

**COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA  
April 23, 2019**

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 E. Adkins  
Ms. Anne Holton  
Dr. Jamelle Wilson  
Dr. Keisha Pexton

Mrs. Elizabeth Lodal  
Dr. Francisco Durán  
Dr. Tamara Wallace  
Dr. James F. Lane,  
Superintendent of Public Instruction

Mr. Gecker called the meeting to order at 12:32 p.m.

***EXECUTIVE SESSION***

Dr. Wilson made a motion to go into executive session under *Virginia Code §2.2-3711(A)(40)*, for the purpose of discussion and consideration of records relating to denial, suspension, or revocation of teacher licenses, and that Susan Williams, legal counsel to the Virginia Board of Education; as well as staff members Dr. James Lane, Patty Pitts, Nancy Walsh, Tonya Kish and Kevin Foster whose presence will aid in this matter, participate in the closed meeting. The motion was seconded by Mrs. Lodal and was carried unanimously. The Board went into Executive Session at 12:33 p.m. Dr. Wilson made a motion that the Board reconvened in open session at 4:39p.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:

- Mrs. Lodal made a motion, seconded by Dr. Durán to issue a license in Case #1;
- Ms. Adkin made a motion, seconded by Dr. Wilson to take no action against the license in Case #2;
- Ms. Adkins made a motion, seconded by Dr. Wilson to take no action against the license in Case #3;
- Dr. Wilson made a motion, seconded by Dr. Wallace to suspend the license of John Allen Fulcher until August 1, 2019, and require the completion of a three-credit-hour course in classroom and behavior management from a regionally accredited college or university and require that such course be approved by the Department of Education. Dr. Pexton and Ms. Adkins voted nay on the motion to suspend and Dr. Durán abstained; and
- Dr. Wilson made a motion to deny Sebastian Sebastian a license and Statement of Eligibility, seconded by Dr. Durán.

### ***ADJOURNMENT***

There being no further business of the Board of Education, Mr. Gecker adjourned the executive session at 4:45p.m.



Daniel Gecker  
President

**COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA  
April 25, 2019**

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 E. Adkins  
Ms. Anne Holton  
Dr. Tamara Wallace  
Dr. Keisha Pexton

Mrs. Elizabeth Lodal  
Dr. Francisco Durán  
Dr. Keisha Pexton  
Dr. Jamelle Wilson  
Dr. James F. Lane,  
Superintendent of Public Instruction

Mr. Gecker called the meeting to order at 9:01 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. Durán made a motion to approve the minutes of March 20-21, 2019, meeting of the Board. The motion was seconded by Dr. Wilson and carried unanimously. Copies of the minutes had been distributed in advance of the meeting.

***RESOLUTIONS OF RECOGNITION***

- Congratulations were acknowledged to Mr. Rodney Robinson, 2019 National Teacher of the Year. Mr. Robinson teaches social studies and history at Virgie Binford Education Center, a school inside the Richmond Juvenile Detention Center in Richmond, Virginia.
- Resolution of Recognition to Crystal DeLong, Virginia Education Associations' Award for Teaching Excellence
- Resolution of Recognition of the Milken Family Foundation Educator Award was

presented to Caroline Eschenbach

- Resolution of Recognition were presented to the following educators for their award of the French Academic Palms:
  - Cammie Williams
  - Jennifer Carson
  - Kathryn Wheelock

### ***PUBLIC COMMENT***

- Ralph “Pete” Jewel spoke on the Senate Bill 1713, concerning safe pupil transportation and bus driver training.
- Paige Bradford spoke on the proposed regulations on seclusion and restraint in public schools.
- Jim Livingston spoke on the proposed regulations on seclusion and restraint in public schools.
- Dena Rosenkrantz spoke on the proposed regulations on seclusion and restraint in public schools.
- Carter Melin spoke on the bulk services of special education in public schools.
- Laurie McCullough spoke on the proposed revisions to the standards of quality and the differences between mentors and coaches.

### ***CONSENT AGENDA***

#### **A. Resolution of Recognition to Commemorate the Week of May 6 – 10, 2019, as Teacher Appreciation Week**

#### **B. Final Review of Proposed Revisions to the Regulations Governing the Collection and Reporting of Truancy (8VAC20-730) (Fast-Track)**

#### **C. Final Review of Quarterly Financial Report on Literary Fund**

Ms. Holton made a motion to approve the Consent Agenda as presented. The motion was seconded by Ms. Adkins and carried unanimously.

## ***ACTION/DISCUSSION ITEMS***

### **D. Final Review of Proposal to Include Multiple Races Student Group in State Accreditation**

Dr. Jennifer Piver-Renna, director of research, presented this item to the Board for final review.

Virginia Department of Education (VDOE) guidelines indicate that any student groups comprising five percent or more of the annual student enrollment should be considered in accountability models. Dr. Piver-Renna reported that in the 2018-2019 school year, students identifying as two or more races (non-Hispanic) comprised 5.7 percent of all students enrolled. Students identifying as two or more races are currently only counted in the “All Students” student group for state accreditation. VDOE recommends adding a “Multiple Races” student group to state accreditation beginning in the 2019-2020 school year to include students who identify as two or more races, affecting indicators of academic achievement gaps in English and academic achievement gaps in mathematics.

Since first review in March 2019, the timeline for implementation of the multiple races student group in state accreditation was extended until the 2020-2021 school year, based on assessments administered during the 2019-2020 school year. Upon approval, school accreditation ratings for the 2020-2021 school year will reflect the performance of the multiple races student group in the English and mathematics achievement gap indicators, based on assessments administered in the 2019-2020 school year.

The Superintendent of Public Instruction recommended that the Board approve the inclusion of a multiple races student group in state accreditation.

Dr. Durán asked how the inclusion of this student group would impact the Hispanic student group. Dr. Piver-Renna stated that it would not impact the Hispanic student group as these students are identified separately.

Mrs. Lodal made a motion to approve this item. The motion was seconded by Dr. Durán and carried unanimously.

### **E. First Review of Corrective Action Plan Required by the Division-level Review for Greenville County Public Schools**

Beverly W. Rabil, director, office of school quality, presented this item to the Board for first review. She introduced Dr. Kim Evans, superintendent of Greenville County Public Schools and Ms. Rhonda Jones Gilliam, chair, Greenville County School Board.

