

DRAFT MINUTES
COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA
September 22, 2021

The Board of Education met in the Board Room, 22nd Floor, James Monroe Building, 101 North 14th Street, Richmond, VA 23219, with the following members present:

Mr. Daniel A. Gecker, President
Dr. Keisha Anderson
Dr. Francisco Durán
Dr. Tammy Mann
Mr. Anthony Swann

Dr. Jamelle Wilson, Vice President
Dr. Pamela Davis-Vaught
Ms. Anne Holton
Dr. Stewart Roberson

Mr. Gecker called the meeting to order at 11:01a.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 Amanda Blount, Nancy Walsh, Joan Johnson and Kevin Foster, whose presence will aid in this matter, participate in the closed meeting. The motion was seconded by _____ and was carried unanimously. The Board went into executive session at 11:02a.m. Dr. Wilson made a motion that the Board reconvened in open session at _____

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. Anderson - aye
- Dr. Davis-Vaught - aye
- Dr. Durán - aye
- Ms. Holton - aye
- Dr. Mann - aye
- Dr. Roberson - aye
- Mr. Swann - aye

The Board made the following motions:

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

Board roll call:

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

Dr. Durán made a motion to revoke the license of Brian Kevin Chamer. The motion was seconded by Mr. Swann and carried by Board roll call vote.

Board roll call:

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

Dr. Roberson made a motion to revoke the licenses of Kimberly Wynn Hollemon. The motion was seconded by Dr. Davis-Vaught and carried by Board roll call vote.

Board roll call:

- Mr. Gecker - aye
- Dr. Anderson - aye
- Dr. Davis-Vaught - aye
- Dr. Durán - aye
- Ms. Holton - aye
- Dr. Mann - aye
- Dr. Roberson - aye
- Mr. Swann – no

Dr. Durán made a motion to issue a license (reinstatement) in Case 5. The motion was seconded by Dr. Davis-Vaught and carried by Board roll call vote.

Board roll call:

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

Dr. Mann made a motion to revoke the license of Samuel Charles Brumfield, Jr. The motion was seconded by Dr. Roberson and carried by Board roll call vote.

Board roll call:

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

Dr. Durán made a motion to revoke the license of Richard Francis O'Brien. The motion was seconded by Dr. Davis-Vaught and carried by Board roll call vote.

Board roll call:

- Mr. Gecker - aye

- Dr. Anderson - aye
- Dr. Davis-Vaught - aye
- Dr. Durán - aye
- Ms. Holton - aye
- Dr. Mann - aye
- Dr. Roberson - aye
- Mr. Swann - aye

Mr. Gecker noted for the record that Dr. Wilson was present for the deliberation of Case 1 and 2, recused herself from Case 4, and was not present for deliberation on the other cases or for voting on each case.

ADJOURNMENT

There being no further business of the Board of Education, Mr. Gecker adjourned the Executive Session at 11:34a.m.

Daniel Gecker
President

**DRAFT MINUTES
COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA
September 23, 2021**

The Board of Education met at the Board Room, 22nd Floor, James Monroe Building, 101 North 14th Street, Richmond, VA 23219, with the following members present:

Mr. Daniel A. Gecker, President
Dr. Keisha Anderson
Dr. Francisco Durán
Dr. Tammy Mann
Mr. Anthony Swann

Dr. Jamelle Wilson, Vice President
Dr. Pamela Davis-Vaught
Ms. Anne Holton
Dr. Stewart Roberson
Dr. James Lane,
Superintendent of Public Instruction

Mr. Gecker called the meeting to order at 9:00 a.m. and welcomed Board Members, staff and visitors to the meeting.

MOMENT OF SILENCE

Mr. Gecker asked for a moment of silence.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance followed the moment of silence.

Mr. Gecker offered a welcome to the Virginia Aspiring Special Education Academy Cohort #14. Mr. Doug Cox serves as the director of the program. Cohort members observed the Board meeting.

APPROVAL OF MINUTES

Dr. Wilson made a motion to adopt the July 21-22, 2021 meeting minutes of the Board as presented. The motion was seconded by Dr. Durán and carried unanimously. Copies of the minutes were distributed in advance of the meeting.

