

**COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA
June 19, 2019**

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

Mr. Daniel A. Gecker, President
Ms. Anne Holton
Dr. Jamelle Wilson
Dr. Keisha Pexton
Mrs. Elizabeth Lodal

Mrs. Diane Atkinson, Vice President
Dr. Francisco Durán
Dr. Tamara Wallace
Dr. James F. Lane,
Superintendent of Public Instruction

Mr. Gecker called the meeting to order at 10:00 a.m.

EXECUTIVE SESSION

Mrs. Atkinson made a motion to go into executive session under *Virginia Code §2.2-3711(A) (40)*, for the purpose of discussion and consideration of records relating to denial, suspension, or revocation of teacher licenses, and that Susan Williams, legal counsel to the Virginia Board of Education; as well as staff members Dr. James Lane, Patty Pitts, Nancy Walsh, and Kevin Foster whose presence will aid in this matter, participate in the closed meeting. The motion was seconded by Dr. Wilson and was carried unanimously. The Board went into Executive Session at 10:01a.m. Mrs. Atkinson made a motion that the Board reconvened in open session at 5:17 p.m. The motion was seconded by Dr. Wilson and carried unanimously.

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

Board roll call:

- Dr. Durán – yes
- Dr. Wallace - yes
- Mrs. Lodal - yes

- Mrs. Atkinson - yes
- Mr. Gecker - yes
- Dr. Wilson - yes
- Ms. Holton - yes
- Dr. Pexton - yes

The Board made the following motions:

Dr. Durán made a motion to issue a license in Case 1, contingent upon successful completion a 3-credit hour course in Classroom and Behavior Management approved by the Department of Education, Department of Teacher Education and Licensure; the motion was seconded by Mrs. Lodal. Dr. Wallace voted no and Dr. Pexton abstained.

Dr. Wilson made a motion to deny a license to Wendy Kay Marshall; the motion was seconded by Dr. Durán and carried unanimously.

Dr. Wilson made a motion to revoke the license of Kenneth Eugene Bostic; the motion was seconded by Mrs. Lodal and carried unanimously.

Mrs. Atkinson made a motion to revoke the Division Superintendent License of Kiwana Yates; the motion was seconded by Mrs. Lodal. Ms. Holton recused herself and the motion carried.

Dr. Wilson made a motion to revoke the Administration and Supervision endorsement on the Postgraduate Professional License of Kiwana Yates; the motion was seconded by Mrs. Atkinson. Ms. Holton recused herself and the motion carried.

Mrs. Atkinson made a motion to take no action against the license in Case 6; the motion was seconded by Dr. Wilson. Dr. Durán abstained and the motion carried.

Mrs. Atkinson made a motion to revoke the license of Terrawn Garnett; the motion was seconded by Dr. Wilson and carried unanimously.

ADJOURNMENT

There being no further business of the Board of Education, Mr. Gecker adjourned the executive session at 5:22 p.m.

A handwritten signature in cursive script that reads "Daniel Gecker".

Daniel Gecker
President

**COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA
June 20, 2019**

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

Mr. Daniel A. Gecker, President
Ms. Anne Holton
Mrs. Elizabeth Lodal
Dr. Keisha Pexton
Dr. Tamara Wallace

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

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

MOMENT OF SILENCE

Mr. Gecker asked for a moment of silence.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance followed the moment of silence.

APPROVAL OF MINUTES

Mrs. Lodal made a motion to approve the minutes of April 23-25, 2019, meeting of the Board. The motion was seconded by Dr. Durán. Seven members were in favor. One member abstained. Copies of the minutes had been distributed in advance of the meeting.

PUBLIC COMMENT

- Dr. Doug Schuch, on behalf of VASS, spoke on the Board's proposed revisions to the Standards of Quality.
- Jim Livingston, on behalf of the VEA, spoke on the Board's proposed revisions to the Standards of Quality.
- Melinda Bright, on behalf of the VEA, spoke on the Board's proposed revisions to the Standards of Quality.

- Dr. Antoinette Rogers, on behalf of the VEA, spoke on the Board's proposed revisions to the Standards of Quality.
- Jason Kessler, on behalf of VSBA, spoke on the Board's proposed revisions to the Standards of Quality.
- Rachael C. Deane spoke on the proposed regulations on seclusion and restraint in public schools.
- Kandise Lucas spoke on concerns with special education in Virginia
- Carter Melin spoke on concerns for special education services for his child.

