

**COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA  
January 22, 2020**

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  
Ms. Pamela Davis-Vaught  
Ms. Anne Holton  
Dr. Keisha Pexton

Mrs. Diane Atkinson, Vice President  
Dr. Francisco Durán  
Dr. Tammy Mann  
Dr. Jamelle Wilson  
Dr. James F. Lane,  
Superintendent of Public Instruction

Mr. Gecker called the meeting to order at 12:30 p.m.

***EXECUTIVE SESSION***

Mrs. Atkinson made a motion to go into executive session under *Virginia Code §2.2-3711(A) (40)*, 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, and Kevin Foster, whose presence will aid in this matter, participate in the closed meeting. The motion was seconded by Dr. Wilson and was carried unanimously. The Board went into executive session at 12:31 p.m. Mrs. Atkinson made a motion that the Board reconvened in open session at 1:43 p.m. The motion was seconded by Dr. Wilson and carried unanimously.

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 would be recorded in the minutes.

Board roll call:

- Dr. Mann - yes
- Dr. Durán - yes
- Ms. Holton - yes
- Mrs. Atkinson - yes
- Mr. Gecker - yes
- Dr. Wilson - yes
- Dr. Pexton - yes
- Ms. Davis-Vaught - yes

The Board made the following motions:

Dr. Wilson made a motion to revoke the license of Daniel Michael Wolfe. The motion was seconded by Dr. Mann and carried unanimously.

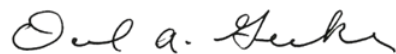
Dr. Pexton made a motion to take no action against the license in Case #2. The motion was seconded by Dr. Mann. Dr. Durán recused himself. The motion carried.

Dr. Durán made a motion to issue a license in Case #3. The motion was seconded by Dr. Wilson and carried unanimously.

Mrs. Atkinson made a motion to revoke the license of Ryan Thomas Pick. The motion was seconded by Dr. Wilson. Dr. Durán recused himself. The motion carried.

### ***ADJOURNMENT***

There being no further business of the Board of Education, Mr. Gecker adjourned at 1:45 p.m.



Daniel Gecker  
President

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Mrs. Diane Atkinson, Vice President  
Dr. Francisco Durán  
Dr. Tammy Mann  
Dr. Jamelle Wilson  
Dr. James F. Lane,  
Superintendent of Public Instruction

Mr. Gecker called the meeting to order at 9:00 a.m.

***MOMENT OF SILENCE***

Mr. Gecker asked for a moment of silence.

***PLEDGE OF ALLEGIANCE***

The Pledge of Allegiance followed the moment of silence.

***APPROVAL OF MINUTES***

Dr. Durán made a motion to approve the minutes of November 13-14, 2019, meetings of the Board. The motion was seconded by Dr. Wilson, Dr. Mann abstained and the motion carried. Copies of the minutes were distributed in advance of the meeting.

***Resolution of Recognition***

A Resolution of Recognition for Virginia's 2020 Regional Teachers of the Year were presented to:

- Region 1 - Mr. Gregory Lyndaker, Henrico High School, Henrico County
- Region 2 - Ms. Rachel Thompson, Princess Anne High School, Virginia Beach
- Region 3 - Ms. Latasha Lee, Northumberland Middle and High Schools, Northumberland County

- Region 4 - Ms. Jennifer R. Rodgers, Dominion High School, Loudoun County
- Region 5 – Ms. Amy M. Mallow, Huddleston Elementary School, Bedford County
- Region 7 - Ms. Sara Deel, Marion Senior High School, Smyth County
- Region 8 - Ms. Michelle Howell, LaCrosse Elementary School, Mecklenburg County

A Resolution of Recognition for Virginia’s 2020 Teacher of the Year was presented to:

- Ms. Andrea Johnson, 12<sup>th</sup> grade English teacher at Salem High School in Region 6.

