

**COMMONWEALTH OF VIRGINIA
BOARD OF EDUCATION
RICHMOND, VIRGINIA
September 19, 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
Ms. Kim Adkins
Mrs. Elizabeth V. Lodal
Dr. Keisha Pexton
Dr. Jamelle Wilson

Dr. Francisco Durán
Ms. Anne Holton
Dr. Tamara Wallace
Dr. James F. Lane,
Superintendent of Public Instruction

Mr. Gecker called the meeting to order at 10:04 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 eight members. The Board went into Executive Session at 10:04 a.m. Dr. Wilson made a motion that the Board reconvened in open session at 10:15 a.m. The motion was seconded by Mrs. Lodal and carried unanimously.

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

Board roll call:

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

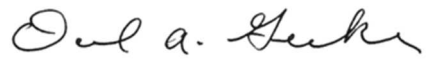
The Board made the following motions:

Dr. Wilson made a motion to issue a license in case #1. The motion was seconded by Mrs. Local and carried unanimously.

Dr. Wilson made a motion to revoke the licensure of Thomas Andrew Lawson, Sr. The motion was seconded by Mrs. Lodal and carried unanimously.

ADJOURNMENT

There being no further business of the Board of Education, Mr. Gecker adjourned the meeting at 10:18 a.m.

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

Daniel A. Gecker
President

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September 20, 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
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Dr. Jamelle Wilson

Dr. Francisco Durán
Ms. Anne Holton
Dr. Tamara Wallace
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 July 25-26, 2018, meeting of the Board. The motion was seconded by Ms. Adkins with a correction to ensure her name was added to the Board roll call vote on July 25, 2018. The motion carried unanimously. Copies of the minutes had been distributed in advance of the meeting.

Resolutions of Recognition

A Resolution of Recognition was presented to Ms. Kennedy Strickler, 2018-2019 National President of Family, Career and Community Leaders of America. Kennedy is a junior at Page County High School.

PUBLIC COMMENT

The following persons spoke during the public comment period:

Sonia Smith, District President of the Virginia Education Association and President of Chesterfield Education Association spoke on the ESSA waiver.

Bradley Bowen, Assistant Professor, Integrative-STEM Education Program in the School of

Education at Virginia Tech spoke on the Virginia STEM Education Leadership Credentialing.

Tami Byron, STEM Instructional Supervisor, Curriculum and Development for Newport News Public Schools, spoke on the Virginia STEM Education Leadership Credentialing.

Dr. Jim Egenrieder, Qualcomm Thinkabit Lab, National Capital Region, spoke on the Virginia STEM Education Leadership Credentialing.

Catherine A. Lee, staff attorney, Virginia Education Association, spoke on the proposed procedural guidelines for conducting licensure hearings.

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

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

Rachna Sizemore Heizer, Board member, Virginia Autism Project, spoke on the addition of special permission credit accommodations to the guidelines for the standard diploma.

Kandise Lucas, special education advocate; spoke on concerns of due process for special education cases and massive resistance in Virginia's public schools.

CONSENT AGENDA

A. Final Review the Addition of Special Permission Credit Accommodations to the Guidelines for Standard Diploma Credit Accommodations for Student with Disabilities

This item was removed from the consent agenda for further discussion.

B. Final Review of Proposed Changes to the Board of Education Approved Courses to Satisfy Graduation Requirements for the Standard, Advanced Studies, and Modified Standard Diplomas in Virginia Public Schools for World Languages

At the request of staff, this item was removed from the agenda. It is anticipated that this item will be placed on the October meeting agenda.

C. Final Review of Autism Training for Transportation Providers as required by Senate Bill 229 (2018)

In response to Senate Bill 229, the Department, through the Virginia Commonwealth University Autism Center for Excellence (VCU-ACE) developed online training modules to meet the requirements outlined in §22.1-298.3 of the Code of Virginia. The 2017 General Assembly Autism Advisory Council determined that since school transportation providers have daily contact with children with autism, they need to have training to effectively interact with them and other professionals to maintain a safe environment while children are being transported. The Superintendent of Public Instruction recommended that the Board of Education approve the Virginia Department of Education's Autism Training for Transportation Providers as required by Senate Bill 229 (2018).