CONSENT AGENDA

A. Final Review of Recommendations Concerning Literary Fund Applications Approved for Release of Funds or Placement on a Waiting List; Update to the First Priority Waiting List Week

B. Final Review of Advisory Board on Teacher Education and Licensure Recommendation for a New Program in Mathematics-Algebra I (add-on endorsement) at Rockbridge Teacher Education Consortium

C. Final Review of a Report to the Chairmen of the House Committees on Appropriations and Education and the Senate Committees on Finance and

D. Final Review of the Triennial Report to the Chairmen of the House Committee on Education and the Senate Committee on Education and Health on the Issuance of Three-year Licenses Pursuant to House Bill 279 of the 2016 General Assembly

E. Final Review of Proposed Changes to the 2019 High School STEM Competition Team Grant Guidelines

F. Final Review of Nominations to Fill Vacancies on Board of Education Advisory Committees

G. Final Review of Notice of Intended Regulatory Action (NOIRA) for the Regulations Governing Educational Services for Gifted Students

Mrs. Atkinson made a motion to approve the consent agenda as presented. The motion was

seconded by Dr. Durán and carried unanimously.

ACTION/DISCUSSION ITEMS

H. Final Review of the Proposed 2018 Science Standards of Learning Curriculum Framework

Dr. Anne Petersen, science coordinator, office of science, technology, engineering, and mathematics presented this item to the Board for final review.

The Science Standards of Learning curriculum framework amplifies the *Science Standards of Learning* for Virginia Public Schools and defines the content knowledge, skills, and understandings that provide a foundation in science concepts and practices that will inform student decisions in the future. The Science curriculum framework provides additional guidance to school divisions and their teachers as they develop an instructional program appropriate for their students. It assists teachers as they plan their lessons by identifying enduring understandings and defining the essential science and engineering practices students need to master. The framework delineates in greater specificity the minimum content that all teachers should teach and all students should learn.

The Board adopted the Science Standards of Learning on October 18, 2018. The 2018 science curriculum framework supports the Science Standards of Learning, providing guidance to science teachers.

The initial 2018 Science Standards of Learning curriculum framework construction changed based on feedback from K-12 science educators. The changes provide teachers further support in the instruction of science through integrating Science and Engineering Practices explicitly into the content. Additionally, the changes tie-in science concepts into big ideas that reflected vertically through the Standards, and provide vertical alignment of concepts for each Standard, thus allow teachers an easier view of content progression.

Proposed 2018 Science Standards of Learning curriculum framework

- Central Idea—describes big idea in science that supports the standard.
- Big concepts within a topic
- Vertical Alignment—central ideas are vertically aligned and references are made to content from prior year of instruction and next steps in instruction.
- Integrated science and engineering practice
- Intentional inclusion of the 5 C's throughout the student expectation

Public comment opportunities on the 2019 Science Standards of Learning curriculum framework

were announced via Superintendent's Memo. A public comment window opened from May 3-June 3, 2019. Staff conducted four webinars to inform stakeholders of the changes to the structure of the framework and to solicit public comment.

The Superintendent of Public Instruction recommended the Board approve for final review the proposed revisions to the 2018 Science Standards of Learning Curriculum Framework.

Mrs. Lodal made a motion to approve the revisions to the 2018 Science Standards of Learning Curriculum Framework. The motion was seconded by Dr. Durán and carried unanimously.

I. First Review of Proposed Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia (Final Stage)

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

Virginia Code §22.1-279.1:1 was enacted by the Virginia General Assembly in 2014, requiring the Virginia Board of Education to adopt regulations on the use of seclusion and restraint in public elementary and secondary schools in the Commonwealth that (i) are consistent with its Guidelines for the Development of Policies and Procedures for Managing Student Behavior in Emergency Situations and the Fifteen Principles contained in the U.S. Department of Education's Restraint and Seclusion Resource Document.

The Virginia Department of Education sought extensive stakeholder input, involving at least five separate meetings prior to drafting the proposed regulations, and received extensive public comment. Stakeholders held sharply divided views on the proposed regulations, and, as a result, the Board considered the proposed regulations at length in five meetings and a Board work session. Final review of the proposed stage of the regulations was completed on March 23, 2017. Additionally, the 2019 Virginia General Assembly passed House Bill 2599, requiring the Board to specifically, "(1) identify and prohibit the use of any method of restraint or seclusion that it determines poses a significant danger to the student, and (2) establish safety standards for seclusion." VDOE staff believes that the proposed regulations currently express the Board's determinations on these matters.

