

BATH COUNTY SCHOOL BOARD

AGENDA ITEM: INFORMATION { X } \_\_\_\_\_ ACTION { } \_\_\_\_\_ CLOSED MEETING { }

SUBJECT: ITEMS FOR BOARD MEMBERS

# FEBRUARY 2017—BATH COUNTY SCHOOL BOARD

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7 5:30 PM School Board Meeting @ MES	8	9 5:30 PM Budget Work Session @ SAB	10	11
12	13 5:30 PM Alternate Date for 2/9 Budget Work Session @ SAB	14	15	16	17	18
19	20	21 6:30 PM Joint Work Session w/ Board of Supervisors @ SAB	22	23	24	25
26	27	28				

# MARCH 2017—BATH COUNTY SCHOOL BOARD

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7 5:30 PM School Board Meeting Public Hearing on Budget @ VES	8	9	10	11
12	13 5:30 PM Called School Board Meeting/ Budget Work Session/ Budget Approval @ SAB	14	15	16 BUDGET DUE	17	18
19	20	21	22	23	24	25
26	27	28				

# VSBA MEETINGS & CONFERENCES

## 2017 FISCAL YEAR CALENDAR

Revised 2/1/2017

### **February 16**

Webinar – 11 AM to 12 Noon

Court(ing) Consequences:  
Educational and Other Impacts for  
Court-Involved Kids

*Contact Mrs. Fry by February 10  
if you plan to attend*

### **March 8**

Valley Region Spring Network Forum  
Art Show  
Buena Vista City Public Schools

*Mrs. Fry has registered  
interested Board members for this event*

### **March 15**

Hot Topic Conference  
Wytheville Convention Center

*Mrs. Fry has registered Mrs. Hirsh*

### **April 20**

Hot Topic Conference  
School Boards Make a Difference:  
How School Boards Affect Students  
Outcomes  
Holiday Inn, Charlottesville, VA

*Contact Mrs. Fry by March 20  
if you plan to attend*

### **May 17**

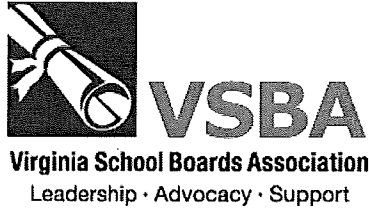
Webinar  
Improving Education Services for  
Children & Youth with ASD in Public  
School Divisions through VCU Autism  
Center for Excellence

*Contact Mrs. Fry by May 8  
if you plan to attend*

### **June 2**

School Law Conference  
(Information to follow)  
Short Pump Hilton

*Contact Mrs. Fry by April 19  
if you plan to attend*

 GO

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**MEETINGS & CONFERENCES**

- Schedule
- Annual Convention
- Capital Conference
  - Capital Conference Handouts
- Clerks Conference
- Conference on Education
- Hot Topic Conferences
- Legislative Advocacy Conference
  - Legislative Advocacy Conference Handouts
- Orientation for New Board Members, Superintendents, Chairmen and Vice-Chairmen
  - Orientation Handouts
- Regional Spring Network Forums
- School Law Conference
- Superintendent Evaluation Workshop
- Webinars - "Live"
- Webinars - "On Demand"
- Refund Policy

## Webinars - "Live"

### VSBA Webinar: Court(ing) Consequences: Educational and Other Impacts for Court-Involved Kids

Kids who become court-involved can face far-reaching consequences, and those consequences can reach far outside the courts. This presentation will cover some of the implications for a child's educational, professional, and personal life during and after court proceedings, including dependency cases and delinquency matters.

**Cost:** \$135/connection

**Registration:** [Click Here](#)

**Date and Time:** February 16, 2017, 11AM-12PM

**Presenter:** Audrey Burges, Assistant County Attorney, Henrico County

For more information please contact Samantha Giles, director of meetings and conferences, at [sgiles@vsba.org](mailto:sgiles@vsba.org)

### Improving Education Services for Children and Youth with ASD in Public School Divisions through VCU Autism Center for Excellence

As autism spectrum disorder (ASD) has moved from a rare disability to become the 4th most common disability in Virginia, school districts and the Virginia Department of Education have struggled to keep pace with the needs of this heterogeneous population. In this webinar, we present a comprehensive, statewide systems change model that implements comprehensive online and live training combined with school division specific strategic planning. We will also present examples of the services provided through the Virginia Commonwealth University Autism Center for Excellence using the Bottom-up/Top-down model.

