

COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA

MINUTES

May 22, 2014

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

Mr. Christian N. Braunlich, President
Mrs. Winsome E. Sears, Vice President
Mrs. Diane T. Atkinson
Dr. Billy K. Cannaday, Jr.

Mr. James H. Dillard
Mrs. Darla Edwards
Mr. Andrew Ko
Mrs. Joan E. Wodiska

Dr. Steven R. Staples, Superintendent of
Public Instruction

Mr. Braunlich called the meeting to order at 9 a.m.

MOMENT OF SILENCE/PLEDGE OF ALLEGIANCE

Mr. Braunlich asked for a moment of silence and led in the Pledge of Allegiance.

WELCOLME

Mr. Braunlich welcomed Dr. Staples as secretary to the Board of Education. Dr. Staples was appointed State Superintendent of Public Instruction effective May 1, 2014, by Governor McAuliffe. Dr. Staples expressed his appreciation to the Board and thanked department staff for making the transition smooth. Dr. Staples said he looks forward to working with the Board and the Department.

ANNOUNCEMENT

Mr. Braunlich announced he is working with Meg Gruber, president of the Virginia Education Association, to set up meetings to meet directly with teachers and listen to their concerns. Mr. Braunlich said the meetings will begin in August and September, and details will be announced publicly when available.

PROCLAMATION TO COMMEMORATE THE 60TH ANNIVERSARY OF BROWN VS. BOARD OF EDUCATION DECISION

Mr. Braunlich presented the proclamation to commemorate the 60th Anniversary of the Brown vs. Board of Education Decision to Justin Reid, Associate Director of Museum Operations at the Moton Museum, and Cainan Townsend, rising senior and elementary education major at Longwood University and great grandson of Brown vs. Board of Education plaintiff, John Townsend. The proclamation reads as follows:

WHEREAS, in May 2014, sixty years have passed since the United States Supreme Court declared that racial segregation in public schools was unconstitutional in *Brown v. Board of Education* of Topeka, Kansas, 347 U.S. 483 (1954); and

WHEREAS, in addition to Kansas, the Court examined educational conditions of segregated schools in South Carolina, Delaware, the District of Columbia, and Prince Edward County, Virginia and determined that "...the doctrine of 'separate but equal' has no place...."; and

WHEREAS, in 1958 white schools were closed in three Virginia school divisions, subsequently adversely affecting access to public school attendance and depriving students of an education not only in those divisions but also throughout the state; and

WHEREAS, in January of 1959 Virginia's massive resistance, or "closing laws" were struck down by the Virginia Supreme Court of Appeals; and

WHEREAS, the United States Supreme Court pronouncement in *Brown v. Board of Education* validated the struggle and remarkable actions of countless Americans who challenged the destructive effects of segregation in our society through peaceful, lawful means; and

WHEREAS, we acknowledge and salute the young Virginia students, led by Barbara Rose Johns, who went on strike for equal education at Moton High School in Farmville, Virginia. Ultimately, the strike resulted in seventy-five percent of the Brown decision plaintiffs coming from Virginia. The bold and courageous efforts of the students expanded citizens' understanding, inspired citizens' support and helped change public opinion about educational reform and equality; and

WHEREAS, the Brown decision ignited the challenge against the Jim Crow era and was the impetus for the civil rights movement, which culminated with the passage of the 1964 Civil Rights Bill and the 1965 Voting Rights Act;

NOW, THEREFORE, BE IT RESOLVED, that the Virginia Board of Education recognizes the 60th anniversary of the *Brown v. Board of Education* decision and the contributions of civil rights leaders and volunteers, parents, and students, for it is only through their courage, conviction and sacrifices that *Brown v. Board of Education* became a reality;

BE IT FURTHER RESOLVED, that our public schools are encouraged to mark the anniversary of *Brown v. Board of Education* with activities to foster personal commitment to democracy;

BE IT FINALLY RESOLVED, that a copy of this May 2014 proclamation be placed in the official minutes of the Virginia Board of Education as a perpetual record of the recognition of the historic decision, *Brown v. Board of Education*, and its lasting and positive impact upon generations of young people in this Commonwealth.

Adopted in Richmond, Virginia,
This Twenty-second Day of May in the Year 2014.

APPROVAL OF MINUTES

Mrs. Edwards made a motion to approve the minutes of the April 23-24, 2014, meeting of the Board. The motion was seconded by Mrs. Atkinson and carried unanimously. Copies of the minutes had been distributed in advance of the meeting.

PUBLIC COMMENT

The following persons spoke during public comment:

- Chris Dovi, spoke on Computer Science education
- Nicole Dooley, spoke on the Standards of Quality review process
- Dr. Johnny Moye, spoke on the engineering endorsement
- Dr. Jennifer Parrish, on behalf of VASS, welcomed Dr. Staples

CONSENT AGENDA

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

Final Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) for a Passing Score for the Praxis II Middle School Science Test (5440)

With the Board's approval of the consent agenda, the Board accepted the Advisory Board of Teacher Education and Licensure's recommendation and approved a pass core of 150 (60 raw-score points) for Praxis II Middle School Science (5440) test to become effective on July 1, 2015. In addition, the Board allowed the acceptance of Virginia approved passing scores for initial licensure for individuals who take the Praxis II Middle School Science (5440) test prior to Virginia's implementation date of July 1, 2015.

Final Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) for Passing Scores for the Reading and Language Arts Subtest (5002) and Mathematics Subtest (5003) of the Praxis II Elementary Education: Multiple Subjects Test

With the Board's approval of the consent agenda, the Board accepted the Advisory Board of Teacher Education and Licensure's recommendation and approved the following passing scores for the revised Reading and Language Arts Subtest (5002) and Mathematics Subtest (5003) for the Praxis Elementary Education Multiple Subjects (5001) test to become effective July 1, 2015, and accepted candidates' passing scores for these subtests taken prior to July 1, 2015.

- Reading and Language Arts Subtest (5002) – 157 scaled score
- Mathematics Subtest (5003) – 157 scaled score

ACTION/DISCUSSION ITEMS

Final Review of Proposed Revised Foreign Language Standards of Learning

Dr. Lisa Harris, specialist for Foreign Languages, presented this item. Her presentation included the following:

- On February 27, 2014, the Board of Education accepted the proposed revised standards for first review. The Board held two public hearings. The first hearing was held on Thursday, March 27, 2014, following the Board meeting in Richmond. The second hearing was held on Thursday, April 3, 2014, at Northside Middle School in Roanoke County. There were a total of two speakers on March 27 and three speakers on April 3.
- In addition to comments received at the public hearings, 31 comments were received electronically. No comments were received via U.S. Mail. Of this total, 23 were unique comments submitted in one of the five language categories and 8 were the same two comments submitted in four separate categories. The number of comments received electronically is listed by language group below:

French	4
German	4
Spanish	10
Latin	4
Modern Foreign Language	9
Total Comments	31

- The feedback was largely positive and indicated that the standards reflected high-quality instruction and current best practice in world language education. In particular, the following areas were praised:
 - ✓ Development of the new set of standards for non-Roman alphabet languages;
 - ✓ Inclusion of the three communicative modes in the organizing strands; and
 - ✓ Use of the term “world language” in place of “foreign language” within the standards document.
- The various concerns and priorities of those constituents who spoke at the public hearings and submitted online comments have been incorporated whenever possible within the proposed *Foreign Language Standards of Learning*.
- The major elements of the proposed revised *Foreign Language Standards of Learning* include:
 - ✓ Edits to enhance clarity, specificity, and alignment of skills and content;
 - ✓ Edits to reflect performance expectations that are sequential and developmental;
 - ✓ Edits to the organizing strand titles to reflect current academic research and practice; and
 - ✓ Addition of a new set of generic standards to address the language acquisition process for character-based and non-Roman alphabet languages.
- The review committees also made recommendations for the development of technical assistance documents to address other concerns raised by the field and to supplement the *Foreign Language Standards of Learning*.
- Given the favorable public comments, few changes were made to the proposed revised *Foreign Language Standards of Learning* the Board received on February 27, 2014. Edits to the document from the first review draft include:
 - ✓ Replacing the names *Western World Language* and *Non-Western World Language* with *Modern World Language: Roman Alphabet Languages* and *Modern World Language: Non-Roman Alphabet Languages*;
 - ✓ Adjusting the description of the Korean alphabet system; and
 - ✓ Minor edits to wording within some Latin standards to improve clarity.

Board discussion included:

- Mrs. Atkinson noted the richness of the standards, and indicated her appreciation for the work put into revising the document.
- Dr. Cannaday said he hopes all children will be exposed to other cultures and that children will be able to communicate in multiple languages. Dr. Cannaday applauded the work of the review team.

Mr. Ko made a motion to approve the proposed revisions to the *Foreign Language Standards of Learning*. The motion was seconded by Dr. Cannaday and carried unanimously.

First Review of Proposal to Establish the Bedford County Public Schools Governor’s Health Sciences Academy

Ms. Lolita Hall, director of career and technical education, presented this item. Ms. Hall introduced the following representatives of Bedford County Public Schools: Dr. Douglas Schuch, superintendent; Dr. Mac Duis, director of instruction; Dr. Fred Conner, supervisor of career and technical education; Angela Beasley, director of practical nursing; Connie Cox, instructor of practical nursing; and Traci Blido, director of office of economic development. Also attending were: Dr. Jeffrey Lamb, dean of Central Virginia Community College; Mrs. Denise Edwards, internship site manager for Bedford Memorial Hospital; and Denny Huff, executive director of Bedford Community Health Foundation.