Pursuant to the Standards of Accreditation, each local school board is required to maintain schools that are accredited and each local school board is required to report the accreditation status of all schools in the local school division annually in public session.

In September 2017, the Virginia Board of Education approved the request from Greenville County Public Schools (GCPS) for a division-level academic review. Following the approval of the division-level review, the Memorandum of Understanding (MOU) for Greenville County Public Schools was developed and approved by the Board on March 22, 2018. Dr. Kim Evans, superintendent for Greenville, began her tenure in July 2018. During late summer and fall of 2018, the office of school quality met with Greenville County school leaders to review steps leading to the division-level review and begin implementation of MOU requirements. It was determined that the five key priorities and implement essential actions to comply with the Standards of Quality and improve student achievement were:

1. Academics and Student Success
2. Leadership and Governance
3. Operations and Support Services
4. Human Resource Leadership
5. Community Relations and Communications

The Corrective Action Plan (CAP) was approved by the Greenville County Public Schools Board on March 26, 2019. The CAP timeline take into consideration development, implementation, and monitoring of each essential action. The CAP essential actions are written broadly in order to provide flexibility as implementation occurs and new data are collected and analyzed. Per the MOU, office of school quality staff and GCPS staff meet every two months to review CAP progress and timelines. Ongoing communication between Dr. Evans, the Greenville division leadership team, and VDOE staff is a key factor in the collaborative work to develop, implement, and monitor the Corrective Action Plan.

Dr. Kim Evans, superintendent, spoke on rebuilding the foundation in Greenville County. The CAP and division level memorandum have provided a platform for the Eagles to “soar to success.” The community has been very engaging and involved in the success of the students in Greenville County. Dr. Evans stated that her team is working closely with VDOE to develop goals and a strategic plan.

Ms. Gilliam also stated that she is excited about the work Dr. Evans has begun and the work of VDOE on the CAP. She thanked all that have been involved in this process for their support.

Board members thanked Dr. Evans for taking on this challenge and her sincere and positive leadership. Board members look forward to hearing many success stories from GCPS.

Ms. Holton made a motion to waive first review and approve the Corrective Action Plan for Greenville County Public Schools. The motion was seconded by Mrs. Lodal and carried unanimously.

**F. First Review of Request for Approval of an Innovative Program Opening Prior to Labor Day (Year-Round Schools) for Chesterfield County Public Schools Falling Creek Elementary School**

Mr. Zachary Robbins, director of policy, presented this item to the Board for first review.

Chesterfield County Public Schools (CCPS) requested a waiver, under the innovative program waiver, to permit Falling Creek Elementary School to open before Labor Day to allow for a year-round school. The *Code of Virginia* requires local school divisions to set their calendars so that the first day of school each year is no earlier than the day after Labor Day. In 2019, the General Assembly amended this statute to permit school divisions to set their calendars so that the first day of each school year is no earlier than 14 days before Labor Day, beginning with the 2019-2020 school year. The statute permits school divisions to apply for waivers to these calendar restrictions for instructional programs offered on a year-round basis, and such waivers are applicable only to the individual school where such program is implemented.

Dr. Mervin B. Daugherty, superintendent, Chesterfield County Public Schools, presented the request to the Board. Dr. Daugherty spoke on the success of Bellwood Elementary School who implemented a year-round school calendar last year. He stated that he is excited to see similar success at Falling Creek. By moving to a year-round calendar, Falling Creek will reduce its summer learning loss, students will have access to healthy meals, new experiences, travel and camps. Additionally, it will give staff and students opportunities for frequent breaks and increase academic achievement. During intersessions, students will have the opportunity to enroll in programs at the YMCA. Students will be in school 180 calendar days with a roughly 45-15 day schedule: Instruction for 9 weeks/45 days, Intersession for 15 days

Four Intersessions:

- Intersession 1: Sept. 30, 2019 - Oct. 17, 2019  
Offer two weeks of intersession; schools closed final week (ex: YMCA)
- Intersession 2: Jan. 6, 2020 - Jan. 10, 2020  
Offer one week of intersession
- Intersession 3: March 23, 2020 - April 3, 2020  
Offer one week of intersession; schools closed final week (ex: YMCA)
- Intersession 4: June 15, 2020 - June 26, 2020  
Offer two weeks of intersession

Projected additional costs are as follows:

- Staffing total of \$191,855
- Program Manager - \$33,197
- 12-month contract for Assistant Principal - \$8,375
- 12-month contract for Registrar - \$4,302
- 20 Teachers - \$136,177
- 3 Instructional Aides - \$9,804
- Transportation - \$45,737

Dr. Daugherty stated that he is prepared to present the revised calendar for Falling Creek to the Chesterfield County school board at their next meeting to include August 30 as a student holiday as required by the *Code of Virginia* for pre-Labor day openings.

CCPS demonstrated the readiness to make this change for Falling Creek and the community and parents are supportive of this opportunity.

Dr. Wilson asked if during the intercessions, if there an opportunity for teacher professional development. Dr. Daugherty stated that it would be opportunities for teacher professional development during intersessions.

Mr. Gecker asked if there were any plans to take the middle schools to a year-round calendar. Dr. Daugherty stated that there wasn't a specific plan at this time to move the middle schools to a year-round calendar but they will continue to review data to see if there is support for this change in the future. Mr. Gecker requested to see more data on the path forward and the plans for continuation. He mentioned that much of the Chesterfield County school board will be new next year, and new leadership could choose to go in a different direction.

Dr. Durán made a motion to waive first review and approve the request from Chesterfield County Public Schools to allow Falling Creek Elementary to move to a year-round calendar. The motion was seconded by Ms. Adkins and carried unanimously.

Dr. Lane thanked Dr. Daugherty for his impressive work.

### **G. First Review of Recommendations Concerning Literary Fund Applications Approved for Release of Funds or Placement on a Waiting List**

Kent Dickey, deputy superintendent of budget, finance, and operations, presented this item to the Board for first review.

Mr. Dickey explained that this item was presented to the Board for approval of six Literary Fund project applications submitted by Southampton County for placement on the Literary Fund First Priority Waiting List. The Board previously approved these projects be placed on the Approved



Application List at its March 2019 meeting. Now that the project plans and specifications and division superintendent approval statement have been received and approved by the department, these applications have met all requirements necessary to receive a Literary Fund loan and are eligible for placement on the First Priority Waiting List pending availability of loan funding.