Resolution of Recognition Commemorating September 15 – October 15, 2021, as Hispanic Heritage Month

Dr. Durán read the Resolution of Recognition Commemorating September 15 – October 15, 2021 as Hispanic Heritage Month in both Spanish and English. Dr. Roberson made a motion to adopt the resolution. The motion was seconded by Dr. Wilson and carried unanimously.

PUBLIC COMMENT

- Carolyn Murphy spoke on the computer adaptive software used for testing in Virginia’s public schools.
- Amy Acors, representing VASCD, spoke on the performance assessments in history and social science.

CONSENT AGENDA

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

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

C. Final Review of Proposed Board of Education Meeting Dates for 2022

Dr. Mann made a motion to approve the consent agenda as presented. The motion was seconded by Dr. Davis-Vaught and carried unanimously.

ACTION/DISCUSSION ITEMS

D. Final Review of Proposed Revisions to the Guidelines for Locally Awarded Verified Credits Contained in the Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia to Allow for the Use of Performance Assessments to Verify Credits in History and Social Science

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 final review.

Mr. Bolling stated that the proposed revisions to the *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, 8VAC20-131-110 Standard and Verified Units of Credit: Locally-Awarded Verified Credit (the SOA Guidance Document) allow for the use of performance assessments to verify credits in history and social science which addresses language included in the 2020 and 2021 Virginia General Assembly’s Appropriations Act that adds “successful completion of assessments that include state-developed performance tasks scored locally in accordance with Board guidelines using state-developed rubrics” as an option for earning verified credit in history/social science. These amendments to the SOA Guidance Document provide guidance for local school divisions that exercise the option of using state-developed performance tasks, in conjunction with other

local assessments, to determine if a student has earned a locally-awarded verified credit (LAVC) in history and social science.

The Superintendent of Public Instruction recommended that the Board adopt the proposed revisions to the *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, 8VAC20-131-110 Standard and Verified Units of Credit: Locally-Awarded Verified Credit (the SOA Guidance Document) to allow for the use of performance assessments to verify credits in history and social science in response to the 2020 and 2021 Virginia General Assembly's Appropriations Act.

Dr. Durán thanked the department staff for their work and expressed excitement to see the progress in this area of assessments.

Dr. Durán made a motion to approve proposed revisions to the *Guidance Document Governing Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, 8VAC20-131-110 Standard and Verified Units of Credit: Locally-Awarded Verified Credit to allow for the use of performance assessments to verify credits in history and social science in response to the 2020 and 2021 Virginia General Assembly's Appropriations Act. The motion was seconded by Dr. Anderson and carried unanimously.

E. First Review of Approved Training Programs for the Treatment of Students with a Seizure Disorder.

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

Dr. Hollins reported that the 2021 Virginia General Assembly passed Senate Bill 1322 that addresses seizure management and training of school personnel for students with a known seizure disorder. In addition to setting parameters related to seizure management plans, the legislation directs each local school division to require biennial training of all school nurses on the treatment of students with seizures and seizure disorders, using a Board-approved online course of instruction for school nurses. It also requires each local school division to require biennial training of all school employees with direct student contact on the treatment of students with seizures and seizure disorders, using a Board-approved online course of instruction for school employees. Additionally, SB1322 requires the BOE-approved training programs to be fully consistent with training programs and guidelines developed by the Epilepsy Foundation of America and any successor organization.

This legislation formalized the recommendation of training programs that have been in place for several years to support school nurses and other school staff in the recognition and response to a seizure disorder.

The Superintendent of Public Instruction recommended that the Board receive for first review the Approved Training Programs for the Treatment of Students with a Seizure Disorder.

There were no questions or comments. The Board accepted this item on first review.

F. First Review of Proposed Fast-Track Action for the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*

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

Dr. Hollins reported that in 2021, the Virginia General Assembly passed several pieces of legislation that necessitate revisions to the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*. These legislative items source both recent monitoring as a part of the U.S. Department of Education's Office of Special Education Programs (OSEP) Differentiated Monitoring System and the Joint Legislative Audit and Review Commission's (JLARC) study of K-12 Special Education in Virginia.

Chapter 170 directed the Board to amend the definition of "traumatic brain injury" in 8VAC20-81-10 to read as follows:

"Traumatic brain injury" means an acquired injury to the brain caused by an external physical force or by other medical conditions, including stroke, anoxia, infectious disease, aneurysm, brain tumors, and neurological insults resulting from medical or surgical treatments, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma. (34 CFR 300.8(c)(12)).