Ms. Hall’s presentation included the following:

- On September 7, 2012, the Virginia Department of Education announced planning/implementation grants in the amount of \$10,000 each for establishment of Governor’s Health Sciences Academies in the eight superintendents’ regions. The Governor’s Health Sciences Academies shall consist of partnerships of one or more public school divisions or multiple schools within a school division, healthcare institutions, business and industry, and higher education institutions; and offer rigorous academic content with career and technical instruction. The Academy must include specialty programs within the five career pathways.

Health Sciences Career Cluster

Career Pathways	General Description
Therapeutic Services	Care and treat patients to improve their health over time. Counsel patients and provide them the tools needed to live a healthier and problem-free lifestyle.
Diagnostic Services	Use tests and evaluations to aid in the detection, diagnosis and treatment of diseases, injuries or other physical conditions.
Health Informatics	Manage health care agencies by overseeing all patient data, financial information and technological applications to health care processes and procedures.
Support Services	Assist health care professionals with a range of administrative and maintenance duties to ensure that the health care environment is maintained.
Biotechnology Research and Development	Discover new treatments and medical technologies to improve human health and advance the overall health science field.

- At least two of the health sciences career pathways must be implemented initially. The remaining three pathways must be fully articulated and implemented within the next three years. Also, the Academy must agree to participate in the Governor’s Exemplary Standards Award Program.
- The State Council of Higher Education for Virginia (SCHEV) is currently reviewing the attached proposal. Their report and recommendation is expected by June 2 prior to the second review of the proposal by the

Board of Education (Attachment B). Staff members of the Virginia Department of Education (VDOE) have reviewed the proposal in the context of the established criteria. An executive summary of the proposal is in Attachment A. Attachment C is the report from the review by the VDOE. Attachment D is the complete proposal.

- Currently, there are eight Governor's Health Sciences Academies in Virginia. They are located in Albemarle County, Chesterfield County, Cumberland County, Fairfax County (two), Gloucester County and Mathews County, Hampton City, and Newport News City and York County.
- The Bedford County Public Schools Governor's Health Sciences Academy will be located at the Bedford Science and Technology Center. Beginning in 2014-15, the Academy will offer the plan of study pathway for Biotechnology Research and Development and Therapeutic Services. Implementation of the Diagnostic Services and Support Services pathways will begin in 2015-16. By 2016-17, the Health Informatics pathway will be implemented. When fully implemented, the Academy will have the capacity to enroll 200 students, grades 10-12.
- The Academy's health sciences pathways plan of study will provide the core academic, technical, and employability skills, and credentials necessary for successful transition to postsecondary education and careers. Coursework will be delivered at Bedford's three high schools, Bedford Science and Technology Center, and Central Community College (Early College coursework and XLR8 programming). Emphasis will be placed on raising the rigor of career and technical education coursework, increasing student enrollment and success in dual enrollment courses, and providing increased work-based learning. Students will have access to modern medical practices through a broad range of real-world experiences through job shadowing, mentorships, service learning, internships, or clinical rotations.
- Collaborative partnerships have been formalized between Bedford County schools and XLR8 Lynchburg Regional Governor's STEM Academy; Central Virginia Community College; representatives from Lynchburg College and Liberty University; area hospitals, nursing homes, medical laboratories, medical offices, emergency medical providers and private practitioners; Centra and its healthcare affiliates; Bedford County Department of Economic Development; and Bedford Area Chamber of Commerce.
- According to the Virginia Employment Commission, the Health Care and Social Assistance Industry is projected to see rapid growth by 2020. Health care will be the fifth-largest employer and third-fastest-growing industry in Bedford and neighboring cities and counties. All five health sciences pathways are projected to grow, with Biotechnology Research and Development forecast to grow fastest. The health care industry was estimated to have a \$28 billion economic impact in Virginia in 2011. With well over 100,000 prospective employment opportunities in Virginia health care between 2010 and 2020, investing in education and training will be crucial for Virginia's future. The Governor's Health Sciences Academy pathway programs will help to bridge training and preparation in high-demand, high-skill, and high-wage careers in Region 5–Valley and the entire state.

Barbara Rezzonico, executive administrator for Bedford County Public Schools Science and Technology Center, gave a brief overview of the proposal to establish the Bedford County Public Schools Governor's Health Sciences Academy.

Board Discussion included:

- Mr. Braunlich noted STEM and Health Sciences Academies' emphasis on outcomes and creating clearly definable goals and objectives. Mr. Braunlich asked how baseline goals and objectives were established in areas such as the number of dual enrollment courses and the number of academy students meeting the requirements for graduation. Mrs. Rezzonico said baseline data is gathered from students currently participating in

their programs and complete surveys in which students are called and asked about their participation in the programs - how it has enhanced their lives, what they have done after high school, and how the programs they participated in helped them.

- Mr. Ko said he was very impressed with the program and asked about the limit of 200 students. Mrs. Rezzonico said that number came from the projected number of students that they can fit in classes. Mrs. Rezzonico said a lot of the programs in the health care field have limited enrollment due to supervision issues.
- Mr. Ko asked about the extent they worked with other school divisions to serve as a model or share best practices. Mrs. Rezzonico said they reviewed proposals presented by the other eight academies currently in place and utilized some of the things they have been doing as a guide.
- Mr. Braunlich asked about the number of potential students in Bedford County Public Schools. With assistance from the division superintendent, Mrs. Rezzonico responded that there are 800 students per grade level.
- Mrs. Sears asked about the geriatric study. Mrs. Rezzonico responded that certified nursing assistant students perform clinical in the local rehabilitative facility in Bedford County and they will serve the aging population in nursing homes.
- Mrs. Atkinson asked for clarification on the relationship with the XLR8 Lynchburg Regional Governor's STEM Academy. Mrs. Rezzonico noted both programs address pathways in the medical field, but the XLR8 program addresses the needs of different students and is a regional program. Mrs. Rezzonico said the goal of the Governor's Health Sciences Academy is to get students involved early and develop career pathways that will lead them to the XLR8 program if they are interested in that pathway, while also supporting the interests of students interested in more diagnostic or therapeutic pathways.
- Mrs. Edwards said she is excited that they are targeting the needs of the community and applauded them on their partnerships. Mrs. Edwards asked about how they manage complete data. Mrs. Rezzonico responded that students are contacted by phone, Internet, and e-mail. Mrs. Rezzonico said students are informed before graduation that they will be contacted later for data collection and they work with the community college.
- Mrs. Sears asked about the business component of these health fields and the possibility of including entrepreneurship in the studies. Mrs. Rezzonico said many of the health care pathways offer the possibility for entrepreneurship. Mrs. Rezzonico said as programs are developed more support services programs will be made available to address entrepreneurship for students going to a four-year university.
- Mrs. Wodiska noted her support and congratulations for the partnerships they have developed. She asked about the selective admission process and about the process to find out if the admissions process becomes a burden or bearer to potential students who really need this program to stay engaged in high school. Mrs. Rezzonico said they developed their initial admissions based on information from other programs and they are excited to get into the process and see how it works. Mrs. Rezzonico said they work strongly with their partners, administrators, and instructors to make sure selection procedures are getting the students who are going to work the best in their programs. Mrs. Rezzonico said they are careful with grade point average by not

making it an exclusionary factor but a factor that will allow students who are motivated or have high recommendations from teachers and the community to give everyone an equal chance and not exclude students based on one factor.

- Dr. Cannaday said looking at selection criteria such as the GPA can be exclusionary in some ways but the health field also requires high knowledge and understanding and not simply caring for others. Mrs. Rezzonico noted that both are important. Mrs. Rezzonico said the health care field will require them to always be in learning mode as more discoveries about health care emerge. Dr. Cannaday said having a specific GPA is not the only thing that should be considered but it is needed for students to understand that they have to reach for something they want. Dr. Cannaday thanked Dr. Schuch for his work in helping to establish the program.
- Mr. Braunlich said he is looking forward to reports from the academies to see if they are accomplishing what they set out to do.

The Board accepted for first review the proposal to establish the Bedford County Public Schools Governor's Health Sciences Academy.

First Review of Proposal to Establish the Hampton City Public Schools Architecture and Applied Arts Governor's STEM Academy

Ms. Lolita Hall also presented this item. Ms. Hall introduced the following representatives of Hampton City Public Schools: Dr. Linda Shifflette, division superintendent; Dr. Donna Woods, executive director of school leadership, secondary education; Raymond Haynes, principal, Kecoughtan High School; Paul Lawrence, assistant principal, Kecoughtan High School and director of Architecture and Applied Arts (AAA) Governor's Science STEM Academy; and Whitney Ketchledge, Career and Technical Education instructional leader and Marketing teacher. Ms. Hall also introduced the following faculty for the AAA Governor's STEM Academy: Robert Robins, social studies teacher; and Emily Marshall, Arts teacher.

Ms. Hall's presentation included the following:

- Partnerships establishing academies must include at least one public school division, business and industry, and postsecondary education. On November 29, 2007, the Board of Education approved the criteria to establish a Governor's STEM Academy. Subsequently, on March 19, 2008, the Board approved the standards for the Governor's Career and Technical Education Exemplary Standards Awards Program, which all Career and Technical Academies must implement.
- The State Council of Higher Education for Virginia (SCHEV) is currently reviewing the proposal. Their report and recommendation is expected by June 2 prior to the second review of the proposal by the Board of Education. Staff members of the Virginia Department of Education (VDOE) have also reviewed the proposal in the context of the established criteria.
- Currently, there are 22 Governor's STEM Academies in Virginia. They are located in Arlington County, Carroll County, Chesapeake City, Chesterfield County, Fairfax County (two), Halifax County, Hampton City, Harrisonburg City, Loudoun County, Lynchburg City, Montgomery County, New Kent County, Newport News City, Pulaski County, Richmond City, Richmond County, Roanoke County, Russell County, Stafford County, Suffolk City, and Virginia Beach City.