After almost five years of study, constituent input, debate and progress through Virginia's Administrative Procedures Act, the Board of Education conducted a final public hearing on March 21, 2019 on the Proposed Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia (Proposed Stage). The Department of Special Education and Student Services has complied and analyzed the comments received at the public hearing and through the public comment process. The comments can be reviewed at <http://www.doe.virginia.gov/boe/meetings/2019/06-jun/agenda.shtml>.

Significant issues raised during the public comment period include: (i) the definition of restraint; (ii) exclusions from the definitions of seclusion and restraint; (iii) concerns over the cost of training for school personnel; and (iv) requests that prone restraint be banned. All of the issues raised during the public comment period had been raised and debated in previous hearings and Board of Education meetings, and staff recommends that no additional changes be made at this time. Of particular note, following concerns expressed by both the Board and the public, the language regarding banned methods of restraint was broadened to capture all forms of restraint that restricts breathing and that are otherwise dangerous. The removal of explicit mention of prone restraints was not intended to sanction such practices.

The Department received one comment from the Department of Juvenile Justice, requesting that the language be modified concerning use of seclusion and restraint to accommodate the unique circumstances of their facilities. Staff has made the changes requested by the Department of Juvenile Justice and has expanded those changes to students receiving instruction in facilities operated by the Virginia Department of Behavioral Health and Developmental Services. Those changes are highlighted in yellow. Otherwise, no further changes have been made to the proposed regulation since March 2017.

The Superintendent of Public Instruction recommended that the Board receive the proposed *Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia* (Final Stage) for first review.

The Board received this item for first review.

J. First Review of an Amendment to Virginia's Consolidated State Plan under the Every Student Succeeds Act of 2015 (ESSA) – Amendment Three

Dr. Lynn Sodat, director, office of ESEA Programs presented this item to the Board for first review.

Dr. Sodat explained the purpose of the amendments to Virginia's consolidated state plan under the Every Student Succeeds Act of 2015 (ESSA).

Graduation Rate

The Federal Graduation Indicator (FGI) is currently calculated using the previous year's cohort data. Under ESSA, states are no longer required to identify schools for support and improvement prior to the beginning of the school year. This more flexible timeline permits Virginia to use the current year's cohort data to calculate the FGI. The amendment proposes to use current year data for this calculation; no changes to the targets are proposed.

Mathematics Targets

In accordance with Virginia’s standards and assessment review schedule, new Standards of Learning mathematics tests are being administered this year. Revised federal mathematics targets will be established this summer once statewide data are available. The new targets must be submitted to the U.S. Department of Education (USED) for review and approval. No changes to the methodology for establishing the targets are proposed.

Chronic Absenteeism Targets

The chronic absenteeism targets were calculated using the average rate of chronic absenteeism in each student group as the baseline and ten percent or less of students chronically absent as the long term goal. The amendment proposes to use the chronic absenteeism rate of the school at the 20th percentile of enrollment as the baseline and to update the baseline data by using the 2017-2018 school year as the baseline year. This methodology is aligned with the methodology used to determine the other federal targets. The proposed targets are provided in the table below.

	Baseline	Year 2 Targets	Year 3 Targets	Year 4 Targets	Year 5 Targets	Year 6 Targets	Long Term Goal
Assessment Year	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Accountability Year		2019-2020	2020-2021	2021-2022	2022-2023	2023-2024	2024-2025
All Students	15	14	13	12	12	11	10
Asian Students	10	10	10	10	10	10	10
Black Students	16	15	14	13	12	11	10
Economically Disadvantaged Students	21	19	17	15	13	11	10
English Learners	14	13	13	12	12	11	10
Hispanic Students	16	15	14	13	12	11	10
Students with Disabilities	22	20	18	16	14	12	10
White Students	16	15	14	13	12	11	10

Title II, Part A, Use of State Set-Aside Funds

In the coming months, the Board of Education will consider revisions to the teacher

performance standards and evaluation criteria. The amendment proposes to use Title II, Part A, state level set-aside funds to support training and technical assistance to school divisions on upcoming revisions to the teacher evaluation system. This use of funds is proposed as an addition to initiatives that are currently supported with Title II, Part A, state level set-aside funds.

The Superintendent of Public Instruction recommended the Board of Education receive for first review the amendments to Virginia's consolidated state plan.

