

**COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA
June 16, 2021**

The Board of Education met at the East Reading Room, Patrick Henry Building, 1111 E. Broad Street, Richmond, with the following members present:

Mr. Daniel A. Gecker, President
Dr. Pamela Davis-Vaught
Dr. Tammy Mann
Dr. Stewart Roberson

Dr. Jamelle Wilson, Vice President
Ms. Anne Holton
Dr. Keisha Pexton

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

EXECUTIVE SESSION

Dr. Wilson 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 Nancy Walsh, Tanya Kish, Emily Webb and Kevin Foster, whose presence will aid in this matter, participate in the closed meeting. The motion was seconded by Dr. Roberson and was carried unanimously. The Board went into executive session at 10:04a.m. Dr. Wilson made a motion that the Board reconvened in open session at 11:07a.m. The motion was seconded by and carried unanimously.

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

Board roll call:

- Mr. Gecker - aye
- Dr. Wilson – aye
- Dr. Davis-Vaught – aye
- Ms. Holton - aye
- Dr. Mann - aye
- Dr. Pexton – aye
- Dr. Roberson - aye

The Board made the following motions:

Dr. Wilson made a motion to revoke the division superintendent license and postgraduate professional license of William Edward Smith. The motion was seconded by Dr. Pexton and carried by Board roll call vote. Ms. Holton noted for the record that Mr. Smith did not appear before the Board in-person but did participate by phone.

Board roll call:

- Mr. Gecker – aye
- Dr. Wilson – aye
- Dr. Mann - aye
- Dr. Davis-Vaught - aye
- Ms. Holton - aye
- Dr. Roberson – aye
- Dr. Pexton – aye

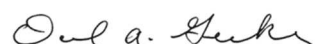
Dr. Mann made a motion to take no action against the license in Case 3. The motion was seconded by Dr. Davis-Vaught and carried by Board roll call vote.

Board roll call:

- Mr. Gecker – aye
- Dr. Wilson – aye
- Dr. Mann - aye
- Dr. Davis-Vaught - aye
- Ms. Holton - aye
- Dr. Roberson – aye
- Dr. Pexton – aye

ADJOURNMENT

There being no further business of the Board of Education, Mr. Gecker adjourned at 11:10a.m.



Daniel Gecker
President

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Dr. Pamela Davis-Vaught
Dr. Tammy Mann
Dr. Stewart Roberson

Dr. Jamelle Wilson, Vice President
Ms. Anne Holton
Dr. Keisha Pexton
Dr. James Lane,
Superintendent of Public Instruction

Mr. Gecker called the meeting to order at 9:00 a.m. He welcomed the Board, VDOE staff and the public back to in-person meetings. He noted that the Board was meeting in a different location than normal but was delighted to be back in-person after a challenging year. Mr. Gecker recognized Dr. Davis-Vaught and Dr. Keisha Pexton on their recent and upcoming names changes. Dr. Davis-Vaught recently completed her doctorate in education leadership and policy studies from Virginia Tech. Dr. Pexton will become Dr. Anderson as she and her fiancé were getting married that weekend.

Mr. Gecker noted that Item I would be moved to July meeting agenda at the request of VDOE staff.

The Board received welcoming remarks from The Honorable Atif Qarni, Virginia's Secretary of Education.

APPROVAL OF MINUTES

Dr. Mann made a motion to approve the minutes from the April 21 - 22, 2021, meetings of the Board. The motion was seconded by Dr. Wilson and carried unanimously.

Resolution of Recognition

Resolution of Appreciation for Outstanding Service to Public Education was presented to Mrs. Patty Pitts upon the Occasion of Her Retirement from the Virginia Department of Education as Assistant Superintendent of Teacher Education and Licensure.

PUBLIC COMMENT

There were no public comments offered.

CONSENT AGENDA

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

B. Final Review of the Proposed Curriculum Guidelines for Instruction on the Safe Use of and Risks of Abuse of Prescription Drugs

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

D. Final Review of the Implementation Timeline for the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers

Dr. Wilson made a motion to accept all items listed on the consent agenda as presented. The motion was seconded by Dr. Davis-Vaught and carried unanimously.