D. Final Review of Revisions to the Regulations Governing Pupil Transportation (8VAC20-70-350) to Conform to 2018 General Assembly Legislation (Exempt Action)

The Board of Education establishes the *Regulations Governing Pupil Transportation* to support the safe and secure transportation of students to and from Virginia public schools. The *Regulations Governing Pupil Transportation* must be revised to conform to various General Assembly legislation that pass the 2018 General Assembly, Senate Bill (SB) 229, SB 557, and House Bill (HB) 810. The Superintendent of Public Instruction recommended the Board of Education approve the proposed revisions to the *Regulations Governing Pupil Transportation* (exempt action) to conform with legislation.

E. Final Review of Proposed Board of Education Meetings Dates for 2019

In 2018, the Board's meeting schedule changes to meet eight times a year, including eight business meeting dates and eight standing committee meeting dates. The reduced scheduled allows more time for planning, research, and preparation of Board agenda items while not losing timeliness or efficiency. For 2019, the proposed schedule continues with eight meeting dates. The Board will not hold a meeting the months of February, May, August or December. The April meeting dates includes a one-day retreat. The meeting schedule takes into account school schedules, major holidays and other conflicts. The Superintendent of Public Instruction recommended that the Board of Education approve the proposed Board of Education meeting dates for 2019.

F. Final Review of Nomination to Fill Unexpired Vacancy on the State Special Education Advisory Committee (SSEAC)

The nomination is to fill a position on the SSEAC as a "Local Education Agency Director of Special Education" arose after a recent resignation, due to a promotion. The current term of the position is for July 1, 2017 through June 30, 2020. If approved, the recommended individual will fill the position for the remainder of the term, October 1, 2018 through June 30, 2020. The nominee recommended for appointment is Sandi Thorpe, Executive Director of Special Education Programs in Harrisonburg City Public Schools. The Superintendent of Public Instruction recommended that the Board of Education approve the recommended nominee to fill the vacancy on the SSEAC.

Dr. Wilson made a motion to approved items C, D, E and F on the consent agenda as presented. The motion was seconded by Ms. Holton and carried unanimously.

ACTION/DISCUSSION ITEMS

A. Final Review the Addition of Special Permission Credit Accommodations to the Guidelines for Standard Diploma Credit Accommodations for Student with Disabilities

Ms. Adkins asked if the accommodations outlined in the guidelines would be retroactive. Mrs. Loving-Ryder stated that the accommodations would be retroactive to the testing that occurred in spring 2018 and consideration would need to be given on how to best implement for students who have exited or already graduated. Mr. Eisenberg stated that each local division, with their school board's approval, would develop a policy to verify the credit in which the student has achieved.

Ms. Adkins made a motion to approve the addition of special permission credit accommodations to the guidelines for standard diploma credit accommodations for students with disabilities. The motion was seconded by Mrs. Lodal and carried unanimously.

G. Final Review of Proposed Procedural Guidelines for Conducting Licensure Hearings

Due to the absence of Mrs. Atkinson, the Board decided to postpone this item to next scheduled meeting in October.

H. Final Review of Proposed Guidelines for the Use of Local Performance Assessments to Verify Credits in Writing

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

The 2017 Standards of Accreditation at 8VAC20-131-110 B5 permit local school divisions to award a verified credit in writing to a student who “meets the criteria for the receipt of a verified credit in English (writing) by demonstrating mastery of the content of the associated course on an authentic performance assessment, that complies with guidelines adopted by the board.” Guidelines on the use of local performance assessments to verify credits in writing will be presented to the Board for final review and approval. The *Guidelines for the Use of Local Performance Assessment in Verifying Credits in Writing* provide guidance to school divisions that choose to use local performance assessments to verify credits in writing to meet the graduation requirements for a standard or advanced studies diploma.

The guidelines were received for first review at the Board’s July 25, 2018 meeting. Since first review, the department received input from school division asking for more specificity and clarification in certain areas. Mrs. Loving-Ryder reviewed the changes since first review, which are noted in Attachment A of the Board item with strikethroughs and underlines.