- The Hampton City Public Schools Architecture and Applied Arts Governor’s Science, Technology, Engineering, and Mathematics Academy at Kecoughtan High School (AAA Governor’s STEM Academy) will provide rigorous academic and technical STEM coursework concentrating in the following three career clusters and pathways:

CAREER CLUSTER	CAREER PATHWAY
Architecture and Construction	Design/Pre-Construction
Science, Technology, Engineering, and Mathematics (STEM)	Engineering and Technology
Arts, A/V Technology and Communications	Visual Arts
Marketing	Merchandising

- The AAA Governor’s STEM Academy will be part of regional efforts, receiving students from the four high schools in the City of Hampton, and include the New Horizons Regional Education Center, higher education, and business and industry to assure fidelity to local and regional work force needs. The Academy will have the capacity to enroll 400 students, grades 9-12. During the initial school year (2014-15) 100 students will be admitted.
- The four career pathways plan of study offered are closely aligned to specific work force needs on the Peninsula as well as regional economic development.
- Students enrolled in the Design/Pre-Construction Pathway will learn how to turn a concept into a set of plans. Their plans guide other construction professionals as they continue the building process. After high school graduation, these students could continue to postsecondary education at Thomas Nelson Community College (TNCC) and earn an associate degree in Computer Aided Drafting and Design. Through articulation agreements, successful completion of the associate degree would allow the students to attend Old Dominion University (ODU) and the potential to earn a bachelor’s degree.
- Students that follow the Engineering and Technology Pathway will develop knowledge and skills and the ability to (1) apply mathematics, sciences and technology concepts to solve problems quantitatively in engineering projects involving design, development or production in various technologies, and (2) recognize the core concepts of technology and their relationships with engineering, science and mathematics, and other content areas. Students can continue this pathway at TNCC to earn an AAS in Mechanical Engineering, and then continue in the same field at ODU to earn a bachelor’s degree.
- Students that pursue the Visual Arts Pathway will create various art forms to communicate ideas and develop knowledge and skills needed for a career especially in modeling and simulation, technical illustrator, and graphic designer. The need for graphic designers will grow 13 percent and modeling and simulation is growing in multiple career clusters such as Health Sciences, STEM, Transportation, Distribution and Logistics. Additionally, according to Virginia Labor Market Information, arts, design, entertainment, sports, and media careers are projected to grow more than 20 percent.
- Students who enter the Merchandising Pathway will learn and apply knowledge and skills in forecasting, buying, displaying, selling and providing customer service. Students may earn an AAS in Management with a focus in Marketing and a Bachelor of Science in Marketing or Management with a specialization in Marketing.
- The Academy students’ learning experiences and achievement will be enhanced through strong partnerships that include local architects, local graphics and media firms, building contractors, Thomas Nelson Community College, Hampton University, ECPI University, the College of William and Mary, Peninsula Council for Workforce Development. The business partners advise, plan, and serve as subject matter experts that provide current career and industry information for each career pathway plan of study.

Additionally, students will have opportunities to participate in job shadowing, mentorships, internships, and enrichment events such as the Professional Engineering Day and High Schools United with NASA Creating Hardware. These programs engage students at high academic levels while working with local and regional employers. Students will participate in problem-based learning activities and use modern design equipment and processes that will include computer-aided design and drafting (CADD), 3-D parametric modeling, rapid prototyping, team-based design, geospatial technologies, art design (both digital and non-digital), and practical business world applications. Each senior in the Academy will be required to complete a Capstone Project.

- The AAA Governor's STEM Academy will provide awareness and opportunity for students and will increase the number of well-trained workers in areas that have been designated as high growth on the Peninsula. Offering parallel pathways with multiple post-graduation objectives will help students choose the best path before high school graduation.

Mr. Jessie White presented a brief overview of the Hampton City Public Schools Architecture and Special Arts Governor's STEM Academy.

Board discussion included the following:

- Mrs. Atkinson noted her concern with several areas of the proposal that appear to be partial or incomplete, as noted by the VDOE review, and in particular the component related to an internal evaluation process to consider input from parents. Mrs. Atkinson asked how the group will determine if the Academy is working the way it was intended to. Mr. White noted that he has been working with the school since submitting the proposal and that all the components will be met before the next Board review.
- Mrs. Edwards noted her concern regarding partial or incomplete components. She also asked about the parent workshops and alternate ways for parents to be involved if they are unable to attend evening workshops. Mr. White noted that as they go through this process and start school, they want parents involved and will reach out to parents in every way possible.
- Dr. Cannaday asked about staff recruitment and staff development. Mr. White noted that the school draws from existing teachers, and looks for those highly qualified in their field and who are willing to work in an inter-disciplinary approach. Dr. Cannaday asked if they can provide more detailed information about capacity and how these commitments will be honored. Mr. White noted they will include more information for the Board's final review.
- Mr. Dillard noted his concern of the appearance of "holes" in the proposal, especially in the areas of staff recruitment and state development. Mr. White indicated there is ongoing staff development, and more detail will be provided with the information re-submitted to the Department.
- Mrs. Sears asked for specific details about how students are reached in early grades. Mr. White noted there are k-5 after school programs in engineering and STEM to get them involved and interested at an early age.
- Mrs. Sears also asked if some of the goal targets for 100 percent were realistic. Mr. White noted that some of the goals are 100 percent in the Hampton City strategic plan, and they really do expect 100 percent for some goals.
- Mr. Braunlich also noted his uncertainty regarding some of the 100 percent goals. He

also asked for clarification regarding long-and short-term goals.

- Mrs. Atkinson asked about the school's transportation plan, in that it appears some students would be provided transportation via school bus and some would be left to transport themselves. Mr. White noted that transportation is always a tough issue, and while they would like to provide transportation for all, sometimes it is not possible. He noted they would revisit this issue before the next Board review.
- Mrs. Wodiska thanked the school representatives for attending, and noted the nature of the Board member questions speak to execution, not the mission of the school. She requested more detailed responses to the questions Board members raised and information about the deliberate steps the school plans to take to execute. She suggested reaching out to other successful programs for lessons learned.
- Dr. Staples thanked Board members for their thorough review, and commended the school division for taking the initiatives. He noted the school is a great idea, and VDOE staff will continue to work with them to improve the application.

The Board accepted for first review the proposal to establish the Hampton City Public Schools Governor's Architecture & Applied Arts Governor's STEM Academy.

First Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) to Accredite the Teacher Education Program at Lynchburg College through a Process Approved by the Board of Education

Mrs. Patty Pitts, assistant superintendent for teacher education and licensure, presented this item. Mrs. Pitts introduced Dr. Jan Stennette, dean, school of education and human development, Lynchburg College. Mrs. Pitts' presentation included the following:

- The *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-542-10 et seq.) set forth the options for the accreditation of "professional education programs" at Virginia institutions of higher education.
- Section 20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* provides the standards and indicators for the Board of Education approved accreditation process. The four standards are as follows:

Standard 1: Program Design. The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the preK-12 community.

Standard 2: Candidate Performance on Competencies for Endorsement Areas. Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success.

Standard 3: Faculty in Professional Education Programs. Faculty in the professional education program represents well-qualified education scholars who are actively engaged in teaching and learning.

Standard 4: Governance and Capacity. The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards.

- Section 207 of Title II of the Higher Education Act (HEA) reporting requirements mandate that the U.S. Secretary of Education collect data on standards for teacher certification and licensure, as well as data on the

performance of teacher preparation programs. The law requires the Secretary to use these data in submitting its annual report on the quality of teacher preparation to Congress. In addition, states were required to develop criteria, procedures, and processes from which institutions at-risk of becoming low-performing and low-performing institutions could be identified.

- The professional education program is the Virginia institution, college, school, department, or other administrative body within a Virginia institution of higher education, or another Virginia entity for a defined educator preparation program that is primarily responsible for the preparation of teachers and other professional school personnel. The professional education program has a designated dean, director, or chair with authority and responsibility for overall administration and operation and is responsible for the alignment between the endorsement program competencies and the licensure regulations.
- The *Implementation Manual for the Regulations Governing Review and Approval of Education Programs in Virginia* (8VAC 20-542-10 et seq.) addresses the standards that govern the review and accreditation of the professional education program; standards for biennial review and approval of education programs; indicators of achievement of each standard; and procedures for overall implementation of the regulations. Professional education programs in Virginia seeking accreditation through a process approved by the Board of Education must follow procedures and timelines as prescribed by the Department of Education.
- Each Virginia professional education program seeking accreditation through a process approved by the Board of Education will be reviewed on a seven-year review cycle. Documents, such as the Institutional Report, annual data reports, on-site Team’s Report of Findings, and Institutional Response (if needed), are part of the review process.
- Lynchburg College currently offers the following Virginia Board of Education approved endorsement programs at the undergraduate and graduate levels:

Approved Program Endorsement Areas	Undergraduate	Graduate
Elementary Education PreK-6	X	
English	X	
Foreign Languages PreK-12: French	X	
Foreign Languages: Spanish PreK-12	X	
Health and Physical Education PreK-12	X	
History and Social Sciences	X	
Mathematics	X	
Mathematics – Algebra I (Add-on endorsement)	X	
Music Education: Vocal/Choral PreK-12	X	
Science: Biology	X	
Science: Chemistry	X	
Science: Earth Science	X	
Science: Physics	X	
Theatre Arts PreK-12	X	
Visual Arts PreK-12	X	
Administration and Supervision PreK-12		X
Reading Specialist		X
School Counselor PreK-12		X
Special Education: Adapted Curriculum K-12		X
Special Education: Early Childhood Special Education (Birth through Age 5)		X
Special Education: General Curriculum K-12	X	X

- The overall recommendation of the on-site review team was that the professional education program be “accredited with stipulations.” The team made this recommendation based on the information available in the 2013 *Institutional Report* and the evidence available during the October 26-30, 2013, on-site visit.
- The following are the review team’s recommendations for each of the four standards:

Standard	Review Team Recommendations
Standard 1: Program Design	Met Minimally with Significant Weaknesses
Standard 2: Candidate Performance on Competencies for Endorsement Areas	Met
Standard 3: Faculty in Professional Education Programs	Met
Standard 4: Governance and Capacity	Met Minimally with Significant Weaknesses

- The following strengths and weaknesses were noted in Standards 1, 2, 3, and 4. Specific details for each standard are identified in the *Report of Findings*.

