

# COMMONWEALTH of VIRGINIA

## Board of Education Agenda

**Date of Meeting:** November 17, 2004      **Time:** As Shown  
**Location:** Conference Rooms C & D, James Monroe State Office Building  
101 North 14<sup>th</sup> Street, Richmond, Virginia



**9:00 a.m.                      FULL BOARD CONVENES**

**Moment of Silence**

**Pledge of Allegiance**

**Approval of Minutes of the October 28, 2004, Meeting of the Board**

**Public Comment**

**Action/Discussion on Board of Education Regulations**

- A. Final Review of Proposed Revisions to the Regulations Governing Scoliosis Screening Programs (8 VAC 20-690-10 et seq.)

**Action/Discussion Items**

- B. First Review of a Proposal Regarding Establishing Standards of Learning Testing Windows
- C. Final Review of an Advisory Board on Teacher Education and Licensure (ABTEL) Recommendation Supporting a Proposed Cut-Score for the School Leaders Licensure Assessment (SLLA)
- D. Final Review of Proposed Revisions to the Standards of Quality
- E. Final Review of the Board of Education's *2004 Annual Report on the Condition and Needs of the Public Schools in Virginia*
- F. Final Review of Pupil Transportation Specifications for School Buses

## **Reports**

- G. Status Report on the PASS Program
- H. Report on the Development of a Template for a Statewide Articulation Agreement for Career and Technical Education in Compliance with HJR 125

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

## **ADJOURNMENT**

- I. Public Hearing On the Proposed Revisions to the Regulations Governing Adult High School Programs

### **PUBLIC NOTICE**

The Board of Education members will meet for dinner at 6:30 p.m. at the Crowne Plaza Hotel on Tuesday, November 16, 2004. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public. The Board president reserves the right to change the times listed on this agenda depending upon the time constraints during the meeting.

### **GUIDELINES FOR PUBLIC COMMENT**

1. The Board of Education is pleased to receive public comment at each of its regular monthly meetings. In order to allow the Board sufficient time for its other business, the total time allotted to public comment will generally be limited to thirty (30) minutes. Individuals seeking to speak to the Board will be allotted three (3) minutes each.
2. Those wishing to speak to the Board should contact Dr. Margaret Roberts, Executive Assistant for Board Relations at (804) 225-2924. Normally, speakers will be scheduled in the order that their requests are received until the entire allotted time slot has been used. Where issues involving a variety of views are presented before the Board, the Board reserves the right to allocate the time available so as to insure that the Board hears from different points of view on any particular issue.
3. Speakers are urged to contact Dr. Roberts in advance of the meeting. Because of time limitations, those persons who have not previously registered to speak prior to the day of the Board meeting cannot be assured that they will have an opportunity to appear before the Board.
4. In order to make the limited time available most effective, speakers are urged to provide multiple written copies of their comments or other material amplifying their views.

# Board of Education Agenda Item

Item: \_\_\_\_\_ A. \_\_\_\_\_

Date: November 17, 2004

**Topic:** Final Review of the Proposed Regulations Governing Scoliosis Screening Programs (8 Vac 20-690-10 Et Seq.)

**Presenter:** Ms. Gwen P. Smith, School Health Specialist

**Telephone Number:** 804-786-8671

**E-Mail Address:** gsmith@mail.vak12ed.edu

## Origin:

\_\_\_\_\_ Topic presented for information only (no board action required)

\_\_\_\_\_ Board review required by

\_\_\_ X State or federal law or regulation

\_\_\_\_\_ Board of Education regulation

Other: \_\_\_\_\_

\_\_\_ X Action requested at this meeting \_\_\_\_\_ Action requested at future meeting: \_\_\_\_\_ (date)

## Previous Review/Action:

\_\_\_\_\_ No previous board review/action

\_\_\_ X Previous review/action

date July 23, 2003

action Approved Notice of Intended Regulatory Action

date November 22, 2003

action Accepted proposed regulations for first review

date September 22, 2004

action Held public hearing

## Background Information:

The scoliosis regulations are required as a result of HB 1834 (Reese), enacted by the 2003 General Assembly and codified in § 22.1-273.1 of the Code of Virginia. The legislation directs the Board of Education to promulgate regulations that require each school board to implement a program of regular scoliosis screenings in grades five through 10.