Dr. Durán asked for clarification on the chronic absenteeism changes and if the methodology aligned with other federal targets and other possible implications. Dr. Sodat stated that yes it would help in not over identifying subgroups. When the average rate of the baseline is used, 1300 schools hit the target.

Dr. Sodat stated that public comment on the proposed amendments to Virginia's consolidated state plan will be accepted through July 26, 2019. The department has not received any comments to date. President Gecker noted that the public comment deadline is after the July Board meeting. Dr. Sodat responded that she would revise the superintendent's memo to update the public comment period to an earlier date as final review is anticipated at the Board's July 25, 2019 meeting.

The Board received this item for first review.

K. First Review of Advisory Board on Teacher Education and Licensure Recommendations for the Annual Education Preparation Program Profile Required by the Regulations Governing the Review and Approval of Education Programs in Virginia

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

The Board of Education's *Regulations Governing the Review and Approval of Education Program in Virginia* (8VAC20-543), effective August 23, 2018, require an annual Education Preparation Program Profile to be published and posted on the Department of Education's website.

The requirements, set forth in the regulations, list the data elements and information to be included in the annual Education Preparation Program Profile. Mrs. Pitts highlighted specific areas to where clarification was needed. The following is the complete list of proposed elements to be included in the Profile:

1. Institution's accreditation status;

2. Education endorsement program status;
3. Number of candidates admitted in education endorsement programs;
4. Comparison of candidates admitted to education endorsement programs to overall college or university population;
5. Number of program completers for each endorsement program;
6. Number of program noncompleters for each endorsement program;
7. Biennial accountability data results;
8. Satisfaction ratings by school administrators and clinical experience supervisors of student teachers;
9. Satisfaction ratings by employers of program graduates;
10. Satisfaction ratings of program graduates within two years of employment;
11. Recognition of other program achievements; and
12. Other data as required by the Board of Education.

ABTEL members approved the recommendations at its April 15, 2019 meeting, to include definitions to some data elements, add additional information to the profile, and establish the collection timeline. Additionally, ABTEL members approved a motion to recommend to the Board of Education to require the first collection on May 1, 2020, for the previous academic year (September 1 through August 30). This timeline mirrors other educator preparation collections.

The Superintendent of Public Instruction recommended the Board of Education receive for first review the Advisory Board on Teacher Education and Licensure's recommendations for the Annual Education Preparation Program Profile.

Dr. Wallace asked for clarification on the reason for collecting much of this information; what the data will be used for and what feedback has been received from Educator Preparation Programs (EPP) and higher education institutions on this report. Dr. Wallace expressed concern that much of this data is already reported by institutions on an annual basis or could be cumbersome to collect. Dr. Lane stated that he would refer to the regulations report. Mrs. Pitts explained that for many years her office has received inquiries of where data can be obtained from colleges, universities and Educator Preparation Programs. She further explained that ABTEL believed that there should be a central location where this data and information can be found. Dr. Lane added that some of the teacher quality think tanks and organizations rate states and programs based on the quality of the data publicly available on state education agency websites.

Dr. Wilson added that if the Board is collecting this information for the EPP profile, it should align with the department's work on the Profile of a Virginia Educator and Profile of a Virginia Graduate. Mrs. Pitts stated that ABTEL has not been involved in the development of the Profile of a Virginia Educator or Graduate work. It is anticipated that the collection of this data for the EPP profile will be posted on the VDOE website.

Ms. Holton asked Mrs. Pitts to review the proposed data collections for the EPP profile, seek amendments to ensure it aligns with the work of the Profile of a Virginia Educator, and look at ways to eliminate duplication of data reporting by EPP programs and higher education institutions.

Mrs. Atkinson suggested that additional feedback be solicited from the EPP's and higher education institutions. Further, she offered concern about the timeline for submission of the data given the Board's meeting schedule and need to approve the profiles by July 1. Mrs. Pitts stated that the data collection period is slated to begin on September 1 and that ABTEL would not meet again before that time to consider delaying the collection of some of the proposed items.

Mrs. Pitts stated that her office would review the proposed items given the Board's concerns and share recommendations with the Board at their July meeting.

The Board received this item for first review.

L. First Review of Advisory Board on Teacher Education and Licensure Recommendations to Approve Undergraduate Education Endorsement Programs at Virginia Colleges and Universities

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

Mrs. Pitts introduced and thanked Ms. Tara McDaniels and her team for their role in reviewing and researching the information for this item. She also thanked the departments of special education and learning, student assessment, early childhood, career and technical education and student quality for their role in supporting this project.

