

**COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA  
July 25, 2018**

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

Mr. Daniel A. Gecker, President  
Mrs. Elizabeth V. Lodal  
Ms. Anne Holton  
Dr. Jamelle Wilson

Mrs. Diane T. Atkinson, Vice President  
Ms. Kim Adkins  
Dr. James F. Lane,  
Superintendent of Public Instruction

Mr. Gecker called the meeting to order at 4:15 p.m.

***EXECUTIVE SESSION***

Mrs. Atkinson 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, Ann Belanger, Elise Greenbaum-Buncher and Zachary Jacobs whose presence will aid in this matter, participate in the closed meeting. The motion was seconded by Ms. Adkins and was carried by five members and one abstention. The Board went into Executive Session at 4:17 p.m.

Mrs. Atkinson made a motion that the Board reconvened in open session at 6:00 p.m. The motion was seconded by Ms. Adkins and carried unanimously by six members.

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

Board roll call:

- Mrs. Lodal – yes
- Mrs. Atkinson - yes
- Mr. Gecker – yes
- Dr. Wilson – yes
- Ms. Holton –yes
- Ms. Adkins – yes

The Board made the following motions:

Ms. Adkins made a motion to revoke the license of Joseph Scott Schober. The motion was seconded by Mrs. Atkinson. Dr. Wilson abstained from the vote.

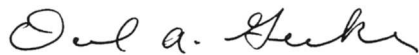
Ms. Adkins made a motion to revoke the license of Jenny Elizabeth Zeek. The motion was seconded by Mrs. Lodal. Dr. Wilson abstained from the vote.

Ms. Adkins made a motion to take no action against the license in Case 2018-9-1. The motion was seconded by Mrs. Atkinson. Ms. Holton voted nay on the vote. Dr. Wilson abstained from the vote.

Ms. Adkins made a motion to deny a license (reinstatement) to Khalid Amir Coleman. The motion was seconded by Mrs. Atkinson. Dr. Wilson abstained from the vote.

***ADJOURNMENT***

There being no further business of the Board of Education, Mr. Gecker adjourned the meeting at 6:03 p.m.



Daniel A. Gecker  
President

**COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
RICHMOND, VIRGINIA  
July 26, 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 Gecker, President  
Ms. Kim E. Adkins  
Ms. Anne Holton  
Mrs. Elizabeth V. Lodal

Mrs. Diane T. Atkinson, Vice President  
Dr. Jamelle Wilson  
Dr. James F. Lane,  
Superintendent of Public Instruction

Mr. Gecker called the meeting to order at 9:02 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 June 27-28, 2018, meeting of the Board. The motion was seconded by Ms. Adkins. Ms. Holton abstained. The motion carried by five members. Copies of the minutes had been distributed in advance of the meeting.

***Recognition of Special Education Department Staff***

The Board recognized the department's division of special education and student services and local special education directors who worked hard to achieve Virginia's high ranking on United States Education Department special education report card for six years in a row. Virginia received the highest rating for improving outcomes for students with disabilities and compliance with the federal Individuals with Disabilities Education Act (IDEA).

***PUBLIC COMMENT***

The following persons spoke during the public comment period:

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*.

Donna Sayegh, a city of Portsmouth, Virginia resident and candidate for Portsmouth City School Board, spoke on the impact of school funding changes on student achievement.

Ghassan Tarazi, Virginia Coalition for Human Rights, spoke on the textbook review process for History and Social Studies.

Nancy Wein, Virginia Coalition for Human Rights, spoke on the textbook review process for History and Social Studies.

Faedah Totah, Virginia Coalition for Human Rights, spoke on the textbook review process for History and Social Studies.

Jim Metz, Virginia Coalition for Human Rights, spoke on the textbook review process for History and Social Studies.

Dr. Zoe Spencer, professor of sociology, Virginia State University, spoke on special education and the criminal justice system.

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

Steve DeVita, Esp., division counsel, Loudoun County Public Schools, spoke on the proposed procedural guidelines for conducting licensure hearings.

Laurie McCullough, executive director, VASCD, spoke on their new teacher network and other professional development opportunities for new teachers.