ACTION/DISCUSSION ITEMS

E. Final Review of Guidelines for Practice Year 1 of the Early Childhood Unified Measurement and Improvement System

Ms. Jenna Conway, chief school readiness officer, presented this item to the Board for final review. Before Ms. Conway began her presentation, Dr. Lane took this time to announce and congratulate Ms. Conway on her selection as Deputy Superintendent for Early Childhood Education for the VDOE. Ms. Conway will begin her new position on July 1, 2021.

Ms. Conway's shared that Virginia's current system does not offer every child equitable opportunity. Quality early childhood experiences prepare children for success but families and children lack equitable access to these experiences. Our system too often fails to prepare children who are Black, Hispanic, speak a language other than English at home, or have a diagnosed disability or developmental delay. Virginia's early childhood system must ensure that all children have access to quality teaching and learning experiences that meet their unique needs.

The Code of Virginia requires the Board to establish the new system by July 2021 and specifies that the first two years are practice-only so programs can learn the new system. Preschool Development Grant (PDG)-funded efforts help ensure broad participation in Practice Year 1. Practice Year 1 data will be used to evaluate and refine the system. Two practice years provide flexibility as programs recover from COVID-19 and by the fall of 2023, all publicly-funded programs will be required to participate with ratings shared publicly in fall of 2024. Programs who do not receive public funds will have the option to participate.

Ms. Conway stated that on March 24, 2021, the Early Childhood Advisory Committee (ECAC) endorsed the Guidelines for Practice Year 1 of the Early Childhood Unified Measurement and Improvement System with three recommendations. On May 19, 2021, ECAC again endorsed the Guidelines and VDOE's approach towards implementation. Since April, VDOE has continued to engage stakeholders with opportunities to attend webinars and receiving feedback from online surveys.

Ms. Conway explained that Virginia has strategically used the Preschool Development Grant Birth-Five (PDG B-5) funding to unify the system from the ground up. PDG B5 communities receive more than \$5.5 million in funding and support to build the unified measurement and improvement system in their region.

Ms. Conway explained Virginia's new Unified Measurement and Improvement System, which will measure the quality of infant, toddler and preschool teaching and learning based on two nationally-recognized quality indicators, interaction and curriculum.

Practice Year 1 results will be private and will not have any consequences. Results will be shared with program leaders. State level results will be used to analyze equity impact and improve the system.

Ms. Conway stated that Virginia will increase funding to build and ensure equity across the new system by:

- Funding communities to build relationships, conduct CLASS observations and support educators in Practice Year 1 through PDG B-5.
- Funding programs to meet higher expectations.
- Integrating current improvement resources, increase their funding and make them more accessible to programs with fewer resources (i.e., child care, family day homes).
- Incentivizing more vulnerable educators directly.

Ms. Conway explained the next steps and guidelines in which VDOE is preparing for Practice Year 1 coordinating with partners. VDOE and the Virginia Early Childhood Foundation (VECF) are providing support to PDG Communities through weekly office hours, which will continue through the summer. Each week focuses on a different aspect of the measurement and improvement system and includes opportunities for communities to learn from each other.

The Superintendent of Public Instruction recommended the Board approve the Guidelines for Practice Year 1 of the Early Childhood Unified Measurement and Improvement System.

Dr. Wilson asked for clarification on the top issues that have identified during the weekly hours. Ms. Conway stated that the issues and questions tend to be seasonal. Currently, the biggest questions are surrounding supporting educators during observations as people return in-person.

Ms. Holton asked for clarification on the \$2000 incentive. She asked if the funding will be system-wide and on-going. Ms. Conway stated that she is working with the General Assembly to make this long-term funding, but right now it is available for two years. She stated that it's important to make the investment directly to teachers.

Ms. Holton asked that with all of the changes, what are the outcome goals for early childhood and how close can we get to universal preschool. Ms. Conway responded that we will now be able to track growth in classrooms over time. With General Assembly funding, every spot in school divisions for all 3- and 4-years is fulfilled. Incremental progress towards expansion is happening.