...II. Findings for Each Standard

A. Standard 1: Program Design. *The professional education program shall develop and maintain high quality programs that are collaboratively designed and based on identified needs of the PreK-12 community....*

Weaknesses:

- The philosophy, mission statement, and goals of the School of Education and Human Development are not clearly articulated and do not adequately reflect the understandings of the current faculty. Goals have not been developed to align with the stated conceptual framework.
- Goals and an assessment system for the Educational Leadership and School Counseling programs were not evident. Also, there is no evidence of collaboration between personnel in the School of Education and Human Development and the School of Graduate Studies to establish and ensure consistency among goals and an assessment system.
- There is no evidence that all education endorsement programs have established a valid and reliable assessment program that aligns with School of Education and Human Development goals.
- Other than at the point of candidate program completion, no evidence was provided to the on-site review team that evaluation instruments reflecting program goals are used to collect data at various points in the programs.
- There is no evidence that a systematic and ongoing process of gathering, reporting, and analyzing program data has been established to report program strengths, areas needing improvement, a plan for implementation of identified improvements, and an assessment of outcomes. The process must be captured in formal communications with stakeholders and in established operational forms.
- These processes need to be completed in cooperation with the arts and sciences faculty and other stakeholders in the program, including K-12 school and Community College partnership programs, alumni, students, and clinical faculty. This area of concern was noted in the 2006 accreditation report and continues to exist.

B. Standard 2: Candidate Performance on Competencies for Endorsement Areas.

Candidates in education programs shall demonstrate the knowledge, skills, and dispositions to meet professional, state, and institutional standards to ensure student success. Candidates shall demonstrate the competencies specified in 8VAC 20-542-70 through 8VAC 20-542-600....

Strength:

The ratio of student teachers to supervisors ensures that candidates receive personal and individualized supervision.

Weaknesses:

- Candidate competency is demonstrated through the inclusion of a list of courses and projects that candidates complete. No summary data were provided to indicate candidate strengths and weaknesses.
- Candidates' assessment scores provided by cooperating teachers and supervisors along with the WEAVE online® documents indicate that data are collected. However, with the exception of the program in administration and supervision, it was not clear that these assessments are used to

- inform faculty of the progress either of the candidates or to identify trends in the program.
3. Although technology support was available through Lynchburg College, during interviews with the on-site team candidates reported they were not prepared to integrate technology into instruction.

C. Standard 3: Faculty in Professional Education Programs. *Faculty in the professional education program represents well-qualified education scholars who are actively engaged in teaching and learning....*

Strengths:

1. Field experiences, including the St. Lucia partnership, are well-organized and evaluated.
2. Faculty makes significant scholarly and service contributions at the local, state, and national levels.
3. Competency, work ethic, expertise, and qualifications are faculty strengths.
4. The School of Education and Human Development provides a welcoming and caring environment for students.

Weaknesses:

1. An intentional review, analysis, and the reporting of a faculty member's work performance by the supervisor, in addition to faculty self-reflection, are needed to strengthen the dean's ability to track whether or not the evaluation assessment is making a positive impact on course instruction.
2. The on-site review team found no evidence of specific plans to retain qualified and diverse faculty.
3. No evidence of a systematic method for assigning advisees to ensure equitable and effective placements was provided.
4. Funding for off campus professional development and scholarly activities are limited to an extent that faculty members are unlikely to be able to participate at a national level.

D. Standard 4: Governance and Capacity. *The professional education program demonstrates the governance and capacity to prepare candidates to meet professional, state, and institutional standards....*

Weaknesses:

1. The professional education program is not clearly defined. The Dean of the School of Education and Human Development (the designated administrator responsible for programs leading to licensure of school personnel), has no authority regarding the budget, allocation of resources, or overall governance for the graduate programs leading to endorsements in Administration and Supervision PreK-12 and School Counselor PreK-12. Insufficient information was provided to the on-site review team to determine the adequacy of governance and resources for these programs.
 2. Although Lynchburg College has in place a strategic plan and goals, the goals of the School of Education and Human Development do not align with the goals of the College. Based on the information provided, the on-site review team could not determine the specific goals of the professional education program. This is a continued area cited during the previous on-site accreditation visit.
 3. No evidence of long-range planning for the professional education program was provided.
 4. There is no evidence of consistent and regular meeting times for community partners, faculty and staff, decision making, collaboration, and strategic planning among these groups. Input and feedback are disjointed and lack the cohesiveness necessary to make decisions and recommendations for program improvement.
 5. No evidence of collaborative input from faculty, community partners, and students for development and updates that reflect current trends and issues related to the professional education program was provided. No evidence of consistent meetings of faculty to discuss needs and recommendations for professional education program improvement was provided.
- The Advisory Board on Teacher Education and Licensure recommends to the Board of Education that the Lynchburg College professional education program be "accredited with stipulations." The professional education program has met the standards minimally, but significant weaknesses have been identified. Within

a two-year period, the professional education program shall fully meet standards as set forth in section 8VAC20-542-60 of the *Regulations Governing the Review and Approval of Education Programs in Virginia* (Effective September 21, 2007 and Amended January 19, 2011).

Board discussion included:

- Mr. Braunlich asked how existing students and future teachers are affected when a college/university loses accreditation. Mrs. Pitts said that students currently enrolled in the program would be allowed to complete the program and are not penalized if a college/university loses its accreditation. Mrs. Pitts said that a college/university has to maintain regional accreditation or the individual will not be licensed by the Board of Education. Mrs. Pitts said that regional accreditation is nonnegotiable.
- Mrs. Sears asked how many teacher education programs has the board accredited with stipulations and how long they have been in that status. Mrs. Pitts said three or four institutions have been accredited with stipulations and one institution was recommended for accreditation with stipulations but withdrew and sought accreditation through NCATE.
- Mrs. Sears asked how many colleges/universities are currently operating under accreditation with stipulations. Mrs. Pitts responded that currently there are no colleges/universities with the status of accreditation with stipulations. Mrs. Pitts noted that one institution was recommended for accreditation with stipulations but withdrew and sought accreditation with NCATE and received it. Mrs. Pitts said in the past, colleges/universities have met requirements to receive full accreditation after receiving accreditation with stipulations.
- Mrs. Sears said it is troubling to have a program with significant weaknesses in two out of four areas and yet they still can be accredited with stipulations. Mrs. Pitts noted there are four standards and seventeen indicators under those standards. The peer review on-site team is to review those and if the team feels that the standards are not fully met, that the weaknesses are such that the college/university should address them, then they recommend meet with stipulations. She noted the review team could have indicated not met, but they did not; they said overall the standards were met with stipulations.
- Mrs. Sears asked if the Board has denied accreditation to a college/university. Mrs. Pitts said the Board has not denied accreditation to a college/university but there have been programs that have been discontinued. Mrs. Pitts said the process for accreditation is to identify those weaknesses so there can be continuous improvement of the program.
- Mrs. Sears asked if students enrolled in programs at a college/university that has been approved with stipulations are informed of their status. Mrs. Pitts said the Title II reports on college/university programs are available to the public.
- Mrs. Atkinson acknowledged that the review process identifies areas of improvement. Mrs. Atkinson said she was encouraged by the two standards that Lynchburg College met – candidate performance on competencies for endorsement areas and faculty in professional education programs. Mrs. Atkinson said the Board is concerned about the status of colleges/universities because they want strong teachers entering the field. Mrs. Atkinson thanked Dr. Stennette for taking the situation seriously and looks

forward to hearing how quickly she is able to remedy the issues.

- Mr. Ko noted his concerns regarding the program at Lynchburg College and the short period of time to address them. Dr. Stennette said the college started addressing the stipulations in November and they plan to address all of them. Mr. Ko asked how many students are in the program. Dr. Stennette said this year Lynchburg College program of education graduation included one mathematics teacher, one chemistry teacher, six special education k-12 teachers, and thirty-one elementary teachers.
- Mr. Dillard asked what will happen in two years and if there will be another on-site visit. Mrs. Pitts said the timeline is to meet the standards in one year and there will be another on-site visit. Mr. Dillard asked if Lynchburg College will return to the Board of Education for approval. Mrs. Pitts said that ABTEL will give their recommendation and then it will come before the Board.
- Mrs. Edwards said she knows the potential of the program at Lynchburg College and knows the caliber and quality of the teachers there. Mrs. Edwards said she is looking forward to Lynchburg College making improvements so the data and product match.
- Mrs. Wodiska said she cannot support the application, and that she does not hear a great sense of urgency from Lynchburg College to change. Mrs. Wodiska said she would like to see a greater sense of urgency and stronger verbal commitments with regular updates provided to the Board.
- Dr. Cannaday said it would be helpful if the college president or members of the Board of Trustees attend the next Board meeting with her to show universal commitment.
- Mrs. Sears asked Dr. Stennette to explain how teachers are prepared when the review indicates the standard was met minimally. Mrs. Sears also expressed concern with the standard on governance and capacity which was met minimally and asked for an explanation. Another concern Mrs. Sears had were the lack of minutes at meetings. Mrs. Sears said she would like to see the timeline for when situations will be rectified and asked that the president of the college attend the next board meeting.
- Mr. Braunlich said that teachers are the most important component to quality education, and that it starts with the schools of education.