The Superintendent of Public Instruction recommended the Board waive first review and approve 1) the placement of six (6) Literary Fund loan applications submitted by Southampton County totaling \$5,950,000 on the First Priority Waiting List as priorities 19 through 24; and 2) a revised Approved Application List reflecting the movement of these applications from that list to the First Priority Waiting List.

Ms. Adkins made a motion to waive first review and approve. The motion was seconded by Dr. Wallace and carried unanimously.

#### **H. First Review of Proposed *Regulations Governing the Designation of School Divisions of Innovation (Final Stage)***

Zachary Robbins, director of policy, presented this item to the Board for first review.

The 2017 Virginia General Assembly approved House Bill 1981, directing the Board to develop regulations for the designation of School Divisions of Innovation (SDI). To be eligible for this designation, a local school board must submit a plan of innovation according to Board criteria as presented in these regulations. The legislation defines “innovation” as a new or creative alternative to existing instructional or innovative practices or school structures that evidence-based practice suggests will be effective in improving student learning and educational performance.

The legislation required the Board to establish expectations for plans of innovation, including goals and performance targets, which could include reducing achievement and opportunity gaps, implementing high standards for student performance and balanced assessments, increasing learning opportunities through integrated coursework, and providing additional learning choices such as personalized learning opportunities and experiences through community service projects, and work-based learning. The plan of innovation could also include requests for exemptions from selected regulations, allowing school divisions to implement alternative policies to address local needs. The Board would also be required to establish a procedure for the ongoing evaluation of a SDI.

The Board approved the proposed regulations on April 26, 2018 and they were approved by the Governor in the fall of 2018. Throughout the regulatory development and review process, no public comments have been received.

The Superintendent of Public Instruction recommended the Board of Education receive for first review the proposed *Regulations Governing the Designation of School Divisions of Innovation*.

Board members asked about the next steps in the regulatory process should first review be waived. Mr. Robbins responded that the regulations are on first review to initiate the final stage of regulatory process. Following the Board's approval, the regulations will be submitted through the executive review process. When published, a public comment period will begin, after which the regulations will become effective and school divisions may apply for this designation.

Ms. Adkins made a motion to waive first review and approve the final stage of the proposed *Regulations Governing the Designation of School Divisions of Innovation*. The motion was seconded by Ms. Holton and carried unanimously.

**I. First Review of Proposed Amendments to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia under the Fast-Track provisions of the Administrative Process Act to finalize Emergency Regulations related to Locally-Awarded Verified Credits***

Zachary Robbins, director of policy, presented this item to the Board for first review.

Locally-awarded verified credits provide students the opportunity to receive a verified credit in a course that they passed, but failed to pass the related end-of-course Standards of Learning test twice within a narrow margin. To receive a locally-awarded verified credit, the student must take the test twice, score between 375 and 399 on one of the attempts, and demonstrate achievement and mastery in the academic content through a local appeal process.

After the comprehensive revisions to the *Standards of Accreditation* (SOA) were approved, it became apparent that the revisions established inequitable opportunities to earn locally-awarded verified credits for students that are attending high school at the same time. The revised SOA provided students that entered the ninth grade prior to the 2018-2019 school year who struggled to pass either the English or mathematics end-of course test could not earn locally-awarded verified credits in English or mathematics, while students entering the ninth grade beginning in the 2018-2019 school year had access to locally-awarded verified credits in those subjects.

To ensure all students had access to the same opportunities, the Board approved emergency regulations that became effective on May 9, 2019, and are set to expire on November 8, 2019. To ensure that the Board's regulations continue to permit all students to access locally-awarded verified credits in English and mathematics, permanent regulations are proposed to replace the emergency regulations, using the fast-track provisions of the Administrative Process Act. Since the emergency regulations became effective, no public comments have been received.

Dr. Wilson made a motion to waive first review and approve the proposed amendments to the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. The motion was seconded by Dr. Pexton and carried unanimously.

### **J. First Review of the Proposed 2018 Science Standards of Learning Curriculum Framework**

Dr. Anne Petersen, science coordinator, office of science, technology, engineering, and mathematics presented this item to the Board for first review.

The *Standards of Learning* are a critical communication tool with the citizens of the Commonwealth, parents, the business community, and higher education because the Standards convey expectations and intended outcomes for K-12 education. Equally as important, the *Standards* and curriculum frameworks serve as the key guidance for instructional leaders and teachers of science (elementary, middle, high school) in planning science curricula and science programming.

The *Science Standards of Learning* was adopted by the Board on October 18, 2018. The 2018 science curriculum framework supports the *Science Standards of Learning*, providing guidance to science teachers.

The initial 2018 *Science Standards of Learning* curriculum framework construction changed based on feedback from K-12 science educators. The changes provide teachers further support in the instruction of science through integrating Science and Engineering Practices explicitly into the content. Additionally, the changes tie-in science concepts into big ideas that reflected vertically through the *Standards*, and provide vertical alignment of concepts for each Standard, thus allow teachers an easier view of content progression.

Proposed 2018 *Science Standards of Learning* curriculum framework

- Central Idea—describes big idea in science that supports the standard.
- Big concepts within a topic
- Vertical Alignment—central ideas are vertically aligned and references are made to content from prior year of instruction and next steps in instruction.
- Integrated science and engineering practice
- Intentional inclusion of the 5 C's throughout the student expectation

The Superintendent of Public Instruction recommended the Board of Education accept the 2018 Science curriculum frameworks for first review.

The Board accepted this item for first review.

## **K. First Review of Recommended Cut Scores for Substitute Tests for Verified Credit in Mathematics**

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

Board-approved substitute tests are used to award verified credit for students and are included in the accreditation calculations for schools. At the time these tests were approved as substitute tests, the tests were judged to measure content that incorporated or exceeded the *Standards of Learning* (SOL) in effect.