Chapter 451 directed the Board to amend 8VAC20-81 to include a provision that, if a school division develops a draft individualized education program (IEP) prior to a scheduled IEP meeting, it shall provide such draft IEP to the parents at least two business days in advance of such IEP meeting. The Board is adding such provision to 8VAC20-81-110.

Chapter 109 directed the Board to amend 8VAC20-81-170.B.2.a and e to remove the word "component" following the word "evaluation."

The Superintendent of Public Instruction recommended the Board waive first review and approve the exempt action to the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*.

Dr. Roberson asked for clarification about what a “division draft” might be with respect to an IEP. Dr. Hollins responded that notes are not a “draft IEP,” as draft IEPs are normally drafted by a case manager. The draft usually does not contain notes, but updated information to ensure compliance with the IEP.

Mr. Swann asked whether, if an outside agency had a different finding than the school, would the school go with the outside agencies recommendation. Dr. Hollins responded that the IEP team is required to consider the outside finding, but no evaluation would be determinative. Mr. Swann wondered if parents might need more options to advocate on behalf of the student. Dr. Hollins responded that there are other avenues and resources of which students and parents may avail themselves in order to help navigate differences of opinion within the IEP team.

Dr. Duran asked if the IEP language change makes a substantive change or if codifying a current expectation. Dr. Hollins responded that the Board’s regulations mirror federal implementation guidance very closely. The revised language brings the Board’s regulations into balance with current guidance.

Dr. Wilson stated that the practice in the field is to provide draft two days in advance of the IEP meeting but she asked how the proposed revision would operationalized in school divisions and asked for clarification on the timeline. Dr. Hollins responded that the strategy will be multi-tiered: her team will update the guidance to school divisions and the change will be discussed with school divisions and advocacy organizations.

Dr. Anderson asked what the obligation was to make sure that parent knew they have the option for an individual education evaluation (IEE), how the IEE is chosen, and how reimbursement would take place. Dr. Hollins responded that the special education procedural safeguards, which are distributed annually, contain this information for parents. The provision for an IEE is detailed within these safeguards, as well as the qualifications for the IEE. Dr. Hollins provided an example to Dr. Anderson.

Dr. Roberson made a motion to waive first review and approve the exempt action to the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*. The motion was seconded by Dr. Anderson and carried unanimously.

G. First Review of Proposed Fast-Track Action for the *Regulations Governing the Operation of Private Schools for Students with Disabilities*

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

In 2021, the General Assembly passed a budget amendment, HB 1800, Item 138.I, requiring that the Board “... develop and promulgate regulations for private special education day schools on restraint and seclusion that establish the same requirements for restraint and seclusion as those for public schools.” This legislative action reflects a response to the Joint Legislative Audit and Review Commission’s (JLARC) Review of the Children's Services Act and Private Special Education Day School Costs report, dated November 16, 2021. The JLARC report, at

recommendation #9, stated that the General Assembly may wish to consider including language in the Appropriation Act directing the Board to develop and promulgate new regulations for private day schools on restraint and seclusion that establish the same requirements for restraint and seclusion as those established for public schools. The JLARC study was previously presented to the Board on January 28, 2021.

The current *Regulations Governing the Operation of Private Schools for Students with Disabilities* address the application of restraints and use of seclusion in the private schools licensed by the VDOE. Upon review of the requirements for restraint and seclusion established for public schools as outlined in the *Regulations Governing the Use of Seclusion and Restraint in Public Elementary and Secondary Schools in Virginia*, it is apparent that the changes needed can be accomplished by modification of the current regulations and would not necessitate a complete redevelopment of those regulations.

The Superintendent of Public Instruction recommended the Board waive first and approve the exempt action to the *Regulations Governing the Operation of Private Schools for Students with Disabilities*.

Dr. Durán asked what feedback had been received from advocates or private school providers. Dr. Hollins stated that the department received positive feedback from the professional education advocacy groups during the legislative process. .

Ms. Holton was concerned if there were consultation with independent private schools or organizations. Dr. Hollins stated there had been consultation with partners such as Virginia Council of Private Schools, during the legislative process. Ms. Holton asked if the advocacy organizations were consulted on the regulatory language in the document since the legislative direct passed and if there was agency discretion in this regulatory action. Ms. Emily Webb, director of board relations, stated that this is an exempt action, which would not come back to the Board for review, because there is no discretion in this action. Ms. Webb further explained the exempt action process.