**Cost:** \$140/connection

**Registration:** [Click Here](#)

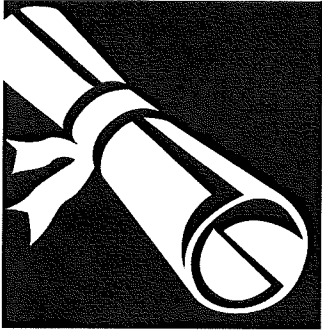
**Date and Time:** May 17, 2017, 11AM-12PM

**Presenter:** Dr. Carol Schall (VCU)

For more information please contact Samantha Giles, director of meetings and conferences, at [sgiles@vsba.org](mailto:sgiles@vsba.org).

Virginia School Boards Association (VSBA) | [Clerks Homepage](#)  
Visit the [NSBA website](#)

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# VSBA Hot Topic Conference April 20, 2017

Holiday Inn  
1901 Emmet Street  
Charlottesville, VA 22901

Join us for the 2017 VSBA Hot Topic Conference in Charlottesville, VA. Members will hear from Phil Gore, Director of Leadership Team Services for the Texas Association of School Boards, on the hot topic issue of how school boards make a difference.

Research demonstrates that beliefs and actions of school boards affect student outcomes. Consider how the mindsets and dispositions of board members affect student achievement. Come learn how boards in high achieving districts govern differently than those in lower achieving districts. Participants will also practice board governance skills related to improving student outcomes and develop action plans your board can implement to improve student outcomes in your division.

We hope you will be able to join us for this informative conference!



## Conference Agenda

### Tuesday, April 20, 2017

**8:30** Registration and Continental Breakfast

**9:00** Welcome  
**Bob Hundley, President**  
Virginia School Boards Association

**9:05** School Boards Make a Difference: How School Boards Affect Student Outcomes  
**Phil Gore, Division Director of Leadership Team Services**  
Texas Association of School Boards

**12:30** Q&A

**1:00** Lunch and Adjournment



Rivanna Ridge Professional Building  
200 Hansen Road, Suite 2  
Charlottesville, VA 22911

A block of rooms has been reserved at the Holiday Inn University Area & Conference Center for the night of April 19th. Please make your hotel reservations directly by calling 434-977-7700. Inform the reservation staff you are attending the Virginia School Boards Association conference to receive a special rate of \$125 (single or double).

The deadline for the reserved block is April 1, 2017. If reservations exceed the blocked number, or are made after the April 1 deadline, the minimum rate will increase. Please make your reservations by this date.

Questions? Contact  
Samantha Giles at  
sgiles@vsba.org.

Fill out the registration form below or register for the conference online at: <https://ams.embr.mobi/Events/Registration/Wizard/EventDetails.aspx?C=ifON&EID=GHHM>. Registration for VSBA Conferences is open to VSBA members and affiliate members only.

Thank you to our sponsor



**Reminder:** Nametags must be visible to be admitted to ALL VSBA meetings and conferences.

Register Online  
[www.vsba.org](http://www.vsba.org)



# Registration Form

## VSBA APRIL HOT TOPIC CONFERENCE

Name \_\_\_\_\_

Division \_\_\_\_\_

School Board Member

Superintendent

Other \_\_\_\_\_

**Costs:**

Registration: \$160

Late Registration: \$210 (after April 6, 2017)

Registration fees received after April 6 will be \$210 per person. Purchase orders and registration via telephone do not constitute payment of registration fees and will result in a \$50 late fee if paid after the deadline date. No refunds will be made after April 6 except in the case of personal illness. All requests for refunds must be made to the VSBA president in writing signed by the board chair certifying a personal illness.

Please return this form with your payment to:

VSBA  
200 Hansen Road, Suite 2  
Charlottesville, VA 22911



# COMMONWEALTH of VIRGINIA

## BOARD OF EDUCATION

P.O. BOX 2120

RICHMOND, VA 23218-2120

January 25, 2017

TO: School Board Chairs  
Division Superintendents

FROM: Billy K. Cannaday, Jr., President, Virginia Board of Education *BKC*  
Steven R. Staples, Superintendent of Public Instruction *SR*

SUBJECT: Investigation and Reporting Requirements, Including Requirements  
Relating to the Revocation or Suspension of a License

The purpose of this memorandum is to respond to numerous questions from the field and provide information on selected investigation and reporting requirements established by statutes and regulations. An understanding of and adherence to the requirements outlined in this memorandum are paramount in addressing educator misconduct and maintaining a safe environment for students.

