# COMMONWEALTH OF VIRGINIABOARD OF EDUCATIONRICHMOND, VIRGINIA

# November 14, 2018

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

Mr. Daniel A. Gecker, President Dr. Francisco Durán

* Ms. Anne Holton Dr. Tamara Wallace
* Mrs. Elizabeth V. Lodal Dr. Jamelle Wilson

 Dr. James F. Lane,
Superintendent of Public Instruction

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

## EXECUTIVE SESSION

Dr. Wilson made a motion to go into executive session under *Virginia Code §2.2-3711(A) (41)*, for the purpose of discussion and consideration of records relating to denial, suspension, or revocation of teacher licenses, and that Susan Williams, legal counsel to the Virginia Board of Education; as well as staff members Dr. James Lane, Patty Pitts, Nancy Walsh and Ann Belanger whose presence will aid in this matter, participate in the closed meeting. The motion was seconded by Mrs. Lodal and was carried by six members. The Board went into Executive Session at 10:01 a.m. Dr. Wilson made a motion that the Board reconvened in open session at 12:09p.m. The motion was seconded by Mrs. Lodal and carried unanimously by six members.

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

Board roll call:

* Dr. Durán – yes
* Dr. Wallace - yes
* Mrs. Lodal - yes
* Mr. Gecker - yes
* Dr. Wilson - yes
* Ms. Holton - yes

The Board made the following motions:

Dr. Durán made a motion to suspend the license of Michelle Denise Phillips through May 30, 2019. The motion was seconded by Dr. Wilson and carried unanimously.

Dr. Wilson made a motion to take no action against the license in Case #2. The motion was seconded by Mrs. Lodal and carried unanimously.

Dr. Wilson made a motion to suspend the license of Wiley House through December 31, 2018. The motion was seconded by Mrs. Lodal and carried unanimously.

Dr. Durán made a motion to issue a license (renewal) in Case #4. The motion was seconded by Dr. Wilson and carried unanimously.

Dr. Wilson made a motion to revoke the license of Michael James Diaddigo. The motion was seconded by Dr. Durán and carried unanimously.

## ADJOURNMENT

There being no further business of the Board of Education, Mr. Gecker adjourned the meeting at 12:12p.m.



Daniel A. Gecker

President

# COMMONWEALTH OF VIRGINIABOARD OF EDUCATIONRICHMOND, VIRGINIA

# November 15, 2018

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

Mr. Daniel A. Gecker, President Mrs. Diane T. Atkinson, Vice President

Dr. Francisco Durán Dr. Keisha Pexton

* Ms. Anne Holton Dr. Tamara Wallace
* Mrs. Elizabeth V. Lodal Dr. Jamelle Wilson

 Dr. James F. Lane,
Superintendent of Public Instruction

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

## MOMENT OF SILENCE

 Mr. Gecker asked for a moment of silence.

## PLEDGE OF ALLEGIANCE

 The Pledge of Allegiance followed the moment of silence.

## APPROVAL OF MINUTES

Dr. Wilson made a motion to approve the minutes of October 17-18, 2018, meeting of the Board. The motion was seconded by Dr. Durán. Mrs. Atkinson abstained. The motion was carried. Copies of the minutes had been distributed in advance of the meeting.

## Resolutions of Recognition

 A Resolution of Recognition was presented to Dr. Cynthia A. Cave for her outstanding service to public education upon the occasion of her retirement from the Virginia Department of Education as assistant superintendent of policy and communications.

 A Certificate of Recognition was presented to Salem City Public Schools on being named to the 25 Most Innovative School District list by AASA (The School Superintendents Association). Dr. Alan Seibert, superintendent, accepted on behalf of Salem City Public Schools.

A Certificate of Recognition was presented to Virginia Beach City Public Schools on being named to the 25 Most Innovative School Districts list by AASA (The School Superintendents Association). Dr. Don Robertson, chief schools officer, accepted on behalf of Virginia Beach City Schools.

 The Board recognized Franklin City Public Schools (FCPS) for having all of their schools accredited for the 2018-2019 school year, thus ending the memorandum of understanding with the Board. FCPS entered into a Division-Level Memorandum of Understanding (MOU) in March 2014. Ms. Tamara Sterling, division superintendent, and Mr. Kelvin Edwards, deputy superintendent of federal programs and operations, were in attendance. Ms. Sterling shared FCPS’ success story and offered appreciation to the Board and the office of school improvement for their support and assistance.