In 2018-2019 new SOL tests measuring the 2016 mathematics content standards will be administered. Because new SOL tests measuring the 2016 mathematics SOL have been implemented, the current substitute tests must be reviewed to ensure that they incorporate or exceed the content of the current SOL and that the adopted cut scores for proficient and advanced are still appropriate. The current list of substitute tests approved by the Board of Education may be found at [http://www.doe.virginia.gov/testing/substitute\\_tests/index.shtml](http://www.doe.virginia.gov/testing/substitute_tests/index.shtml).

A committee of educators was convened to review the tests and evaluate the previously adopted cut scores. In some cases, committee members verified the current cut scores. In other cases, they recommended revisions to the cut scores.

The Superintendent of Public Instruction recommended that the Board of Education adopt the proposed cut score revisions for the following substitute tests for verified credit in mathematics:

### Algebra I

- ACT: Mathematics Subtest: 16 for pass/proficient and 25 for pass/advanced
- CLEP College Algebra: 28 for pass/proficient and 38 for pass/advanced
- SAT Math Test (Version of the test administered beginning March 2016): 530 for pass/advanced
- SAT II Math IIC or SAT Subject Test in Mathematics Level 2: 540 for pass/proficient
- Algebra II
- SAT II Math IIC or SAT Subject Test in Mathematics Level 2: 580 for pass/proficient
- Geometry
- ACT: Mathematics Subtest: 19 for pass/proficient and 26 for pass/advanced

Mrs. Lodal made a motion to waive first review and approve the recommended cut scores for substitute tests for verified credit in mathematics. The motion was seconded by Dr. Durán and carried unanimously.

**L. First Review of Revisions to the List of 2019-2020 Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Professional Licenses**

Mr. George R. Willcox, director, operations and accountability, office of career, technical, and adult education presented this item to the Board for first review.

Currently, there are 418 [Board-Approved](#) industry or trade association certification examinations, professional licenses, and occupational competency assessments.

The process for reviewing and validating industry credentials for the purpose of awarding verified credit is based on the following criteria: 1) the test must be standardized and graded independently of the school or school division in which the test is given; 2) the test must be knowledge based; 3) the test must be administered on a statewide, multistate or international basis, or administered as part of another state's accountability assessment program; and 4) to be counted in a specific academic area, the test must measure content that incorporates or exceeds the *Standards of Learning* content in the course for which verified credit is given. Important to this process is ensuring that the credential is relevant and recognized in the workplace.

The 27, recommended industry or trade association certification examinations, professional licenses, and occupational competency assessments, meet the Board's graduation requirements as identified for the Standard and Advanced Studies Diplomas in 8VAC20-131-50 (effective for students entering ninth grade prior to the 2018-2019 school year) and the Board's graduation requirements as identified for the Standard and Advanced Studies Diplomas in 8VAC20-131-51 (effective with the students who enter the ninth grade in the 2018-2019 school year). Students shall earn the required standard and verified units of credit described in subdivision 2 of the appropriate subsection.

Industry or trade association certification examinations, professional licenses, and occupational competency assessments are continually revised or discontinued to stay current with technology and new techniques. Industry Credentialing providers have discontinued six previously approved certification examinations. These certifications are recommended for deletion from the Board-approved list.

Below are the current additions to the Industry Certifications, Occupational Competency Assessments, and Professional Licenses:

1. Agricultural Education
2. Agricultural Business and Management (Precision Exams)
3. Agricultural Systems Technology I (Precision Exams)
4. Animal Science II (Precision Exams)
5. Certified Grounds Technician (Professional Grounds Management Society [PGMS])

6. Certified Turfgrass Professional (Virginia Turfgrass Council)
7. Equine Management and Evaluation (National Horse Judging Team Coaches Association)

#### Business and Information Technology

1. App Development with Swift Level 1 Certification (Apple, INC.)
2. Apple Certified iOS Technician (Apple, INC.)
3. Apple Certified MAC Technician (Apple, INC.)
4. Apple Certified Support Professional (Apple, INC.)
5. Oracle Academy Database Design and SQL Credential (Oracle Academy)
6. Oracle Academy Programming with PL/SQL Credential (Oracle Academy)

#### Family and Consumer Sciences

1. Certified Breakfast Attendant (American Hotel and Lodging Educational Institute [AHLEI])
2. Certified Guestroom Attendant (American Hotel and Lodging Educational Institute [AHLEI])
3. Certified Kitchen Cook (American Hotel and Lodging Educational Institute [AHLEI])

#### Health and Medical Sciences Education

1. Certified Pharmacy Technician (CPhT) (Pharmacy Technician Certification Board)

#### Technology Education

1. Digital Video Editor (Electronics Technicians Association International [ETA])
2. Stratasys Additive Manufacturing Certification-Level 1 (Stratasys)

#### Trade and Industrial Education

1. Apple Certified Pro: Final Cut Pro X 10.4 Professional Post-Production (Apple, INC.)
2. Flux Core Arc Welding (American Welding Society)
3. Gas Metal Arc Welding (American Welding Society)
4. Gas Tungsten Arc Welding (American Welding Society)
5. Shielded Metal Arc Welding (American Welding Society)
6. International Code Council B1 Residential Building Inspector (International Code Council)
7. International Code Council E1 Residential Electrical Exam (International Code Council)
8. International Code Council M1 Residential Mechanical (HVAC) Exam (International Code Council)
9. International Code Council P1 Residential Plumbing Exam (International Code Council)

Below are the deletions or credentials discontinued by providers to the Industry Certifications, Occupational Competency Assessments, and Professional Licenses:

#### Business and Information Technology

1. Apple Certified Pro Examination (Apple, INC.)
2. Certified Novell Administrator (Novell)
3. Microsoft Certified Professional Examination (Microsoft)

#### Marketing

1. Retail Management Certification Assessment (National Retail Foundation)

#### Trade and Industrial Education

1. Global Logistics Associate Examination (American Society of Transportation and Logistics)
2. Unarmed Security Guard (Virginia Department of Criminal Justice)

These changes may be such that individual certifications are no longer available or no longer meet the Board of Education's criteria for the student-selected verified credit or the academic specific verified credit, the Standard Diploma's Career and Technical Education credential or the additional requirements for graduation in accordance with the Standards of Quality, and the diploma seals awards for exemplary student performance in Career and Technical Education, Advanced Mathematics and Technology, and STEM.

Dr. Pexton thanked staff for their work but made a recommendation that as the credentials are reviewed and monitored, seek out relative credentials for marine-base skill credentials in addition to residential credentials.

