131-210-240.

Data and Reporting: MOP must provide data to each division in which students are enrolled for the purposes of monitoring student participation and progress.

- Recommended Change: Expanded language to clarify data and class enrollment:
  - Data and data management must meet state and federal testing and reporting requirements, to include, but not limited to FERPA.
  - Annual monitoring will require MOP to report student assessment and achievement data, in addition to data requested from school divisions.

Accountability: MOP must ensure that students meet division participation requirements and make progress toward successful completion of the course.

- Recommended Change: Requiring MOP to provide evidence of student performance.
  - Written policies and procedures for recording, monitoring, and reporting student participation and progress

- Written grading and reporting policies
- Ability to deliver data to meet state and federal requirements
- Ability to transmit data electronically to each division

Equity: Original documents did not include language addressing equity.

- Recommended Change: MOP are required to ensure representation of diverse experiences and perspectives including, but not limited to racial, ethnic, language, religions, and gender groups and inclusion of content that represents, validates, and affirms diverse groups from different rings of culture.

Student Services: Students with special needs, including students with disabilities, students with limited English proficiency, students with financial limitations, students from traditionally underrepresented groups, and others, are not excluded from participating in courses provided by the multidivision online provider.

- Recommended Change: While the responsible school division is required to provide services and counseling for special populations, including students with disabilities, English Learners, gifted, minorities, and/or economically disadvantaged, the provider must work collaboratively with the school division in order to provide these services. Provision of services for these and all students must be clearly stated in the contract between the MOP and the contracting school division. Students shall not be excluded from participating in courses provided by the MOP. The provider must ensure equity-related policies and practices in the Commonwealth of Virginia for providing access to all students.

Technology: Technology is used to support course delivery and management.

- Recommended Change: MOP will provide written documentation to support course delivery, management, system data and reporting, response time, and staffing.
- Timely and consistent technical support, at a minimum of regular business hours, is available for students, parents/guardians, and school divisions and contact information shall be communicated to stakeholders and posted publicly.

Course and Submission Alignment: Course alignment with Virginia Standards of Learning (SOL) and competencies

- Recommended Change: Course content objectives should meet or exceed the Virginia SOL, competencies, and the SOA (90%+ on all strands, objectives, concepts, competencies, and skills).

The Superintendent of Public Instruction recommended that the Board receive for first review proposed revisions to the Multidivision Online Provider approval process, including the criteria and application.

Dr. Mann asked for clarification on enrollment numbers with MOPs, specifically those for elementary students. Mr. Bolling stated that enrollment increases have been significant although the VDOE doesn't have specific percentage increases right now for elementary students. Mr. Bolling stated that he would follow-up with Dr. Mann once the data collection is complete. Dr.

Mann shared that she is pleased to see the VDOE focusing on this process to ensure alignment with student needs and what is needed for their success.

The Board accepted this item on first review.

### **J. First Review of Recommended Cut Scores for Substitute Tests for Verified Credit in Reading and Writing**

Mrs. Shelley Loving-Ryder, assistant superintendent for student assessment, accountability, and ESEA programs, presented this item to the Board for first review.

Mrs. Loving-Ryder reported that the new SOL reading tests measuring the 2017 English SOL revisions are being implemented in 2020-2021. The current substitute tests for reading must be reviewed to ensure that they meet or exceed the content of the current SOL and that the adopted cut scores for proficient and advanced are still appropriate. New SOL writing tests based on the 2017 English SOL have not been developed yet; however, since the previous review of the substitute tests for writing in 2013, ACT has added a writing component in addition to the English test. Based on this change, a review of the ACT test when used to verify credits in writing was needed.

A committee of educators was convened to review the tests and evaluate the previously adopted cut scores for the substitute tests for reading and to recommend cut scores for the revised ACT test for use in verifying credits for writing. In some cases, committee members verified the current cut scores for the substitute tests for reading. In other cases, they recommended revisions to the cut scores for reading. Recommended revisions to the list of approved substitute tests for reading appear in the strikethrough version of the current list, which can be viewed at <https://www.doe.virginia.gov/boe/meetings/2021/01-jan/item-j.docx>. The committee's recommendation for the cut scores for the revised ACT test when it is used as a substitute test for writing is also included.