## PUBLIC COMMENT

The following persons spoke during the public comment period:

Jim Batterson, spoke on the proposed revisions to the *Science Standards of Learning*.

Dr. James Fedderman, Virginia Education Association, spoke on the proposed procedural guidelines for conducting licensure hearings.

## CONSENT AGENDA

**A. Final Review of Recommendation of the Advisory Board on Teacher Education and Licensure to Revise the Fee Schedule for Licensure**

**B. First Review of Recommendations Concerning Literary fund Application Approved for Release of Funds or Placement on a Waiting List; Update to the First Priority Waiting List**

Mrs. Atkinson made a motion to approve the consent agenda as presented. The motion was seconded by Dr. Wilson and carried unanimously.

***ACTION/DISCUSSION ITEMS***

**C. Final Review of Proposed Procedural Guidelines for Conducting Licensure Hearings**

Ms. Susan Williams, assistant attorney general, office of the attorney general, Mrs. Patty Pitts, assistant superintendent, division of teacher education and licensure, Ms. Nancy Walsh, director of professional practices, presented this item to the Board for final review.

Ms. Williams provided updates to the language and revisions to the guidelines. The detailed guidelines can be viewed at: <http://www.doe.virginia.gov/boe/meetings/2018/11-nov/agenda.shtml> Item C.

Mrs. Atkinson made a motion to adopt the procedural guidelines for conducting licensure hearings with technical edits to attachment A to become effective January 1, 2019. The motion was seconded by Ms. Holton and carried unanimously.

**D. Final Review of Proposed Amendments to the *Licensure Regulations for School Personnel* (8 VAC20-23) to Comport with 2018 Legislation Passed by the General Assembly Under the Fast Track Provisions of the Administrative Process Act**

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

Mrs. Pitts highlighted the revisions that are being incorporated to the Licensure Regulations for School Personnel to comport with the 2018 Legislation passed by the General Assembly.

* **HB2** requires the Board of Education to provide for teacher licensure by reciprocity for any spouse of an active duty member of the Armed Forces of the United States or the Commonwealth who has obtained a valid out-of-state license, with full credentials and without deficiencies, that is in force at the time the application for a Virginia license is received by the Department of Education. The bill provides that no service requirements or licensing assessments shall be required for any such individual. This bill is identical to [**SB 103.**](http://lis.virginia.gov/cgi-bin/legp604.exe?181+sum+SB103)
* **HB 80** requires the Board of Education, in its regulations providing for teacher licensure by reciprocity, to permit applicants to submit third-party employment verification forms.
* **HB215** requires the Board to establish an experiential route to licensure, issuing a one-year renewable license.
* **HB1125** makes several changes to the teacher licensure process, including (i) permitting teachers with a valid out-of-state license, with full credentials and without deficiencies, to receive licensure by reciprocity without passing additional licensing assessments and (ii) permitting a local school board or division superintendent to waive certain licensure requirements for any individual who holds a provisional license and is employed by the local school board. This bill is identical to[**SB 349.**](http://lis.virginia.gov/cgi-bin/legp604.exe?181+sum+SB349)

Mrs. Pitts discussed change in license renewal from a five-year renewable license to a 10-year renewable license and the requirement of professional development points. The Board discussed the number of professional development points needed for license renewal with the change from a five-year to 10-year renewable license. The secretary of education, Atif Qarni, supports keeping the number of professional development points needed for license renewal at 180. Some Board members had reservations without receiving more feedback from stakeholders.

The Superintendent of Public Instruction recommended the Board of Education approve for final review the proposed revisions to the Licensure Regulations for School Personnel (fast-track) to comport with legislation passed by the 2018 General Assembly.

Dr. Pexton made a motion to delay the Board item until the January 2019 Board meeting. The motion was seconded by Dr. Wilson, with an amendment to request staff to put together a framework of quality professional development, more research on the impacts of professional development on student outcomes and stakeholder outreach. All members were in favor and the motion carried.

**E. Final Review of the Board of Education’s 2018 Annual Report on the Condition and Needs of Public Schools in Virginia**

Ms. Emily Webb, director, board relations, presented this item to the Board for final review.

The 2018 Annual Report on the Condition and Needs of Public Schools in Virginia provides an overview of the Board’s work, presents the achievement of students and schools, and the priorities and goals of the Board of Education as outlined in the Comprehensive Plan: 2018-2023.