Dr. Mann expressed that this is an important moment for the early childcare sector. As this system rolls out, it's a time when labor is short because of compensation but also because of fear. There is tremendous opportunity through the practice years to discern how success is measured through the pandemic. It is an exciting time for the Board and VDOE but it is important to get it right.

Dr. Mann made a motion to approve the Guidelines for Practice Year 1 of the Early Childhood Unified Measurement and Improvement System. The motion was seconded by Dr. Davis-Vaught and carried unanimously.

F. First Review of a Notice of Intended Regulatory Action (NOIRA) of Proposed Amendments to the Regulations Establishing the Standards for Accrediting Public Schools in Virginia (8 VAC 20-131) to Include Standards for the Accreditation of Full-Time Virtual Education

Dr. Brendon Albon, director of STEM & innovation, presented this item to the Board on first review.

Dr. Albon reported that in 2012, the General Assembly passed House Bill 1215, amending § 22.1-253.13:3.A of the *Code of Virginia* which effects the Standards of Quality, requiring the Board to promulgate regulations establishing standards for the accreditation of virtual public schools that enroll students full-time. The intent of this legislation was to address situations where local school boards could establish a virtual public program or school, with all students taking coursework virtually, rather than in a traditional “brick and mortar” environment.

In April 2021, the Board formally withdrew the proposed stage regulatory action. For reasons unknown to the VDOE staff, in 2013 this regulatory action did not move forward after the proposed stage.

Dr. Albon shared that in 2020, the necessity of virtual instruction came into focus because of the COVID-19 pandemic. Therefore, the Notice of Intended Regulatory Action (NOIRA) goes

beyond the original mandate to include these other types of virtual education. Upon approval, the VDOE will convene a group of stakeholders to help draft proposed regulations for the Board's consideration.

The Superintendent of Public Instruction recommended that the Board waive first review and approve the Notice of Intended Regulatory Action for promulgating regulations for virtual education.

Dr. Roberson asked for clarification on who would be a part of the stakeholder group. Dr. Albon responded that it would include parties that show interest in this topic, the Virtual Learning Advisory Committee, the Virtual Virginia Administrative Team, various technology educators, VASSP, and local school division leaders.

Dr. Wilson made a motion to waive first review and approve the NOIRA for promulgating regulations for virtual education as presented. The motion was seconded by Dr. Mann and carried unanimously.

Introductory Presentation on Items G and H

Holly Coy, assistant superintendent for policy, equity, and communications, provided an introduction on implementing Virginia's new requirements for culturally competent educators.

Ms. Coy shared the new legislative requirements including that:

1. Teacher evaluations shall include cultural proficiency efficacy;
2. Every person seeking initial licensure or renewal of a license shall complete instruction or training in cultural competency;
3. Every person seeking initial licensure or renewal of a license with an endorsement in history and social science shall complete instruction in African American history, as prescribed by the Virginia Board of Education; and
4. Each school board shall adopt and implement policies that require each teacher and any other school board employee holding a license issued by the Board to complete cultural competency training, in accordance with guidance issued by the Board, at least every two years.

Ms. Coy provided a timeline for the mechanics for full implementation. Updated Guidelines for Principals and Superintendents are anticipated to come before the Board in January 2022

Ms. Coy provided the status and recommendations for the new licensure requirements:

- Will apply to all individuals seeking initial licensure and those renewing
- Content to align with local policy guidance and Standard 6 of Uniform Performance Guidelines

- Differentiated content for initial and renewal
- Action Item G, which recommends:
- First review and approval of NOIRA to begin regulatory process
- Anticipate proposed stage review by Board in fall 2021

Ms. Coy provided status and recommendations for the new History and Social Science Endorsement requirements:

- Will apply to all individuals seeking initial licensure and those renewing
- Content to align with local policy guidance and Standard 6 of Uniform Performance Guidelines
- Differentiated content for initial and renewal
- Action Item-H which recommends:
 - Fast track action on Educator Prep Program and Licensure Regulations
 - Includes other special education related fast track actions

A copy of Ms. Coy's full presentation is available at

<https://www.doe.virginia.gov/boe/meetings/2021/06-jun/item-g-h-presentation.pptx>.