### ***PUBLIC COMMENT***

- Danielle Saphora, Virginia Student Council Association, spoke on SAT prep courses in schools and mental health challenges facing students.
- Ashley Levins, Virginia Student Council Association, spoke on mental health challenges facing students.
- Hillary Jean-Bart, Virginia Student Council Association, spoke on SOL testing in schools.
- J.R. Snow, spoke on the proposed revisions to the *Fine Arts Standards of Learning*.
- Todd Lynn, Shenandoah County Public Schools, spoke on Virginia’s Four-Year Perkins V State Plan.
- Tara Taylor, Fairfax County Public Schools, spoke on proposed revisions to the *Fine Arts Standards of Learning*.
- Jason Suhr, Roanoke County Public Schools, spoke on Virginia’s Four-Year Perkins V State Plan.
- Mary Beth P. Echeverria, Frederick County Public Schools, spoke on Virginia’s Four-Year Perkins V State Plan.
- Chad A. Maclin spoke on Virginia’s Four-Year Perkins V State Plan.
- Mary Beth Dobbins, Prince William County Public Schools, spoke on Virginia’s Four-Year Perkins V State Plan.
- Mac Beaton, Henrico County Public Schools, spoke on Virginia’s Four-Year Perkins V State Plan.
- Andrew Watson, Alexandria Public Schools, spoke on the proposed revisions to the *Fine Arts Standards of Learning*.
- Mike Gettings, Virginia Coalition for Fine Arts Education, spoke on the proposed revisions to the *Fine Arts Standards of Learning*.
- Dr. William (B.J.) Crowder, Henrico County Public Schools, spoke Virginia’s Four-Year Perkins V State Plan.
- Georgia Kasper, Chesterfield County Schools, spoke on Virginia’s Four-Year Perkins V State Plan.
- Teagan Seeley spoke on technology programs for local school divisions.

## ***CONSENT AGENDA***

- A. Final Review of Financial Report on Literary Fund**
- B. Final Review of Requests for Renewal of Alternative Accreditation Plans from Albemarle County Public Schools, Town of Colonial Beach Public Schools, Craig County Public Schools, Highland County Public Schools, Scott County Public Schools and York County Public Schools for High Schools with a Graduation Cohort of Fifty (50) or Fewer Students**
- C. Final Review of Requests for Renewal of Alternative Accreditation Plans from Albemarle County Public Schools, Arlington County Public Schools, Chesterfield County Public Schools, and Fairfax County Public Schools**
- D. Final Review of the Proposed Revisions to the Curriculum for the Virginia School Bus Operator Training Program to Conform to 2019 General Assembly Legislation**

At the request of Dr. Durán, Item C was pulled from the consent agenda.

Dr. Mann made a motion to approve the consent agenda excluding Item C. The motion was seconded by Dr. Wilson and carried unanimously.

Dr. Wilson made a motion to approve Item C. The motion was seconded by Mrs. Atkinson. Dr. Durán abstained. The motion was carried.

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

### **E. Final Review of Proposed Revisions to the Health Education Standards of Learning**

Mrs. Vanessa C. Wigand, coordinator for health education, presented this item to the Board for final review.

Mrs. Wigand took this opportunity to thank the Board members for presiding over the public hearings that were held in Fairfax, Roanoke and Virginia Beach.

The feedback from the public hearings was overwhelmingly positive and included 87 sets of comments from educators, administrators, subject matter experts, health education organizations and state agencies. The comments included support for:

- proposing standards that are appropriate and meaningful to all students, that will help students define their personal values and beliefs while developing shared grouped norms, and allow school divisions and teachers to address specific needs within their communities and respond to emerging health concerns;
- reorganizing health content and skills by topic in each strand to enhance instruction,

- provide clear expectations for student learning and clarity for parents and the community;
- scaffolding rigorous and relevant knowledge and skills across grade levels with an emphasis on vertical alignment of essential health concepts;
- adding content and skills related to preventing vaping (e-cigarettes/nicotine products) and opioid use;
- increasing focus on mental wellness and social-emotional skills — highlighting how mental health affects how we think and feel, handle stress, relate to others, and make decisions; and how increasing health literacy has been shown to result in increased help-seeking behaviors;
- providing opportunities to practice essential life skills including problem solving, decision-making, and conflict-resolution supporting the development of the 5 C’s – communication, collaboration, critical thinking, creative thinking, and citizenship skills;
- emphasizing healthy ways to mitigate stress, as stress levels for students, teachers, and administrators are at an all-time high;
- decreasing stigma related to mental health and increasing understanding of mental illnesses and treatments; and
- educating the whole child to live their lives to their fullest potential.