The proposed *Regulations Governing the Scoliosis Screening Program for Public Schools* would protect the health and welfare of public school students by identifying students with spinal deformities that may cause back pain and impairment of the body's range of motion and endurance, or impair functions of other parts of the body. The proposed regulations would provide parents with educational information on scoliosis and would make them aware of the importance of early identification and the need for treatment if necessary.

## REGULATIONS FOR SCOLIOSIS SCREENING PROGRAM

**8 VAC 20-690-10. Definitions.**

The following words and terms, when used in this regulation, shall have the following meaning unless the context clearly indicates otherwise:

“Forward Bend Test” means a procedure to assess the possible presence of abnormal spinal curvature.

“Scoliometer” means a device for measuring the amount of abnormal curvature in the spine.

“Scoliosis” means a lateral or sideways curvature of the spine, generally associated with the rotation of the spine and rib cage.

“Scoliosis screening” means a postural screening process of assessment and evaluation used to identify students with spinal deviations at an early stage of development and to refer students for a medical evaluation. Early detection and intervention may prevent further structural deformity and resulting secondary problems.

**8 VAC 20-690-20. Scoliosis program.**

A. Each school board shall implement a scoliosis program that shall consist of the provision of parent educational information on scoliosis for students in grades five through ten or the implementation of a program of regular screening for scoliosis for students in grades five through ten. School boards shall not impose a fee for any scoliosis program implemented.

B. School boards shall not be required to screen students in grades five through ten who have been admitted for the first time to a public school and who have been tested for scoliosis as part of the comprehensive physical examination required by § 22.1-270 of the Code of Virginia or the

## REGULATIONS FOR SCOLIOSIS SCREENING PROGRAM

parents of such students have indicated their preference that their children not participate in scoliosis screening.

C. Each school board shall review and adhere to the federal Family Educational Rights and Privacy Act and the Protection of Pupil Rights Act in the development and implementation of a regular Scoliosis screening program.

**8 VAC 20-690-30. Parent educational information.**

A. School boards implementing a scoliosis program consisting of the provision of parent educational information on scoliosis shall provide such information to the parents of students in grades five through ten within sixty business days after the opening of school each year.

B. Parent educational information on scoliosis shall include but not be limited to (i) a definition of scoliosis, (ii) a description of how scoliosis is identified, (iii) a statement describing why it is important to screen for the condition, (iv) a description of the types of screening procedures, (v) a description of potential treatments for the condition, and (vi) information on where screening may be obtained.

**8 VAC 20-690-40. Regular scoliosis screening.**

A. School boards implementing a scoliosis program of regularly screening students in grades five through ten shall provide written notice to parents a minimum of ten business days prior to screening.

B. The written notice shall contain (i) information indicating when the screening will occur, (ii) the purpose of screening that shall include the parent educational information described in 8

## REGULATIONS FOR SCOLIOSIS SCREENING PROGRAM

VAC 20-690-20, (iii) a procedure for notifying parents of students who are identified as having a possible spinal curvature, and (iv) a procedure for parents to opt out of the screening..

C. School boards implementing a scoliosis program of regular screening shall screen each student in selected grades five through ten a minimum of two times during the six year period except for those students entering the school division for the first time during the tenth grade year who shall be screened once.

D. Parent educational information as required by 8 VAC 20-690-20 shall be provided to parents of students in selected grades five through ten who are not screened.

**8 VAC 20-690-50. Training required for personnel and volunteers.**

A. School boards implementing a scoliosis program of regular screening shall provide training for school personnel and volunteers who may conduct the screening. School boards may seek volunteers from among professional health care providers to provide training, to perform screenings, or both. School boards using volunteers shall comply with all requirements of the Family Educational Rights and Privacy Act and the Protection of Pupil Privacy Act in maintaining the confidentiality of student records.

B. Training of school personnel and volunteers shall be conducted by qualified licensed medical practitioners. Practitioners may use various training methods including, but not limited to, in-person training, video instruction, or review of a training manual.

C. Practitioners shall provide training in medically accepted scoliosis screening procedures including the use of the forward bend test, or use of a Scoliometer, or both to school personnel and volunteers.