Board members were concerned with approving some credentials that would not provide students with sustainable family-wage jobs. Mr. Willcox noted that the majority of employers require credentials/certification for entry-level jobs and that he believe the credentials were still of value to students despite the wages.

The Superintendent of Public Instruction recommended that the Board waive first review and approve the 27 new industry certification examinations, occupational competency assessments, and professional licenses to meet the Board of Education's requirements for (1) graduation effective for the students who entered ninth grade prior to the 2018-2019 school year, (2) requirements for graduation effective with the students who enter the ninth grade in the 2018-2019 school year, and (3) requirements for the Career and Technical Education, Advanced Mathematics and Technology, and STEM Seals. Further, that the Board approve the removal of six credentials, which are no longer offered by the providers.

Dr. Wilson made a motion to waive first review and approve the 27 new industry certification examinations, occupational competency assessments, and professional licenses and remove six credentials. The motion was seconded by Mrs. Lodal and carried unanimously.

## **REPORTS**

### **M. Report on Changing Timeline and Expansion of the Review of the Health Education Standards of Learning (written report)**

The Board received the written report on the changing timelines and expansion of the review of the Health Education Standards of Learning.

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

Dr. Wilson expressed appreciation for a great Board retreat that took place on Wednesday April 24, 2019. She encouraged the public to stay connected to the work of the Board.

Dr. Durán provided additional information on National Teacher Appreciation Week, May 6 – 10, 2019. He encouraged everyone wear red on Tuesday, May 7 to represent and support all educators.

Ms. Holton shared that she had the pleasure of visiting Hampton City Public Schools Academy program, Dr. Lane also attended. She shared her enthusiasm for the innovative work of Dr. Jeff Smith and his team in Hampton City.

Dr. Pexton and Ms. Adkins shared that they participated in a panel discussion at the VSCA Annual State Convention in Virginia Beach, VA. Middle school and high school student leaders were given the opportunity to ask questions of the Board focusing on many policy topics such as equity and teachers.

### ***DINNER MEETING***

The Board met for a public dinner on Wednesday April 24, 2019, 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:

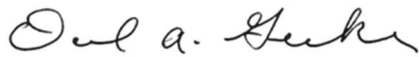
- *Standards of Quality* public outreach and engagement activities;
- Teacher preparation programs;
- The governor's equity work ahead;
- The *Regulations Governing the Use of Seclusion and Restraint in Public Schools in Virginia*; and
- Chronic absenteeism in the *Standards of Accreditation*.



No votes were taken, and the dinner event ended at 7:32 p.m.

***ADJOURNMENT OF THE BUSINESS SESSION***

There being no further business of the Board of Education, Mr. Gecker adjourned the business meeting at 12:05 p.m.



Mr. Daniel Gecker, President

***BOARD OF EDUCATION BUSINESS RETREAT***

The Board of Education members met for an all-day work session on Wednesday April 24, 2019 at Hermitage High School, 8301 Hungary Springs Road, Henrico, Virginia, with the following members present: Mr. Daniel Gecker, President, Ms. Kim Adkins, Dr. Francisco Durán, Ms. Anne Holton, Mrs. Elizabeth Lodal, Dr. Keisha Pexton, Dr. Tamara Wallace and Dr. Jamelle Wilson.

The following Virginia Department of Education staff participated in the meeting:

- Dr. James Lane, superintendent of public instruction
- Mr. Kent Dickey, deputy superintendent, division of budget, finance and operations
- Ms. Patty Pitts, assistant superintendent, department of teacher education and licensure
- Ms. Shelly Loving-Ryder, assistant superintendent, department of student assessment and ESEA programs,
- Ms. Gena Keller, assistant superintendent, department of learning
- Dr. Jennifer Piver-Rena, director of research, office of research
- Mr. Zachary Robbins, director, office of policy
- Dr. Jessica Costa, English learner specialist, office of humanities
- Ms. Emily Webb, director, office of board relations.

The session was open to the public. No public comment was accepted. No votes were taken.

Mr. John Montgomery, chair of Henrico County School Board, extended a welcome to the Board and all in attendance.

Mr. Gecker provided an overview of the Board's priorities and goals outlined in the *Comprehensive Plan: 2018-2023* and focus for the revisions to the Standards of Quality. He stated that the Board's priorities were:

- Equity of outcome for students;

- Retention and training of teacher;
- Enhancing quality education leaders;
- Improving onboarding of educators;
- Equitable distribution of quality teachers; and
- Continuing to improve the *Standards of Accreditation*.

The Honorable Atif Qarni, Virginia Secretary of Education, extended greetings and discussed the importance of equity. Mr. Gecker commented on the positive working relationship the Board has with the Secretary and the governor's administration.

Dr. Jennifer Piver-Renna provided a presentation on State Examples and Follow up Data Requests for SOQ proposals with an overview of:

- Distribution of teachers by qualifications
- Overview of STEM Retention Grants impact data
- State case studies on mentoring/coaching programs
- State case studies on tiered licensure and teacher leader programs

A copy of Dr. Piver-Renna's presentation is available at <http://www.doe.virginia.gov/boe/meetings/index.shtml#worksession>.

### **Mentorship**

Dr. Piver-Renna provided examples from other states such as Texas, Florida, Illinois and Connecticut. Texas has the Beginning Teacher Induction and Mentoring Program. Florida and Illinois have Investing in Innovation Grant programs. Connecticut has a successful Teacher Education and Mentoring Program.

Mrs. Lodal noted that full-time mentors would be very expensive. Mr. Gecker suggested reviewing the effectiveness of the program without letting affordability cloud the idea.

Board members engaged in discussion pertaining to mentor participation. Board members also requested additional information as to the number of schools that makes up the data for teacher qualifications in Virginia.

Dr. Wilson asked about mentorship funds in Florida and Illinois and how it was implemented school by school if it wasn't required. Dr. Piver-Renna responded that she didn't have examples of school-by-school implementation.

Dr. Wilson followed up by asking if there was flexibility in the mentorship framework for the mentor to determine what the mentee needed to focus on for development. Dr. Durán followed by asking if mentors and mentees were matched based on common subject areas or what other considerations were given to matches. Dr. Piver-Renna responded that most state programs had a

matching process in place.