### ***CONSENT AGENDA***

#### **A. Final Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) for a Passing Score for the Praxis Computer Science (5652) Test for the Computer Science Endorsement**

#### **B. Final Review of Recommendation of the Advisory Board on Teacher Education and Licensure (ABTEL) for a Passing Score for the Praxis School Leader Licensure Assessment (6990) for the Administration and Supervision Endorsement**

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

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

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

#### **D. Second Review of Proposed Procedural Guidelines for Conducting Licensure Hearings**

Susan Williams, assistant attorney general, office of the attorney general, presented this item to the Board for second review. The following information was presented to the Board.

The Board participated in an extended work session on Wednesday July 25, 2018 on this topic. A number of the issues were discussed and suggested edits were given to Mrs. Williams. This item will be presented again at the September 20, 2018 Board meeting. Mrs. Williams provided a summary of the work session on Wednesday, September 19, 2018.

Mrs. Williams provided an overview of the decision points for the Board's consideration. Those decisions points are:

- Does the Board of Education want to require the clear and convincing standard of proof or the preponderance of the evidence standard?
- Does the Board of Education want the Superintendent's Investigative Panel to make written findings of fact and conclusions of law? If so, what role does the Board want the Panel's findings of fact and conclusions of law to play in the Board's hearing on the same matter?
- Does the Board want to provide a hearing "de novo" and hear the matter anew as if it had not previously been heard by the Panel? Or, does the Board want to use the Panel's findings of fact to establish the parameters for the matters that are relevant and material to the Board's review?
- Does the Board want the Superintendent of Public Instruction to be present for the Board's deliberations in cases initiated at the local school board level (in which the Board acts on the local school division superintendent's petition for revocation)?
- Does the Board want a staff person from VDOE's Division of Teacher Education and Licensure to be present for the Panel's deliberations?
- If not, who will be responsible for drafting the Panel's findings of fact, conclusions of law and recommendation (if that option is adopted by the Board) or summarizing the proceedings and drafting the Panel's findings and recommendation (if the status quo is maintained)?
- Does the Board want a staff person from VDOE's Division of Teacher Education and Licensure to be present for the Board's deliberations? If not, who will be responsible for drafting the Board's order and the communication to the license holder?
- Does the Board want to give license holders the option of having a public hearing as is provided under current law for dismissal hearings at the local school board level (which are sometimes combined with license revocation proceedings)?
- How far ahead of time do the Board want to receive the exhibits, documents and other evidence that is to be used or referenced at the hearing? At this time, the materials are mailed two weeks in advance of the hearing.
- Does the Board want to accept new exhibits and documents from the license holder on the day of the hearing?

Board members suggested involving the Advisory Board on Teacher Education and Licensure (ABETL) to review and make recommendations to the Board about the licensure hearing process. Mrs. Pitts stated that ABETL is not a part of the process and that it may be too complex, with a committee size of 24, to weigh in on this matter. Ms. Holton stated that, based on the work session discussion, there was interest in forming a work group to review and provide recommendations to the Board and that ABETL could be a good place for this review. After researching ABETL's purview, Mrs. Pitts stated that ABETL would have the authority to review the guidelines and make recommendations to the Board in reference to licensure matters,

including requirements for the denial, suspension, cancellation, revocation, and reinstatement of such licenses. The Board decided to ask ABTEL to review the guidelines at their September meeting and make recommendations.

Dr. Wilson pointed out that it is the Board's commitment to make sure the process is right and to ensure the right teachers are in our schools.

The Board decided that a staff person from VDOE Division of Teacher Education and Licensure will be present for the Board's deliberations.

The Board decided that the legal issues will be referred to the office of the attorney general.

Other decision points will be discussed further at the Board's September meeting.

The Board thanked Mrs. Williams for her presentation and received the item for second review.

#### **E. First Review of Proposed Guidelines for the Use of Local Performance Assessments to Verify Credits in Writing**

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

8VAC20-131-110 B5 of the *Standards of Accreditation* 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."

The purpose of the *Guidelines for the Use of Local Performance Assessment in Verifying Credits in Writing* is to provide guidance to school divisions who choose to award verified credits in writing using local authentic performance assessments.

Mrs. Loving-Ryder took this time to acknowledge VDOE staff that participated in drafting and supporting the proposed guidelines; Dr. Christine Harris, Jill Noguerras and Christonya Brown. In addition, Mrs. Loving-Ryder acknowledged Tracy Robertson, former English coordinator, who also worked extensively on the guidelines.