G. First Review of a Notice of Intended Regulatory Action (NOIRA) to Amend the Licensure Regulations for School Personnel (8 VAC20-23) to Include Instruction in Cultural Competency for Initial Licensure and Renewal of a License

Maggie Clemmons, director of licensure and school leadership, presented this item to the Board on first review.

The NOIRA is to amend the *Licensure Regulations for School Personnel* to comport with legislation passed in the 2021 General Assembly. The *Licensure Regulations for School Personnel* set out licensure requirements for Virginia's public school personnel. The 2021 General Assembly approved HB 1904 (Jenkins) and SB 1196 (Locke), which requires that any person seeking initial licensure or renewal of a license shall complete instruction or training in cultural competency as prescribed by the Board.

To reflect these changes, amendments to the *Licensure Regulations for School Personnel* (8VAC20-23-40) are required. The proposed amendments to the Licensure Regulations for School Personnel will incorporate this legislative change:

- Every person seeking initial licensure or renewal of a license shall complete instruction or training in cultural competency.

The Superintendent of Public Instruction recommended the Board waive first review and approve the NOIRA to begin the process to amend the *Licensure Regulations for School Personnel* to include instruction in cultural competency for initial licensure and renewal of a license.

Dr. Roberson made a motion to waive first review and approve the NOIRA to begin the process to amend the *Licensure Regulations for School Personnel* to include instruction in cultural

competency for initial licensure and renewal of a license. The motion was seconded by Dr. Pexton and carried unanimously.

H. First Review of Fast-Track Regulatory Action to Amend the Licensure Regulations for School Personnel and Regulations Governing the Review and Approval of Education Programs in Virginia (8VAC20-23 and 8VAC20-543) to Comport with Legislation from the 2021 Session of the General Assembly

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

During its 2021 Special Session I, the General Assembly passed several bills pertaining to requirements for teacher licensure and endorsements as well as educator preparation programs in Virginia. House Bill 1904 (Jenkins) and Senate Bill 1196 (Locke) require, in part, that every person seeking initial licensure or renewal of a license with an endorsement in history and social sciences shall complete instruction in African American history, as prescribed by the Board. House Bill 2299 (Carr) and Senate Bill 1288 (Dunnivant) include several provisions that ensure educators are equipped to serve students with disabilities, including the requirement that every person seeking renewal of a license as a teacher shall complete training in the instruction of students with disabilities, with details on training content set out in the bills. Additionally, the Board is directed to amend its regulations for teacher and administrator preparation programs to ensure graduates demonstrate comprehension and proficiency in a number of knowledge and skill areas, according to their respective roles, that support the needs of students with disabilities. House Bill 2316 also establishes the requirement that the Board amend its teacher preparation program regulations to guarantee that each graduate in a K-12 general education endorsement area demonstrates proficiency in understanding the role of general education teachers on the IEP team.

These legislative mandates impact the *Licensure Regulations for School Personnel* (8VAC20-23) and the *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-543). The proposal initiates a fast-track regulatory action to align existing regulations with the new statutory requirements and provide additional clarity on the expectations for teachers and educator preparation program providers in meeting these mandates.

The Superintendent of Public Instruction recommended that the Board receive for first review the Fast-Track Regulatory Action to Amend the *Licensure Regulations for School Personnel* and *Regulations Governing the Review and Approval of Education Programs in Virginia* (8VAC20-23 and 8VAC20-543) to Comport with Legislation from the 2021 Session of the General Assembly.

Mr. Gecker asked for clarification on the Administrative Process Act related to fast-track regulatory actions. Ms. Emily Webb, director of board relations, responded that fast-track actions are generally used for non-controversial items and those related to mandates from the General

Assembly. Fast-track regulatory actions only go through executive branch review once, rather than multiple times for the standard regulatory actions. Ms. Webb also clarified that the superintendent's recommendation in the Board's Board Book was incorrect; the recommendation was not to waive first review.

The Board accepted this item on first review.

I. First Review of Proposed Guidelines for Using State-Developed Performance Tasks to Verify Credit in History and Social Science

The Board deferred this item to the July agenda.