The Superintendent of Public Instruction recommended that the Board receive for first review the proposed cut score revisions for the following substitute tests for verified credit in English:

#### Reading

- Cambridge International Examination: English Language (GCE) - AS Level: D for pass/advanced
- Cambridge International Examinations: Literature in English (IGCSE): the addition of the numeric scale used in other countries: 3 for pass/proficient and 5 for pass/advanced
- IB English Language A: Literature (Standard Level) and IB English Language A: Literature and Language (Standard Level): 4 for pass/advanced
- Test of English as a Foreign Language (TOEFL) Internet-based Test (iBT) Reading Subtest: 23 for pass/advanced

#### Writing

- ACT: English Subtest: 17 for pass/proficient and 23 for pass/advanced and Writing Subtest: 6 for pass/proficient and 9 for pass/advanced

Dr. Duran asked for clarification on the recommendation from the teacher workgroup related to the cut scores being raised by one point for pass advanced. Mrs. Loving-Ryder confirmed that those were the recommended cut scores from the teacher workgroup.

The Board accepted this item on first review.

### **K. First Review of Child Abuse and Neglect Recognition and Intervention Training Curriculum Guidelines**

Dr. Samantha Hollins, assistant superintendent of special education and student services, presented this item to the Board on first review.

In 2003, the Board approved the *Child Abuse Recognition and Intervention Training Curriculum Guidelines* in compliance with § 22.1-298.1 of the *Code of Virginia*. This legislation requires persons seeking initial licensure as teachers and persons seeking licensure renewal as teachers for the first time to complete study in child abuse recognition and intervention in accordance with curriculum guidelines developed by the Board in consultation with the Department of Social Services.

Revisions to the Child Abuse Recognition and Intervention Training Curriculum Guidelines are proposed to reflect amendments to Virginia legislation (HB 2597 (2019), SB 1661 (2019), SB 706 (2020), HB 1242 (2008), HB 2193 (2013), SB 1117 (2018), SB 184 (2018), HB 150 (2018)) and to align with current terminologies and best practices. Specifically, the proposed revisions include reorganization of learning objectives for clarity purposes, updating types of child abuse and types of responses to include human trafficking, and aligning with systems of care and trauma-informed strategies for social services interventions. The revisions can be viewed at <https://www.doe.virginia.gov/boe/meetings/2021/01-jan/item-k.docx>

The Superintendent of Public Instruction recommended that the Board receive for first review the proposed revisions to the *Child Abuse and Neglect Recognition and Intervention Training Curriculum Guidelines*.

The Board accepted this item on first review.

Dr. Hollins reminded the Board and the public about the upcoming School Counseling Week (February 1-5, 2021) and Virginia Kindness Week (February 14-20, 2021).

### **L. First Review of Revised Guidelines for Policies on Concussions in Students**

Vanessa Wigand, coordinator for health education, driver education, physical education and family life education, presented this item to the Board on first review.

Ms. Wigand reported that the *Guidelines for Policies on Concussions in Student-Athletes* were first enacted by the 2010 General Assembly when it amended the Code of Virginia to include §22.1-271.5 directing the Board to develop and distribute to school divisions guidelines for policies dealing with concussions in student-athletes that defined appropriate licensed health care providers authorized to evaluate and provide written clearance for return to play; required each school division to develop policies and procedures to inform and educate coaches, student-athletes and their parents or guardians on the risks, and short- and long-term health effects of concussions; established criteria for removal from and return to play, and the risks for not reporting the injury and continuing to play; and provided guidance for the identification and handling of suspected concussions in student-athletes allowing for adequate time to heal, and providing comprehensive support until the student-athlete is symptom free.

The 2019 General Assembly amended the *Code* to require the Board to collaborate with various stakeholders and biennially update its guidelines on policies to inform and educate coaches, students, and parents about the risk of concussions and provide guidance on evidence-based protocols for return to learn and return to play.