Students who are in grade 11 or beyond in the 2018-2019 school year have been instructed under the 2010 English SOL. Local performance assessments used to verify credits in writing for these students must measure the SOL included in the test blueprint for the end-of-course writing test and must include a persuasive writing sample. School divisions will score such writing samples using readers trained and qualified through the rubric and accompanying materials. The student writing samples and the results of any other assessment used by the school division to determine student proficiency in the writing skills included in the 2010 English SOL for grades 9-11 constitute a body of evidence.

Students who are enrolled in grade 10 English or below in the 2018-2019 school year will be instructed primarily using the 2017 English SOL. School divisions that choose to award verified credits to these students in writing using authentic performance assessments must administer assessments that cover each of the writing standards included in the English Standards of

Learning (SOL) for grades 9-11.

The performance assessment requirements for students who are in grade 10 or below in the 2018-2019 school year will include a persuasive writing sample scored using the current rubric that's used to score the writing samples for the end of course test.

Performance assessments used to award verified credits must be evaluated using the quality criteria tool found at [http://www.doe.virginia.gov/testing/local\\_assessments/index.shtml](http://www.doe.virginia.gov/testing/local_assessments/index.shtml) and must include the three types of writing covered by the English Standards of Learning for grades 9-11: persuasive, analytic, and argumentative. School divisions are encouraged to develop writing assessments that require students to read a passage and respond to what they have read. Because the verified credit in writing covers content from the English SOL for grades 9-11, writing samples should be collected throughout the student's high school career.

The student writing samples must be scored using the state-developed high school writing rubric by readers who have been trained on the application of the rubric.

The student writing samples and the results of any other assessment used by the school division to determine student proficiency in the writing skills included in the English SOL for grades 9-11 constitute a body of evidence. School divisions will review the body of evidence against the performance level descriptors that describe the student's level of achievement in high school writing and will determine if the student's achievement is advanced, proficient, or does not meet the standard. More information on performance level descriptors for student achievement in high school writing based on the SOL for grades 9, 10, and 11 will be available in early fall 2019.

On an annual basis, school divisions will be asked to notify the Virginia Department of Education if they choose to use local performance assessments to verify credits in writing. School divisions that choose this option must prepare verified credit plans, which describe how the local performance assessments will meet the requirements included in these guidelines. Verified Credit Plans will be subject to periodic review by Department staff on behalf of the Board. Information gathered during the reviews will be used to provide technical assistance to school divisions and may be shared in summary form with the Board.

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

The Board thanked Mrs. Loving-Ryder for her presentation and received this item for first review.

#### **F. First Review of the Addition of Special Permission Credit Accommodations to the Guidelines for Standard Diploma Credit Accommodations for Students with Disabilities**

Mr. John Eisenberg, assistant superintendent of special education and student services, presented this item to the Board for first review.

Mr. Eisenberg introduced Ms. Taylor Harris, a summer intern with the department.

Mr. Eisenberg reported feedback received from the United States Department of Education's Peer Review Process on State Assessments, that the Virginia Substitute Evaluation Program (VSEP)

would no longer be permissible for use in Virginia's federal accountability system. Students with disabilities who would potentially use this assessment option would not be counted as participants and their scores would not count. Due to this new interpretation, VDOE proposed the use of a Special Permission Credit Accommodations to provide those students with disabilities who previously might have used the VSEP with a pathway to earn the necessary locally awarded verified credits to obtain a standard diploma. The recommendation is as follows:

The special permission credit accommodation permits local school boards to award locally awarded verified credits in reading, writing, mathematics, science and history, to certain students with disabilities. Eligible students must:

- pass the high school course based on a non-modified curriculum,
- score below 375 on the SOL test,
- have a documented disability that presents a unique or significant challenge to the degree that the student is unable to demonstrate knowledge of the course content on the SOL test using available accommodations, and
- demonstrate achievement in the academic content through an appeal process administered at the local level.

Based on the above recommendation, the decision to consider a special permission credit accommodation should be made through the IEP and/or 504-review process. School divisions must submit a Special Permission Credit Accommodation Form to the VDOE for each student being considered for a locally awarded verified credit with an SOL scaled score below 375.