Mrs. Lodal asked if mentors were provided in the building or if the mentees were required to travel. Dr. Piver-Renna responded that most mentors were in the same building as their mentee. Mrs. Lodal noted that small school and small divisions may have difficulty in matching based solely on subject area. Dr. Piver-Renna responded that there wasn't evidence of cross-district collaboration in the studies/examples she reviewed but there are models of virtual mentorship available.

### **Tiered Teaching Licensure Structure**

30 states have licensing systems that allows teachers to advance beyond a standard professional license. Only one state ties additional compensation to the licensure tiers at the state level.

Dr. Piver-Renna provided examples of Ohio's Tiered Certification System. The goal for this program is to provide opportunities for teachers to advance their professional careers and serve as school improvement leaders, without leaving the teaching profession. This program is recognized by the National Council on Teacher Quality as a best practice.

Another example is Iowa's Teacher Leadership and Compensation Program. Its goal is to provide career pathways and compensation structures to attract, retain, and reward effective teachers.

A Board member asked if other states incentive teachers for becoming Nationally Board Certified. Mrs. Pitts responded that Virginia provides a \$5,000 incentive. Dr. Pexton inquired about the low percentage for attained achievement goals in the examples provided. Dr. Piver-Renna responded that most met the professional development and instruction goals but the data showed less effectiveness in meeting student achievement goals. **Services for English Learner Students**

Dr. Jessica Costa, English learner specialist, provided an overview of an English Learners in the Commonwealth. A copy of Dr. Costa's presentation is available at <http://www.doe.virginia.gov/boe/meetings/index.shtml#worksession>.

An English Learner (EL) student is:

- not born in the United States or whose native language is a language other than English;
- comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency
- a language other than English is dominant
- difficulties in speaking, reading, writing, or understanding the English language
- the ability to meet the State's proficient level of achievement on State assessments
- the ability to successfully achieve in classrooms where the language of instruction is

## English or the opportunity to participate fully in society

Students eligible for services are identified annually to determine English Language Proficiency Level (ACCESS). Students are scored on the scale of 1.0-6.0. ELs receive service until they score a 4.4 on ACCESS with Reading 35%, Writing 35%, Speaking 15%, and Listening 15%.

The students receive services by being pulled out of other classes, receiving instruction from a content teacher (special training), Stand-alone ESL class (ELs only, sometimes by levels), Co-teaching, Dual Language Programming and Newcomer Programs.

ELs are entitled to appropriate language assistance services to become proficient in English and to participate equally in the standard instructional program within a reasonable period of time. ELs are entitled to EL programs with sufficient resources to ensure the programs are effectively implemented, including highly qualified teachers, support staff, and appropriate instructional materials.

In Virginia, there are 13,581 long-term English Learners, defined as those receiving five plus years of EL services. This number encompasses 12.9% of all EL students and many require additional supports in order to achieve English language proficiency.

Ms. Adkins asked if the proficiency score of 4.4 was federally determined. Dr. Costa responded that Virginia determines the proficiency score. She stated that it is based on how students perform. Additionally, research in this area indicates that students performing at a level of 4.4 and above no longer need specialized services.

Dr. Durán asked if there was an inventory of the different types of EL programs across Virginia. Dr. Lane responded that there could be several types of EL programs even within one school. Dr. Lynn Sodot responded that her office has some data in this area and hope to be able report more next year.

Ms. Holton asked if a Standards of Quality recommendation would impact all school divisions in the Commonwealth or just those with concentrations of EL students. Mr. Robbins responded that funding may be more effective or divisions with fewer incidences of EL students. Dr. Costa also responded that what isn't shown easily in the data is the stagnation of language development at level 3.5.

Dr. Durán asked if there is a profound difference between a Level 1 EL student and a Level 4 EL student. He further stated that EL students are often discussed as one population, yet the variance within that population is often wide. Dr. Costa responded that often students who stagnate at level 3.5 are communicating socially and appear as though they no longer need services but still require academic support.

Ms. Holton noted that the WIDA chart is sophisticated, complex and looks like a good tool, particularly to demonstrate growth.

Ms. Adkins asked if adult education services are available to older SLIFE students (age 16 to 18). Dr. Lane responded that there are some GED programs available to help students earn a GED before they turn 18 but many division help students on a more traditional pathway first. Dr. Durán noted that not all SLIFE students are older students as some are in elementary and middle school and are often going through tremendous life changes.

Dr. Durán asked if there was data on SLIFE students in Virginia. Dr. Costa responded that there isn't data available for SLIFE students but proficiency data is available.

Ms. Adkins asked what happens if local school divisions aren't fulfilling their USED obligation for EL students. Dr. Lane responded that an OCR complaint can be filled.

### **Panel Discussion on the Standards of Quality with Local School Superintendents**

The Superintendents were asked to address the following questions in their presentation:

1. What resources do you need to close the achievement gap?
2. Describe the staffing challenges your division is facing. What positions are you having the hardest time filling?
3. Describe the challenges your division has faced in attracting and retaining qualified teachers.
4. Do you believe that additional compensation can combat your divisions staffing challenges?
5. Describe, if any, the mentoring or coaching programs utilized in your division. How could the Board/state help bolster your mentoring/coaching programs?
6. What data would be useful to better identify supports and services for underperforming students?
7. How can the Board help you more equitably distribute your more experienced teachers?

Dr. Brian Austin, Superintendent, Lee County Public Schools

- Salaries are a big focus as many teachers will leave Virginia for neighboring states like Tennessee and North Carolina, who offer better salaries.
- Funding for support positions is also key. Lee County currently receives funding for 51 support positions but has 57 bus drivers. Fourteen school nurses are needed – one at each school, two at the largest school and three at the CTE center.
- Assistance with healthcare would help local school divisions with attraction and retention

issues. Providing quality healthcare continues to be a large expense for the division.

- Moving the Virginia Retirement System to a hybrid plan has hurt teacher retention for new teachers.

Mr. Gecker stated that two of the elementary schools in Lee County have very high poverty rates but are accredited. He asked what Lee County is doing to help these schools maintain accreditation. Dr. Austin responded that strong leadership is most important and having good principals at both schools has been essential. Further, the county continues to provide resources to those two schools for positions like reading specialists and math specialists.