The Annual Report is required by Article VIII, Section 5 of the Virginia Constitution and §22.1-18 of the Code of Virginia.

Since first review and work sessions in October and November, several edits and changes were made based on the Board’s comments. Those revisions includes an executive summary based on Board’s research, a restructured report organized by the Board’s three areas outlined by the Comprehensive Plan, additional data and research and other technical edits based on Board’s feedback. Ms. Webb stated that the version in front of the Board did not include the edits from Wednesday November 13, work session but that those edits would be made prior to submission. Ms. Webb will work with the president and vice-president before submitting to the governor and General Assembly.

The Superintendent of Public Instruction recommended the Board approve the *2018 Annual Report on the Condition and Needs of Public Schools in Virginia* for final review.

Mrs. Lodal made a motion to approve the *2018 Annual Report on the Condition and Needs of Public Schools in Virginia* with edits and changes, working with president and vice-president before submission to the governor and General Assembly. The motion was seconded by Dr. Durán and carried unanimously.

**F. First Review of Revised *Guidelines for Local Alternative Assessments for 2018-2019 through 2019-2020***

Mrs. Shelley Loving-Ryder, assistant superintendent of student assessment and school improvement, presented this item to the Board for first review.

Mrs. Loving-Ryder provided a revised timeline for the implementation of local performance assessments for: grade 3 history, grade 3 science, grade 5 writing, United States History to 1865, and United States History: 1865 to the Present for the *Guidelines for Local Alternative Assessments for 2018-2019 through 2019-2020*. The updated guidelines clarify the expectation that divisions continue the implementation of performance assessments, emphasizing the use of 1) the Virginia Quality Criteria Tool for Performance Assessments and 2) the common rubrics developed by the Virginia Department of Education (VDOE) to achieve consistent expectations for Virginia students.

The proposed revisions to the *Guidelines for Local Alternative Assessments for 2018-2019 through 2019-2020* can be viewed in Item F, Attachment A at <http://www.doe.virginia.gov/boe/meetings/2018/11-nov/agenda.shtml>.

The Superintendent of Public Instruction recommended the Board of Education receive for first review the revised *Guidelines for Local Alternative Assessments for 2018-2019 through 2019-2020*.

The Board received the proposed guidelines for first review.

G. First Review of the Corrective Action Plan Required by Division-Level Review of Richmond City Public Schools

Beverly W. Rabil, director, office of school improvement, division of student assessment and school improvement, presented this item to the Board for first review.

During school years 2014-2015 and 2015-2016, Richmond City Public Schools division and school leaders and the director of the office of school improvement met quarterly to review evidence of progress in selected Richmond City Public Schools and plan next steps. In July 2016, the Richmond City Public Schools’ superintendent reported that division data indicated the need for a division-level review. With further discussion, it was agreed to proceed with plans for a Richmond City Public Schools division-level review. In November 2016, the Virginia Board of Education approved the request for a division-level review in Richmond City Public Schools.

Following the division-level review, the Memorandum of Understanding for Richmond City Public Schools, was developed and approved by the Virginia Board of Education July 27, 2017. Richmond City Public Schools’ staff and office of school improvement staff met in late May and early June to complete a draft Corrective Action Plan based on areas identified in the division-level review.

The Richmond City Public Schools Board approved the Corrective Action Plan on September 21, 2018. The five strands of the Corrective Action Plan are Human Resources Leadership, Academic and Student Success, Leadership and Governance, Operations and Support Services, and Community Relations and Communications. The timelines take into consideration development, implementation, and monitoring of each essential action. Legislation by the 2016 General Assembly provides the Virginia Board of Education with the authority to withhold At-Risk Add-On funds if there is evidence of lack of adequate and timely progress in implementing the Corrective Action Plan. Ongoing communication between Mr. Jason Karmas, Richmond City superintendent, the Richmond division leadership team, and VDOE staff is a key factor in the collaborative work to develop, implement, and monitor the Corrective Action Plan.

Mr. Jason Karmas, division superintendent and his administrative team attended the Board meeting. Mr. Karmas thanked the staff of the office of school improvement for their support. He spoke of the five key areas, shared the goals and vision for the next five years and the ongoing support from the community. The copy of the Memorandum of Understanding and Corrective Action Plan can be viewed at <http://www.doe.virginia.gov/boe/meetings/2018/11-nov/agenda.shtml> item G.