This correspondence provides an overview of the regulations governing the revocation or suspension of a license and reviews investigation requirements relating to the hiring of school personnel, including fingerprinting, criminal history checks, and searches of the Central Registry. It also addresses notification for certain dismissals and resignations.

### Obligations Relating to the Revocation or Suspension of a License

The *Licensure Regulations for School Personnel* (8VAC20-22-690 and 8VAC20-22-710) outline the procedures for revocation or suspension of a license issued by the Board of Education. Below is a summary of the procedures and responsibilities of school boards and superintendents set forth in these regulations. You may access the full text of the regulations online at: <http://law.lis.virginia.gov/admincode/title8/agency20/chapter22/>.

#### Duty to File a Complaint

The licensure regulations state that a complaint may be filed by anyone, but "it **shall** be the duty of a division superintendent, principal or other responsible school employee" [emphasis added] to file a complaint in any case in which he has knowledge that a license holder is guilty of any offense or conduct set forth in subsection A of 8VAC20-22-690 (revocation) or subsection A of 8VAC20-22-710 (suspension).



**Duty to Investigate**

The regulations require that, upon receipt of a complaint against a license holder, a "division superintendent or his duly authorized representative **shall investigate**" [emphasis added]. If the complaint is found to be without merit, the superintendent or his representative must notify the complaining party and close the file. If the division superintendent or school board determines there is reasonable cause to believe the complaint is well founded, the license holder "**shall be notified** of the complaint by a written petition" [emphasis added] for revocation or suspension signed by the division superintendent. See subsection C of 8VAC20-22-690 for revocation and subsection C of 8VAC20-22-710 for suspension.

**Duty to Send Any Request for Cancellation from License Holder to the Superintendent of Public Instruction Within 14 Days of Receipt**

As set forth in the regulations, a petition for revocation or suspension must include a statement of rights that notifies the license holder of the right to request the cancellation of his license by sending a signed written request to the division superintendent within 14 days of receipt of the petition. To request cancellation, the license holder must state that he is requesting cancellation in response to a petition, acknowledge that reasons for cancellation are the same as reasons for revocation, and acknowledge that he understands that the revocation or suspension will be reported to division superintendents in Virginia and to state education officials in other states and territories of the United States.

The regulations (see 8VAC20-22-690 F(1) for revocation and 8VAC20-22-710F(1) for suspension) require that a division superintendent forward any request for cancellation, along with a copy of the petition, to the Superintendent of Public Instruction within 14 days of receipt of the request for cancellation.

**Obligation to Proceed to a Hearing Before Local School Board, if License Holder Does Not Request Cancellation Within 14 Days**

Under the regulations, if a license holder does not submit a request for cancellation to the division superintendent according to the procedures set forth in the regulations within 14 days of receipt of the petition, the local school board "shall proceed" to a hearing on the petition and shall provide the license holder at least 14 days' notice of the hearing. This means that in the event of any other response to the petition (including a license holder filing a written answer admitting the charges, refusing to accept the copy of the petition, failing to file a written answer within 14 days after service of the petition, or submitting a written answer denying the charges in the petition), the school board shall proceed to a hearing.



**After School Board Hearing, Duty to Forward School Board's Recommendation and Investigative File/Supporting Evidence Within 14 Days for Revocation, and Promptly for Suspension**

At the hearing, the local school board receives the recommendation of the division superintendent and then either dismisses the complaint or recommends license revocation or suspension. If the complaint is dismissed, such decision is final and the investigative file "shall be closed and maintained as a separate file. Any record or material relating to the charges in any other file shall be placed in the investigative file."

However, if the school board recommends the revocation of a license, subsection F of 8VAC20-22-690 requires that, "the division superintendent shall forward the recommendation and the investigative file to the Superintendent of Public Instruction within 14 days" (emphasis added).

If the school board recommends the suspension of a license, subsection F of 8VAC20-22-710 requires that such "recommendation, along with supporting evidence, shall promptly be forwarded by the division superintendent to the Superintendent of Public Instruction" (emphasis added).

**Additional Notification Responsibility**

**Duty to Notify the Board of Education of Teacher Dismissal or Resignation in Certain Cases (within 10 days)**

Section 22.1-313 of the *Code of Virginia* deals generally with school board decisions. Although the section focuses largely on administrative requirements for school board proceedings, subsection F imposes a duty on school boards to report certain cases of misconduct to the Board of Education. School boards should provide such notification in writing.