In addition, the law states that pupils in grades five through 10 would not have to be screened if they have been admitted for the first time to a public school and have been tested as part of the comprehensive physical examination required by §22.1-270, or if the parents of such students have indicated that they do not wish for their children to participate in such screening. Local school boards are required to develop procedures for parents to indicate their preference that their students not participate in the scoliosis screening.

The Board of Education on July 23, 2003 approved the first review of Notice of Intended Regulatory Action for a program of regular scoliosis screenings for students in grades five through 10. A committee consisting of a parent, a pediatric orthopedic surgeon, a chiropractor, a school nurse pediatric nurse practitioner, a supervisor of school health services for local school division, a chairman of school health advisory board, and Department of Education school health staff met to draft regulations to address:

- The screening procedure
- The provision of research-based information on scoliosis to parents
- Training of school personnel and volunteers who may conduct screenings, and
- Procedures for the notification of parents when evidence of scoliosis is detected

The proposed regulations were approved by the Office of Attorney General on March 18, 2004 and the Governor's Office on June 22, 2004. The Economic Impact Analysis for scoliosis regulations was provided by the Virginia Department of Planning and Budget on May 18, 2004. Superintendent's Informational Memorandum No. 131 that transmitted the "Statement of Administrative Impact and Projected Costs of Implementation" for the proposed regulations was sent to division superintendents on June 25, 2004. The *Proposed Regulations for Scoliosis Screening* were published in the *Virginia Register of Regulations* on Monday, July 26, 2004. A public hearing on the proposed regulations was held by the Board of Education on September 22, 2004. No comments on the proposed regulations were received.

### **Summary of Major Elements:**

The purpose of the regulations is to require school divisions to do one of the following:

1. Provide information on scoliosis to parents of students in grades five through 10, including a definition of scoliosis, or
2. Implement a scoliosis screening program for students in grades five through 10, or
3. Implement a scoliosis screening program for students in selected grades five through 10 and provide information on scoliosis to parents of students in grades five through 10 not selected for screening.

School boards implementing a scoliosis program of regular screening shall provide training for personnel who may conduct the screening. Qualified licensed medical practitioners shall conduct training of school personnel. Practitioners may use various training methods including, but not limited to, in-person training, video instruction, or review of a training manual. The Department of Education will provide training methods and educational materials that school divisions could adopt.

### **Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education grant final approval to these regulations.

**Impact on Resources:**

There will be minimal financial impact on the Virginia Department of Education. There will be a minor fiscal impact on resources in those school divisions currently not providing scoliosis screening or scoliosis educational information to parents.

**Timetable for Further Review/Action:**

Upon adoption, these regulations will be distributed to all school divisions through an Informational Superintendent's Memorandum.

# Board of Education Agenda Item

Item: \_\_\_\_\_ B. \_\_\_\_\_

Date: November 17, 2004

**Topic:** First Review of a Proposal Regarding Establishing Standards of Learning Testing Windows

**Presenter:** Mrs.Shelley Loving-Ryder, Assistant Superintendent for Assessment and Reporting

**Telephone Number:** 804-225-2102 **E-Mail Address:** sryder@mail.vak12ed.edu

**Origin:**

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: Previous Board Action

Action requested at this meeting

Action requested at future meeting: Final review: January 12, 2005

**Previous Review/Action:**

No previous board review/action

Previous review/action

date: November 30, 2000

action: Adoption of a policy regarding testing windows

**Background Information:** In the early years of the Standards of Learning (SOL) assessment program, the Virginia Department of Education set a testing window for each school division based on the last day of school in that division. In November 2000, the Board of Education adopted a resolution allowing school divisions to administer the SOL tests as late as the last day of school. This policy was adopted in response to school divisions' requests for increased instructional time before the administration of the tests. However, the current policy increases the exposure of test forms, interferes with the ability of the testing contractor to deliver materials on time and to complete the statistical work necessary to report scores, and makes it difficult for Department staff to calculate Adequate Yearly Progress (AYP) by the deadlines required by the No Child Left Behind Act as well as to calculate accreditation ratings in a timely fashion.

**Summary of Major Elements:** The Board of Education is asked to adopt a policy establishing three testing windows for the spring administration for the Standards of Learning tests in grades 3-8 beginning

with the 2005-2006 school year. The policy would require that school divisions choose one of three established testing windows for the administration of the SOL tests in grades 3-8. School divisions would continue to have the flexibility to set their own testing windows for the end-of-course tests.