The Board accepted for first review the Advisory Board on Teacher Education and Licensure's recommendation that the professional education program at Lynchburg College be "accredited with stipulations."

First Review of Guidelines and a Model Waiver Form for High School to Work Partnerships

Mrs. Anne Wescott, assistant superintendent for policy and communications and Ms. Lolita Hall, director of career and technical education, presented this item.

Their presentation included the following:

- The High School to Work Partnerships are programs established between public high schools and local businesses to create opportunities for students to participate in work-based learning experiences that include student apprenticeship, clinical experience, cooperative education, internship, mentorship, job shadowing, or

service learning experiences. As evolving technology and globalization constantly change industry needs and work force requirements, it has become more important for career and technical education (CTE) programs to work closely with local employers to ensure that classroom content matches work force needs. By joining forces with local employers, economics and work force leaders, CTE programs can better bridge the gap between school and work to develop a highly-skilled, sustainable work force. These partnerships allow the workplace to inform curriculum decisions and offer students authentic experiences to prepare them for their careers. This relationship grows the supply chain that provides the high-tech work force for today and the future.

- Guidelines for establishing effective collaborative partnerships between the high school and business and industry may include, but not be limited to, the following elements: 1) determine compatible policies and procedures to operate; 2) agree on roles and responsibilities; 3) identify and address needs by leveraging resources; 4) define and communicate a common outcome; 5) establish mutually agreed upon goals and strategies; 6) establish metrics to measure success; 7) monitor, evaluate, and report results; 8) implement strategies to nurture, expand, and sustain partnerships; and 9) recognize partners for their contributions.
- Although the model waiver would ostensibly release the business from any liability from any injury, harm, or damage caused by the student's participation in the High School to Work Partnership, the Office of the Attorney General has advised us that the waiver is not enforceable. The Virginia Supreme Court has held that this kind of release for future acts of negligence "is prohibited by public policy and, thus, is void," in *Hiett v. Lake Barcroft Community Association*.
- HB 2101 and SB 1248 added subsection D to § 22.1-227.1 of the *Code of Virginia* to say:

§ 22.1-227.1. Career and technical education.

... D. The Board shall develop guidelines for the establishment of High School to Work Partnerships, hereafter referred to as "Partnerships," between public high schools and local businesses to create opportunities for students who may not seek further education after high school to (i) participate in an apprenticeship, internship, or job shadow program in a variety of trades and skilled labor positions or (ii) tour local businesses and meet with owners and employees. These guidelines shall include a model waiver form to be used by high schools and local businesses in connection with Partnership programs to protect both the students and the businesses from liability.

Each local school board may encourage the local school division's career and technical education administrator or his designee to collaborate with the guidance counselor office of each public high school in the Commonwealth to establish Partnerships and to educate the student body about available opportunities.

Students who miss a partial or full day of school while participating in Partnership programs shall not be counted as absent for the purposes of calculating average daily membership, but each local school board shall develop policies and procedures for students to make up missed work and may determine the maximum number of school days per academic year that a student may spend participating in a Partnership program.

- HB 858, a § 1 bill, specified the time frame for the model waiver form to be developed:

1. § 1. The Board of Education shall develop, prior to July 1, 2014, a model waiver form for use by any entity providing a career and technical occupational experience for public secondary school students.

Board discussion included:

- Mrs. Atkinson expressed her appreciation for the work-based learning definitions.
- Mrs. Sears said she will not vote for this agenda item because it gives businesses protection that they do not have.
- Mr. Braunlich asked if it is clear that the waiver is not enforceable. Mrs. Wescott said staff will work with the Attorney General's Office (AGO) to make sure it is clear.
- Mr. Braunlich asked if the AGO is satisfied with the language currently in the model liability waiver. The AGO representative said they prefer any legal advice to be given in closed session, but they have worked closely with staff and are satisfied.
- Mrs. Atkinson asked if they could have a paragraph that precedes the model liability waiver because she is concerned parents may not know the meaning of the language and it could be misleading. Dr. Cannaday agreed with Mrs. Atkinson.

- Mr. Dillard said he thinks the waiver is worded clearly and does not have a problem with the way it is currently worded.
- Mr. Braunlich said he agreed with Mrs. Atkinson and Dr. Cannaday that it would be helpful to parents offering clarity up front.
- Dr. Staples said this is an awkward situation and staff has had discussion about how to present a model they do not recommend as a model. Dr. Staples asked if staff could add a statement that indicates prior to using the waiver, school divisions should consult with their local counsel.
- Mr. Braunlich asked that a statement is inserted in the document to explain that the Board was directed by the General Assembly to develop the guidelines.

The Board accepted the guidelines and the model waiver form for first review.

First Review of Amendments to the Regulations Governing Driver Education and the Repeal of Regulations Governing the Approval of Correspondence Courses for Home Instruction (Reconsideration of Final Stage)

Mrs. Wescott presented this item. Her presentation included the following:

- The 2008 General Assembly adopted amendments that eliminated the requirement in § 22.1-254.1 of the *Code of Virginia* for the Superintendent of Public Instruction to approve correspondence courses for parents who homeschool their children. However, § [22.1-205](#) of the *Code* still requires that the Board of Education approve driver education correspondence courses for parents who homeschool their children. As a result of this action by the General Assembly, the [Regulations Governing the Approval of Correspondence Courses for Home Instruction](#) are no longer necessary, and provisions about driver education correspondence courses could be moved to the *Regulations Governing Driver Education*.
- Instead of having two sets of regulations, one governing correspondence courses and another governing driver education, this proposal would add a new section about driver education correspondence courses to the [Regulations Governing Driver Education](#), and repeal the [Regulations Governing the Approval of Correspondence Courses for Home Instruction](#).
- The Board received no public comment on the proposed regulations, and there were no changes to the regulations when the Board took final action to approve them on October 24, 2013.
- However, when the Attorney General's Office conducted its review of the final regulations, it advised staff that the Board would need to make a number of changes regarding due process if a correspondence school's application is denied or if the approval is revoked for good cause. The Attorney General's Office had reviewed the regulations at the proposed stage and had made no recommendations for changes.
- The amendments would make changes to the due process provisions. Instead of a fact-finding conference and a hearing before a hearing officer, the amendments would provide for the Board of Education to review and reconsider the decision.

Board discussion included:

- Mr. Dillard said this is another road block put in the way of the responsibility of the Board by the General Assembly to not have the Board validate various correspondence courses that can be offered. Mr. Dillard said it is the Board's responsibility to see that

the students in the Commonwealth that are homeschooled are properly schooled.

The Board accepted for first review the amendments to the *Regulations Governing Driver Education* and the repeal of the [*Regulations Governing the Approval of Correspondence Courses for Home Instruction*](#). As the proposed changes are substantive, a 30-day public comment period will be conducted before the Board's final review July 24, 2014.

First Review of Amendments to the Regulations Governing Nutritional Guidelines for Competitive Foods Available for Sale in the Public Schools (Re-Proposed Stage)

Mrs. Catherine Digilio-Grimes, Director of School Nutritional Programs, presented this item. Mrs. Digilio-Grimes presentation included the following:

- The legislation requires the Board of Education, in cooperation with the Department of Health, to promulgate and periodically update regulations setting nutritional guidelines for all competitive foods sold to students during regular school hours that are not part of the federal school lunch or school breakfast program. The term "competitive foods" refers to all food available for sale to students on the school campus during the school day other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act of 1966 (i.e., School Lunch and School Breakfast). The regulations to be developed pursuant to the legislation are required to address calorie, fat, sugar, and sodium content, and may address other areas.
- The rising rate of childhood obesity has become a major health concern, because of both its impact on childhood health and as a contributing factor to the development of chronic disease in adulthood. In response to this growing concern, attention has focused on the need to establish nutrition standards for foods in schools by offering healthier food options on school grounds that will contribute to an overall healthful eating environment. From a nutritional perspective, the goal is to increase the consumption of whole grains, fruits, vegetables, and nonfat or low-fat dairy, and reduce fat, sugars, and sodium in support of the Dietary Guidelines for Americans. Federal regulations governing the national school lunch program, school breakfast program, and afterschool snack program establish nutrition standards for school meals/snacks, and strengthened federal nutrition standards governing competitive foods will go into effect on July 1, 2014. Nutritional standards for competitive foods can complement the federal school meal nutrition standards for an overall healthier eating environment in schools.
- The language in the re-proposed regulation is aligned with the new federal regulation governing competitive foods in schools, to provide clarity and consistency and avoid having different sets of regulations that school divisions would be required to follow. All references to beverages are eliminated. The re-proposed regulations contain changes in the following sections:
 - ✓ 8VAC 20-740-10 - Definitions: modified several, added new definitions and deleted some.
 - ✓ 8VAC 20-740-20 - Applicability: added item clarifying non-applicability of food available for sale to adults only.
 - ✓ 8VAC 20-740-30 - Nutrition Standards: reworded and expanded language to align with the federal regulation; added section on General Standards, General Exemptions and Accompaniments.
 - ✓ 8 VAC 20-740-40 - Implementations and Compliance: expanded to address recordkeeping, oversight and compliance.
- As specified in enactment clause three of SB 414, the Board of Education shall work with the Department of Health, the School Nutrition Association of Virginia, the American Heart Association, the American Cancer Society, the Virginia Chapter of the American Academy of Pediatrics, the Virginia Wholesalers and Distributors Association, the Virginia Automatic Merchandising Association, and other stakeholders in

conducting the research necessary for the development of the regulations and in the dissemination of the nutritional guidelines to school divisions.