Mr. Gecker commented that the Board wants to ensure success in Richmond City Public Schools and will continue to be a strong partner.

Mrs. Atkinson commented that she felt the Corrective Action Plan was missing a connection to the students, including a plan for instruction, although Mr. Kamras had spoken of that student connection in his remarks to the Board. She further commented that the Corrective Action Plan is missing timelines and dates for accomplishing certain goals. Mr. Kamras responded that he would be happy to share RPS’ strategic plan with the Board. Ms. Holton suggested that RPS develop small goals and timelines to ensure transparency and build trust.

Dr. Durán expressed a concern about the lack of detail in the Corrective Action Plan as it relates to English Learner students. Mr. Kamras stated that the Strategic Plan offers more details and that significant work is ahead.

The Board thanked Mr. Kamras and his team for attending and presenting at the Board meeting.

The Superintendent of Public Instruction recommended that the Board receive for first review. The Board accepted this item for first review.

**H. First Review of Cut Scores for the Algebra I, Geometry, and Algebra II End-of-Course Tests Based on the 2016 Mathematics Standards of Learning**

Mrs. Shelley Loving-Ryder, assistant superintendent for student assessment and ESEA Programs, presented this item to the Board for first review.

During the 2018-2019 school year, new Standards of Learning (SOL) tests, measuring the 2016 mathematics content standards, will be administered. Due to the changes in the content measured by these tests, new passing scores must be adopted by the Board. Consistent with the process used in 1998 and in 2011- 2012, committees of educators were convened in November 2018 to recommend to the Board minimum "cut" scores for the achievement levels of pass/proficient and pass/advanced for the Algebra I , Geometry, and Algebra II tests. Information about the range of cut scores recommended by the committees for the achievement levels of pass/proficient and pass/advanced for the Algebra I, Geometry, and Algebra II tests is outlined shown below.

|  | **Pass/Proficient** | **Pass/Advanced** |
| --- | --- | --- |
|  | **Background** **Information** | **Standard Setting Summary** | **Background** **Information** | **Standard Setting Summary** |
| **Test****Name \*** | Pass/Proficient Cut Score for Previous Mathematics Test**\*\*** | Pass/Proficient Cut Score for New Test to Maintain Previous Levelof Rigor\* | Round 3Median for Proficient\* | Articulation CommitteeRecommendation\* | Pass/Advanced Cut Scorefor Previous MathematicsTest\*\* | Pass/Advanced Cut Score for New Test to Maintain Previous Level of Rigor\* | Round 3Median for Advanced\* | Articulation CommitteeRecommendation\* |
| Algebra I | 25 out of 50 | 21 out of 45 | 20 out of 45 | 20 out of 45 | 45 out of 50 | 41 out of 45 | 40 out of 45 | 40 out of 45 |
| Geometry | 25 out of 50 | 23 out of 45  | 20 out of 45 | 20 out of 45 | 44 out of 50 | 40 out of 45 | 40 out of 45 | 40 out of 45 |
| Algebra  | 27 out of 50 | 23 out of 45 | 24 out of 45 | 24 out of 45 | 43 out of 50 | 37 out of 45 | 40 out of 45 | 40 out of 45 |

Dr. Wilson asked for clarification on the scoring. According to the new standards, some may perceive that the proposed cut scores on the new Standards of Learning assessments are lowering the rigor. Dr. Wilson encouraged staff to discuss the differences between the previous set of Standards compared to the new Standards. Mrs. Loving-Ryder agreed with Dr. Wilson’s comments and read a statement from the teacher committee regarding the proposed cut scores and increased rigor in the new Standards.

The Superintendent of Public Instruction recommended that the Board receive the Cut Scores for Algebra I, Geometry, and Algebra II End-of-Course Tests based on the 2016 Mathematics Standards of Learning for first review. The Board accepted this item for first review.

I. First Review of the Model Guidance for Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension

Ms. Maribel Saimre, director of student services, and Ms. Rebecca Kahila, school safety and discipline specialist, presented this item to the Board for first review.

In 2014, the US Department of Education released Guiding Principles, a resource guide drawn from emerging research and best practices for improving school climate and discipline. In this guide, education leaders were challenged to reexamine school discipline to more effectively foster supportive and safe school climates, using three guiding principles listed below:

* Taking deliberate steps to create the positive school climates that can help prevent and change inappropriate behaviors.
* Ensure that clear, appropriate, and consistent expectations and consequences are in place to address misbehavior.
* Strive to ensure fairness and equity for all students by continuously evaluating the impact of discipline policies and practices on all students.