**Superintendent's Recommendation:** The Superintendent of Public Instruction recommends that the Board of Education accept the proposal on first review.

**Impact on Resources:** N/A

**Timetable for Further Review/Action:** Final review at the January 12, 2005, Board of Education meeting.

# Board of Education Agenda Item

Item: \_\_\_\_\_ C. \_\_\_\_\_

Date: \_\_\_\_\_ November 17, 2004 \_\_\_\_\_

**Topic:** Final Review of an Advisory Board on Teacher Education and Licensure (ABTEL) Recommendation Supporting a Proposed Cut-Score for the *School Leaders Licensure Assessment (SLLA)*

**Presenter:** Dr. Thomas A. Elliott, Assistant Superintendent for Teacher Education and Licensure

**Telephone Number:** (804) 371-2522      **E-Mail Address:** telliott@mail.vak12ed.edu

## Origin:

Topic presented for information only (no board action required)

Board review required by  
 State or federal law or regulation  
 Board of Education regulation  
 Other: \_\_\_\_\_

Action requested at this meeting       Action requested at future meeting: \_\_\_\_\_ (date)

## Previous Review/Action:

No previous board review/action

Previous review/action  
date October 28, 2004

The board received the item for first review during its October meeting

## Background Information:

In June 1999, Educational Testing Service conducted, in cooperation with and on behalf of the Virginia Department of Education, Standard Setting and Content Validation Studies for the *School Leaders Licensure Assessment (SLLA)*. The goals of the study were to provide additional evidence regarding the content validity of the assessment and to determine a range of recommended passing scores for the *SLLA*. In addition to providing the passing score recommendations, two panels of experts—separate panels representing principals and central office administrators—also were asked to render a series of judgments attesting to the appropriateness of the *SLLA* for use in Virginia. The results supported the use of the assessment for the licensure of beginning school principals and for central office administrators in Virginia.

In Virginia, an individual may become eligible for an endorsement in administration and supervision preK-12 by completing requirements of the *Licensure Regulations for School Personnel, Effective 1998*. As part of those requirements, an individual must complete either the *SLLA* or a full-time internship as a school principal, assistant principal, or central office staff, or one year of successful, full-time experience on the job.

The scaled score that a candidate can receive on the *SLLA* ranges from a low of 100 points to a high of 200 points. The recommended passing scaled score values for the principals panel ranged from 156 to 165 scaled score points. For the central office administrators, the recommended passing score values ranged from 159 to 161 scaled score points.

The *SLLA* is a six-hour constructed response assessment organized into the following four sections: 1) **Evaluation of Actions (1 hour)**, based on 10 short vignettes covering situations a principal might encounter. In each case, candidates respond to a question that asks for next steps, factors influencing a decision, or possible consequences of an action; 2) **Evaluation of Actions II (1 hour)**, six longer vignettes, each presenting a dilemma based on typical school issues. Candidates must analyze the circumstances and respond to an analytical question that requires prioritizing action steps or articulating the relevant issues; 3) **Synthesis of Information and Problem Solving (2 hours)**, containing two case studies involving teaching and learning issues. In each case, candidates must propose a course of action to address a complex problem, referring to a set of documents and a short scenario describing a school and its community; and 4) **Analysis of Information and Decision Making (2 hours)**, focusing on documents that relate to teaching and learning issues. Candidates must answer questions about each document.

### Summary of Major Elements:

*House Bill 573, Effective July 1, 2004*, requires the Board of Education's *Licensure Regulations for School Personnel* to require that on and after July 1, 2005, initial licensure for principals and other school leaders, as may be determined by the board, be contingent upon passage of the *SLLA*. On July 21, 2004, the *SLLA* Score Setting Review Panel convened for the purpose of developing a recommended cut-score for the *SLLA* to be presented to the Board of Education for consideration. The panel was composed of nine practicing school administrators with between two and 10 years of experience, and three representatives of higher education institutions with approved leadership preparation programs. Additionally, panel composition was based on regional representation and ethnic diversity. The score-setting review process included a review and discussion of national performance data and the alignment between Virginia's licensure requirements and the *SLLA*.