Dr. Wilson made a motion to waive first review and approve exempt action to the *Regulations Governing the Operation of Private Schools for Students with Disabilities*. The motion was seconded by Mr. Swann and carried unanimously.

H. First Review of Recommendations for School Division of Innovation (SDI) Designation

Dr. Brendon Albon, director of STEM and innovation and Mr. Michael Bolling, assistant superintendent for learning and innovation, presented this item to the Board on first review.

Dr. Albon reported that the 2017 General Assembly approved House Bill 1981, directing the Board to develop regulations for the designation of School Division of Innovation (SDI). To be eligible for designation, a local school board would submit a plan of innovation according to Board criteria as presented in the regulations. The legislation defined “innovation” as a new or creative alternative to existing instructional or innovative practices or school structures that evidence-based practice suggests will be effective in improving student learning and educational performance. A SDI is defined as a school division in which the local school board has developed and for which the Board has approved a plan of innovation to improve student learning; educational performance; and college, career, and citizenship readiness skills in one or more schools for the benefit of all schools in the school division.

The intent of the SDI designation is to encourage public school divisions to develop a division wide plan of action to challenge current methods and strategies in order to support the academic success of all students and educators. The plan for transformation may be small steps leading to larger changes or may be a complete overhaul of current structures and practices.

The following school divisions were recommended for the SDI Designation:

- Bristol City Public Schools to implement “Bearcat Bridge” a division wide initiative that supports students as they prepare for life after high school starting in elementary school through high school. The notable outcome of the program being that every graduating senior will have a post-high school designation: college, military, or workforce assignment.
- Dinwiddie County Public Schools to design an innovative Workforce Ready Diploma Seal that provides a model and pathway to ensure students are competitive and can access high-quality employment beyond high school. Through the workforce-ready program, the students will earn a diploma seal that will signify to partnering businesses and industries that Dinwiddie County High School students have the skills needed to enter the workforce. Students earn points across multiple standards such as advanced coursework, career and technical education coursework, career and technical student organization competition, discipline, drug-free, industry awareness, industry certification, overall grade point average, tardiness, work-based learning and workplace experience, while maintaining high standards in attendance, discipline and overall high grade point average.
- Fairfax County Public Schools to implement Fairfax County Public Schools Portrait of a Graduate (POG) that strives to support equity in access, opportunity, and outcomes for all students, and not just “pockets of excellence” in the county. Measuring performance on end-of-year POG Presentations of Learning will require students to curate evidence of learning and growth in POG attributes over time in a portfolio, engage in feedback processes, share learning experiences and goals with an authentic audience (e.g., teachers,

families, peers, and community members), and engage students in the assessment process leading to achievement.

- Fauquier County Public Schools will empower learners by shifting to a more interdisciplinary learning approach that builds on the traditional Project-Based Learning approach and incorporates a new level of application of learning and concentrates on competency-based learning opportunities that foster creativity, collaboration, communication, critical thinking, and citizenship.
- Frederick County Public Schools has developed and will implement a pilot Self-Determined Learning (SDL) program in one elementary, one middle, and one high school. The ultimate goal is to have students motivated, more autonomous, and engaged in the learning process through increased learning opportunities for all participating students in the Fauquier's Portrait of a Graduate competencies.

Included in the request for flexibilities were specific requests from three SDI – one designated previously in 2020 and two divisions pending designation in 2021 per Board approval. Staunton City Public Schools (2020 designation), Fairfax County Public Schools (2021–pending designation), and Fauquier County Public Schools (2021–pending designation) requested authorization to apply certain alternative policies under the *Regulations for Establishing Standards for Accrediting Public Schools in Virginia* (8VAC20-131) for the years that the division is identified as a SDI. Specifically, the three SDI were requesting flexibility regarding the requirement that students take the SOL test in Virginia Studies, Civics and Economics, and Grade 8 Writing, as required in 8VAC20-131-30 such that the local alternative assessments (LAA) including performance assessments may be used in lieu of the SOL test in each of these content areas.