On behalf of Board, meetings were convened with clinicians, neuroscientists, researchers and other key stakeholders identified in the legislation. The Concussion Review Committee's recommendations are included in boilerplate, Attachments A and B. The following are the proposed guidelines to update:

- Adding more progressive research-based approaches to physical rest, return to learning and screen time.
- Emphasize early recognition and appropriate response to concussions and monitoring ongoing or new symptoms
- Support a multidisciplinary management approach with appropriate health care providers directing the student's recovery in collaboration with educational professionals differentiating academic supports
- Enhance phase guidance protocols for a stepwise gradual increase in physical and cognitive demands without return of symptoms that allows students to heal while continuing their education and
- Adding physical therapists licensed by the Virginia Board of Physical Therapy to the Board of Education's list of appropriate licensed health care providers.

The Superintendent of Public Instruction recommended the Board receive for first review the proposed revisions to the Guidelines for Policies on Concussions in Students.

The Board accepted this item on first review.

**M. First Review of the Advisory Board on Teacher Education and Licensure's Recommendation for a Passing Score for the Praxis® Middle School Science (5442) Test for the Middle Education 6-8 Science Endorsement**

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

Mrs. Pitts introduced Malik Mckinley, director of client relations for the Educational Testing Services (ETS). Mrs. Pitts reported that the Board requires testing for Virginia Communication and Literacy Assessment, Praxis Subject Assessments and Reading for Virginia Educators for specified endorsements. The proposed recommendation from the Advisory Board on Teacher Education and Licensure (ABTEL) is to set a passing score for the Praxis® Middle School Science (5442) Test for the Middle Education 6-8 Science Endorsement. This test will be required for individuals seeking initial licensure unless exempted by holding a full, clear out-of-state license with no deficiencies and can be taken and passed to add an endorsement in Middle Education 6-8 Science by individuals holding a valid renewable teaching license. It is also used as an option for individuals who use and pass the test may add an endorsement in Middle school 6-8 to their existing license.

ETS provides a recommended passing score from the multistate standard-setting study to help



education agencies determine an appropriate operational passing score. For the Praxis Middle School Science test, the recommended passing score is 61 out of a possible 100 raw-score points.

ABTEL members reviewed the standard-setting report and recommended that the Board of Education approve the passing score of 147 (-1 CSEM below the standard setting panel's recommendation).

The scale score associated with a raw score of 61 is 152 on a 100–200 scale.

The Superintendent of Public Instruction recommended that the Board receive for first review the recommendation of the Advisory Board on Teacher Education and Licensure to establish a cut score for the Praxis® Middle School Science (5442) test.

The Board accepted this item on first review.

#### **N. First Review of Approval of Timeline for the Virginia Mathematics Pathways Initiative (VMPI)**

Tina Mazzacane, mathematics coordinator, office of STEM and innovation, presented this item to the Board for first review.

At the January 22, 2020 Board Work Session, the Virginia Mathematics Pathways Initiative (VMPI) team provided a preliminary overview of the initiative and sought feedback from Board of Education members to further develop the proposed changes. Over the past year, the team convened meetings to further develop proposed actions and met with multiple groups of stakeholders to collect and analyze feedback related to the proposals. The VMPI team wanted to update the Board and seek feedback and approval in moving forward with actions to support implementation of the initiative.

The Virginia Mathematics Pathways Initiative is a joint initiative among the VDOE, State Council of Higher Education for Virginia, and Virginia Community College System. This multi-phased project focuses on ensuring that all students have equitable access to high-quality mathematics instruction and seeks to strengthen the articulation between K-12 and postsecondary opportunities.

This initiative is grounded in the belief that every student should be empowered and engaged as a mathematical learner, experience success in mathematics, and become fully prepared to meet the quantitative demands of their future lives and careers. However, the stories about students who are matriculating through K-12 mathematics public education programs across the country do not always reflect these beliefs. Ms. Mazzacane provided examples of student's skills across the United States as told in a recent report titled "The Launch Years, A New Vision for the Transition from High School to Postsecondary Mathematics," published in 2020 in collaboration with the Charles A. Dana Center at the University of Texas at Austin.

Ms. Mazzacane shared that these same stories could easily occur somewhere in Virginia. It is important to work to change these stories in order to provide the opportunities for all students to succeed. Dismantling inequitable structures that challenge spaces of marginality and privilege are needed.

Ms. Mazzacane is pleased to report that the national landscape in mathematics education has begun to change. Virginia has been participating for the past two years in a forum with 23 other states across the country that has been organized by the Conference Board of Mathematical Sciences. CBMS is an umbrella organization of over 15 national mathematics and statistics organizations. The VMPI team has been able to collaborate and share strategies with other states for changing mathematics pathways and promoting equity.