Subsequent to the Board of Education's first review of this item on October 28, 2004, additional information was obtained on the *SLLA* to provide the current passing scores of other states and projected pass rates based on national data (Appendix A). Of the 13 states currently requiring a passing score, the average passing score is 159. The District of Columbia, Kansas, South Carolina, and Virginia were not included in these data since these states did not require passing scores at the time of data collection.

A report for all examinees taking the *SLLA* in Virginia between January 1, 2000, and January 31, 2004, yielded the following results:

Examinees:	232	Median:	173
High Score:	195	Mean:	172.50
Low Score:	140	St Dev.:	10.40

Panel members were first asked to review independently all materials and respond to the following items: 1) Considering all the information you have reviewed, what passing score do you recommend for Virginia's assessment purpose; and, 2) Briefly describe primary reasons for recommending this score. A group discussion of pre-consensus scores was conducted. Materials provided to the review panel are attached in Appendix B. Based on this discussion, the panel unanimously recommended a qualifying cut-score of 165 be required in Virginia for passing the *SLLA*.

During an Advisory Board on Teacher Education and Licensure (ABTEL) meeting on September 13, the panel's recommendation was discussed and a motion was approved by ABTEL supporting the qualifying cut-score of 165.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education adopt ABTEL's recommended cut-score of 165 for the *School Leaders Licensure Assessment (SLLA)* to be effective July 1, 2005, for principals and assistant principals.

**Impact on Resources:**

Costs associated with the administration of the *School Leaders Licensure Assessment (SLLA)* will be incurred by Educational Testing Services. Prospective principals and assistant principals will be required to pay the registration and test fees of approximately \$485.

**Timetable for Further Review/Action:**

Results of the administration and passing rates on the *SLLA* will be included as part of the annual Title II Higher Education Act Report to the U. S. Department of Education.

# **APPENDIX A**

## **School Leaders Licensure Assessment (SLLA) Passing Scores and Projected Pass Rates by State**

**SCHOOL LEADERS LICENSURE ASSESSMENT (SLLA)  
PASSING SCORES AND PROJECTED PASS RATES BY STATE**

State	Passing Score	Projected Pass Rate*
Arkansas (adopted and effective 1/1/02)	158	97%
California (adopted 12/2002)	173	67%
Connecticut	161	95%
Indiana (adopted 2/8/02, effective 1/1/03)	158 (effective 2/8/02-12/31/04) 165 (effective 1/1/05)	97%  89%
Kentucky (adopted 10/1999, effective 1/2000)	155	98%  [The actual pass rates for Kentucky are as follows: 2000-01: 99% 2001-02: 100% 2002-2003: 100%]
Maine (adopted 2004)	168	83%
Maryland (adopted and effective 1997)	157	98%  [The state is currently reviewing the score.]
Mississippi (adopted and effective 1997)	154	99%
Missouri (effective 1998)	158 (1998) 161 (2001) 164 (since 1/2004)	-- -- 91%  [The actual pass rate for Missouri for 2004 was 95.65%.]
New Jersey	148	100%
North Carolina (adopted 10/97; effective 1/1/98)	155	98%
Pennsylvania (adopted and effective 9/2002)	159	96%
Tennessee (adopted 1999; effective 9/1/00)	156	98%

\* Projected pass rates are calculated using data collected across all the user states between 10/01 and 07/04, not just candidates from within the state listed. The following are statistics taken from that sample:

Total number of test takers: 12,465  
 Minimum observed score: 122  
 Maximum observed score: 200  
 Median: 176  
 25<sup>th</sup> percentile: 170  
 75<sup>th</sup> percentile: 182  
 Mean: 175.7  
 Standard deviation: 8.8

## **APPENDIX B**

- 1. School Leaders Licensure Assessment (SLLA):  
National Performance Data – pp. 1-3**
- 2. School Leaders Licensure Assessment (SLLA):  
State of Virginia Performance Data – pp. 4-5**
- 3. Virginia Licensure Regulations for Administration and  
Supervision Matched to the School Leadership Licensure  
Assessment Specifications – pp. 6-10**



The Board began considering further changes to the Standards of Quality at the April 28, 2004 annual planning session. Subsequently, the Board's Standing Committee on the Standards of Quality held two work sessions, on May 24 and June 22, 2004. The committee held a forum on July 20, 2004 and invited the Virginia Association of School Superintendents, Virginia School Boards Association, Virginia Association for Supervision and Curriculum Development, Virginia Education Association, Virginia Association of Secondary School Principals, Virginia Association of Elementary School Principals, Virginia CARES, Virginia Education Coalition, Virginia Association of Counties, Virginia Municipal League, and Virginia Congress of Parents and Teachers. The Board then opened the Standards of Quality to public comment.