J. First Review of Proposed Guidelines for Local Alternative Assessments: 2021-2022 and Beyond

Mrs. Shelley Loving-Ryder, assistant superintendent for student assessment, accountability, and ESEA Programs and Mr. Michael Bolling, assistant superintendent for learning and innovation, presented this item to the Board on first review.

Mrs. Loving-Ryder reported that the proposed *Guidelines for Local Alternative Assessments 2021-2022 and Beyond* replaces the *Guidelines for Local Alternative Assessments for 2018-2019 through 2019-2020* and provide guidance for local alternative assessments required in Grade 3 History, Grade 3 Science, Grade 5 Writing, United States History to 1865, and United States History: 1865 to the Present. The updated guidelines extend the expectation that school divisions continue to progress toward implementation of performance assessments as part of a balanced assessment system and continue to emphasize the use of the Virginia Quality Criteria Tool for Performance Assessments.

Previous guidelines encouraged the use of draft common rubrics developed by the VDOE, the updated guidelines require the use of the finalized common rubrics in order to provide consistent achievement expectations for all Virginia students.

Feedback received from Virginia educators using the draft common rubrics to score student responses to formative performance tasks and summative performance assessments was considered by VDOE, with input on final decisions from teachers having experience and expertise in the specific content area, as part of the vetting process. External partners representing the Stanford Center for Assessment, Learning and Equity (SCALE) provided feedback for consideration before each draft common rubric was finalized.

The Superintendent of Public Instruction recommended that the Board waive first review and approve the proposed *Guidelines for Local Alternative Assessments: 2021-2022 and Beyond*.

Ms. Holton asked what feedback from the Virginia Association of School Superintendents (VASS) and other stakeholder association has the VDOE received. Mrs. Loving-Ryder stated that the VDOE has not received any feedback from VASS or other stakeholder associations. School divisions have been encouraged to use the common rubric for the past three years but it has not specifically been outlined in guidance. Ms. Brown added that the VDOE has provided deeper learning conferences for the past three year with some of the content being focused on the use of the common rubric. Ms. Webb added that these Guidelines will be placed in Town Hall for a 30-day public comment period, pursuant to the Administrative Process Act. Should any substantive comments be received during that public comment period, the Guidelines will be brought back to the Board for edits. Ms. Webb provided more information on the public comment process of guidance documents, as outlined in the Administrative Process Act.

Ms. Holton made a motion to waive first review and approve the proposed Guidelines for Local Alternative Assessments: 2021-2022 and Beyond. The motion was seconded by Dr. Wilson, requesting to receive an update on the comments received on this item during the 30-day public comment window on Town Hall at the appropriate time. All members were in favor the motion carried unanimously.

K. First Review of Proposed Changes to Certain Accreditation Indicators

Shelley Loving-Ryder, assistant superintendent, department of student assessment, accountability, and ESEA Programs, presented this item to the Board on first review.

In March 2020, the Superintendent of Public Instruction exercised emergency authority granted by the General Assembly to waive accreditation ratings for the 2020-2021 accreditation year. Similarly, in September 2020, the Superintendent exercised the same authority to waive accreditation for the 2021-2022 accreditation year.

The calculation of school accreditation will resume with the 2022-2023 ratings based on data from 2021-2022. To mitigate the impacts of the COVID-19 pandemic on the accreditation ratings for 2022-2023 and beyond, the VDOE recommends the Board delay the implementation of the College, Career, and Civic Readiness Indicator (CCCRI) currently scheduled for full implementation with the 2022-2023 accreditation ratings until the 2023-2024 accreditation year. Additionally, with incomplete data in the 2019-2020 school year due to school closures and the potential for atypical results from the 2020-2021 school year due to the pandemic, the VDOE plans to modify a number of cross- year accreditation calculations to exclude data from the 2019-2020 and 2020-2021 school year.

In addition to changes needed as a response to the COVID pandemic, the Board is requested to modify the previously approved methodology for measuring year-to-year growth on the SOL tests. During the 2021 session, the General Assembly passed House Bill 2027 that requires the implementation of “through year” growth assessments in reading and mathematics for grades 3-8.