Mrs. Pitts explained that House Bill 1125 and Senate Bills 76 and 349 of the 2018 General Assembly amended §22.1-298 of the *Code of Virginia* to allow higher education institutions to offer undergraduate degrees/majors in "education."

In the late 1980s, the Board of Education required that undergraduate teacher preparation programs be restructured. Undergraduate programs, with the exception of health and physical education and career and technical education, were required to offer arts and sciences majors for individuals preparing to teach. For example, this change required candidates to major in "mathematics," not "mathematics education."

Currently, Virginia institutions of higher education offer undergraduate programs to prepare teachers; however, candidates (with the exception of health and physical education and career and technical education), major in the arts and sciences instead of "education."

In response to the legislation, colleges and universities were provided the following timelines to submit undergraduate education programs to the Virginia Department of Education (VDOE), and for public institutions, to the State Council of Higher Education for Virginia (SCHEV):

Pathway 1: Fall 2019 Program Availability

- College/university approval—as soon as possible
- SCHEV submission by April 1, 2019, for staff review
- Department of Education submission by February 15, 2019, for staff review
- ABTEL Approval—April 15, 2019, contingent on SCHEV approval for public institutions
- SCHEV Council Approval—May 2019
- BOE Approval—June 2019 (if first review waived)

Pathway 2: Fall 2020 Program Availability

- College/university approval—by Fall 2019
- SCHEV submission by December 2019 for staff review
- Department of Education submission no later than October 2019 for staff review
- ABTEL Approval—March 2020, contingent on SCHEV approval for public institutions
- SCHEV Council Approval—March 2020
- BOE Approval—April 2020 (if first review waived)

Content specialists conducted a thorough review of the education endorsement programs, verifying that the program endorsement competencies set forth in the *Regulations Governing the Review and Approval of Education Programs in Virginia* were addressed in the matrices and syllabi. Feedback was provided to the colleges and universities, and revisions were made, as needed.

The following 15 colleges and universities submitted a total of 53 undergraduate teacher education programs that were reviewed and met the Board of Education regulatory requirements. During the April 15, 2019, meeting, the Advisory Board on Teacher Education and Licensure recommended programs be submitted to the Board of Education for approval [contingent upon public colleges and universities receiving SCHEV approval].

Private Colleges and Universities

College/University	Education Endorsement Program	Bachelor's Degree	Major	Delivery Model
Ferrum College	Elementary Education PreK-6	Bachelor of Science in Elementary Education	Elementary Education	Face-to-Face
Liberty University	Elementary Education PreK-6 (with the option of Special Education - General Curriculum Elementary Education K-6 add-on endorsement)	Bachelor of Education in Elementary Education	Elementary Education	Face-to-Face and Online
	Special Education - General Curriculum K-12	Bachelor of Education in Special Education	Special Education	Face-to-Face and Online
	Elementary Education PreK-6 (with the option of Middle Education 6-8)	Bachelor of Education in Elementary and Middle Education	Elementary and Middle Education	Face-to-Face and Online
Marymount University	Elementary Education PreK-6	Bachelor of Arts in Education	Teacher Education	Face-to-Face
	Special Education - General Curriculum K-12	Bachelor of Arts in Education	Teacher Education	Face-to-Face
Randolph College	Elementary Education PreK-6	Bachelor of Science in Education	Elementary Education	Face-to-Face
Roanoke College	Elementary Education PreK-6	Bachelor of Science in Elementary Education	Elementary Education	Face-to-Face
Shenandoah University	Elementary Education PreK-6 (with the option of Special Education - General Curriculum Elementary Education K-6 add-on endorsement)	Bachelor of Education in Elementary Education	Elementary Education	Hybrid
	Middle Education 6-8 (with the option of Special Education - General Curriculum Middle Education 6-8 add-on endorsement)	Bachelor of Education in Middle Education	Middle Education	Hybrid