Ms. Mazzacane introduced Dr. Trena Wilkerson, the president of the National Council of Teachers of Mathematics, the largest mathematics education organization dedicated to K-12 mathematics education. NCTM advocates for high-quality, engaging mathematics teaching and learning for each and every student.

Dr. Wilkerson shared an analysis of students leaving high schools reported that nearly 60% were not equipped with the mathematics to enter college and this in turn significantly impacts immediate vocational opportunities for students choosing that path.

Dr. Wilkerson supports Virginia's leadership and commitment to create a system, which addresses these challenges and creates a structure to provide and support equitable opportunities for all students in Virginia to learn rigorous mathematics. This would make Virginia a leader in seeing K-12 mathematics education as an engine for creating opportunities for students and their future rather than serving as a barrier denying or limiting access to large portions of our students and adversely impacting their lives and communities.

Dr. Wilkerson shared that COVID-19 has revealed many existing challenges and inequities in our system that are addressed through the Virginia Mathematics Pathways Initiative. This work comes at an opportune time when there is a need to consider ways in which more systemic structures can be put in place to ensure that the most essential content is being emphasized in K-12 mathematics education, taught to and learned by all students.

Dr. Wilkerson continued that the thoughtful and purposeful efforts of the Virginia Mathematics Pathways Initiative reflect the gravity of the challenges and the development of systemic programs to change how mathematics is approached and create positive outcomes for students across the state. She hoped that the Board will work to support the implementation of this work and offered the support of NCTM.

Ms. Mazzacane reported The Virginia Mathematics Pathways Initiative has five main goals:

1. Improve equity in mathematics learning opportunities
2. Empower students to be active participants in a quantitative world.

3. Encourage students to see themselves as knowers and doers of mathematics
4. Identify K-12 mathematics pathways that support future postsecondary opportunities
5. Collaborate with multiple stakeholders to advance mathematics education

The Virginia Mathematics Pathways support a curriculum that is rich and not rushed, in which mathematics instruction emphasizes depth of understanding over procedural memorization. The VMPI supports a structure for mathematics learning that drastically reduces the need for acceleration and advocates for mixed ability classrooms. Promoting shared mathematics learning experiences for students must be explored as a way to dismantle inequitable structures that may currently exist.

This shift from acceleration to deeper learning will require teachers to build stronger skills in differentiating instruction to meet the varied needs of learners. These changes also have the potential for furthering interdisciplinary connections across the grade levels.

As represented in the VMPI infographic, included in Attachment A of your Board Packet, the proposed Virginia Mathematics Pathways follow a progression.

- Foundational Mathematics Concepts are built in grades K-7 based on five content strands, shown on the slide, that permeate across the grade levels. These foundational years establish the “roots” of mathematical understanding. Mathematical concepts are established upon which additional learning can be extended.
- VMPI proposes that the current mathematical structure of Algebra I, Geometry, and Algebra II, which is sometimes referred to as the “Geometry Sandwich,” be replaced. Beginning in grade 8, students would begin a sequence of three Essential mathematics concepts courses that would focus on the most essential concepts that students need to learn to become mathematically literate and to be prepared for more advanced mathematics courses in grades 11-12.
- In grades 11-12, VMPI proposes more options for students to pursue courses that might prepare them for postsecondary opportunities. VMPI proposes that the graduation requirements be changed so that students would be required to take 4 years of mathematics. In grades 11-12, students would have the option to mix and match courses from a set of semester (1/2 credit) course options, based on various areas, such as data, design, analysis, modeling, and computing.

The Virginia Mathematics Pathways Initiative will span over multiple years. Phase 1 of the project occurred during the 2019-2020 school year. A leadership team was established, made up of three teams, an Essential Mathematics Concepts team, a Mathematics Pathways team, and a Communications team to begin planning the proposed actions of the initiative.

Phase 2 of the project, which occurs during the 2020-2021 school year, is currently underway. The Essential Mathematics Concepts team met to review the existing 2016 Mathematics Standards of Learning and further define a set of essential mathematics concepts for grades 8-10. The team is now seeking feedback from various stakeholder groups to revise the work and will

begin creating draft standards and a curriculum framework this spring. The full VMPI Phased Timeline of Action Steps has been developed and included as Attachment B in the Board Book.