- Further, SB 414 requires in the development and implementation of the regulations that:
 - ✓ Nutritional guidelines be established for all foods available for sale to students on school grounds during regular school hours. “Competitive food” means all foods available for sale to students on the school campus during the school day other than meals reimbursed under the school breakfast or school lunch programs. In the school setting, these are typically food items available for sale to students as à la carte items in the cafeteria, in vending machines, in school stores/snack bars, and through other school activities. SB 414 explicitly excludes “beverages” under the definition of “competitive food.” In addition, food items served or provided, but not sold, to students, or those sold outside regular school hours or off the school campus are outside the purview of these regulations;
 - ✓ The guidelines be based on the Institute of Medicine's (IOM) nutrition standards for competitive foods in schools or the competitive food guidelines established by the Alliance for a Healthier Generation as the initial statewide standard for competitive foods;
 - ✓ The guidelines be periodically reviewed by the Board of Education with assistance from the Department of Health to ensure they remain current, science-based, and consistent with any changes to the federal laws or regulations on competitive foods; and
 - ✓ Local school boards adopt the state guidelines as part of their existing local wellness policy to ensure compliance with the provisions of subsection A of Section 22.1-207.4.
- The Department of Education conducted meetings with the above stakeholders on March 24, April 21, and May 25, 2011, to develop draft nutrition guidelines. The Institute of Medicine's (under the National Academy of Sciences) *Nutrition Standards for Foods in Schools: Leading the Way to a Healthier Youth* was used as the basis for the nutritional standards in the proposed regulations. The IOM standards were used since it was anticipated that the U.S. Department of Agriculture (USDA) would use them in developing its own nutritional standards for competitive foods, as it was authorized to do under the 2010 federal legislation that reauthorizes the federal school meal programs (Healthy, Hunger-Free Kids Act of 2010). The federal competitive food regulations were developed based on the IOM standards.
- Consistent with SB 414 and the core nutrition components in the IOM standards, the initially proposed regulations set nutritional standards for competitive foods sold to students in the areas of calorie, fat, sugar, sodium content, and foods of minimal nutritional value. The Virginia Regulatory Town Hall Proposed Regulation Agency Background Document is attached that provides additional background on the proposed regulations.
- On June 28, 2013, USDA issued the interim final rule, *National School Lunch and School Breakfast Program: Nutrition Standards for All Foods Sold in School as Required by the Healthy, Hunger-Free Kids Act of 2010 (Smart Snacks in Schools rule)*. The interim final rule amends the National School Lunch Program and School Breakfast Program regulations to establish nutrition standards for all foods available for sale to students in schools during the school day on the school campus other than meals reimbursed under programs authorized by the Richard B. Russell National School Lunch Act and the Child Nutrition Act of 1966. These new federal regulations governing competitive foods are effective July 1, 2014.
- The initially proposed regulations were presented to the Board of Education for first review on June 23, 2011. The Board accepted these proposed regulations for first review and authorized the Department of Education to proceed with the next steps of the regulatory process under the Administrative Process Act (APA), including a public comment period and a public hearing.
- SB 414 requires the guidelines to be periodically reviewed by the Board of Education to ensure they remain current, science-based, and consistent with any changes to the federal laws or regulations on competitive foods. In light of this requirement, and the comments received at both the public hearing conducted on October 24, 2013, and during the public comment period, the proposed regulation was reviewed and revised to align with the USDA interim final rule, *Smart Snacks in Schools*.

- Due to the significant changes in the language of the initial proposed regulation, the regulation is being re-proposed and must follow the steps of the regulatory process under the Administrative Process Act (APA), including public comment.

Board discussion included:

- Mr. Braunlich clarified that these regulations do not pertain to foods in the school lunch program. Mrs. Digilio-Grimes agreed and clarified that it pertains to a' la carte items, and vending machines. Mrs. Digilio-Grimes said the school breakfast and lunch programs are not governed under these regulations. Mrs. Digilio-Grimes said any meals that are reimbursable or meet the federal guidelines for school meals are not governed under these regulations except for the foods they sell as a' la carte items. Mrs. Digilio-Grimes said anything else sold in the school such as school stores, fundraisers, and vending machines during the school day would have to comply with the regulations. Mrs. Digilio-Grimes said that cookies, etc., brought to school for birthday parties are not affected by the regulations because they are not sold to students.
- Mrs. Wodiska asked Mrs. Digilio-Grimes to describe the process going forward for the regulations. Mrs. Digilio-Grimes said after Board approval the regulations will go through the executive review process, and go out for public comment and another public hearing working with stakeholder groups to align with the federal regulations.
- Mrs. Atkinson asked who will be involved in the training. Mrs. Digilio-Grimes said it will address principals, finance directors, teachers, and anybody who wishes to participate. Mrs. Atkinson asked if this will affect or have an impact on fundraisers. Mrs. Digilio-Grimes said items sold for pickup later will not be affected—only items sold during the school day will be affected.
- Mrs. Digilio-Grimes clarified that fundraisers off campus are not affected by these regulations.
- Mr. Braunlich asked what types of foods will be affected by the sodium content. Mrs. Digilio-Grimes said the sodium in entrees and snack food may be excessive.
- Mrs. Sears was concerned about the financial impact on the school divisions and asked if additional funds were available. Mrs. Digilio-Grimes said no additional funds were provided.
- Mr. Dillard asked why sodas are not included in the regulations. Mrs. Digilio-Grimes said Senate Bill 414 passed in 2010 excluded beverages.

The Board of Education accepted for first review the re-proposed regulations.

First Review of Nominations to Fill Vacancies on Board of Education Advisory Committees

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

- Article Nine, Section 2 of the Board of Education's bylaws states the following:

Section 2. Advisory Committees. Advisory committees may be created by the Board for special purposes to include, but not be limited to, federal and state-mandated committees. An advisory committee shall be composed of persons who represent the views and interests of the general public and who are known to be qualified to perform their duties. Personnel of the Department of Education may be appointed to the committee, as members or as consultants. Unless otherwise prescribed by state or federal law or regulations, all appointments to an advisory committee shall be made by the Board upon the recommendations of the Superintendent of Public Instruction. . . .

- The Board of Education’s bylaws also specify the membership and term of service in Article Sixteen, Section 3 and 4, as follows:

Section 3. Membership. The Board shall determine the number of members to serve on an advisory committee, and shall appoint the members of the committee, as specified in Board bylaws under Article Nine, Section 2, except as provided by state or federal law or regulation. Nominations for all vacant positions will be solicited as widely as practicable and on forms provided by the Department of Education. . . .

Section 4. Term of Service. Appointments to an advisory committee shall be for a term of three years. Members of an advisory committee may be appointed to a second consecutive three-year term, but shall not be eligible to serve for more than six consecutive years...A member filling the unexpired term of a member who resigned from the committee may be appointed to another consecutive three-year term. . . .

- The Board of Education’s advisory committees have vacancies for a three-year term of July 2014 to June 2017. Two of the Board's advisory committees require specific categories of expertise or geographic representation pursuant to state or federal law or regulation. For all committees, the Board of Education seeks to have geographic representation among the appointees.
- Superintendent’s Memorandum 075-14 dated March 28, 2014 (Attachment A), announced the call for nominations to fill the current advisory committee vacancies. The call for nominations was sent to school divisions, statewide education organizations, and individuals who had expressed interest. This information was also posted on the Department of Education’s Web site.
- Following the close of the nomination period, the nominations were reviewed. Persons recommended for appointment or reappointment were selected based upon qualifications and on the required categories for membership (if applicable).
- The list of nominees recommended for appointment or reappointment to the 2014-2017 term are as follows:

State Special Education Advisory Committee

Adam Amick
Representing: People with disabilities
(Re-appointment)

Jusolyn Bradshaw, Assistant Principal, Reception and Diagnostic Center, Department of Juvenile Justice
Representing: Juvenile Justice
(Re-appointment)

Jennifer Cooper, Senior Adoption Policy Specialist, Division of Family Services, Virginia Department of Social Services
Representing: Foster care

Christy Evanko
Representing: Parent (Region 1)
(Re-appointment)

Catherine King
Representing: Parent of a student with a disability (Region 6)

Kristi Lockhart, Transition and Higher Education Services Coordinator, Virginia Division of Rehabilitative Services
Representing: State agency

Darren Minarik, Instructor, Special Education in the General Curriculum, Radford University
Representing: Higher education
(Re-appointment)

Wyllys VanDerwerker, Director of Special Education, Lynchburg City Public Schools
Representing: Local director of special education

Virginia Advisory Committee for Career and Technical Education

Morris E. Dews Jr., Director of Career and Technical Education Programs, Virginia Department of Corrections
Representing: Law, Public Safety, Corrections and Security

Vivian Seay Giles, County Attorney/County Administration, Cumberland County
Representing: Government and Public Administration

Ronnie G. Gill, Vice President/Regional Lending Manager, Colonial Farm Credit
Representing – Agriculture, Food and Natural Resources
(Re-appointment)

David L. Kleppinger, Executive Director, Alleghany Highlands Economic Development Corporation
Representing: Government and Public Administration

Jane G. Watkins, President/CEO, Virginia Credit Union
Representing – Finance
(Re-appointment)

Paul Adams Willard II, Air Force JROTC Instructor, King William High School
Representing: Transportation, Distribution and Logistics

Daniel R. Woodley, Director Emeritus of Restaurant Association
Representing – Hospitality and Tourism
(Re-appointment)

Virginia Advisory Committee for the Education of the Gifted

Beth Andersen, AP and Gifted Resource Teacher, Prince George County Public Schools
(Re-appointment)

Melanie Daniel, Supervisor of Gifted and Accelerated Programs, Stafford County Public Schools

Teresa Ellison, Retired Director of Instruction/Current Part-time Teacher and School Board Member,
Alleghany County Public Schools

Kevin Kendall, Coordinator of Gifted Education, Lexington City Public Schools

Cheryl McCullough, Supervisor of Gifted Services, Arlington Public Schools

Melissa Powers, Gifted Resource Teacher, Brunswick County Public Schools

Jennifer Sublette-Williamson, Facilitator of Gifted Services, Albemarle County Public Schools