Dr. Melinda Boone, Superintendent, Norfolk City Public Schools

- Norfolk City has declining enrollment and funding loss due to enrollment.
- Four focus areas were identified for the entire division during the “redesign.” Those areas include: Literacy, Leadership, Rigor and Innovation.
- Staff continue to shift focus away from preparing for the next test and instead to prepare for learning. Even schools that are accredited have significant areas of growth.
- It is important to set expectations and provide accountability for local school divisions, but more autonomy and flexibility in SOQ funding is needed.
- To combat attraction and retention area, hard-to-staff schools have provided stipends to teachers. Additionally, Norfolk is collaborating with Old Dominion University on a teacher-in-residence program.
- Early learning and pre-K are critical entry points but often expansion/improvement of these programs pulls from K-12 education.

Dr. Scott Brabrand, Superintendent of Fairfax County Public Schools

- Additional resources for school divisions are needed to close the achievement gap. Recommend looking at the individual school rather than the divisions as inequities exist within divisions.
- Professional development programs to support high-quality teachers and principals are vital. These programs need consistent funding and support from the state.
- Fairfax County has a large percentage of EL students, particularly level 1 students. School accreditation rates are affected because these students are coming to school at 16 or 17 years old and fail to graduate, resulting in being counted as a drop-out.
- Fairfax is facing staffing challenges in special education and elementary education. A universal licensure structure is needed where teachers could be eligible to teach any subject area or level. One option to create three license options - general, special education or English Learner license.
- More emphasis on social and emotional support training is needed during teacher prep programs. It would be beneficial to bring universities to the table and ask how to graduate

more teachers who are ready to teach all students.

Dr. Kim Evans, Superintendent of Greenville County Public Schools

- Greenville County is currently under a corrective action plan with a Memorandum of Understanding.
- Staffing challenges include special education teachers, librarians, gifted teachers and ITRT's.
- Facilities are an equity issue and essential to student success.
- Greenville is a more impoverished community – equity with flexibility is key to developing more capacity and success.
- Professional development is needed to attract and retain quality teachers. Signing bonuses for hard-to-staff schools can encourage more experienced teachers to remain in the profession.
- For Greenville, parent and community outreach are important to their success. Engage parents to better help students become career and life ready is a challenge but something the division continues to work on.

Ms. Adkins asked Dr. Brabrand where he came up with many of his ideas like a universal licensure structure. He responded that it was his own idea. He continued that the current system is broken and needs to be reimagined and put into a universal perspective. Dr. Boone added that one-on-one coaching for teachers is valuable to their development. Dr. Brabrand stated that mentorship programs for teachers and principals are more effective than Standard Seven or the teacher evaluation system. He continued that a local match for these programs could pose a challenge to many divisions.

Mr. Gecker stated that most school divisions advocate for more money while continuing to maintain local control. However, this model only works if the division is successful with students. Dr. Brabrand responded that a good salary will bring teachers to the classroom but a good principal will keep them in the classroom.

The Board enjoyed lunch prepared by the culinary arts students at the Hermitage ACE Center. Following lunch, board members received a student-led tour of their CTE program offerings.

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### **Draft Standards of Quality Decision Briefs**

The Board reconvened after lunch to review the draft *Standard of Quality* (SOQ) proposals and decision briefs. A copy of the decision briefs/proposals is available at <http://www.doe.virginia.gov/boe/meetings/index.shtml#worksession>.

Zachary Robbins, director of policy, presented the proposed draft *Standard of Quality*

recommendations and language. 10 recommendations were included in the decision briefs, five new proposals and five previously affirmed proposals. The proposals were:

#### Targeted Compensation Adjustments

- Teacher Leaders
- Teacher Mentors or Coaches
- English Learner Teachers
- Specialize Student Support Personnel
- School Counselors
- Elementary School Principals
- Assistant principals
- Recession-era Savings and Flexibility Strategies
- Improve available Data about Prevailing Practices

#### Target Compensation Adjustments –

- Proposal for consideration: Establish provisions in the SOQ to provide targeted compensation adjustments for experienced teachers in challenged schools.

#### Teacher Leaders –

- Proposal for consideration: Establish a new Teacher Leader position with staffing ratios in the SOQ, and provide teacher leaders with sufficient compensation and time for leadership duties.

#### Teacher Mentors/Coaches –

- Proposal for consideration: Move the requirements to provide Teacher Mentors into the SOQ, establish staffing expectations, and expand standards for mentorship programs.

#### English Learner Teachers –

- Proposal for consideration: Amend the staffing requirements for EL teachers to differentiate the distribution of positions based upon the proficiency level of students in each school division, while maintaining local flexibility in deploying those positions.

#### Specialized Student Support Personnel –

- Proposal for consideration: Remove the school nurse, school social worker, and school psychologist position from the SOQ support position category. Create a new staffing category for “specialized student support personnel” in the SOQ, with specified ratios for these positions.

#### School Counselors –

- Proposal for consideration: Reaffirm the Board of Education’s 2016 recommendation to provide one-full time school counselor for every 250 students



Elementary School Principals –

- Proposal for consideration: Reaffirm the Board of Education’s 2016 recommendation to provide one-full time principal in every school.

Assistant Principals –

- Proposal for consideration: Reaffirm the Board of Education’s 2016 recommendation to provide one full-time assistant principal for each 400 students.

Recession-era Savings and Flexibility Strategies –

- Proposal for consideration: Reaffirm the Board of Education’s 2016 recommendation to eliminate the measures that were implemented during the recession: the “support position cap” and the temporary flexibility language waiving certain staffing requirements.

Improve available Data about Prevailing Practices –

- Proposal for consideration: Enhance VDOE data collections regarding school staffing to provide better information about staffing practices in local school divisions.

For future consideration topics included:

- Standards for facilities
- Reading and Math Specialists
- Special Education Staffing Standards
- Class-size reduction
- Instructional Technology Resource Teachers
- Moving the At-Risk Add-On into the SOQ

Board discussion

Mr. Gecker posed a question to members asking if everyone on the Board was convinced that revisions needed to be made to the Standards of Quality to address certain issues. He further stated that he anticipates several rounds of revisions, discussion and cost-estimates before the Board officially votes on proposals/recommendations.