Ms. Mazzacane thanked and recognized the 25 VMPI team members and two VDOE math staff who have worked with passion and perseverance to develop the Virginia Mathematics Pathways Initiative over the past two years. Their tireless dedication continues to amaze me and I am grateful to work with such a diverse and cohesive group of colleagues!

Ms. Mazzacane shared that VMPI webinars and meetings were held with various stakeholder groups from September 2020 through January 2021. Feedback was collected informally during webinars and meetings and formally through a feedback survey that was shared with participants. During each session, participants in these stakeholder webinars were asked to share what excites them about the Virginia Mathematics Pathways Initiative. Stakeholders conveyed enthusiasm around the proposed pathways and their potential to expand mathematics course options for students. In addition, feedback also positively reflected upon the initiative's potential for emphasizing the application of mathematics and the opportunity for furthering interdisciplinary connections across the grade levels.

The stakeholder feedback received thus far has provided additional insight into many important considerations as the VMPI continues. Five major considerations were identified that will require additional focus during planning and implementation:

1. **Shifting from Acceleration to Deeper Learning through Differentiated Instruction:** The proposed shift from moving through mathematics content faster to learning more deeply about mathematical ideas and authentic applications will require an explicit course of action. Beliefs (whether historical, cultural, and/or social) about children's mathematical abilities that might contribute to inequitable practices in mathematics grouping and acceleration will need close examination.
2. **Supporting Access to Rigorous Coursework:** Stakeholder feedback has expressed some specific concerns regarding how the changes would impact students preparing to study in mathematics intensive fields. VMPI leadership teams will ensure that the mathematics course options being proposed provide a pathway to Precalculus and Calculus-level work, while also paving the way for other just as rigorous options that focus on data analysis, mathematical modeling, computer science, or other rigorous mathematics.
3. **Providing Equity in Readiness and Access:** Dismantling inequitable structures that challenge spaces of marginality and privilege are needed to ensure that every student is well prepared with the mathematical literacy they require and deserve for both their future personal and professional lives. Ensuring consistent identification of students who possess unfinished learning in mathematics and would benefit from additional support to strengthen and deepen mathematical learning in order to ensure readiness is needed.

4. Teacher Preparation, Licensure, and Teacher Shortages: Also echoed through stakeholder feedback was the need to consider changes to teacher preparation programs, to take into account teacher shortage issues, and to reexamine licensure requirements.
5. Assessment: Stakeholder feedback also revealed that consideration is needed to determine how student assessment will be affected by the proposed changes. The VDOE must examine the options that are available to move toward a more balanced approach to assessment that might require scoring scenarios not currently in use.

The Superintendent of Public Instruction recommended that the Board of Education waive first review and approve the timeline to move forward with the implementation of the Virginia Mathematics Pathways Initiative.

Dr. Wilson thanked Ms. Mazzacane for her presentation. She asked about the changes with the ½ credit courses, if endorsements for teachers would change. Ms. Mazzacane responded that the endorsements would not change but certainly teacher professional development would change and would be available from VDOE. Dr. Wilson also asked for clarification on the birth to age 5 pathway as this current initiative begins with kindergarten. Ms. Mazzacane responded that recognizing and linking this initiative to early childhood is vitally important when discussing school readiness.

Ms. Holton shared that she is very impressed with the VMPI. She asked for clarification on the need to change graduation requirements to include four years of mathematics for both diploma types. Ms. Mazzacane stated that the goal is to promote four years of high school math for all students to be college or career ready by the end of high school but some accommodations could be made as students often take high school mathematics during the middle school years. Ms. Holton continued that the Board has been trying to offer more flexibility to high school students and requirement four year of mathematics would be contrary to the current vision. She stated that this change will need to be highlighted in communities across the Commonwealth. Ms. Holton also inquired about the mathematics teacher shortage challenges and asked if more high school math teachers would be required, and is it realistic to think Virginia can overcome these shortage challenges. She noted that VDOE is working with teacher preparation programs but asked if additional resources are needed.

Dr. Durán made a motion to waive first review and approve the timeline. The motion was seconded by Ms. Davis-Vaught and carried by Board roll call vote.