Mrs. Loving-Ryder acknowledged VDOE staff that participated in drafting and supporting the proposed guidelines; Jill Noguera, Denise Fehrenbach, Katherine Ringley and Lauren Zielenski.

The Superintendent of Public Instruction recommended that the Board approve the *Guidelines for the Use of Local Performance Assessment in Verifying Credits in Writing*.

Mrs. Lodal made a motion to approve the Guidelines for the Use of Local Performance Assessment in Verifying Credits in Writing as presented. The motion was seconded by Dr. Durán and carried unanimously.

I. First Review of Proposed Amendments to the Regulations Establishing Standards for Accrediting Public Schools in Virginia (8VAC20-131) to Comport with Legislation Passed by the General Assembly under the Fast Track Provisions of the Administrative Process Act

Dr. Cynthia Cave, assistant superintendent of policy and communications, presented this item to the Board for first review.

This fast track regulatory action is for the purpose of addressing legislation that was approved by the General Assembly during the 2018 Session and 2018 Special Session I. The following such legislation affects the *Regulations Establishing the Standards for Accrediting Public Schools in Virginia* (Standards of Accreditation or SOA):

- HB 167 (Miyares) requires the Board of Education to establish criteria for awarding a diploma seal for science, technology, engineering, and mathematics (STEM).
- HB 329 (Yancey) permits students to exceed a full course load in order to participate in courses offered by an institution of higher education that lead to a degree, certificate, or credential at the institution.
- HB 1419 (Delaney) and SB 273 (Petersen) permit unstructured recreational time to be included in the calculation of required instructional time for elementary schools, provided that the unstructured recreational time does not exceed 15 percent of total instructional time. The bill also reduces the minimum required instructional time in elementary schools for English, mathematics, science, and history and social science.
- Item 130.D of the 2018 Appropriation Act prohibits verified credit in history and social studies from being awarded using a performance-based assessment. This legislation also provides that the only way to earn a verified credit in history and social science is through successfully completing: (i) a Standards of Learning assessment; (ii) a substitute test that incorporates or exceeds the course content; or (iii) a locally awarded verified credit.

The following amendments are proposed to the *Standards of Accreditation* to implement the aforementioned legislation, as described in the chart below:

Section	Proposed Change	Bill/Item
8VAC20-131-5 Definitions	Amends the definitions of authentic performance assessment and verified credit by eliminating reference to 8VAC20-131-110(B)(5), which was eliminated after removing reference to the receipt of a verified credit in history and social science through performance assessment. (pages 1 and 4)	Item 130.D
8VAC20-131-5 Definitions	Amends the definitions of recess, instructional day, instructional hours, and standard school day. These definitions are modified to reflect that recess no longer needs to be excluded from calculation of instructional hours. (pages 2 and 3)	HB 1419 SB 273

Section	Proposed Change	Bill/Item
8VAC20-131-51 Requirements for graduation (effective with the students who enter the ninth grade in the 2018–2019 school year).	Removes references to the receipt of a verified credit in history and social science through performance assessment. (pages 17 and 21) Removes provision permitting a verified credit in history and social science to be conferred for a standard diploma when a student completes a career and technical education course sequence and earns more than one career and technical education credential. (pages 18 and 19)	Item 130.D
8VAC20-131-51 Requirements for graduation (effective with the students who enter the ninth grade in the 2018–2019 school year).	Replaces the Board of Education’s Seal of Advanced Mathematics and Technology with the Seal of Science, Technology, Engineering, and Mathematics (page 24 and 25)	HB 167
8VAC20-131-80 Instructional program in elementary schools.	Amends the minimum number of instructional hours that must be given to instruction in English, mathematics, science, and history and social science from 75 percent of 990 hours (742.5 hours) to 680 hours. (pages 32 and 33)	HB 1419 SB 273
8VAC20-131-110 Standard and verified units of credit.	Removes reference to 8VAC20-131-110(B)(5), which was eliminated after removing reference to the receipt of a verified credit in history and social science through performance assessment. (page 37)	Item 130.D
8VAC20-131-140 College and career readiness; career exposure, exploration, and planning; and opportunities for postsecondary credit.	Adds provision stating that students participating in courses offered by an institution of higher education are permitted to exceed a full course load in order to participate in courses that lead to a degree, certificate, or credential at such institution. (page 41)	HB 329
8VAC20-131-150 Standard school year and school day.	Amends the provision regarding the standard school year such that recess may be included in the calculation of instructional hours for elementary school, provided that recess does not exceed 15 percent of the required instructional hours. (page 41)	HB 1419 SB 273