Kimberly Waite, Coordinator of Gifted Education, Middlesex County Public Schools

Advisory Board on Teacher Education and Licensure

Allen Lee Bierlair, Chesterfield County Public Schools

Representing: Classroom Teacher (Career and Technical Education)
(Re-appointment)

Kathleen Burcher, President, Holman Middle School PTA, Henrico County Public Schools
Representing: Parent/Teacher Association Member

Dr. Brian K. Matney, Virginia Beach City Public Schools
Representing: School Principal
(Re-appointment)

Mrs. Nancy M. Moga, Alleghany County Public Schools
Representing: At Large Member
(Re-appointment)

Ms. Kate Sydney, Arlington County Public Schools
Representing: Classroom Teacher (Elementary)
(Re-appointment)

Mr. Vern Williams, Fairfax County Public Schools
Representing: Classroom Teacher (Middle)
(Re-appointment)

Dr. Sherry Agnew Wilson, Assistant Director of Human Resources, Chesapeake Public Schools
Representing: School Personnel Administrator

Advisory Committee on Adult Education and Literacy

Rodney Caulkins, President, Caulkins Construction Company, Manassas Park (Re-appointment)

Dr. Marcia "Gail" Derrick, Professor, Associate Dean, Regent University, School of Education (Re-appointment)

Delegate Mark Keam, Member, Virginia House of Delegates, 35th District

Delegate Kaye Kory, Member, Virginia House of Delegates, 38th District

Rachel Morrissey, Regional Adult Education Specialist, Newport News

Linda K. Seyer, Adult Education and Family Literacy Act (AEFLA) Grant Regional Program Manager,
Fairfax County Public Schools

Denton Sisk, Director, Alternative Education, Campbell County Public Schools (Re-appointment)

Mary White, Proprietor, Law Office of Mary Elizabeth White, Fredericksburg (Re-appointment)

Mrs. Atkinson made a motion to waive first review and approve the list of nominees recommended for appointment to the Board of Education's advisory committees for the 2014-2017 term. The motion was seconded by Mrs. Wodiska and carried unanimously.

Report on Public Hearing held in Franklin City Public Schools by the Virginia Board of Education on May 14, 2014, and Update on the Corrective Action Plan Required by the Division-Level Review

Dr. Kathleen Smith, director of school improvement, presented this item. Dr. Smith's presentation included the following:

- The Standards of Quality (SOQ) require local school boards to maintain Fully Accredited schools and to take corrective actions for schools that are not Fully Accredited. Further, when the Virginia Board of Education (VBOE) has obtained evidence through the academic review that the failure of schools within a division to achieve full accreditation status is related to division-level failure to implement the SOQ, the VBOE may require a division-level academic review.

§ [22.1-253.13:3](#), Standard 3. Accreditation, other standards and evaluation.

... Each local school board shall maintain schools that are fully accredited pursuant to the standards of accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board....

... When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's comprehensive plan pursuant to § [22.1-253.13:6](#)....

- All three schools in Franklin City Public Schools have been Accredited with Warning for two consecutive years, and have federal sanctions due to not meeting the federal annual measurable objectives (AMOs). The school academic review process conducted in the 2012-2013 school year revealed evidence that the failure of the schools within the division to achieve full accreditation status is related to division-level failure to implement the SOQ, consistent with Section 22.1.-253.13:3 of the SOQ.
- On October 24, 2013, the VBOE placed Franklin City Public Schools in division-level academic review status and authorized the Department of Education to begin the review process. The division-level review process was conducted December 1-5, 2013.
- On March 27, 2014, the Virginia Board of Education approved a Memorandum of Understanding (MOU) between the Franklin City School Board and the Virginia Board of Education. This is included as Attachment A. The MOU, subject to annual review and revisions by the Board of Education, will be in place until all Franklin City Public Schools are Fully Accredited.
- As required by the Standards of Quality, the Franklin City School Board and the central office staff must include four key priorities in the corrective action plan and implement certain essential actions related to the findings of the division-level review process to improve student achievement:
 1. Curricula Alignment
 2. Human Resource Management and Quality of Leadership, Teachers and Support
 3. Purpose and Direction
 4. Leadership and Governance
- The comprehensive nature of the essential actions and findings from the division-level review will require the

local board to focus its work on a few immediate priorities while making plans to implement actions that are more systemic over a longer period of time with input from the community. In recognition of these findings, the MOU requires essential actions categorized by immediate priority or systemic action over a longer period of time.

- **Immediate Priority Actions:**
The corrective action plan will include timelines that place immediate priority on essential actions that will have a direct impact on student achievement:
 1. Curricula alignment
 2. Quality of leadership, teachers and support

- **Systemic Planning Actions:**
At the same time, the Franklin City School Board and the Division Superintendent must begin working on systemic governance and strategic planning issues cited in the review:
 1. Purpose and direction
 2. Governance and leadership

- The corrective action plan submitted by the Franklin City School Board at the April 22, 2014, meeting (Attachment B) makes reference to all essential actions noted in the MOU and indicates whether the essential action requires immediate priority or systemic action over a longer period of time. Attachment B also includes proposed amendments to the MOU offered by the department and presented at the April 22, 2014, meeting. Finally, Attachment B includes additional proposed amendments to the corrective action plan previously submitted to the Virginia Board of Education from the Chief Academic Officer (assigned by the Board). These include changes to Essential Action 4.2:

- Ensure that all activities of school board meetings comply with applicable state and federal law to include FOIA, FERPA citations, Code of Virginia and the Franklin City Public Schools Board Policy Manual

- Proposed changes recommended by the Board at the April 22, 2014, meeting and listed below will be included in the corrective action plan submitted by the Franklin City School Board on June 26, 2014:
 1. Ensure that all building-level administrators provide strong and effective instructional leadership to their teachers and students.
 - a. Provide technical assistance in aligning the components of the Academic Review with Teacher Performance Evaluation.
 - b. Support building-level administrators with job-coaching where needed.
 - c. Hold building-level administrators accountable for incorporating the technical assistance provided into their leadership practices through the FCPS Administrator Evaluation Process.
 2. Increase the quality and quantity of opportunities for parents to be engaged in all aspects of their children's school experiences.
 - a. Increase parental participation in decision-making through their involvement in school leadership and school improvement committees.
 - b. Create Parent Advisory Councils at each school site to advise school leadership on issues of importance to school improvement goals. (Membership in these councils should reflect the demographics of the student population.)
 - c. Keep school websites and newsletters updated and filled with information regarding school improvement efforts as well as recent and upcoming events.
 - d. Provide incentives to increase parent attendance at critical home/school interactions such as report card conferences and curriculum information nights.
 - e. Survey parents as to their preferred days of the week, times (day or evening) and content of parent information meetings. Use the data collected to plan routine parent information programs.
 - f. Create and disseminate annual "Customer Satisfaction" surveys to assess the degree to which parents are satisfied with their children's school program.

3. Ensure that the Division Superintendent fulfills the role of “Chief Developer” for the Franklin City School Board and provides guidance and support as the Board establishes policy and direction for the Franklin City Public Schools.
- On April 24, 2014, the Virginia Board of Education announced that it would conduct a public hearing in Franklin City Public Schools to obtain input from constituents in Franklin City on the proposed corrective action plan. The public hearing was held on May 14, 2014, at Joseph P. King Middle School and was attended by approximately 120 parents, students, former students, residents, business members, faith-based community representatives, city officials, community college representatives, and teachers. Twenty-six people provided public comment. There were several areas of concern expressed regarding the corrective action plan and the involvement of the community in working with the school system to serve students:
 1. The business community would like more representation in the development of the corrective action plan.
 2. Several citizens stated that there has been a decreased use of ready and willing volunteers by the Franklin City Public Schools.
 3. The plan needs to include a clear communication plan to engage the various stakeholder groups.
 4. Many expressed that that the corrective action plan timelines were not specific and that the plan needs to be consumer friendly so that it is clearly understood by all members of the community.
 5. Many also stated that outcomes in the corrective action plan need to be more specific.
 6. Members of the community expressed the need for staff development.
 7. Several members stated that parental involvement efforts in Franklin City Public Schools were limited.
 8. A number of speakers suggested that leadership and recruitment efforts are needed to ensure that the school system employees licensed teachers.
 - To allow sufficient time for the inclusion of additional essential actions based on the public comments, the Board’s final review of the Franklin City’s corrective action plan will be delayed until June 26, 2014. While it is imperative that the corrective action plan be approved with all due speed, it is also apparent from their comments at the public hearing that the citizens of Franklin City Public Schools want more input into the development of the plan. Given that at this time the Franklin City School Board is in the process of hiring a new superintendent and will have two new board members approved by the Franklin City Council by July 1, 2014, the Virginia Board of Education may wish to consider final review of the corrective action plan to be in effect from June 26, 2014-November 20, 2014 with the addition of this essential action:
 - The new (or interim) superintendent and the Franklin City School Board will form a committee to amend the corrective action plan to include additional essential actions that address the comments from the public hearing held on May 14, 2014, by the Virginia Board of Education, that include descriptive timelines and actions, simplified language, and transparent, measurable outcomes for each action:
 - a. The committee will minimally include parents, students, residents, business members, faith-based community representatives, city officials, community college representatives, principals and teachers.
 - b. The committee will meet to finalize the corrective action plan and present a final corrective action plan for approval by the Franklin City School Board by September 15, 2014.
 - c. The corrective action plan must be submitted to the Virginia Board of Education by September 19, 2014. The Virginia Board of Education will receive the updated corrective action plan on first review on October 23, 2014, and for final review and approval on November 20, 2014.