Board Roll Call:

Mr. Daniel Gecker - aye  
Ms. Pamela Davis-Vaught - aye  
Dr. Francisco Durán - aye  
Ms. Anne Holton - aye

Dr. Tammy Mann - aye  
Dr. Jamelle Wilson – aye  
Dr. Pexton – not present for the vote

### **O. First Review of Nominations to Serve on the Early Childhood Advisory Committee**

Ms. Emily Webb, director of board relations, presented this item to the Board for first review.

Ms. Webb presented the recommended nominees to serve on the Early Childhood Advisory Committee. The advisory committee to the Board was established as part of Chapters 860 and 861 from the 2020 Acts of Assembly, which unify early childhood care and education programs across the Commonwealth under the Board and Department of Education. This committee will serve as the state advisory committee for the purposes of section 642B of the *Improving Head Start for School Readiness Act of 2007*.

A superintendent’s memo was released in early November to announce the call for nomination. This memo was shared with school divisions, early childhood membership associations, Smart Beginnings partners, ECCE providers across the Commonwealth, individuals who asked to be notified of the Board’s business and others in the specialty areas of each committee.

At the conclusion of the nomination period, over 160 applications were received. Each application and the applicants’ responses to the supplementary questions were review by VDOE staff using a rubric to assess the qualifications for the categories of membership they selected and alignment with the commitment to promoting equity, inclusion, quality, family engagement and innovation. Scores were averaged across reviewers to create an aggregate rating. The nomination for each legislatively mandated membership category was based on this rating.

As with other Board advisory committees, the Early Childhood Advisory Committee will have three-year terms. If approved, the committee terms will begin February 2021 and end June 2024 to coincide with other advisory committee terms. The full list of recommended nominees can be viewed at <https://www.doe.virginia.gov/boe/meetings/2021/01-jan/item-o.docx> .

The Superintendent of Public Instruction recommended that the Board waive first review and approve the recommended nominees to fill the vacancies on the Early Childhood Advisory Committee.

Dr. Mann commend the staff on an awesome list of qualified applicants to serve on ECAC.

Dr. Mann made a motion to waive first review and approve to fill the vacancies. The motion was seconded by Dr. Wilson and carried by Board roll call vote.

Board Roll Call:

Mr. Daniel Gecker - aye  
Ms. Pamela Davis-Vaught - aye  
Dr. Francisco Durán - aye  
Ms. Anne Holton - aye  
Dr. Tammy Mann - aye  
Dr. Jamelle Wilson – aye

Dr. Pexton – not present for the vote

## **PRESENTATIONS**

### **P. Virginia's Equity Framework: Navigating EdEquityVA**

Leah Walker, director, office of equity and community engagement, presented a presentation on the equity framework. The presentation can be viewed at:

<https://www.doe.virginia.gov/boe/meetings/2021/01-jan/item-p-presentation.pptx>

In December of 2020, the department released Navigating EdEquityVA: Virginia's Road Map to Equity. This document provides a framework and strategic vision to advance education equity in Virginia. Navigating EdEquityVA: Virginia's Road Map to Equity establishes the department's education equity priorities, advances tools and resources to support local school divisions, and affirms our commitment to dismantle any and all forms of inequity in Virginia's public education system.

With a focus on centering equity through cultural competency and the elimination of opportunity gaps, the framework affirms the VDOE's commitment to dismantle any and all forms of inequity in Virginia's public education system.

Ms. Walker stated that educational equity will be achieved when the predictability of student outcomes based on race, gender, zip code, ability, socioeconomic status or languages spoken at home is eliminated.

Virginia's Equity Framework, prioritizes strategies into two categories that are informed by Virginia achievement data, best practice, and relevant research: (1) Increasing the Cultural Proficiency of Virginia's Educator Workforce, and (2) Closing Opportunity Gaps for Virginia Students.

The Roadmap is guided by the EdEquityVA Compass, which articulates the essential competencies necessary to advance these equity priorities. These include Continuous Reflection, Compassionate Student and Family Engagement, Curriculum Reframing, Courageous Leadership, and Cultural Responsiveness. Together, the Equity 5Cs, represent both the philosophical framing of our road map and the strategic focus of our technical support to local school divisions across the Commonwealth.