The flexibility requests from Fairfax County Public Schools (2021–pending designation) and Fauquier County Public Schools (2021–pending designation) were related to the area of locally awarded verified credits in history/social science. The revisions to the *Locally Awarded Verified Credit Guidelines* allow school divisions the option of using performance assessments for locally awarded verified credit in history/social science. School divisions pursuing this option must administer state-developed performance tasks and score the resulting student responses using a state-developed rubric. At this time, there are no state-developed tasks available for World History to 1500, World History: 1500 to the Present or World Geography. However, state-developed tasks for these courses are being piloted during the 2021-2022 school year. Fairfax County Public Schools and Fauquier County Public Schools requested flexibility to pilot state-developed tasks and use student responses to these state-developed tasks as part of the evidence considered in granting locally awarded verified credit in these courses. As a condition of this flexibility, Fairfax and Fauquier agreed to administer a minimum number of state-developed tasks and to submit a minimum number of student samples to VDOE to be used in developing training materials for school divisions and to comply with other requirements as determined by VDOE.

The Superintendent of Public Instruction recommended that the Board waive first review and approve the designation of School Division of Innovation for the recommended school divisions. In addition, the Superintendent of Public Instruction recommended approval of the requested flexibilities for three SDI, as indicated in the item.

Dr. Wilson asked for clarification on how Bristol intends inform students and parents of these pathway options. Dr. Albon responded that in Bristol's application, students will demonstrated an interest of one of those three parts. Students and parent were given the opportunity attend public forums to share information about this option.

Mr. Gecker asked about measuring success with Frederick County's Self-Determined Learning pilot. Mr. Albon answered that Frederick County is looking to have students be more active in determining their goals but that the results would be comparative between students in this program and the traditional program. Mr. Gecker asked if a SOL test or another standardized test would be used as the metric for success. Mr. Albon responded that Frederick County is piloting middle school students, but that the metric would be flexible. Dr. Wilson asked that VDOE staff follow-up with the Board along the way on progress made by this pilot program.

Dr. Mann asked for clarification on how long a division would receive the designation and what would be used to measure success. Dr. Albon stated that divisions would receive the SDI for a 3-year period. Division success with the SDI is based on a rubric and divisions are required to submit a report to show progress. At the end of the 3-year period, school divisions are welcome to reapply.

Dr. Lane provided a correction that the SDI is for a period of five years.

Dr. Durán made a motion to waive first review and approve the designation of School Division of Innovation to the recommended schools. The motion was seconded by Dr. Mann and carried unanimously.

Dr. Durán made a motion to waive first review and approve the requested flexibilities for three School Divisions of Innovation as outlined in the Board item. The motion was seconded by Mr. Swann and carried unanimously.

I. First Review of the Advisory Board on Teacher Education and Licensure
Recommendations for *Guidelines for Mentor Teacher Programs for Beginning and Experience Teachers*

Dr. Joan Johnson, assistant superintendent for teacher education and licensure, presented this item to the Board on first review.

Dr. Johnson reported that the Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers were first developed in response to the Education Accountability and Quality Enhancement Act of 1999, and were approved by the Board on June 22, 2000. The guidelines have not been revised since the original publication in 2000.

In 2004, Virginia convened the Task Force on Teacher Mentor Programs in Hard-to-Staff Schools as part of a U.S. Department of Education Teacher Quality Enhancement Grant. The Task Force developed the *Virginia Requirements of Quality and Effectiveness for Beginning Teacher Mentor Programs in Hard-to-Staff Schools*. This document was not a revision to the 2000 *Guidelines* but served as a supplement to assist divisions with mentor programs in hard-to-staff schools.

In October 2020, JLARC delivered a report, *Operations and Performance of the Virginia Department of Education*, in which it recommended that the Board update its guidance on how to implement effective teacher mentorship programs. As a result of this guidance, the Department of Teacher Education and Licensure, in collaboration with Dr. Linda Wallinger, began the process for revisions to the *Guidelines*. Dr. Wallinger merged the principles and guidelines from both the 2000 *Guidelines* and the 2004 *Virginia Requirements of Quality and Effectiveness for Beginning Teacher Mentor Programs in Hard-to-Staff Schools* and incorporated the Teacher Induction Program Standards and Mentor Practice Standards from the non-profit organization, the New Teacher Center. In addition, Dr. Wallinger surveyed other states' current practices for providing guidance and support to new teachers and researched current practices among divisions across Virginia.