Public comments also included the following programmatic concerns and recommendations:

- lack of time for health instruction at the elementary level (most health and physical educators are scheduled to teach students once or twice a week, or 30 to 60 times a year);
- amend the Standards of Accreditation (SOA) to require equal time for health and physical education instruction at the secondary level;
- analyze the impact of staffing requirement (8VAC20-131-240) for physical education as the allowable class size for physical education exceeds the design capacity of classroom space (30-35 students) needed for health instruction;
- study how the provision in the SOAs that allows eight-grade health and physical education to be offered as an elective course affects students’ social, emotional, and physical health, and health-risk behaviors and skills; and
- advocate for health and physical educators to have a reasonable class size that will facilitate the development of meaningful relationships and trust needed for teaching complex and sensitive topics (e.g., abusive relationships, self-esteem, substance abuse, addiction, depression, suicide, adverse childhood experiences, trauma, and body image).

In light of the positive feedback from stakeholders, the Superintendent of Public Instruction recommended that the Board approve the proposed revisions to the *2020 Health Education Standards of Learning*. Following Board approval, the revised standards will be posted on the Department’s website, a superintendent’s memo will be distributed and VDOE staff will proceed with the review of the curriculum framework.

Dr. Durán made a motion to approve the revisions to the *2020 Health Education Standards of Learning*. The motion was seconded by Mrs. Atkinson, and carried unanimously.

**F. First Review of Recommended Cut Scores for the Grades 3-8 and End-of-Course Standards of Learning Reading Tests Based on the 2017 English Standards**

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

In the spring of 2020, new Standards of Learning (SOL) reading tests measuring the 2017 English content standards will be administered. Because of the changes in the content measured by these tests, the Board must adopt new “cut” scores. Consistent with the process used in 1998 and in 2012-2013, committees of educators were convened in December 2019 to recommend to the Board minimum cut scores for the achievement levels of fail/basic, pass/proficient, and pass/advanced for the grades 3-8 SOL reading tests and the achievement levels of pass/proficient and pass/advanced for the SOL end-of-course reading test.

Mrs. Loving-Ryder explained the selection committee process. A teacher must apply and be recommended by their superintendent. All members of the committee must be experienced teachers working with English learners and children with disabilities. There are 15 members to each committee.

Standard setting is a systematic way of making a professional judgment on the level of achievement required to signify that a student’s performance is at a particular performance level. In the case of the grades 3-8 *Standards of Learning (SOL) Assessments* in reading, four performance level categories have been established:

*Advanced Attainment of the Standards (Pass)*  
*Proficient in the Standards (Pass)*  
*Basic (Fail)*  
*Below Basic (Fail)*

In the case of the *End-of-Course SOL reading* test, three performance level categories have been established:

*Advanced Attainment of the Standards (Pass)*  
*Proficient in the Standards (Pass)*  
*Does Not Meet the Standard (Fail)*

Additional information on the Standard Setting Procedure is available in Attachment A of the Board item.

The Superintendent of Public Instruction recommended that the Board accept for first review

scaled scores of at least 400 for pass/proficient and at least 500 for pass/advanced for the grades 3-8 and end-of-course SOL reading tests based on the 2017 English SOL. These scaled scores shall be equivalent to the following number of items correct on the test forms reviewed by the educator committees convened for standard setting:

- Grade 3 reading: 22 out of 40 for pass/proficient and 35 out of 40 for pass/advanced
- Grade 4 reading: 23 out of 40 for pass/proficient and 35 out of 40 for pass/advanced
- Grade 5 reading: 24 out of 40 for pass/proficient and 36 out of 40 for pass/advanced
- Grade 6 reading: 26 out of 45 for pass/proficient and 39 out of 45 for pass/advanced
- Grade 7 reading: 26 out of 45 for pass/proficient and 39 out of 45 for pass/advanced
- Grade 8 reading: 26 out of 45 for pass/proficient and 39 out of 45 for pass/advanced
- End-of-Course reading: 24 out of 47 for pass/proficient and 38 out of 47 for pass/advanced

Because the minimum scaled score for the fail/basic achievement level for the grades 3-8 SOL reading tests will be specific to each test, the Superintendent of Public Instruction recommended that the Board accept cut scores based on the following number of items correct on the test forms reviewed by the educator committees convened for standard setting. Scaled scores that represent the same level of achievement shall be determined once the Board adopts the cuts scores for each test.