The goal of this framework is for the resources and tools provided to support the efforts of local divisions, school leaders, teachers and education stakeholders to fight racial injustice and eradicate systemic inequity from our public education system.

Dr. Duran thanked Ms. Walker for her presentation and thanked her for providing definitions to bring clarity to the equity work. He also mentioned the work of the Culturally Relevant and Inclusive Education Practices Advisory Committee, which he serves as one of the co-chairs.

Ms. Holton commended Ms. Walker on the framework and asked that she let the Board know how the roadmap can become a reality throughout education in Virginia.

### **Q. Status Report on COVID Impacts on PreK-12 Education**

Holly Coy, assistant superintendent, department of policy, equity, and communications and Michael Bolling, assistant superintendent, department of learning and innovation, presented this presentation to the Board. The presentation can be viewed at <https://www.doe.virginia.gov/boe/meetings/2021/01-jan/item-q-presentation.pptx>.

Ms. Coy provided an overview of impacts of COVID-19 on PreK-12 education in Virginia public schools. In June 2020, the Governor released Phased Guidance for Virginia's Schools, which provided a phased approach for bringing students back to school for in person instruction, following the statewide closure ordered in March. In October 2020, the Virginia Department of Health issued Interim Guidance for Virginia Schools, which incorporated CDC Indicators for Decision making (released in September). In January 2021, Interim Guidance for Reopening PreK-12 Schools was issued to consolidate and replace the previously issued guidance and support school divisions as they planned for reopening in 2021. Key updates included a five step decision-making framework, and a new decision matrix for local divisions to use.

Ms. Coy discussed the five steps to guide school reopening decisions and decision matrix based on community transmission:

1. Self-Assessment of implementation of mitigation strategies
2. Determine the level of school impact
3. Determine the level of community transmission
4. Understanding your community needs
5. Decide which groups to include for in-person learning

Ms. Coy discussed the other applicable state policies such as requiring the use of face coverings and restricting social gathering group size, health and safety measures, COVID reporting requirements, applicable to certain employers, including schools. The State Health Commissioner required submission of health plans by school divisions before reopening in Phase II or Phase III and the Vaccine Distribution Policy.

Ms. Coy reviewed the statutory and budgetary language waivers provided by Dr. Lane. All waivers and relief measures issued to date can be viewed on VDOE website <https://www.doe.virginia.gov/>.



Mr. Bolling presented information on the operational impacts and instructional delivery impact of COVID-19 on local school divisions, including enrollment loss. He provided the Board with heatmaps of the operational status and instructional modalities of all school divisions in the Commonwealth on September 8, 2020, December 12, 2020 and January 26, 2021.

At the Board's request, a survey of local school divisions was conducted to collect information and data on instructional delivery, academic outcomes, division challenges, assessment strategies and supports for students. Mr. Bolling provided charts and graphs on the findings of that periodic report. He noted that this data was a starting point and additional surveys will be distributed to local school divisions throughout the year to collect more data and discover trends.

Mr. Bolling shared Phonological Awareness Literacy Screening (PALS) and NWEA Map Assessment data for Virginia and information about the diagnostic assessments administered by local school divisions during the 2020-2021 school year.

Mr. Bolling stated that the VDOE will continued support for in-person learning, particularly for our most impacted students, with appropriate health mitigation strategies. Remediation and recovery efforts led by VDOE may include a workgroup of stakeholders to provide best practices and support to local divisions. He shared that a second Periodic Report to be deployed in February to garner more granular and comparative data on academic impacts.

Mr. Gecker thanked Ms. Coy and Mr. Bolling for their presentation. He stated that the information and data shared was exactly what the Board asked for when the periodic report was requested. He appreciates the work that VDOE staff put into the report and presentation.

## **WRITTEN REPORTS**

### **R. Update on the 2021 General Assembly Session**

Dr. Leslie Sale, director of policy, provided the Board with a written update on the 2021 General Assembly Session. The report can be viewed at: <https://doe.virginia.gov/boe/meetings/2021/01-jan/item-r-attachment-a.docx>

### **S. Implementation of Standards of Quality (SOQ) Staffing Requirement Flexibilities**

Mr. Kent Dickey, deputy superintendent, division of budget, finance and operations, and Dr. Jennifer Piver-Renna, director of the office of research, provided the Board with a written report on the Implementation of Standards of Quality Staff Requirement Flexibilities. The report can be viewed at: <https://doe.virginia.gov/boe/meetings/2021/01-jan/item-s.docx>.