Ms. Saimre and her team embarked in the revision of the *Student Code of Conduct Policy Guidelines* and the development of Alternatives to Suspension Guide over 24 months ago.

This model guidance represents a significant shift in focus to a more positive, preventive approach to student discipline; one which promotes a positive school climate and supports equity, fairness, and continuous improvement and recognizes the need for instructional interventions and behavioral supports when students engage in misbehavior.

Ms. Kahila discussed staff taking a more preventive and positive approach to student discipline by providing a safe supportive school climate.

Ms. Kahila provided an overview of the development process and those stakeholders who were involved including:

* Children’s Cabinet;
* Classrooms Not Courtrooms;
* Office of School Improvement;
* Virginia Student Support and Conduct Committee; and
* Reframing Discipline Conference Focus Groups.

Ms. Kahila discussed the approaches to discipline in which student behaviors are usually a symptom of something else. The behaviors are listed in categories of social emotional learning, interventions, supports and consequences.

Ms. Kahila provided alternatives to suspension and the effects of exclusion, which includes:

* Negative school environments of distrust and alienation
* Higher risk of retention in grades
* Higher rates of misbehavior
* Lower academic achievement
* Chronic absenteeism
* Higher dropout rates
Restricted access to school services that might improve behavior
* Harm to healthy adult relationships
* Unsupervised time and increased opportunity for delinquency for suspended students
* Higher risk of involvement with the juvenile justice system
* Tiered systems of support
* Positive behavioral interventions and supports
* School counseling programs
* Social emotional learning
* Restorative approaches
* Student assistance programming
* Family engagement

The Superintendent of Public Instruction recommended that the Board receive for first review the Model Guidance for *Positive and Preventive Code of Student Conduct Policy and Alternatives to Suspension.*

Mrs. Atkinson commended the staff on so many positive aspects of the document. She expressed concern with the statement on page 16 of the draft that says “Ensure students have access to high quality early childhood education that includes proven research based interventions for challenging behavior and assessments that identify and address the causes of behavior that puts young students at risk for exclusion.” Mrs. Atkinson agreed that research-based interventions are preferred but commented that the statement is too broad. She also noted that the Commonwealth does not fund or offer universal pre-kindergarten. She asked if the statement could be narrowed to those programs that are funded by the state.

Mrs. Atkinson shared a concern as it relates to student searches. She suggested that the document include guidance on searches made by school personnel. She continued with a concern about the terminology used as it relates to questioning a student. She asked for additional clarification on questioning versus interrogating a student.

Mrs. Atkinson expressed a concern related to chronic absenteeism and the services a school division must provide a student when on a short-term or long-term suspension. She suggested that this could be a section to remind localities of the expectations of student services.
The Board accepted this item for first review.

## REPORTS

**J. Report on 2019 Commemoration Schools**

The Honorable Nancy Rodrigues, Deputy Director of American Evolution, presented a report on the 2019 Commemoration Schools to the Board.

The 2019 Commemoration, American Evolution, honors the 400th anniversary of key historical events that occurred in Virginia in 1619 that continue to influence America today. The year 1619 was a pivotal year in the establishment of the first permanent English Colony in North America. It was the year of the first representative legislative assembly in the New World, the arrival of the first recorded Africans to English North America, the recruitment of English women in significant numbers, the first official English Thanksgiving in North America, and the entrepreneurial and innovative spirit of the Virginia colony.

The 2019 Commemoration Schools program is a yearlong challenge for school communities in Virginia to demonstrate their 2019 spirit through participation in contests, projects, and activities that are sponsored by the 2019 Commemoration and partners or are unique to communities, schools, and divisions. Schools can choose from innovative project ideas included in the 2019 Schools toolkit or connect 2019 Schools to existing school, library, and class initiatives related to the themes of democracy, diversity, opportunity, innovation, and collaboration.

Schools are asked to share their 2019 spirit projects all year long by using #2019Schools!

To sign up as a 2019 Commemoration Schools, please visit <https://www.americanevolution2019.com/education/2019-commemoration-schools/> .

The Board accepted the report on 2019 Commemoration Schools.