College/University	Education Endorsement Program	Bachelor's Degree	Major	Delivery Model
	Biology (with the option of Special Education - General Curriculum Secondary Education 6-12 add-on endorsement)	Bachelor of Education in Secondary Education	Secondary Education, Biology	Hybrid
	Chemistry (with the option of Special Education - General Curriculum Secondary Education 6-12 add-on endorsement)	Bachelor of Education in Secondary Education	Secondary Education, Chemistry	Hybrid
	English (with the option of Special Education - General Curriculum Secondary Education 6-12 add-on endorsement)	Bachelor of Education in Secondary Education	Secondary Education, English	Hybrid
	History and Social Sciences (with the option of Special Education - General Curriculum Secondary Education 6-12 add-on endorsement)	Bachelor of Education in Secondary Education	Secondary Education, History and Social Studies	Hybrid
	Mathematics (with the option of Special Education - General Curriculum Secondary Education 6-12 add-on endorsement)	Bachelor of Education in Secondary Education	Secondary Education, Math	Hybrid
Sweet Briar College	Elementary Education PreK-6	Bachelor of Arts in Elementary Education	Elementary Education and Teaching	Face-to-Face
University of Lynchburg	Elementary Education PreK-6	Bachelor of Science in Elementary Education	Elementary Education	Face-to-Face
	Special Education - General Curriculum K-12	Bachelor of Science in Special Education	Special Education	Face-to-Face

Public Colleges and Universities

College/University	Education Endorsement Program	SCHEV APPROVED Bachelor's Degree	SCHEV APPROVED Major	Delivery Model
George Mason University	Elementary Education PreK-6	Bachelor of Science in Education	Elementary Education	Face to Face
	Special Education General Curriculum K-12	Bachelor of Science in Education	Special Education, Concentration in Teaching Students with Disabilities who Access the General Curriculum	Hybrid
	Special Education - Adapted Curriculum K-12	Bachelor of Science in Education	Special Education, Concentration in Teaching Students with Disabilities who Access the Adapted Curriculum	Hybrid
	Special Education - Blindness/Visual Impairments PreK-12	Bachelor of Science in Education	Special Education, Concentration in Teaching Students with Blindness/Visual Impairments	Hybrid
	Special Education Early Childhood (Birth through age five)	Bachelor of Science in Education	Early Childhood Education for Diverse Learner, Concentration in Early Childhood Special Education	Hybrid
	Early/Primary Education PreK-3	Bachelor of Science in Education	Early Childhood Education for Diverse Learners, Concentration in Early/Primary PreK-3	Hybrid
	James Madison University	Elementary Education PreK-6	Bachelor of Science	Elementary Education
Early/Primary Education PreK-3		Bachelor of Science	Inclusive Early Childhood Education, Concentration in	Face to Face

College/University	Education Endorsement Program	SCHEV APPROVED Bachelor's Degree	SCHEV APPROVED Major	Delivery Model
			Early/Primary Education	
	Middle Education 6-8	Bachelor of Science	Middle Grades Education	Face to Face
	English	Bachelor of Science	Secondary Education, English Concentration	Face to Face
	Math	Bachelor of Science	Secondary Education, Math Concentration	Face to Face
	Biology	Bachelor of Science	Secondary Education, Biology Concentration	Face to Face
	Chemistry	Bachelor of Science	Secondary Education, Chemistry Concentration	Face to Face
	Earth Science	Bachelor of Science	Secondary Education, Earth Science Concentration	Face to Face
	Physics	Bachelor of Science	Secondary Education, Physics Concentration	Face to Face
	Special Education - General Curriculum K-12	Bachelor of Science	Special Education, Concentration in General Curriculum K-12	Face to Face
	Special Education - Adapted Curriculum K-12	Bachelor of Science	Special Education, Concentration in Adapted Curriculum K-12	Face to Face
	Special Education Early Childhood (Birth through age five)	Bachelor of Science	Inclusive Early Childhood Education, Concentration in Early Childhood Special	Face to Face

College/University	Education Endorsement Program	SCHEV APPROVED Bachelor's Degree	SCHEV APPROVED Major	Delivery Model
			Education	
Old Dominion University	Elementary Education PreK-6	Bachelor of Science	Elementary Education	Hybrid
	Early/Primary Education PreK-3	Bachelor of Science	Early Childhood Education	Face to Face
	Special Education - General Curriculum K-12	Bachelor of Science	Special Education, Concentration Special Education General Curriculum K-12	Face to Face
	Career and Technical Education - Marketing Education	Bachelor of Science	Career and Technical Education, Concentration in Marketing Education	Hybrid
	Career and Technical Education - Technology Education	Bachelor of Science	Career and Technical Education, Concentration in Technology Education	Hybrid
The College of William and Mary	Elementary Education PreK-6 (with the option of Special Education - General Curriculum Elementary Education K-6 add-on endorsement)	Bachelor of Arts in Education	Elementary Education	Face to Face
University of Virginia	Elementary PreK-6	Bachelor of Science in Education	Elementary Education	Face to Face
	Early/Primary Education PreK-3	Bachelor of Science in Education	Early Childhood Education	Face to Face
	Special Education - General Curriculum K-12	Bachelor of Science in Education	Special Education, Concentration in Special Education General Curriculum K-12	Face to Face
Virginia Commonwealth	Elementary Education PreK-6	Bachelor of Science in	Elementary Education and	Hybrid