Dr. Johnson highlighted the codes that were reviewed in the guidance document including:

- Code of Virginia, § 22.1-305.1. Mentor teacher programs.
- Licensure Regulations for School Personnel (8VAC20-23-10. Definitions.)
- Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers (2000)
- Virginia Requirements of Quality and Effectiveness for Beginning Teacher Mentor Programs in Hard-to-Staff Schools (2004)
- Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers (2021)
- Virginia Standards for the Professional Practice of Teachers (2008)
- Mentor Teacher Guidelines recently revised in other states
- Teacher Induction Program Standards (2018) from the New Teacher Center
- Mentor Practice Standards (2018) from the New Teacher Center
- Other current research related to teacher mentoring and coaching
- Feedback provided by professional organizations and VDOE staff with the final review by ABTEL

Dr. Johnson shared comparison between the old guidelines and the updates to the revised guidelines. The revised *Guidelines* were reorganized to align more closely to the New Teacher Center's Teacher Induction Program Standards, increased emphasis on school leader engagement,

and expanded the sections on program design to include Beginning Teacher Professional Learning and Instructionally Focused Formative Assessment of Beginning Teacher Practice. Additionally, the revisions increase attention to Mentor Teacher roles and responsibilities, selection, and assignment, expand details related to professional development for Mentor Teachers as well as for Beginning Teachers, and increase focus on equitable, culturally inclusive and responsive instruction and interactions

The Superintendent of Public Instruction recommended that the Board receive for first review ABTEL's recommended revisions for the *Guidelines for Mentor Teacher Programs for Beginning and Experienced Teachers*.

Ms. Holton asked if the changes addressed the workload of Mentor Teachers and whether they would have sufficient time to do the job. Dr. Johnson responded that there is language in the Guidelines addressing workload and job responsibilities. Ms. Holton expressed a design to give school divisions flexibility between full- and part-time mentorship programs. Dr. Johnson stated that there is a limited grant from the VDOE for mentorship programs, and some localities have implemented full-time mentorship programs. However, the ultimate decision regarding the allocation of resources remains with the locality. Ms. Holton stated that she wants the Guidelines to match the national standards as closely as possible, but realizes that the Board does not have the responsibility for funding.

Dr. Durán asked staff to highlight substantive changes with respect to culturally sensitive learning. Dr. Johnson responded that these changes are throughout the document, but especially in the discussion on teacher skills. Dr. Durán followed up by asking how implementation of these guidelines would be supported by the VDOE. Dr. Lane responded that implementation is ultimately the responsibility of the local school division. Dr. Durán shared that many divisions are hungry for this type of mentorship program but may not be sure how to implement such a program.

The Board received this item on first review.

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

Ms. Webb provided an update on the timeline for Phase 3 revisions to the Teacher Evaluation Guidelines. Staff intends to bring a presentation the Board in October on best practices and research on teacher evaluation.

Ms. Webb and the Board held a brief discussion on the priorities that they would like to highlight in the 2021 Annual Report on the Conditions and Needs of Public Schools in Virginia. The key themes of the discussion included student achievement and learning loss due to the COVID

closures, support for educators and local school board leaders, the important of mental health supports, and an overview of the current conditions of public education in the Commonwealth. The Board encouraged Ms. Webb to celebrate the positive work that has been happening in divisions across the Commonwealth.

Dr. Lane announced that every school in the Commonwealth is now open for full in-person learning. He congratulated local divisions on a great reopening of school.

Dr. Roberson shared with the Board a virtual summit to be held on November 9, 2021 entitled 2021 Education Summit: Leading for Equity. The University of Virginia, Virginia ASCD, Secretary of Education, VASS and the Department of Education are sponsors of the summit. Dr. Lane and Dr. Rose Atkins will be among the speakers. It will be a great opportunity to all Board members to participate. Registration is free by clicking on this link <https://education.virginia.edu/events/2021-education-summit-leading-equity>

Dr. Davis-Vaught acknowledged and thanked all the school nurses across the state with welcoming back students, helping with quarantines and student's needs.

Dr. Davis-Vaught congratulated Dr. Lane and Dr. Laurie McCullough, recipients of the Impact Award. This is such a great honor.

ADJOURNMENT OF THE BUSINESS SESSION

There being no further business of the Board of Education, Mr. Gecker adjourned the business meeting at 11:26 a.m.

Mr. Daniel Gecker, President