The Superintendent of Public Instruction recommended that the Board of Education receive for first review the Addition of Special Permission Credit Accommodations to the Guidelines for Standard Diploma Credit Accommodations for Students with Disabilities.

The Board thanked Mr. Eisenberg for his presentation and received this item for first review.

## ***REPORTS***

### **G. Report on the Impact of School Funding Changes on Student Achievement**

Dr. Jennifer Piver-Renna, senior executive director of research, presented this report to the Board. This presentation summarized the fairness of education funding in Virginia compared to other states and provides a brief overview of the extensive literature on the relationship between court-mandated reforms in education funding and increase student achievement.

A National Report Card defines fair as a state finance system that ensures equal educational opportunities by providing a sufficient level of funding that can be distributed to districts within the state to account for additional needs generated by student poverty. It evaluates states on four separate but interrelated measures of fairness and takes into account factors that influence costs, such as geography, regional labor markets, and population density.

The four fairness measures results for Virginia:

- Virginia ranks 29th, down from 21st in 2007
- In Virginia, high poverty divisions received \$0.89 for every dollar low poverty divisions



receives

- Virginia earned C and D grades on education dollars spent for ever \$1,000 generated by economic productivity and personal income
- Virginia ranks 29<sup>th</sup> in income disparity between public and nonpublic school families

Dr. Piver-Renna also reported that the research history on the relationship between funding and student achievement includes a cross-sectional analysis of students in 1965-66 which found school resources unrelated to student achievement on standardized tests and replicable results through the 1980s. The limitations of the study included tests scores that were imperfect measures of learning and the funding of low-achieving schools created an artificially negative relationship between funding and outcomes. More recent research, including court-mandated school finance reforms in the 1970's and 1980's and advances in research methodology, indicate a stronger link between funding and student outcomes.

Dr. Piver-Renna reported the National Education Cost Model, recently published in 2018, reports how much funding is needed to raise student achievement in Virginia. It is based on two longitudinal data panels of school funding and student outcomes that examine the adequacies of state investments in public schools. It estimates the costs associated with reaching average levels of student achievement, and does not show what funding might be necessary to close the achievement gap.

Dr. Piver-Renna provided several charts describing the funding needed to raise the student achievement in Virginia. The charts can be viewed at <http://www.doe.virginia.gov/boe/meetings/2018/07-jul/agenda.shtml> item G attachment.

The Board Members thanked Dr. Piver-Renna for her research and report.

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

Report from Committee on Evidence-based Policymaking

The committee met 10 minutes after the adjournment of the Board Business Meeting.

General Discussion

Mr. Gecker thanked the Board and staff for their participation in the Education Equity Summer Institute that took place on Monday and Tuesday July 22-24, 2018.

Mr. Gecker asked Susan Williams, assistant attorney general, for clarification and guidelines for the appropriateness of public comment. Mrs. Lodal also spoke on staff receiving negative and abusive remarks during public comment. She also talked about the positives that VASCD is bringing forth in opportunities for professional development for first-year teachers.

Mrs. Lodal spoke about the Virginia Coalition for Human Rights. She stated that she felt their remarks during public comment were correct and that the Board and department need to be proactive about ensuring history books are completely factual.

## ***LUNCH MEETING***

The Board met for a working lunch on Wednesday July 25, 2018 at 12:30 p.m. at the James Monroe State Office Building, 22<sup>nd</sup> Floor, with the following members present: Mrs. Atkinson, Ms. Adkins, Mr. Gecker, Ms. Holton, Mrs. Lodal, and Dr. Wilson. The following department staff were present: Dr. James Lane, superintendent of public instruction, Emily Webb, director of board relations, Patty Pitts, assistant superintendent of teacher education and licensure, Kent Dickey, assistant superintendent of finance and operations, Shelley Loving-Ryder, assistant superintendent of student assessment and school improvement, Jennifer Piver-Renna, senior executive director for research, Zachary Robbins, director of policy, and Leah Walker, community & minority affairs liaison.

During lunch, the Board took a brief break from their work session with Education Resource Strategies (ERS).

Lunch ended at 1p.m. and the work session resumed.