**K. Report from the Special Committee on Evidence-Based Policymaking**On behalf of Ms. Kim Adkins, Dr. Jamelle Wilson presented a report from the Special Committee on Evidence-Based Policymaking.

Dr. Wilson thanked the committee members for all their work and support during the progression of the committee’s work. She stated that Girls for a Change, a student group that presented to the Board in September, had reviewed the draft recommendations to offer feedback. Overall, the feedback from Girls for a Change was positive.

Dr. Wilson spoke on the recommendations presented to the Board, which are divided into three areas: Policy Development, Resource Advocacy and Administrative. The Standard of Quality (SOQ) committee will follow-up on several of the recommendations.

Mr. Gecker thanked the committee for their hard work over the past year, especially Chairwoman Adkins. The Board accepted the report and recommendations from the Special Committee on Evidence-Based Policymaking.

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

Mrs. Lodal spoke on Virginia’s history of slavery and the Jim Crow era. She noted that 1200 African American men that fought in the World War I were finally recognized for their service on Veteran’s Day. The veterans, whose names were erased as participants and soldiers in the WWI, arrived home during Jim Crow era in 1918. Mrs. Lodal expressed concern that this history is not in the history books and asked how the Board can ensure that this history is included in textbooks and the curriculum.

Mr. Gecker congratulated former Board member, Mr. Sal Romero, Jr., on winning a seat on Harrisonburg City Council. Mr. Gecker also sent congratulations to Senator Tim Kaine, on being re-elected to the United States Senate.

Mr. Gecker acknowledged that this Board meeting was the last of 2018 and wished all a wonderful holiday season.

## WORK SESSION

The Board convened a public work session on Wednesday November 14, 2018, 1:30 p.m., at the James Monroe State Office Building, Jefferson Conference Room, 22nd Floor, with the following members present: Mr. Gecker, Dr. Durán, Ms. Holton, Mrs. Lodal, Dr. Pexton, Dr. Wallace and Dr. Wilson. Dr. James Lane, superintendent of public instruction also participated. The purpose of the work session was to review the Standards of Quality, receive an update on House Bill 1530 as required by the 2018 General Assembly, and discuss the Board of Education’s *2018 Annual Report on the Condition and Needs of Public Schools in Virginia*.

**Presentation: Review of the Standards of Quality**

Link to presentation: [Review of the Standards of Quality](http://www.doe.virginia.gov/boe/meetings/2018/work-session/11-nov/soq-overview-and-workplan.pptx) (PPT)

Mr. Zachary Robbins, director of policy for the Virginia Department of Education (VDOE), presented a review of the Standards of Quality (SOQ). This presentation included the history of the SOQ, the constitutional authority upon which the SOQ is founded, the history of the Board’s SOQ review, an overview of the content in each standard, and the Board’s recommendations from the 2016 SOQ review. Mr. Robbins also presented a proposed workplan and timeline for the Board’s 2019 SOQ review.

The Board inquired about the staff to student ratio in Standard Two regarding students with limited English proficiency. It was noted that the current ratio does not account for the varying levels of English proficiency of these students. The amount and type of support necessary for students of different levels English proficiency varies. The WIDA Assessment is currently used statewide to determine a level for each English Learner (EL) student, which provides consistency in how ELs are identified.

The Board discussed the at-risk add-on funds in the Appropriation Act. Board members requested more information on how the at-risk add-on funds are used and whether this type of funding should be increased.

Mr. Gecker proposed three approaches to the 2019 SOQ review:

1. the Board proposes staffing ratios which are consistent with the existing framework of the SOQ,
2. the Board prescribes differentiated SOQs that change staffing ratios based upon the characteristics of the locality, or
3. the Board prescribes differentiated SOQs that change staffing ratios based upon the characteristics of the student population.

The Board discussed the provisions in Standard Two that are currently differentiated by student need. The differentiated populations include funding for ELs; special education funding; and prevention, intervention, and remediation (PIR) funding. The PIR funding provides additional funding for schools based on poverty and Standards of Learning (SOL) test scores. Mr. Robbins noted that, currently, the PIR funding only accounts for approximately 0.2 percent of the education budget.

The Board also discussed the funding for K-3 Class Size Reduction, a freestanding incentive program in the Appropriation Act, which is aligned with poverty. K-3 Class Size Reduction requires school divisions to staff more teachers for smaller class sizes. However, it was noted that the K-3 Class Size Reduction does not currently address other staffing needs, such as counselors, principals, and social workers.