College/University	Education Endorsement Program	SCHEV APPROVED Bachelor's Degree	SCHEV APPROVED Major	Delivery Model
University		Education	Teaching	
	Early/Primary Education PreK-3	Bachelor of Science in Education	Early Childhood Education and Teaching	Hybrid
	Engineering	Bachelor of Science in Education	Secondary Education and Teaching, Concentration in Engineering Education	Hybrid
	Health and Physical Education PreK-12	Bachelor of Science in Education	Health and Physical Education	Hybrid
	Special Education - General Curriculum K-12	Bachelor of Science in Education	Special Education and Teaching, Concentration in General Curriculum K-12	Hybrid
Virginia State University	Elementary Education PreK-6	Bachelor of Science in Education	Elementary Education	Face to Face
	Middle Education 6-8	Bachelor of Science in Education	Middle School Education	Face to Face
	Special Education - General Curriculum K-12	Bachelor of Science in Education	Special Education	Face to Face

In May 2019, SCHEV approved by resolution, the approval for the public institutions listed to offer bachelor degrees and majors in teacher education.

The Superintendent of Public Instruction recommended the Board of Education waive first review and approve the Advisory Board on Teacher Education and Licensure's recommendations to approve the undergraduate education preparation programs.

Mr. Gecker expressed concerns about approving the programs without more discussion by the Board given the lack of research to support this change.

Dr. Wallace made a motion to waive first review and approve ABTEL's recommendations to

approve the undergraduate education preparation programs at George Mason University. The motion was seconded by Mrs. Atkinson. Ms. Holton and Dr. Durán recused themselves.

Dr. Wallace made a motion to waive first review and approve ABTEL's recommendations to approve the undergraduate education preparation programs at all other institutions of higher education. The motion was seconded by Mrs. Lodal and carried unanimously.

REPORTS

M. Report on the Profiles to Support the Work of the Profile of a Virginia Graduate

Ms. Gena C. Keller, assistant superintendent for learning, presented an overview this report to the Board.

Ms. Keller distributed folders to the Board members from the Virginia ASCD entitled “Planning for Deeper Learning.” She thanked Dr. Laurie McCullough for putting it together to share with the Board.

The Virginia Department of Education, in partnership with Jobs for the Future (JFF), George Mason University College of Education and Human Development, William and Mary School of Education, School University Research Network and the Virginia Association of Supervision and Curriculum Development convened stakeholders from 2017 to 2019 to create profiles that would support the implementation of the *Profile of a Virginia Graduate*. Ms. Keller explained that the profiles presented are reflective of the aspirational skill sets, competencies and dispositions needed in our educators, administrators and leaders, as well as the classroom setting. The profiles are dynamic in nature and will evolve as they inform professional learning opportunities, revision of evaluation processes and preparation of Virginia educators.

The *Profile of a Virginia Graduate* specifies that all graduates will

- Achieve and apply academic and technical knowledge;
- Demonstrate workplace skills, qualities, and behaviors;
- Build connections and value interactions with others as a responsible and responsive citizen; and
- Align knowledge, skills and personal interests with career opportunities.

The five hallmarks of the *Profile of a Virginia Classroom* include:

- Plans for deeper learning;
- Quality instruction;
- Positive relationships;
- Culture of Respect; and
- Assessment and feedback

The hallmarks of the *Profile of a Virginia Educator* include:

- Leadership;
- Knowledge;
- Supports; and
- Skills.

The hallmarks of the *Profile of a Virginia Education Leader* include:

- Vision, values, and culture;
- Capacity building; and
- Shared responsibility.

Ms. Keller shared that VASCD will continue to help lead the work on the *Profile of a Virginia Classroom*. William and Mary/SURN will continue to help lead the work on the *Profile of a Virginia Education Leader*. George Mason University will continue to help lead the work on the *Profile of a Virginia Educator*. All of these profiles will help information professional learning opportunities.