***Section 22.1-313. Decision of school board; generally.***

*F. In those instances when licensed personnel are dismissed or resign due to a conviction of any felony, any offense involving the sexual molestation, physical or sexual abuse or rape of a child, any offense involving drugs, or due to having become the subject of a founded case of child abuse or neglect, the local school board shall notify the Board of Education within 10 business days of such dismissal or the acceptance of such resignation [emphasis added].*

## **Records Checks and Certification Relating to the Hiring of School Personnel**

### **Fingerprinting and Criminal Record Check**

Under §22.1-296.2 of the *Code of Virginia*, school boards must require any applicant who is offered or accepts employment to submit to fingerprinting and provide information needed to obtain a criminal history record.

### **Child Abuse and Neglect Data (Central Registry Search)**

Section 22.1-296.4 of the *Code of Virginia* addresses child abuse and neglect data obtained through a search of the Central Registry. Under the statute, the Department of Social Services is required to maintain a database of central child abuse and neglect registries in other states that provide access to out-of-state school boards, for use by local school boards.

School divisions may access this database online at:

[http://www.dss.virginia.gov/files/division/licensing/background\\_index\\_childrens\\_facilities/founded\\_cps\\_complaints/directory.pdf](http://www.dss.virginia.gov/files/division/licensing/background_index_childrens_facilities/founded_cps_complaints/directory.pdf)

### **Other Data Required on Employment Application, Including Certification by Applicant Relating to Criminal Offenses and Founded Cases of Child Abuse or Neglect**

Section 22.1-296.1 describes other data that school boards shall require on their employment application.

***§22.1-296.1. Data on convictions for certain crimes and child abuse and neglect required; penalty.***

- A. As a condition of employment for all of its public school employees, whether full-time or part-time, permanent, or temporary, every school board shall require on its application for employment certification (i) that the applicant has not been convicted of a felony or any offense involving the sexual molestation, physical or sexual abuse or rape of a child; and (ii) whether the applicant has been convicted of a crime of moral turpitude. Any person making a materially false statement regarding any such offense shall be guilty of a Class 1 misdemeanor and upon conviction, the fact of said conviction shall be grounds for the Board of Education to revoke such person's license to teach.\****
  
- B. Every school board shall also require on its application for employment, as a condition of employment requiring direct contact with students, whether full-time or part-time, permanent, or temporary, certification that the applicant has not been the subject of a founded case of child abuse and neglect. Any person making a materially***

School Board Chairs  
Division Superintendents  
January 25, 2017  
Page 5

*false statement regarding a finding of child abuse and neglect shall be guilty of a Class 1 misdemeanor and upon conviction, the fact of said conviction shall be grounds for the Board of Education to revoke such person's license to teach....*

**\*NOTE:** In December 2015, the Supreme Court of Virginia in the case of *Deilia Butler v. Fairfax County School Board* (Case No. 150150) addressed this section of the Code and, specifically, whether it prohibits local school boards from hiring an individual who has been previously convicted of a felony. The Superintendent of Public Instruction notified divisions of the court's decision by Superintendent's Memorandum #125-16 in April 2016, and divisions may access the decision online at: <http://www.courts.state.va.us/opinions/opnscvwp/1150150.pdf>.

The combined efforts of the Virginia Board of Education, Department of Education, school boards, and division superintendents will help ensure safe schools for students in the Commonwealth of Virginia. If you have questions or need additional information regarding the statutory provisions or regulations discussed in this memorandum, please contact Nancy Walsh, professional practices specialist, at (804) 371-2522 or [nancy.walsh@doe.virginia.gov](mailto:nancy.walsh@doe.virginia.gov).

BKCJr/SRS/nw

*Over the past several years, career and technical education (CTE) has received a great deal of attention at both the state and federal level. The following article provides some helpful background information as well as the author's perspective on the importance of CTE to both students and the economy. It was written by Glenn Cook and originally appeared in asbj in February, 2016.*

## **Coming Around Again**

The old vocational education model is gone, thanks to technology

Congress' passage of the long-awaited successor to the No Child Left Behind Act was a major victory for many who opposed the constraints posed by the federal law on school districts. It also represents the completion of a full-circle comeback for a program that had seen its influence on policy decline amid demands for more academic rigor, college access, and standardized testing.

Career and technical education, known as CTE, is fully incorporated into the Every Student Succeeds Act (ESSA) that was passed by Congress and signed into law by President Obama in [December 2015]. CTE now is included in the definition of "a well-rounded education" along with math and English, among other traditional academic subjects.