## ***WORK SESSION #1***

The Board convened a public work session at 10:00a.m. on Wednesday, July 25, 2018, at the James Monroe State Office Building, Jefferson Conference Room, 22<sup>nd</sup> Floor, with the following members present: Mr. Gecker, Mrs. Atkinson, Mrs. Lodal, Ms. Holton, Dr. Wilson, and Ms. Adkins. The following department staff also participated: Dr. James Lane, superintendent of public instruction, Kent Dickey, deputy superintendent of finance and operation, Patty Pitts, assistant superintendent for teacher education and licensure, Shelley Loving-Ryder, assistant superintendent of student assessment and school improvement, Zachary Robbins, director of policy, Dr. Jennifer Piver-Renna, senior executive director of research, Leah Walker, community and minority affairs liaison, and Emily Webb, director of board relations. The purpose of the work session was to receive a presentation on and discuss resource equity. Board members and staff were joined by Karen Hawley-Miles and Courtney Hitchcock with Education Resource Strategies (ERS), who led the work session. A copy of ERS' presentation is available in the Board Relations office. Please contact Sonya Broady at [sonya.broadly@doe.virginia.gov](mailto:sonya.broadly@doe.virginia.gov) to obtain a copy.

The work session built an understanding of: 1) the definition of resource equity; 2) different dimensions of resource equity, with a focus on funding and teacher quality; and 3) helped to identify levers to improve resource equity and the role the state board can play. Further, the work session allowed the Board to begin action planning by identifying priority areas to learn more about and prioritize actions and levers to explore.

Following an in-depth presentation from ERS, the Board divided into small groups to engage in a prioritization activity called Budget Hold'em. This activity allowed Board members and staff to make critical decisions about funding levers. After Budget Hold'em, Board members and staff discussed priority levers the Board can explore further to develop recommendations for spring 2019.

Priority levers, developed in small groups of Board members and staff, include:

- Report on demographics, funding, teacher experience and teacher salaries at the building level;
- Differentiate the Standards of Quality, allow for more flexibility in categorical funding, and create a LCI vs. local capacity vs. local effort report;
- Perform a Cost of Living analysis;
- Support tiered support systems for school improvement;
- Ensure equity through the curriculum with Open Education Resources (OER)/ support high-quality instruction through Open Education Resources (OER);
- Look further at at-risk funding; consider expanding;
- Renew focus on early childhood education;
- Develop a “Profile of a Virginia Educator;”
- Increase class size through a “master teacher-apprentice teacher” model;
- Focus new funding based on “need package;”
- Build flexibility into the Standards of Quality;
- Address teacher salaries;
- Take a closer look at ESSA Equity Resource Reviews;
- Look at flexibility options for local school divisions, i.e. – class size;
- Offer state support to connect professional learning in all schools; and
- Support additional funding for high-quality teachers and leaders in high-needs schools and connect with increased contractual responsibilities.

The session was opened to the public. No public comment was accepted. No votes were taken. The work session concluded at 2:25 p.m.

### ***WORK SESSION #2***

The Board met for a second work session on Wednesday, July 25, 2018 at 2:45 p.m. in the Jefferson Conference Room, James Monroe State Office Building, to review the *Proposed Procedural Guidelines for Conducting Licensure Hearings* with the following members present: Mr. Gecker, Mrs. Atkinson, Ms. Adkins, Ms. Holton, Mrs. Lodal and Dr. Wilson. The following department staff were present: Dr. James Lane, superintendent of public instruction. Susan Williams, assistant attorney general, office of the attorney general provided the presentation with support from Patty Pitts, assistant superintendent of teacher education and licensure and Nancy Walsh, professional practices coordinator.

Mr. Gecker called the meeting to order and welcomed participants and guests.

Susan Williams, assistant attorney general, began the presentation by stating that the Board is responsible for promulgating regulations that prescribe the requirements for the licensure of teachers and other school personnel required to hold a license, including requirements for the denial, suspension, cancellation, revocation, and reinstatement of such licenses.

Mrs. Williams presented the revisions made to the proposed guidelines since last Board meeting on June 28, 2018. A copy of Mrs. Williams's presentation is available under Work Session #2 at <http://www.doe.virginia.gov/boe/meetings/index.shtml#worksession>. A copy of the revised guidelines with specific additions or deletions is available on the Board's website under Item D at <http://www.doe.virginia.gov/boe/meetings/2018/07-jul/agenda.shtml>.