- Grade 3 reading: 10 items correct
- Grade 4 reading: 12 items correct
- Grade 5 reading: 11 items correct
- Grade 6 reading; 12 items correct
- Grade 7 reading: 13 items correct
- Grade 8 reading: 12 items correct

The Board of Education accepted this item for first review.

### **G. First Review of the Proposed Revisions to the Regulations Governing Secondary School Transcripts**

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



Changes in professional practice at postsecondary institutions and business and industry necessitate revisions to the *Regulations Governing Secondary School Transcripts* (8VAC20-160-10, et. seq). The proposed revisions will better serve the students of the Commonwealth by aligning elements contained in the student transcript with the needs and demands of postsecondary partners.

The last full revision to the *Regulations Governing Secondary School Transcripts* was approved by the Board in 2007.

In May 2016, the Board approved an amendment to the wording of 8VAC20-160-30, Item #25, of the *Regulations Governing Secondary School Transcripts*, to add an opt-out policy to allow flexibility for certain students who did not want standardized test scores sent to postsecondary institutions. The amendment to add the opt-out policy was a result of numerous educator and constituent calls expressing concerns with the mandate to send standardized test scores as a part of the official transcript.

The Superintendent of Public Instruction recommended the Board receive, for first review, the proposed revisions to the *Regulations Governing Secondary School Transcripts*.

Mrs. Atkinson noted that under definition for verified unit of credit; it refers to other tests as approved by the Virginia Department of Education. Mrs. Atkinson clarified that all substitute tests are approved by the Board. Dr. Hollins responded that this will be clarified and corrected.

Mrs. Atkinson asked for clarification on section 8VAC20-160-30 related to format options. In reference to standardized test scores, such as SAT and ACT, being changes from out-out to opt-in for a student's transcript. Dr. Hollins responded that more colleges and universities are moving towards test optional applications.

The Board of Education accepted this item for first review.

#### **H. First Review of the Proposed Revisions to the Suicide Prevention Guidelines**

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

The *Suicide Prevention Guidelines*, last revised in 2003, are a result of Code of Virginia § 22.1-272.1 which requires the Board to develop guidelines for licensed school personnel to use in contacting parents or, if conditions warrant, the local or state service agency when they believe a student is in imminent risk for suicide.

In October 2018, the Governor's Children's Cabinet Student Safety Workgroup recommended that the Virginia Department of Education (VDOE) update and disseminate the *Suicide Prevention Guidelines* to all school divisions in a timely manner in collaboration with the Virginia Department of Health (VDH), the Virginia Department of Behavioral Health and

Developmental Services (DBHDS), and the Virginia Center for School and Campus Safety (VCSCS).

The revised *Guidelines* incorporate the recommendations made by the Governor’s Children’s Cabinet Student Safety Workgroup, reflect current research, align with partner state agency efforts, and link to a variety resources available to schools to support implementation. This document is a major revision in content and form and reflects current research on effective practice in approaches to suicide prevention, intervention, and postvention.

Dr. Hollins explained the significant changes, providing a table of proposed revisions listed below.

<b>1999 Guidelines Topic</b>	<b>2020 Guidelines Section</b>	<b>Page Number</b>
1.Criteria to assess risk	Section 1: Comprehensive Prevention Strategies	13
2.Characteristics to identify at-risk	Section 1: Know the Warning Signs for Suicide	13
3.Responses to students in crisis	Section 2: Suicide Intervention Section 2: Student Interview	18 19
4.Available community services	Section 2: Safety Planning	23
5.Suicide prevention for at-risk	Section 2: Building Protective Factors	23
6.Notification of parents	Section 2: Parent/Guardian Contact	20
7.Soon-as-practical contact with parents	Section 2: Parent/Guardian Contact	20
8.Sensitivity to religious beliefs	Section 2: Student Interview	19
9.Legal requirements to notify agencies	Section 2: Parent/Guardian Contact Section 2: Safety Planning	20 23
Criteria for follow-up with parents	Section 2: Documentation	25

The VDOE convened representatives from the aforementioned agencies, school division personnel, representatives from suicide prevention and mental health advocacy groups, and parents. The Suicide Prevention Interagency Advisory Group (SPIAG) also reviewed and provided expert input to the *Guidelines*.