This step is big for a program that was on the verge of elimination a decade ago. The Bush administration tried unsuccessfully for six years to slash or eliminate CTE funding altogether to pay for its NCLB reform efforts.

It also represents a major victory for advocates devoted to giving students the opportunity to earn certification, degrees, and hands-on learning experience starting in high school.

And, more fittingly, it represents a long-overdue acknowledgment that the best way to ensure students leave school—regardless of their future academic or career path—is through integrated programs that focus both on academics and workplace skills.

The old vocational education model is gone, and in many respects, we have technology to thank for that.

## **Multi-pathway approach**

My wife and I are the children of educators. We have worked for and with public schools for more than two decades. And yet two of the four children in our blended family are not taking the traditional four-year college route after high school.

As parents, we've had to resist the urge to push them in that direction, knowing that their future life success will not be contingent on their ability to earn a bachelor's or master's degree. What that success hinges on is their interest, motivation, and whether they receive appropriate training in and out of school.

"We've created a culture that says if you want to be successful, you graduate from high school, you go directly into a four-year university, you get a degree, and you go to work," said Tim Johnson, director of government relations for the National Center for Construction Education and Research, during a House Education and the Workforce Committee meeting earlier this year. "And I think that there are so many more pathways."

Adopting a multi-pathway approach is not something schools historically have done well. The result, intended or not, has been an either/or system that is separate and often not equal. And for decades, vocational education was a prime example, as programs generally focused on agriculture, home economics, and various trades that did not require education beyond a high school diploma.

That changed as technology's presence became pervasive in society. As the world started to flatten, tech-prep programs were created in an effort to make vocational education courses "stackable."

In other words, students receive high school and/or community college credit when they successfully complete a course, and have the opportunity to earn either a one-year certificate or two-year degree depending on the program. Continuing education classes in the programs also are offered to help workers maintain their skills.

Today, CTE covers 30 different subjects—including computer science, nursing, fire science, culinary arts, and hospitality management, among others—and serves as a link for many students to careers in the STEM field. Almost 80 percent offer connections between secondary and postsecondary courses, according to a 2014 American Federation of Teachers survey. Other research has shown that students enrolled in strong CTE courses are less likely to drop out and more likely to graduate on time.

While schools have focused on closing achievement gaps for decades, CTE offers an opportunity to narrow the skills gap that currently exists between today's graduates and what business and industry expect new hires to know. And with the cost of a traditional college education skyrocketing, CTE is increasingly becoming a smart choice for those with limited options who still want a well-paying career.

## **What Next?**

Now that CTE is part of the largest federal education law, what does the future hold on the federal, state, and local fronts?

With ESSA signed, Congress can turn its attention to the overdue reauthorization of the Carl D. Perkins Career and Technical Education Act. The law, which provides more than \$1 billion to schools for CTE programs, has not been reauthorized since 2006.

The Council of Chief State School Officers is working in 17 states on a career readiness initiative, providing resources and coaches to states that are looking to build up existing CTE programs. The goal is for the states to develop strategic plans and new policies that will lead to more funding and new CTE initiatives.

Meanwhile, school districts should start reviewing their existing CTE programs to see what should be done to further integrate them with traditional academic subjects. According to ESSA authors, this should be done "through coordinated instructional strategies that may incorporate experiential learning activities and promote skills attainment important to in-demand occupations or industries."

Another key factor is making sure your counselors provide students with access to information about potential careers in your local labor market. Giving students opportunities to job shadow local employers also is important, starting as early as middle school.

## **Middle school reach**

Douglas Major, superintendent and CEO of Oklahoma's Meridian Technology Center, says reaching middle school students is critical because they often "are unable to see how that formal education will affect their future."

"If we have the flexibility to provide more career exploration, more career guidance, in those middle school levels, I think, in the long run, it will help with our high school success and our high school graduation rates," Major said during the House Workforce and Education Committee meeting.

Because most parents were enrolled during the days of vocational education, showing them how CTE has evolved also is critical. But Major believes, rightly so, that the biggest sales pitch is the one your staff will make to students.

"That student engagement piece is what I think is missing in a lot of K-12 systems ... that validation of, 'Why is it important that I learn this academic knowledge?'" he said. "When they're able to put that into some real-world use, then it makes sense."

CTE's comeback, while by no means complete, truly has come full circle. And it all comes down to a simple reason: It makes sense.

*Glenn Cook is a Virginia-based freelance writer and photographer and former executive editor of American School Board Journal.*

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If you have any questions about this Policy Page, please call  
Elizabeth Ewing at 434-295-8722.