Following Board approval, the proposed regulations will follow the fast-track rulemaking requirements of the Administrative Process Act (APA). Section 2.2-4012.1 of the *Code of Virginia* provides that the fast-track rulemaking process may be followed for rules that are expected to be noncontroversial. The fast-track regulation is submitted for executive branch review, then published in the Virginia Register of Regulations and posted on the Virginia Regulatory Town Hall, along with an agency statement setting out the reasons for using the fast-track rulemaking process.

The Board of Education accepted this item for first review.

J. First Review of a Request to Withhold Accreditation from George Washington Carver elementary School in Richmond City

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

In spring 2018 serious irregularities during the Standards of Learning (SOL) test administration were reported at George Washington Carver Elementary School in Richmond City. Based on statements from Carver Elementary School students and staff and a review of the school's student assessment data, the Virginia Department of Education (VDOE) concluded that inappropriate assistance was provided to a significant and undetermined number of Carver Elementary School students during the Spring 2018 Test Administration. Parents were offered the opportunity for their students to retest under the observation of VDOE staff. However, a significant number of parents refused to permit their students to participate in the retesting, resulting in only a small number of valid test scores. The available valid test results are insufficient to calculate an accreditation rating for the school.

A detailed report of the investigation outline these testing irregularities may be found at <http://www.doe.virginia.gov/boe/meetings/2018/09-sep/agenda.shtml>

The Superintendent of Public Instruction recommended that the Board waive first review and withhold accreditation for the 2018-2019 year for George Washington Carver Elementary School in Richmond City, based on the unavailability of valid test scores and the authority provided to the Board in the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*.

Following Board approval, the status of "Accreditation Withheld" will be assigned to George Washington Carver Elementary School in Richmond City in the public release of accreditation ratings.

Dr. Wilson made a motion to waive first review to withhold accreditation. The motion was seconded by Dr. Pexton and carried unanimously.

REPORTS

K. State Special Education Advisory Committee (SSEAC) Annual Report 2017-2018

Mr. John Eisenberg, assistant superintendent for special education and student services, introduced the State Special Education Advisory Committee (SSEAC) Chair, Ms. Christine

Germeyer and Vice-Chair, Ms. Jill Becker, who presented the annual report to the Board. The purpose of SSEAC is to promote the education of children with disabilities by providing advice and policy guidance based on input from citizens and constituent groups. SSEAC meets at least four times a year and is organized and functions in accordance with state and federal requirements.

The SSEAC members are from each region in the Commonwealth, representing a wide array of organizations and stakeholder groups. Members organized several presentations throughout the year, including presentation on the Profile of a Virginia Graduate, Positive Behavior Intervention and Supports (PBIS), Virginia Tiered Systems of Supports (VTSS), Coordinated Early Intervening Services (CEIS), “Proposed” Applied Studies Diploma Requirements, *Standards of Accreditations*, Virginia *Every Student Succeeds Act* (ESSA) Plan, “Bridges Out of Poverty,” Inclusive Practices Initiatives and an update on the Restraint and Seclusion Regulations. Further, SSEAC received public comment and constituency reports on inclusive practices, staffing, discipline, mental health, trauma, diplomas decisions, bullying, and private facilities.

The SSEAC commended the exceptional leadership practices being exhibited by Mr. Eisenberg on behalf of students with disabilities. Numerous initiatives, programs and resources supported by the Board has been implemented to serve students with disabilities.

As part of their recommendations, SSEAC is in agreement with the goal to make each individual “life-ready” and successful citizens who can participate in the global economy; this is inclusive of students with disabilities.