Mr. Gecker noted that past SOQ reviews have focused on examining the current prevailing standards. Board members expressed support for the 2019 SOQ review to go beyond the current prevailing practice. Some districts with high levels of poverty may need more support than the current prevailing standard.

Board members discussed how teacher salaries relate to the SOQ. Mr. Robbins explained that the calculation used to determine the cost of public education utilizes a weighted average salary of each position across the state. Localities in Northern Virginia with higher costs of living receive a “cost of competing adjustment” to compensate for higher salaries. Board members also discussed eliminating the funding cap and the flexibility provisions related to staffing ratios in the Appropriations act.

**Presentation: House Bill 1530 Implementation Update**

Dr. Cynthia Cave, assistant superintendent for policy, and Mrs. Gena Keller, acting deputy superintendent and chief of staff, presented this update to the Board. A [copy of their presentation](http://www.doe.virginia.gov/boe/meetings/2018/work-session/11-nov/work-session-hb1530.pptx) is available on the Board’s webpage. After reviewing the *Code* requirements and plans to convene a study group to discuss strategies for eliminating any stigma associated with high school career and technical education pathways and the consolidation of the standard and advanced diplomas into a single diploma and the creation of multiple endorsements, Mrs. Keller shared that the study group will bring recommendations to the Board at their January meeting.

Mrs. Lodal asked who would participate in the study group and if Board members could participate. Dr. Cave responded that any Board member is welcome to participate. Other participants would come from a diverse, representative group including local school divisions, CTE professionals, the business community and other advocacy organizations. Mrs. Lodal encouraged staff to also work with the humanities and computer science community. Mrs. Atkinson suggested that higher education also be included in this study group to ensure that changes to high school diplomas would not adversely impact students wanting to pursue postsecondary education.

Dr. Pexton suggested staff to think more about the differences in marketing strategies needed to encourage CTE careers to elementary, middle and high school students along with their parents.

Dr. Durán noted that when discussing the stigma associated with CTE pathways, there needs to be a discussion about what it is not and why there is a stigma in the first place.

Mrs. Atkinson suggested that staff brief Delegate Davis on the many opportunities provided to students with existing CTE academies, STEM schools, and Health Science academies among others.

Ms. Holton suggested that the Workforce Investment Board be included in the study group.

**Presentation: 2018 Annual Report on the Condition and Needs of Public Schools in Virginia**

Ms. Webb, director of board relations, presented this item to the Board. Ms. Webb reviewed the changes made to the current draft since the Board’s October work session. Those changes include:

* the addition of an executive summary with specific conclusions based on Board research;
* an update to the structure and organization of the report to reflect the Board’s three priorities outlined in the *Comprehensive Plan: 2018-2023*;
* additional data elements and research to compliment Board priorities; and
* technical edits based on Board member feedback.

Dr. Pexton suggested that the summary of achievement or a portion of the summary of achievement be added to the executive summary.

Dr. Wilson suggested additional information and clarification be added on the shape of the salary schedule and bands within salary schedule.

Ms. Holton requested a clarification to include a definition of at-risk.

Dr. Durán thanked staff for the inclusion of the benefits of early childhood in the report. Dr. Lane added that more data could be included in that bullet.

Mr. Gecker suggested that it would be prudent to include a statement about the persistent achievement gap for some students along with the summary of achievement.

Ms. Webb noted that the requested edits would be made by staff with any other technical edits found during its final review. The work session adjourned at 3:18p.m.

## DINNER MEETING

The Board met for a public dinner on Wednesday November 14, 2018 at 6 p.m., at the Berkley Hotel with the following members present: Dr. Durán, Mr. Gecker, Ms. Holton, Mrs. Lodal, Dr. Pexton, Dr. Wallace and Dr. Wilson. The following department staff attended Dr. James Lane, superintendent of public instruction, and Ms. Emily Webb, director of board relations. The Honorable Atif Qarni, Secretary of Education, was also in attendance. The following topics were discussed informally:

* Teacher professional development;
* The procedural guidelines for conducting licensure hearings; and
* The Richmond City Public Schools Corrective Action Plan.

No votes were taken, and the dinner event ended at 8:21 p.m.

## ADJOURNMENT OF THE BUSINESS SESSION

There being no further business of the Board of Education, Mr. Gecker adjourned the business meeting at 1:55 p.m.



Mr. Daniel Gecker, President