Ms. Keller's presentation is available online at <http://www.doe.virginia.gov/boe/meetings/2019/06-jun/agenda.shtml>

Mrs. Lodal commended Ms. Keller and her staff for their work on this initiative and excellent report to the Board. She also commended Dr. Lane for having a great staff person overseeing the department for learning.

The Board accepted this report.

**N. Report from the Virginia Advisory Committee for the Education of the Gifted:
Recommendations to Promote Equitable Access to Effective Gifted Education Programs**

Mrs. Atkinson asked that the staff review the recommendations presented in this report. She stated that some of the recommendations would require changes to the Code of Virginia, and could not be done through changes to the regulations.

Dr. Lane stated that the department staff understands the parameters of what's allowed via regulation versus Code changes and will carefully consider appropriate changes as part of the periodic review.

Mrs. Lodal highlighted a statement that includes a plan that all students would receive advance learning opportunities. She shared her disappointment that the percentage of gifted students

participating in gifted learning opportunities was so low. Mrs. Lodal recommended helping educators better recognize giftedness in all students.

Ms. Holton stated that the committee's recommendations do not discuss governor's schools and the need to admit more students from disadvantaged and diverse backgrounds.

The Board received the report.

O. Report on Schools Recognized for Exemplar Performance as Required by Recognition and Rewards for School and Division Accountability (8VAC20-131-410) (written report)

The Board received the written report.

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

Dr. Lane took time to acknowledge the schools that were recognized for student achievement or continuous improvement under the Board's new exemplar performance school recognition program.

EXECUTIVE SESSION

Mrs. Atkinson made a motion to go into executive session under Virginia Code §2.2-3711(A) (40), for the purpose of discussion and consideration of records relating to denial, suspension, or revocation of teacher licenses, and that Susan Williams, legal counsel to the Virginia Board of Education; as well as staff members Dr. James Lane, Patty Pitts, Nancy Walsh, Tanya Kish and Kevin Foster whose presence will aid in this matter, participate in the closed meeting. The motion was seconded by Dr. Wilson and was carried unanimously. The Board went into Executive Session at 11:30 a.m. Mrs. Atkinson made a motion that the Board reconvened in open session at 1:14 p.m. The motion was seconded by Dr. Pexton and carried unanimously.

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

Ms. Anne Holton was absent during the closed session.

Board roll call:

- Dr. Durán - yes
- Dr. Wallace - yes
- Mrs. Lodal - yes
- Mrs. Atkinson - yes
- Mr. Gecker - yes
- Dr. Wilson - yes
- Dr. Pexton - yes

The Board made the following motions:

Mrs. Atkinson made a motion to revoke the license of Sarah Elizabeth Hayes; the motion was seconded by Dr. Wilson. Dr. Durán recused himself and the motion was carried.

Mrs. Lodal made a motion to revoke the license of Craig David Nixon; the motion was seconded by Dr. Durán and carried unanimously.

Mrs. Atkinson made a motion to issue a license in Case 4; the motion was seconded by Dr. Wilson and carried unanimously.

Dr. Wilson made a motion to revoke the license of Matthew Joseph Bianchi; the motion was seconded by Mrs. Atkinson. Dr. Durán recused himself and the motion was carried.

Dr. Durán made a motion to revoke the license of Kevin Tyler Richards; the motion was seconded by Mrs. Lodal and carried unanimously.

DINNER MEETING

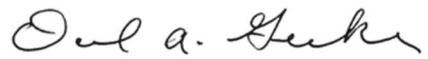
The Board met for a public dinner on Wednesday, June 19, 2019, at 7:45p.m. , at the Berkley Hotel with the following members present: Mrs. Atkinson, Dr. Durán, Mr. Gecker, Ms. Holton, Mrs. Lodal, Dr. Pexton, Dr. Wallace and Dr. Wilson. The following department staff attended Dr. James Lane, superintendent of public instruction and Ms. Emily Webb, director of board relations. The following topics were discussed informally:

- Update on personnel matters;
- Recognition of board members;
- Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia;
- VDOE Equity Conference in July; and
- African American History Commission.

No votes were taken, and the dinner event ended at 9:22 p.m.

ADJOURNMENT OF THE BUSINESS SESSION

There being no further business of the Board of Education, Mr. Gecker adjourned the business meeting at 1:17 p.m.

A handwritten signature in cursive script, appearing to read "Dan a. Gecker".

Mr. Daniel Gecker, President