The Suicide Prevention Guidelines are meant to serve in conjunction with the *Threat Assessment in Virginia's Public Schools: Model Policies, Procedures and Guidelines*, and are intended to offer additional direction to school threat assessment teams when addressing threats to self. Model policies and best practices for Virginia school divisions were developed in an effort to protect the health and well-being of all Virginia students by helping school divisions develop

procedures to effectively prevent, assess the risk of, intervene in, and respond to suicide. While the guidelines are comprehensively outlined, the policy language is modular and may be used to draft local school division policy based on the unique needs of each division.

The proposed revisions to the *Suicide Prevention Guidelines* support the goals and priorities of the Board of Education of “providing high quality, effective learning environments for all students,” as outlined in Priority 1 of the Board of Education Comprehensive Plan.

The Superintendent of Public Instruction recommended the Board receive for first review the proposed revisions to the *Suicide Prevention Guidelines*.

The Board of Education accepted this item for first review.

### **I. First Review of the Proposed Revisions to the Family Life Education and Standards of Learning**

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

In 2018, the Virginia General Assembly amended §22.1-207.1:1. of the *Code of Virginia* relating to required and permissible content in the family life education curriculum. The *Code* was amended to require instruction addressing personal privacy and personal boundaries and the prevention of sexual harassment using electronic means. The *Code* was also amended to permit instruction on the prevention, recognition and awareness of child abduction, child abuse, child sexual exploitation, and child sexual abuse.

In 2019, the Virginia General Assembly further amended §22.1-207.1:1. of the *Code* to include additional required content in the curriculum, including instruction related to human trafficking, female genital mutilation, and the rights of victims. The *Code* was also amended to require, rather than permit, any high school family life education program to incorporate age-appropriate elements of effective and evidence-based programs on the law and meaning of consent. The proposed revisions to the *Family Life Education Board of Education Guidelines* and *Standards of Learning for Virginia Public Schools* align the guidelines with 2018 and 2019 legislative changes.

Dr. Hollins explained that these revisions only address the legislative changes and do not include a comprehensive review. Public hearings will be held around the commonwealth with Board members participation to provide an opportunity to received feedback from local school divisions, parents, and community members.

A stakeholder group comprised of family life educators from a geographically diverse group of school divisions, family life education trainers, and a human trafficking non-profit prevention group in Virginia, was convened to review an initial draft of proposed revisions and provide input. Family life education experts considered current family life education curriculum and embedded new content into relevant standards. The team was deliberate when inserting content in certain grade levels and when including age appropriate elements.

The proposed revisions to the *Family Life Education Board of Education Guidelines and Standards of Learning for Virginia Public Schools* support the goals and priorities of the Board of Education of “providing high quality, effective learning environments for all students,” as outlined in Priority 1 of the Board of Education Comprehensive Plan.

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

Ms. Holton asked for clarification on why “consent language” was removed from the list. Dr. Hollins responded that she will review the language and provide follow-up later.

Mrs. Atkinson shared comments and concerns from a previous public hearing on the Health Education Standards of Learning about having the appropriate resources, specifically age-appropriate resources, for teachers to teach about female genital mutilation. Dr. Hollins thanked Mrs. Atkinson for her comments and concerns.

Dr. Mann asked for clarification on personal privacy versus privacy. Dr. Hollins stated that the addition of personal privacy was contained in the legislative changes that were made between 2017 and 2019 referencing electronic devices. She also stated that a more robust definition will be provided for final review.

The Board of Education accepted this item for first review.

## **J. First Review of the Proposed Revisions to the Fine Arts Standards of Learning**

Mrs. Kelly A. Bisogno, coordinator of fine arts, presented this item to the Board for first review.

The proposed *Fine Arts Standards of Learning* includes Dance Arts, Music, Theater Arts and Visual Arts. Mrs. Bisogno acknowledged and thanked her staff for their work on the revisions as well as support and guidance from administrators and teachers that served on the committees. Opportunities for citizens to make comments on the Fine Arts Standards revisions will be provided through public hearings as well as public comment email accounts.

The proposed revision to the Fine Arts Standards of Learning are grouped into the following strands that address related content and skills:

- Creative Process;
- Critical Thinking and Communication;
- History, Culture, and Citizenship;
- Innovation in the Arts; and
- Technique and Application.