Poverty, implicit bias, environmental factors, access to assistive technology, staff shortages, and mental health can negatively impact student outcomes and their ability to obtain integrated competitive employment and independent living. For students with disabilities, parents need to be supported in a way that provides accurate information, which will lead to positive academic experiences, career choices, and provide positive outcomes as student’s transition into adulthood. With public comments, constituency reports, and presentations to the SSEAC in mind, the following recommendations were presented for consideration:

- Facilitate a workgroup consisting of advocacy groups, higher education institutions, and legal advisors to research the training and credentialing of lay advocates
- Support VDOE Division of Special Education and Student Services to provide more localized trainings and workshops for parents to become more involved
- Develop an online family engagement module and accountability system demonstrating a community of practice to develop, sustain, and strengthen parent participation for local SSEACs
- Conduct further research and explore the feasibility of establishing a Virginia Inclusion Center of Excellence and provide professional development and instrumentation to evaluate co-teaching knowledge
- Develop online learning modules and offer training in Trauma Sensitive Universal Practices and Culturally Responsive Universal Practices for teachers and increase learning opportunities related to Social Emotional Learning and Mental Health First Aid
- Improve post-secondary outcomes through Workforce Readiness, Career and Technical

Education (CTE) programs

Mrs. Lodal commended SSEAC on their annual report and recommendations. She asked Mr. Eisenberg for an update on the progress towards the recommendations outlined in the annual report. Mr. Eisenberg explained that SSEAC has not moved forward yet on recommendation #1 as it can be controversial but plans to move forward cautiously to ensure compliance with all state and federal laws. Most of the recommendations do not need Board approval unless a change in the budget is needed.

Ms. Adkins asked for clarification on the Superintendent's recommendation to receive the annual report and recommendations versus approving the report and recommendations. Dr. Lane clarified that SSEAC recommendations often require more steps and guidance or action from the Board, which would be brought to the Board separately.

Ms. Holton asked SSEAC to think about the teacher shortage issue, specifically as it relates to special education teachers. Mr. Eisenberg responded that this could be a discussion topic at a future SSEAC meeting.

Dr. Pexton asked for more information about how well Virginia is doing in meeting the needs of students with disabilities. Mr. Eisenberg responded that for the sixth consecutive year, Virginia is one of only nine states recognized by the U.S. Department of Education, for earning its highest rating on improving outcomes for students with disabilities. Additional information is also contained in the annual report.

Dr. Durán asked for more information about assistive technologies for students with disabilities. Mr. Eisenberg responded that he would be happy to come back to the Board with a comprehensive report on assistive technology for students with disabilities.

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

Report from Committee on Evidence-based Policymaking

Ms. Adkins provided a brief report on the Committee on Evidence-based Policymaking meeting that occurred Wednesday September 19, 2018. The committee received a presentation from Leah Walker, Community and Minority Affairs Liaison on equity and a student perspective panel discussion from members of Girls for a Change.

Ms. Adkins gave a brief update on the purpose of the committee, which is not a standing, or advisory committee, but a special committee formed at the request of Board president. The guidelines for the special committee are set forth in the Board's bylaws.

In November 2017, The Board of Education approved the formation of the special committee with the initial charge to review research and evidence-based practices, specifically focusing on the priorities highlighted in the *Comprehensive Plan: 2018-2023*, such as equity and teacher shortages.

The committee agreed to advance strategic goals with a narrow focus around teacher quality and

to give all students quality access. In addition to gathering research and perspectives from experts in the field, the committee is moving forward to recommendations, we need to respect and understand what the department is doing to advance our strategic priorities and incorporate that into the committee's recommendations. Based on the meeting, Ms. Adkins proposed that the committee host a half-day work session in October to begin drafting the committee's recommendations.

Dr. Wilson thanked Ms. Adkins for her leadership of the committee and agreed that moving forward with recommendations is a good next step to presenting a comprehensive and cohesive final document to the full Board.

General Discussion

Mr. Gecker spoke on the work session presentation by Dr. Genevieve Siegel-Hawley on equity.

Dr. Durán shared with the Board that National Hispanic Heritage Month is observed and celebrated September 15 to October 15 annually. This month celebrates the histories, cultures and contributions of American citizens whose ancestors came from Spain, Mexico, the Caribbean and Central and South America. The observation started in 1968 as Hispanic Heritage Week under President Lyndon Johnson and was expanded by President Ronald Reagan in 1988 to cover a 30-day period starting on September 15 and ending on October 15. The day of September 15 is significant because it is the anniversary of independence for Latin American countries Costa Rica, El Salvador, Guatemala, Honduras and Nicaragua. In addition, Mexico and Chile celebrate their independence days on September 16 and September 18.