Mrs. Williams outlined clarifications that the Board discussed at the June 28 Board meeting in reference to the current/pending licensure regulations, which do not prohibit a license holder from waiving his or her hearing before the Panel.

Mrs. Williams offered that the majority of local school boards use a preponderance of the evidence standard in their teacher dismissal and licensure recommendation hearings, which are often held simultaneously.

Mrs. Williams reviewed each decision point with the Board and the Board discussed many factors and options. Consensus was reached on some decision points but not all decision points. The Decision Points were as follows:

- Does the Board of Education want to require the clear and convincing standard of proof or the preponderance of the evidence standard?
  - a. Clear and convincing proof - "That proof which results in reasonable certainty of the truth of the ultimate fact in controversy. Proof, which requires more than a preponderance of the evidence but less than proof beyond a reasonable doubt. Clear and convincing proof will be shown where the truth of the facts asserted is highly probable."
  - b. Preponderance of evidence - "As standard of proof in civil cases, is evidence which is of greater weight or more convincing than the evidence which is offered in opposition to it; that is, evidence which as a whole shows that the fact sought to be proved is more probable than not...It is that degree of proof which is more probable than not."
    - The Board agreed to continue to review this decision point.
- Does the Board of Education want the Superintendent's Investigative Panel to make written findings of fact and conclusions of law? If so, what role does the Board want the Panel's findings of fact and conclusions of law to play in the Board's hearing on the same matter?
  - The Board agreed that the Panel will not make written findings of fact and conclusions of law.
- Does the Board want to provide a hearing "de novo" and hear the matter anew as if it had not previously been heard by the Panel? Or, does the Board want to use the Panel's findings of fact to establish the parameters for the matters that are relevant and material to the Board's review?

- The Board agreed to continue with current practice to provide a hearing “de novo” and hear that matter anew as if it had not previously been heard by the Panel.
- Does the Board of Education want the Superintendent of Public Instruction to be present for the Board’s deliberations in cases initiated at the local school board level (in which the Board acts on the local school division superintendent’s petition for revocation)?
  - The Board agreed that the Superintendent of Public Instruction would not be present for Board’s deliberation in cases initiated at the local school board level.
- Does the Board of Education want a staff person from VDOE’s Division of Teacher Education and Licensure to be present for the Panel’s deliberations?
  - The Board agreed to continue with current practice and allow a staff person to present the Panel deliberations.
- Does the Board of Education want a staff person from VDOE’s Division of Teacher Education and Licensure to be present for the Board’s deliberations?
  - The Board will continue to review this decision point and bring forth their decision at a later date.
- Does the Board of Education want to give license holders the option of having a public hearing as is provided under current law for dismissal hearings at the local school board level (which are sometimes combined with license revocation proceedings)?
  - The Board agreed to review this decision point further.
- How far ahead of time, do Board of Education members want to receive the exhibits, documents and other evidence that is to be used or referenced at the hearing? At this time, the materials are mailed two weeks in advance of the hearing.
  - The Board agreed to continue receiving evidence and documentation two weeks in advance.
- Does the Board of Education want to accept new exhibits and documents from the license holder on the day of the hearing?
  - The Board agreed to continue accepting new exhibits and documents from the license holder on the day of the hearing if needed.

The *Proposed Procedural Guidelines for Conducting Licensure Hearings* will be presented again at the September 20, 2018, Board of Education Business Meeting for final review.

There being no further discussion of the work session, Mr. Gecker concluded the meeting at 4:14p.m.

***DINNER MEETING***


The Board met for a public dinner on Wednesday July 25, 2018 at 6 p.m., at the Berkley Hotel with the following members present: Ms. Adkins, Mr. Gecker, Ms. Holton, Mrs. Lodal, 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:

- public hearings for the proposed revisions to the Science Standards of Learning;
- the work session with Education Resource Strategies;
- the Teacher of the Year reception, scheduled for September 14, 2018; and
- the Virginia Chamber of Commerce's upcoming workforce conference on September 25, 2018.

No votes were taken, and the dinner event ended at 7:56 p.m.

***ADJOURNMENT OF THE BUSINESS SESSION***

There being no further business of the Board of Education, Mr. Gecker adjourned the business meeting at 12:07 p.m.



Mr. Daniel Gecker, President