*The Fine Arts Standards of Learning* exemplify the expectations established in the Profile of a Virginia Graduate and are reflective of the skills and attributes students need to excel in the 21st Century workplace. Three goals were established from the onset of the review: (1) alignment with the 5 C's to enhance objectives; (2) review for cultural proficiency; and (3) technology and innovation.

#### Proposed 2020 Strands

New Strand	Concept Covered in Each Grade and Discipline
Creative Process	<ol style="list-style-type: none"> <li>1. Apply creative thinking in the development of original work</li> <li>2. Understand and apply a creative process for developing ideas</li> </ol>
Critical Thinking and Communication	<ol style="list-style-type: none"> <li>3. Analyze, interpret, and evaluate artistic works.</li> <li>4. Formulate and justify personal responses and opinions regarding fine arts.</li> <li>5. Identify and demonstrate relevant skills for communication and collaboration.</li> </ol>
History, Culture, and Citizenship	<ol style="list-style-type: none"> <li>6. Explore, examine, and understand cultural and historical influences of fine arts</li> <li>7. Understand ways to interact with fine arts as a form of community engagement.</li> <li>8. Demonstrate digital citizenship, legal, and ethical use of resources.</li> </ol>
Innovation in the Arts	<ol style="list-style-type: none"> <li>9. Investigate and explore connections to careers, college, and the workplace.</li> <li>10. Explore the impact of current and emerging technologies on the art form.</li> <li>11. Connect fine arts with other fields of knowledge in order to develop problem-solving skills.</li> </ol>
Technique and Application	<ol style="list-style-type: none"> <li>12. Essential skills and knowledge of the discipline.</li> </ol> <p>There are 5 - 7 standards in this section, and they vary by content area.</p>

If accepted on first review, public hearings will be held in February. The anticipated adoption of the proposed revisions to *Fine Arts Standards of Learning* is March 2020.

Once the Standards are approved, they will be placed in a chart to use as a resource to demonstrate the progression of skill and concepts of early and later levels of instruction and can be used as a tool for teachers for the sequencing and aligning of skills.

The Superintendent of Public Instruction recommended the Board accept for first review the proposed revisions to the *Fine Arts Standards of Learning*.

Dr. Durán thanked staff for their leadership and shared his excitement of inclusive language and the focus on projecting equity and cultural proficiency. He also thanked the staff for incorporating dance into k-8 as this is a valuable and important to understand when learning about the fine arts.

Dr. Wilson asked for clarification on arts integration and next steps. Ms. Bisogno stated that teachers in the commonwealth are engaging in arts integration to support the authentic instruction in both areas. There is a plan moving forward on how to develop resources to support the implementation of the *Fine Arts Standards of Learning*.

The Board of Education accepted this item for first review.

#### **K. First Review of Virginia's Four-Year Perkins V State Plan**

George R. Willcox, director of career and technical education, operations and accountability, presented this item to the Board for first review.

The Board of Education is designated as the State Board of Career and Technical Education to carry out the provisions of the federal Vocational Education Act of 1963, as amended, and as such shall promote and administer the provision of agriculture, business, marketing, home economics, health, technology education, trade and industrial education in the public middle and high schools, regional schools established pursuant to § 22.1-26, institutions of higher education, and other eligible institutions for youth and adults.

The regulations promulgated by the Board of Education, pursuant to § 22.1-16 of the *Code of Virginia*, for career and technical education programs are funded in whole or in part with state funds. Federal laws pertaining to such programs permit state regulations in addition to federal requirements (see Carl D. Perkins Act of 2006 (Perkins Act of 2006), § 121 (20 USC § 2341)). Local education agencies operating career and technical education programs shall comply with the regulations of the Board and requirements of applicable federal legislation, including the Education Department General Administrative Regulations (EDGAR) (34 CFR 74.2) and the Perkins Act of 2006.

Mr. Wilcox introduced his team, Dr. David S. Eshelman, director of career and technical education, workforce development and initiatives, William Hatch, coordinator, planning, administration, and accountability, and Joseph Ryder, data collection specialist. The team was

also joined by Mr. Todd Este and Mr. John Mahonet with the Virginia Community College System.

The Perkins Act requires that the State Plan be developed in consultation with key stakeholders and that public hearings be conducted for the purpose of affording all segments of the general public and interested organizations an opportunity to present views and make recommendations regarding the State Plan.

Mr. Willcox provided a detailed timeline for outreach on the CTE Perkins V State Plan which began in August 2019.