Ms. Holton shared her thoughts and views on charter schools. She stated that there has been some confusion and misunderstanding on her views, due in part to an article in the Washington Post a couple of years ago that was not entirely accurate. She has heard from a number of members of the public over the years including one recently so thought it might be worth clarifying here. For the record, Ms. Holton offered a quick summary of her views, which states that she is in favor of any innovation that can help provide all children a pathway to life success, including specifically charter schools, which she is satisfied have done good work in many communities in Virginia and across the country.

Ms. Holton further stated that in Virginia, charter schools are approved by local school boards. There have been efforts in the past to change that, which she didn't support, which may have contributed to the confusion about her views. Virginia's tradition of local control of schools is imbedded in the state Constitution and has served us well for a very long time, and Ms. Holton support its continuation here in Virginia. Ms. Holton continued that she is convinced that strong charter school proposals, along with other innovative school models, absolutely can and should effectively make their case to our locally elected school boards, taking advantage of the help and technical assistance offered by this Board's charter committee as appropriate.

WORK SESSION

The Board convened a public work session at 10:45 a.m. on Wednesday, September 19, 2018, at the James Monroe State Office Building, Jefferson Conference Room, 22nd Floor, with the following members present: Mr. Gecker, Mrs. Lodal, Ms. Holton, Dr. Wilson, Ms. Adkins, Dr.

Wallace, Dr. Durán and Dr. Pexton. Dr. James Lane, superintendent of public instruction also participated. The purpose of the work session was to receive a presentation on the benefits of diverse schools from Dr. Genevieve Siegel-Hawley and presentations on several follow-up items from the July work session related to the school funding and the budget. Copies of the presentations and reading materials are available on the Board's webpage at <http://www.doe.virginia.gov/boe/meetings/index.shtml#worksession>.

Mr. Gecker welcomed new members, Dr. Francisco Durán and Dr. Keisha Pexton to the Board of Education. Both expressed their excitement to join the Board and have a positive impact on the lives of students in Virginia.

Dr. Genevieve Siegel-Hawley presented on the benefits of diverse schools and how to achieve them. Her presentation included the context for school integration and the social science case for school integration as well as policy options, attitudes and policy levers for school integration. Dr. Siegel-Hawley reported that socially diverse schools and classrooms nurture critical and creating thinking, promotes equity of opportunity and collaboration and communication across racial lines, and helps close the achievement gap and improve student achievement. Policy options include magnet schools, managed school choice, and inclusionary housing policy. Dr. Siegel-Hawley shared the connections between school policy and housing policy. Other policy levers for integrating schools include convening stakeholders, issuing guidance or utilizing the bully pulpit.

Dr. Durán noted that much of the presentation focused on student diversity and he asked Dr. Siegel-Hawley of the impact of a diverse staff. Dr. Siegel-Hawley stated that schools that are more diverse attract more diverse faculty and it matters.

Dr. Wilson noted that meaningful community buy-in is important in creating diverse schools. Dr. Siegel-Hawley responded that school integration will need help from the bully pulpit.

Ms. Holton asked how to have magnet and managed choice programs that do not just attract the students of more engaged parents. Dr. Siegel-Hawley responded that diversity goals and weighted lottery help with integration.

Ms. Adkins noted that much of school integration policy will occur at the local level but the Board can use their resources to encourage.

Mrs. Lodal encouraged the Board to think about how to hold schools accountable for diversity.

Mr. Gecker noted a study from USC that stated families without children are more integrated today than ever before but families with children are more segregated. He further stated that he would need some time to digest the information provided today before deciding next steps and developing policy framework/recommendations.

The Board thanked Dr. Siegel-Hawley for her thought-provoking presentation.

The Board took a break for lunch at 12:31p.m. Following lunch, they reconvened at 1:12p.m.