These assessments will be administered beginning in fall 2021 with a winter assessment added to the fall assessment in 2022-2023. This legislation also modifies how growth on the SOL test is determined by allowing for the calculation of growth within a school year. Growth is a component of the combined rate used in the Academic Achievement Indicators for mathematics and English as well as the Academic Achievement Gap Indicators.

The Superintendent of Public Instruction recommended that the Board accept for first review the proposed changes to the indicators used for school accreditation.

The Board accepted this item on first review.

L. First Review of Revisions to the Model Guidance for Positive Behavior and Preventative Code of Student Conduct Policy and Alternatives to Suspension

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

In 2020 and 2021, the General Assembly passed several pieces of legislation that necessitate revisions to *Model Guidance for Positive and Preventative Code of Student Conduct policy and Alternatives to Suspension* to align with the *Code of Virginia*. A stakeholder group comprised of school and school division leaders, students, parents, and advocacy groups was convened to create and revise the Standards for Dress and Grooming and the Standards for Reducing Bias in the Enforcement of Student Code of Conduct Policy as part of the Model Guidance. The Virginia Tiered Systems of Supports Research and Implementation Center (VTSS-RIC), the Virginia School Board Association, and the Virginia Student Support and Conduct Committee also suggested revisions to organization and language, as did the Office of Data Services and the Office of Equity and Communications within the VDOE. (VDOE).

Dr. Hollins thanked her staff, the stakeholder groups and associations for their work on implementing the revisions to the *Model Guidance for Positive Behavior and Preventative Code of Student Conduct Policy and Alternatives to Suspension*.

The Superintendent of Public Instruction recommended the Board waive first review and approve the proposed revisions to the *Model Guidance for Positive and Preventative Code of Student Conduct Policy and Alternatives to Suspension*. Dr. Hollins shared that should the Board need additional time to consider the revisions, she would be happy for the Board to receive this item for first review rather than waive first review.

Mr. Gecker and Ms. Holton stated that they did not wish to waive first review since there are substantive changes. Dr. Hollins clarified that the substantive changes are all in response to legislation.

Dr. Wilson made an observation on page 11, and asked for clarification on the department's goal around the demographics of students and the addition of the sentences does for the document to amplify. Dr. Hollins stated that was an update collaborative with the Office of Equity and Community Engagement, aligning with equity, state guidance and training, as well as equity with

student behavior and student competency.

The Board accepted this item on first review.

PRESENTATIONS

M. State Special Education Advisory Committee (SSEAC) Annual Report

Dr. Samantha Hollins, assistant superintendent of special education and student services, along with Christine Germeyer, Chair, State Special Education Advisory Committee and Jill Sowers, Vice-Chair, State Special Education Advisory Committee, presented the State Special Education Advisory Committee (SSEAC) Annual Report to the Board.

The purpose of the SSEAC is to promote the education of children with disabilities by providing advice and policy guidance based on input from citizens and constituent groups. The SSEAC is organized and functions in accordance with state and federal requirements. It represents various stakeholder groups as prescribed by the Individuals with Disabilities Education Act (IDEA). The administrative year runs July 1 - June 30 with five subcommittees. During 2020, four meetings was held virtually.

During committee meetings, SSEAC received public comments and constituency report themes in reference to:

- In-person and virtual learning
- Systemic racism and discrimination; equitable education for all students
- Free and Appropriate Public Education (FAPE)
- Development of Individualized Education Programs (IEPs) during COVID
- Virginia Alternate Assessment Program (VAAP) Waiver
- Teacher retention

Each of the virtual meetings, SSEAC had discussions and presentations on the following topic:

- Parent and community engagement
- Parent Resource Centers (PRC) and Special Education Advisory Committees (SEAC)
- Increasing equity, language barriers
- Disproportionality among students with disabilities
- Teacher retention
- Supporting inclusive school communities where all really means all
- Joint Legislative Audit and Review Commission (JLARC) reports
- Virginia Alternate Assessment Program (VAAP)
- Social Emotional Learning (SEL)

Ms. Germeyer and Ms. Sowers shared recommendations on the following topics for the Board to consider:

- Teacher, staff, and other professional support shortages
- Statewide social-emotional learning programs
- Individualized Education Program training and oversight
- Applied Studies Diploma awareness and implications
- Virginia Alternative Assessment Program criteria and future outcomes
- Post-secondary transitioning and accountability

Ms. Germeyer and Ms. Sowers thanked the Board for the opportunity to present their annual report and recognized the strain that the COVID-19 pandemic continues to have on everyone. They asked that the Board continue to keep students with disabilities a priority by considering and implementing the recommendations as deemed appropriate.