In October 2019, public hearings were held in various regions in the state. In addition to the Board's review and feedback, a 60-day comment period will be held during the months of February and March and the plan will be submitted to the Governor's office for review before the application is submitted to the U.S. Department of Education and U.S. Department of Labor.

Mr. Willcox explained the major components of the Perkins V State Plan, which includes:

- Comprehensive Local Needs Assessment to guide the local Perkins application;
- State-supported workforce development activities;
- Professional development and teacher preparation;
- Relevant and rigorous curriculum framework, including new Energy Cluster;
- Strategies for technical skill attainment that lead to recognized industry credentials;
- Career pathways, plans of study, and work-based learning opportunities among secondary, postsecondary, and business and industry;
- Strategies for equal access outcomes and reduction of performance gaps between student groups and CTE special populations;
- CTE size, scope and quality;
- Distribution of funds, including budget;
- State determined performance measures, including core performance indicators and state determined level of performance; and
- Assurances and certifications.

Mr. Willcox stated that Virginia's FY 2019 allocation for the Perkins Grant Award is \$28,310,494.00. Eighty-five percent of funding is allocated via local formula distribution. Ten percent is used for state leadership activities and five percent for state administration.

Mr. Willcox also presented discussion points for Board consideration:

- Review Local distribution Formula; current allocation 85 percent secondary & 15 percent postsecondary;
- Consider establishing a Reserve Fund, and if so, at what percentage (up to 15 percent of the local distribution formula); and
- Select at least one of the following secondary Perkins program quality indicators:
  - Option A: attained a recognized postsecondary credential;
  - Option B: attained postsecondary credit; and/or,

- Option C: participated in work-based learning.

Mr. Willcox provided a projection of the Perkins Funding allocation for 2020-2023 based on the average percent increase received in the state allocation for the last four years of Perkins authorization and provided examples of division allocations under the proposed VCCS Perkins split. A copy of Mr. Willcox's full presentation is available at <http://www.doe.virginia.gov/boe/meetings/2020/01-jan/item-k-presentation.pptx>.

If the Board accepted this item for first review, a plan would be developed on the disbursement of Perkins funds. There have been some discussions about using funding to replace the Omega system and for professional development and work-based learning coordinators.

The Superintendent of Public Instruction recommended the Board receive for first review Virginia's Perkins V Four-Year State Plan.

The Board discussed career and technical education course offerings, allocation of funding and resources, and how to begin the process of adding courses in maritime science to the curriculum.

The Board of Education accepted this item for first review.

## ***WRITTEN REPORTS***

### **L. Timeline for World Language Standards of Learning Review Process**

Dr. Lisa A. Harris, specialist for World Languages, provided a written timeline for World Language Standards of Learning Review Process.

### **M. Update on the 2020 General Assembly**

Ms. Emily Webb, acting director of policy and director of board relations, provided an update on the 2020 General Assembly.

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

Mr. Gecker discussed the Board's plan to form a special committee on the Standards of Accreditation. Their work would be focused around Priority 3 of the Board's Comprehensive Plan to ensure successful implementation of the Profile of a Virginia Graduate, and the accountability system for school quality as embodied in the revisions to the Standards of Accreditation. Mr. Gecker asked Dr. Pexton to lead the special committee and she agreed. He anticipates the special committee beginning its work in March.



Mr. Gecker shared with the Board that Dr. Jim Schroeder, a former school board member from Chesterfield County Public Schools, local dentist and co-founder of CrossOver HealthCare Ministry recently passed away.

### ***DINNER MEETING***

The Board met for a public dinner on Wednesday, January 22, 2020, 6:00 p.m. at the Berkeley Hotel dining room with the following members present: Mrs. Atkinson, Ms. Davis-Vaught, Dr. Durán, Mr. Gecker, Ms. Holton, Dr. Mann and Dr. Wilson. 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:

- Financial disclosure forms due February 3, 2020;
- 2020 Board field trips;
- Upcoming public hearings;
- Legislation being considered by the 2020 General Assembly.

No votes were taken, and the dinner event ended at 7:10 p.m.

### ***ADJOURNMENT OF THE BUSINESS SESSION***

There being no further business of the Board of Education, Mr. Gecker adjourned the business meeting at 12:39 p.m.



Mr. Daniel Gecker, President