Mr. Kent Dickey, deputy superintendent of finance and operations, and Mr. Ed Lanza, director of budget, provided an overview of Virginia's Public Education Funding System, which included a

review of the mechanics of funding formulas and possible entry points to drive additional funding based on student needs to ensure educational equity. A copy of the presentation is available at <http://www.doe.virginia.gov/boe/meetings/index.shtml#worksession>. During discussion, the Board requested more information on:

- Required local effort and required local match;
- Per pupil amounts by divisions for FY '19 for each SOQ account;
- Total inflation-adjusted Basic Aid distributions from FY'07 to FY'18; and
- Per-pupil expenditures by LCI tier and source, including federal dollar.

Staff will provide follow-up and additional information to the Board on the areas.

Mr. Dickey and Mr. Lanza provided an update on the Every Student Succeeds Act (ESSA) School Level Expenditure and Reporting Requirements. ESSA states that the state education agency must A state education agency must report the “per-pupil expenditures of federal, state and local funds, including actual personnel expenditures and actual nonpersonnel expenditures of federal, state, and local funds, disaggregated by source of funds, for each local educational agency and each school in the state for the preceding fiscal year.”

VDOE staff has taken several steps to ensure implementation including:

- Participating with other states in national Financial Transparency Working Group convened by CCSSO;
- Conducting survey of divisions to assess capacity;
- Publishing chart of accounts and business rules for school-level expenditures collection for FY19;
- Partnering with VASBO in development of business rules for school-level collection; and
- Stakeholder communications to encourage appropriate local data interpretation and utilization critical going forward.

The first school-level expenditure data collection in Virginia will be for the fiscal year 2019 reporting period. Per-pupil expenditure calculations must be published annually by June 30, 2020.

Ms. Holton encouraged the Department and Board to think further about separating state and local funding in the school level expenditures report.

The Board thanked Mr. Dickey and Mr. Lanza for their presentations.

Mrs. Bev Rabil, director of school improvement, provided a presentation on ESSA Resource Allocation Review requirements. A copy of the presentation is available at <http://www.doe.virginia.gov/boe/meetings/index.shtml#worksession>.

Section 1111 (d)(3)(A)(ii) of ESSA states that state education agencies must, “. . . periodically review resource allocation to support school improvement in each local educational agency in the State serving— (I) a significant number of schools identified for comprehensive support and improvement . . . and (II) a significant number of schools implementing targeted support and improvement plans . . .”

To all schools that submit an application for school improvement grant funds, the Office of School Improvement provides:

- Technical assistance on conducting a needs assessment and using the results to develop the School Improvement Grant application;
- Technical assistance to local divisions regarding initial alignment, use, and processing of SIG funds in the VDOE's financial management system to ensure that resources are appropriately aligned to the school's approved application;
- Technical assistance to local divisions regarding initial alignment, use, and processing of SIG funds in the VDOE's financial management system to ensure that resources are appropriately aligned to the school's approved application; and
- Review, approve, and track local division expenditures via the VDOE financial management system; send mid-year and end-of-year grant spend-down notifications to the local division.

For local divisions that have a significant number of schools that are identified as comprehensive support and improvement or targeted support and improvement, the office of school improvement will:

- Provide one-to-one technical assistance to local divisions upon request/as needed; and
- Conduct asset mapping evaluations and their use in schools with an identified need as part of periodically reviewing resource allocation.

The Board thanked Mrs. Rabil for her presentation.

DINNER MEETING

The Board met for a public dinner on Wednesday September 19, 2018 at 6 p.m., at the Berkley Hotel with the following members present: Ms. Adkins, Dr. Durán, Mr. Gecker, Ms. Holton, Mrs. Lodal, Dr. Pexton, Dr. Wallace and Dr. Wilson. The following department staff attended Dr. James Lane, superintendent of public instruction, and Ms. Emily Webb, director of board relations. The following topics were discussed informally:

- Rescheduling the 2019 Teacher of the Year reception
- 2019 meeting dates
- Virginia Teacher Scholarship Loan Program
- A transition to electronic Board books in January

No votes were taken, and the dinner event ended at 7:22 p.m.

ADJOURNMENT OF THE BUSINESS SESSION

There being no further business of the Board of Education, Mr. Gecker adjourned the business meeting at 11:31 a.m.



Mr. Daniel Gecker, President