Ms. Holton shared that special education students and their families have been on the minds of Board members during this difficult year. She thanked the SSEAC for continuing to hold the Board and VDOE accountable for continuous improvement for special education students, especially in light of the recent Joint Legislative Audit and Review Commission report.

Dr. Davis-Vaught thanked Ms. Germeyer and Ms. Sowers, along with all of the special education teachers across the state for their hard work this year.

The Board thanked Ms. Germeyer and Ms. Sowers for their annual report and continued support for students and families with disabilities.

A copy of the full SSEAC Annual Report can be found at:

<https://www.doe.virginia.gov/boe/meetings/2021/06-jun/item-m.docx>

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

Dr. Lane took a moment to thank Virginia's educators as it was the last day of school for many students, teachers, principals and administrators across the Commonwealth. He also thanked the Board for their help in navigating this unprecedented year.

Dr. Davis-Vaught acknowledged the newly appointed members of Board advisory committees, especially those in Region 7, and thanked them for their service.

Mr. Gecker asked for a list of items and waivers that may come back to the Board after the State of Emergency ends on June 30, 2021.

EXECUTIVE SESSION

Ms. Holton 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 Nancy Walsh, Tanya Kish, Emily Webb, James Lane and Kevin Foster, whose presence will aid in this matter, participate in the closed meeting. The motion was seconded by Dr. Roberson and was carried unanimously. The Board went into executive session at 12:12 p.m.

Ms. Holton made a motion that the Board reconvened in open session at 3:02 p.m. and that to the best of each member's knowledge (i) only public business matters lawfully exempt from open meeting requirements under this chapter and (ii) only such public business matters as were identified in the motion by which the closed meeting was convened were heard, discussed or considered. Any member who believes there was a departure from these requirements shall so state prior to the vote, indicating the substance of the departure that, in his or her judgement, has taken place. The statement of the departure would be recorded in the minutes. Mr. Gecker asked that the Board certify by roll-call vote

Board roll call:

- Mr. Gecker - aye
- Dr. Mann - aye
- Dr. Davis-Vaught - aye
- Ms. Holton - aye
- Dr. Roberson – aye

Dr. Roberson made a motion to revoke the license of Michael Norman. The motion was seconded by Dr. Mann and carried unanimously by Board roll call vote.

Board roll call:

- Mr. Gecker - aye
- Dr. Mann - aye
- Dr. Davis-Vaught - aye
- Ms. Holton - aye
- Dr. Roberson - aye

Dr. Davis-Vaught made a motion to revoke the license of Mark Taylor. The motion was seconded by Dr. Mann and carried unanimously by Board roll call vote.

Board roll call:

- Mr. Gecker - aye
- Dr. Mann - aye
- Dr. Davis-Vaught - aye
- Ms. Holton - aye
- Dr. Roberson - aye

Dr. Davis-Vaught made a motion to deny a license reinstatement to Aliwild Addison. The motion was seconded by Dr. Mann and carried unanimously by Board roll call vote.

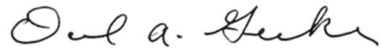
Board roll call:

- Mr. Gecker - aye
- Dr. Mann - aye
- Dr. Davis-Vaught - aye
- Ms. Holton - aye
- Dr. Roberson - aye

Mr. Gecker stated that Case #3 was withdrawn.

ADJOURNMENT OF THE BUSINESS SESSION

There being no further business of the Board of Education, Mr. Gecker adjourned the business meeting at 3:04 p.m.



Mr. Daniel Gecker
President