Board discussion included:

- Mr. Braunlich asked when Franklin City will vote on the corrective action plan. Dr. Smith said Franklin City voted on the corrective action plan presented to the Board for the May meeting and they will vote on the final corrective action plan again in

September.

- Mr. Braunlich clarified that the Board took action to have the public hearing because Franklin City said no one attended when they held a public hearing. Mr. Braunlich said the Board did not want to take action until a public hearing was held.
- Dr. Cannaday asked the Board to change the timeline from September to October for Franklin City to submit the corrective action plan to the Board. Dr. Cannaday said this will give the new superintendent time to engage people in the community.
- Dr. Staples said he endorses Dr. Cannaday's recommendation to move the timeline but noted the amended corrective action plan will not be presented to the Board until January for approval.
- Mrs. Sears acknowledged that the student liaison to the Franklin City School Board wanted the Board of Education to have a copy of her letter to the Franklin City School Board.
- Mrs. Atkinson said Franklin City is currently functioning under a corrective action plan and they are talking about an amended action plan and they should already be working on changes. Mrs. Atkinson said she wants the public to know that things are happening now and they are not waiting until January.
- Mrs. Wodiska said she was pleased that the Board took an additional effort to engage the community and encouraged attendance.
- Mrs. Atkinson said three Board members toured schools in Franklin City and met with students who were candid with Board members on what's happening at their school.

The Board requested Franklin City School Board to modify the corrective action plan to be presented to the Board for final review on June 26, 2014, to include an essential action that requires the new (or interim) superintendent and the Franklin City School Board to form a stakeholders committee to work with school division staff to amend the corrective action plan to address the comments from the public hearing held on May 14, 2014. The updated corrective action plan must include descriptive timelines and actions, simplified language, and transparent, measurable outcomes for each action. The Board received the report.

Report on Gloucester County Public Schools' Proposal for a Year-Round Program for Full Circle Academy

Mrs. Wescott presented this item. Her presentation included the following:

- In 2012, the Joint Legislative Audit and Review Commission (JLARC) conducted a study on year-round schools and found that:
 - ✓ In the "single track" year-round calendar model, intersessions are used to provide the opportunity for additional instruction, and student learning loss is reduced by having a shorter summer break.
 - ✓ Black students were more likely to improve their Standards of Learning (SOL) test scores at a faster rate and were more likely to score higher than predicted on 2009 SOL tests than their peers at traditional calendar schools.
 - ✓ Certain school divisions may want to consider year-round schools as one method to improve student achievement, particularly those with high percentages of the student groups that appear to benefit from year-round school: black, Hispanic, economically disadvantaged, and limited English proficient students.

- The 2013 General Assembly appropriated \$412,500 GF for planning grants to school divisions interested in establishing year-round schools. Gloucester County Public Schools applied for and received a planning grant of \$39,724 for this purpose.
- The school division used the planning grant to establish a stakeholder committee to work throughout the 2013-2014 school year on the feasibility and plans for a year-round program targeted to elementary students struggling with achievement on reading and mathematics skills foundational to long-term school success. The planning committee developed a plan and budget, conducted a needs assessment, developed a proposed calendar, made curriculum adjustments, created lesson plans for intersessions, and generated buy-in and procedures for staff and families to participate in the new program.
- Section 22.1-79.1 of the *Code of Virginia* prohibits local school boards from adopting school calendars that require schools to open prior to Labor Day unless a waiver is granted by the Board for "good cause." "Good cause" includes year-round schools, which are considered experimental or innovative programs under § 22.1-79.1 (B) (3). However, the proposal is just for two classrooms within the school to open before Labor Day. The other classrooms in the school will open after Labor Day. As this is a program within a school, approval from the Board of Education is not needed. It is being presented to the Board as an informational item.
- The provision that permits the Board to approve a year-round school may be found in § 22.1-79.1 as follows:

§ 22.1-79.1. Opening of the school year; approvals for certain alternative schedules.

- A. Each local school board shall set the school calendar so that the first day students are required to attend school shall be after Labor Day. The Board of Education may waive this requirement based on a school board certifying that it meets one of the good cause requirements of subsection B.
- B. For purposes of this section, "good cause" means:
....
3. A school division is providing its students, in the school year for which the waiver is sought, with an experimental or innovative program which requires an earlier opening date than that established in subsection A of this section and which has been approved by the Department of Education pursuant to the regulations of the Board of Education establishing standards for accrediting public schools. However, any waiver or extension of the school year granted by the Board of Education pursuant to this subdivision or its standards for accrediting public schools for such an experimental or innovative program shall only apply to the opening date for those schools where such experimental or innovative programs are offered generally to the student body of the school. For the purposes of this subdivision, experimental or innovative programs shall include instructional programs that are offered on a year-round basis by the school division in one or more of its elementary or middle or high schools...

- The innovative year-round program reflects a goal to improve student achievement and growth to help identified children to meet or exceed standards by the end of 2nd grade. The program is geared specifically to preventing learning loss, one of the key benefits of a year-round approach for vulnerable students, as highlighted by the 2012 JLARC report. The Full Circle Academy will serve between 30-40 children who remain behind their peers in mathematics and/or reading despite other prevention, intervention, or remediation efforts.
- The calendar features four 9-week instruction quarters, each followed by a three-week intercession of core remedial support, aligned resource activities, and field activities and experiences to enhance student learning as well as targeted professional development for instructional staff; these elements necessitates an opening prior to Labor Day.
- Included in the packet are a copy of the complete package submitted by Gloucester County Public Schools and the proposed year-round calendar.

Because Full Circle Academy will not be a year-round school, but is a program operating within a school that will maintain its traditional calendar, approval of a pre-Labor Day opening waiver by the Board of Education is not required. The Board received the report on the plans from Gloucester County Public Schools for a year-round program for two classrooms at

Abingdon Elementary School.

Board discussion included:

- Mrs. Atkinson asked if the intersessions for students are mandatory. Mrs. Wescott said they are not mandatory but there are six extra days built into the calendar.
- Dr. Cannaday said he thinks this is a great idea because elementary students in particular lose knowledge during the summer when they are not engaged.

DISCUSSION OF CURRENT ISSUES

The Board met for a public dinner on Wednesday, May 21, 2014, at the Commonwealth Park Suites Hotel with the following members present: Mrs. Atkinson, Mr. Braunlich, Dr. Cannaday, Mr. Dillard, Mrs. Edwards, Mr. Ko, Mrs. Sears, and Mrs. Wodiska. Dr. Steven Staples, Superintendent of Public Instruction, also attended the meeting. Members discussed pending Board agenda items. No votes were taken, and the dinner meeting ended at 9:00 p.m.

PUBLIC HEARING ON REGULATIONS ESTABLISHING STANDARDS FOR ACCREDITING PUBLIC SCHOOLS IN VIRGINIA (PROPOSED STAGE - UPDATE TO COMPORT WITH 2012 LEGISLATIVE CHANGES)

No one spoke at the public hearing.

EXECUTIVE SESSION

Mrs. Sears made a motion to go into executive session under *Virginia Code* § 2.2-3711(A)(41), for the purpose of discussion and consideration of records relating to denial, suspension, or revocation of teacher licenses, and, under *Virginia Code* § 2.2-3711(A)(7), to consult with counsel and receive legal advice regarding the same, and that Noelle Shaw-Bell, legal counsel to the Virginia Board of Education, and Wendell Roberts, as well as staff members, Dr. Steven Staples, Patty Pitts, Nancy Walsh, and Richard Schley, participate in this closed meeting. The motion was seconded by Mrs. Atkinson and carried unanimously. The Board went into Executive Session at 1:10 p.m.

Mrs. Sears made a motion that the Board reconvene in open session. The motion was seconded by Mrs. Atkinson and carried unanimously. The Board reconvened at 2:45 p.m.

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

Board Roll call:

Mr. Dillard – Yes

Mrs. Edwards – Yes

Mrs. Sears – Yes
Mr. Braunlich – Yes
Dr. Cannaday – Yes
Mrs. Atkinson – Yes
Mrs. Wodiska – Yes
Mr. Ko – Yes

The Board made the following motions:

- Mrs. Atkinson made a motion to revoke the license of Perry Dean Reese. The motion was seconded by Mr. Dillard and carried unanimously.
- Mrs. Atkinson made a motion to issue a license in Case #1. The motion was seconded by Mr. Dillard and carried unanimously.
- Mr. Dillard made a motion to issue a one-year Provisional License with conditions to be determined by the Superintendent of Public Instruction in Case # 2. The motion was seconded by Dr. Cannaday and carried with seven “yes” votes. Mrs. Sears voted “no”.

Mrs. Sears made the motion to return to closed session at 2:50 p.m. The motion was seconded by Mrs. Atkinson and carried unanimously. The following Board members had to leave: Dr. Cannaday, Mrs. Wodiska, and Mrs. Edwards.

Mrs. Sears made a motion that the Board reconvene in open session. The motion was seconded by Mrs. Atkinson and carried unanimously. The Board reconvened at 3:50 p.m.

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

Board Roll call:

Mr. Dillard – Yes
Mrs. Sears – Yes
Mr. Braunlich – Yes
Mrs. Atkinson – Yes
Mr. Ko – Yes

The Board made the following motions:

- Mrs. Atkinson made a motion to deny a license to Lisa Nelson. The motion was seconded by Mr. Ko and carried unanimously.
- Mrs. Atkinson made a motion to revoke the license of John Charles Stenz. The motion was seconded by Mr. Ko and carried unanimously.
- Mrs. Atkinson made a motion to issue a license in Case #6. The motion was seconded by Mr. Ko and carried unanimously.

ADJOURNMENT OF THE BUSINESS SESSION

There being no further business of the Board of Education and Board of Career and Technical Education, Mr. Braunlich adjourned the meeting at 3:51 p.m.

President

DRAFT