### **T. Timeline for the Review and Revision Process of the 2015 History and Social Science Standards of Learning**

Ms. Christonya Brown, history and social science coordinator, provided the Board with a written report on the Timeline for the Review and Revision Process of the 2015 History and Social Science Standards of Learning. The timeline can be viewed at:

<https://doe.virginia.gov/boe/meetings/2021/01-jan/item-t.docx>

#### **U. Timeline for the Review and Revision of Virginia’s Textbook Review Process to Identify High-Quality Instructional Materials**

Michael Bolling, assistant superintendent for learning and innovation, provided the Board with a written report on the Timeline for the Review and Revision of Virginia’s Textbook Review Process to Identify High-Quality Instructional Materials. The full timeline can be viewed at:

<https://doe.virginia.gov/boe/meetings/2021/01-jan/item-u.docx>

#### **V. Timeline for the Review of the 2015 Physical Education, 2015 Driver Education and 2020 Family Life Education Standards of Learning**

Vanessa Wigand, coordinator for health education, physical education, driver education, and family life education, provided the Board with a written report on the Timeline for the Review of the 2015 Physical Education, 2015 Driver Education and 2020 Family Life Education Standards of Learning. The timelines for each review can be viewed at:

[https://www.doe.virginia.gov/testing/sol/standards\\_docs/physical\\_education/index.shtml](https://www.doe.virginia.gov/testing/sol/standards_docs/physical_education/index.shtml),

[https://www.doe.virginia.gov/testing/sol/standards\\_docs/driver\\_education/index.shtml](https://www.doe.virginia.gov/testing/sol/standards_docs/driver_education/index.shtml) and

[https://www.doe.virginia.gov/testing/sol/standards\\_docs/family\\_life/index.shtml](https://www.doe.virginia.gov/testing/sol/standards_docs/family_life/index.shtml).

#### **W. Timeline for Guidelines for Instruction on the Safe Use of and Risks of Abuse of Prescription Drugs**

Vanessa Wigand, coordinator for health education, physical education, driver education, and family life education, provided the Board with a written report on the Timeline for Guidelines for Instruction on the Safe Use of and Risks of Abuse of Prescription Drugs. The timeline can be viewed at: <https://doe.virginia.gov/boe/meetings/2021/01-jan/item-w.docx>.

#### **X. JLARC Report: K12 Special Education in Virginia**

Dr. James Lane, superintendent of public instruction, provided the Board with a written report on K12 Special Education in Virginia. The report can be viewed at:

<http://jlarc.virginia.gov/pdfs/reports/Rpt545.pdf>.

#### **Y. JLARC Report: Review of the Children’s Services Act and Private Special Ed Day School Costs**

Dr. James Lane, superintendent of public instruction, provided the Board with a written report on the Review of the Children's Services Act and Private Special Ed Day School Costs. The report can be viewed at: <http://jlarc.virginia.gov/pdfs/reports/Rpt541-1.pdf>.

**Z. JLARC Report: Operations and Performance of the Virginia Department of Education**

Dr. James Lane, superintendent of public instruction, provided the Board with a written report on the Operations and Performance of the Virginia Department of Education. The JLARC Report can be viewed at: <http://jlarc.virginia.gov/pdfs/reports/Rpt538.pdf>.

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

Mr. Gecker stated that as the Board continues to move through each priority of the Comprehensive Plan, it would be helpful to lay out the Board's goals on teacher evaluation and teacher effectiveness to better understand how to get there, decide what measures and evaluations are needed and where the Board should focus its efforts. He also noted that it's important not just think about teachers but also building leadership.

Ms. Holton thanked JLARC for their work on the three reports shared earlier. She also noted for the public that the Board does read and review all public comment that is submitted for consideration, and she specifically acknowledged February as Black History Month.

**ADJOURNMENT**

There being no further business of the Board of Education, Mr. Gecker adjourned the business meeting call at 3:15 p.m.



Mr. Daniel Gecker, President