Dr. Wilson commented that the targeted compensation adjustment proposal is the only one that provides money directly to the teacher. Staff responded by stating that the teacher leader and mentor teacher proposal also provide additional compensation. Dr. Wilson asked if the Board should consider teacher pay scales across all 132 school divisions.

Ms. Adkins encouraged the Board to focus on what would make the most difference in schools and for students.

Ms. Holton asked how much the Board focus should be on new versus old proposals. She

continued, should the Board consider what is politically reasonable. Dr. Lane responded with the Board's charge in relation to the *Standards of Quality* – to set the minimum standards required to educate a child. Mr. Gecker reminded the Board of their constitutional mandate to issue SOQ's.

Dr. Wilson asked in the current funding model provides enough resources to school divisions and would that need to increase with new proposals. Mr. Gecker responded that there is an understanding that the current allocation of resources is not enough for local school divisions.

Ms. Holton commented that some of the proposals are based on best practice in staffing standards and some of the proposals move the needle toward that best practice.

Mr. Gecker asked about the definition of hard-to-staff. Ms. Holton responded that her definition of hard-to-staff is a chronic issue with filling the position. Mrs. Lodal agreed with Ms. Holton.

Mrs. Lodal asked if the teacher leader and teacher mentor proposals could be combined into a career ladder proposal. She noted that all of the proposals were worthy for consideration and she especially liked the specialized support position proposal.

Ms. Adkins asked if the targeted compensation adjustment proposal could be extended to building leadership positions.

Mr. Gecker asked what standard should be used for teacher compensation. Ms. Holton responded that perhaps a three-year average of inexperienced teachers would be better than one-year of data. This would demonstrate a chronic problem rather than an off year. Ms. Holton suggested that the language be changed to distribute teacher equitably rather than evenly.

Dr. Pexton commented that the targeted compensation adjustment proposal seems to address both equitable distribution and teacher retention. What is the responsibility placed on local school boards to move teachers to different schools? Mr. Robbins responded that this is a recruiting and retention tool. Ms. Webb responded that this proposal is working to get school divisions to more equitably distribute teachers but also attract teachers to challenged schools. Ms. Holton asked if other states have a similar teacher compensation model. Dr. Piver-Renna responded that most of the research from other states highlights a statewide teacher evaluation system which then is used to identify effective teachers for stipends or compensation adjustments. Dr. Lane comments that some states offer bonuses in the \$5,000 to \$8,000 range.

Dr. Durán asked if the teacher compensation proposal should be based on student demographics rather than teacher experience. He stated that this metric would make it a bolder proposal. He also suggested that including the special education or English Learner population as a metric of this proposal. Ms. Holton noted that when Washington, DC provided additional compensation for hard-to-staff areas, it wasn't limited to experienced teachers. Dr. Durán asked if the outcome will

match the Board's intention if teacher experience is used to determine compensation adjustments. Dr. Pexton added that teacher experience could be a factor along with student demographics. Ms. Holton noted that often high-poverty schools are the same schools that have higher levels of inexperienced teachers. Mrs. Loving-Ryder suggested looking at long-term substitutes as another measure.

Ms. Holton noted that mentoring and coaching are two different things. Mr. Robbins asked if it would be preferable to provide flexibility to the division to choose how to utilize these funds for teacher mentors or teacher leaders or coaches. Ms. Holton and Mrs. Lodal agreed on flexibility.

Dr. Wilson noted that when a teacher is in a leadership role, they cannot serve as a mentor because a mentor should be a peer. Ms. Webb noted that staff envisioned the teacher leader position to support teachers, coordinate mentoring programs, and work on school climate/working condition concerns rather than be considered part of the school administration. Ms. Holton noted that the teacher leader and teacher mentor proposal should be separate. Ms. Adkins stated that the teacher leaders and coach positions could be leadership positions but the teacher mentor should be more of a peer. Dr. Pexton added that she believed a coach position would provide leadership to other teachers. Ms. Holton noted that induction programs should be formal and intensive no matter who is providing this support/training. Dr. Pexton added that there should be additional requirements in the teacher leader proposal to guard against inner circle politics. Mr. Robbins suggested that the Board could issue guidance in this area.

Dr. Durán suggested that language be added to the teacher mentor proposal about the matching of teacher mentors and mentees. He stated that it is best practice to match teachers in similar content areas. Dr. Pexton suggested that school demographics also be consideration for matching. Dr. Lane suggested that the proposal remain flexibility for the local school division to match as appropriate.

Dr. Durán suggested that staff review staffing practices in other divisions as it relates to English Learner students. Mr. Robbins responded that staff would continue to research and review this area. Dr. Durán noted that the staffing numbers may need to be adjusted but that differentiated staffing standards were critical. Ms. Holton asked if there would be enough EL teachers to fill the additional positions. She suggested that there were already shortages in this areas and this may cause greater shortages. Dr. Costa responded that there are innovative ways to help address the shortages through required qualifications for all teachers.

Ms. Holton commented that she needed more information on the implications of moving K-3 class size reduction and the At-Risk Add-On in to the SOQ. She asked if this would just move the funding or would it expand the overall pot. She requested staff provide more information at the June meeting.

Mr. Gecker commented that for the June meeting, the Board will need to look at the number of schools affected by each proposal and a cost estimate.

**Standards of Quality Outreach Plan**

Emily Webb, director of board relations, provided an overview of public engagement and outreach efforts regarding the draft SOQ proposals. In May, President Gecker, board members and staff will host focus group meetings in several regions of the state. The focus group meetings will have a 90-minute roundtable discussion followed by a 30 minutes public comment period. The tentative schedule is as follows:

- May 9<sup>th</sup> – Smyth County, Region 7
- May 15 – Prince Edward County, Region 8
- TBD – Prince William County, Region 4
- TBD – York County, Region 2
- TBD – Staunton City, Region 5
- In June, a meeting will be held for community business groups in Richmond, VA

VDOE staff will work with education associations and partners to publicize the events and ensure appropriate representation at each meeting. An update on engagement activities will be provided to the Board at their June meeting.

Mr. Gecker thanked the Board and staff for a productive day. He also thanked Hermitage High School for hosting the retreat. There being no further business to discuss, the Board Retreat adjourned at 4:10 p.m.



Daniel Gecker