The Board held four public hearings on October 13 and 14 in Suffolk, Fairfax County, Goochland County, and Wythe County. A total of 19 people spoke at the public hearings, and 26 people submitted written comments.

**Summary of Major Elements:** Attached are the proposed changes to the Standards of Quality. These changes include the following:

**Standard 1: Instructional programs supporting the Standards of Learning and other educational objectives**

- The curriculum adopted by the local school board shall be aligned to the Standards of Learning.
- Local school boards shall develop and implement a program of instruction for grades K through 12 that is aligned to the Standards of Learning, and meets or exceeds requirements of the Board of Education.
- Local school boards shall collect and analyze data, and use the results to evaluate and make decisions about the instructional program.

**Standard 2. Instructional, administrative, and support personnel**

- State funding, pursuant to the appropriation act, shall be provided to support 17 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency. [This language comports with Item 146 C.15 of the 2004 Appropriation Act.]

**Standard 3. Accreditation, other standards and evaluation**

- Local school boards shall report the results of all school academic reviews and the required annual progress reports in public session. The local school board shall implement any actions identified through the academic review and utilize them for improvement planning.
- Each local school board shall require the use of data to evaluate student progress and determine and recognize educational performance.
- Each local school division superintendent shall regularly review the division's submission of data and reports required by state and federal law and regulations to ensure that all information is accurate and submitted in a timely fashion.
- Each school board shall analyze and report annually the results from students' industry certification examinations.

## **Standard 5. Teacher quality and educational leadership**

- Teacher evaluations shall be based on regular observation of the teacher in the classroom. The evaluations shall be based, in part, on evidence that instruction is aligned with the school division's written curriculum, and shall include identification of appropriate professional development tailored to each individual teacher's instructional needs.
- Each local school board shall require its members to participate annually in high-quality professional development on governance, including but not limited to personnel policies and practices: curriculum and instruction; use of data in planning and decision-making; and current issues in education. [The current language requires annual participation in high quality professional development in personnel, curriculum, and current issues in education.]
- Local school boards shall provide teachers and principals with high-quality professional development programs each year in instructional content.
- Each school board shall require all instructional personnel to participate each year in these high quality professional development programs.
- Each local school board shall annually review its professional development program for quality, effectiveness, participation by instructional personnel, and relevancy to the instructional needs of teachers and the academic achievement needs of the students in the school division.

## **Standard 6. Planning and public involvement**

- The Board of Education's statewide comprehensive, unified, long-range plan shall be based on data collection, analysis, and evaluation. [The current language requires the Board of Education and local school boards to adopt six-year plans and for schools to prepare biennial plans. The proposed amendments would delete the specific timeframes and, instead, would require comprehensive, unified, long-range plans.]
- The Board's plan shall include strategies for improving student achievement, and then maintaining high levels of student achievement.
- Each local school board's divisionwide comprehensive, unified, long-range plan shall be based on data collection, analysis, and evaluation.
- The local school board's plan shall include, or be consistent with, all other divisionwide plans required by state and federal laws and regulations.
- The local school board's plan shall include strategies for improving student achievement, and then maintaining high levels of student achievement.
- The local school board's plan shall include provisions for parent and family involvement to include building successful school and parent partnerships.

## **Standard 8. Compliance**

- Each local school board shall report its compliance with the Standards of Quality to the Board of Education annually. The report of compliance shall be submitted to the Board of Education by the chairman of the local school board and the division superintendent.
- Noncompliance with the Standards of Quality shall be included in the Board of Education's annual report to the Governor and the General Assembly.

## Summary of public comments

A total of 45 individuals and organizations spoke at one of the four public hearings, submitted written comments, or both. The comments addressed the following areas:

Comments recommending additional changes, including:

- Reduction in maximum class sizes
- Requiring full-time librarians in elementary schools, and one librarian in every elementary school
- Requiring professional development for paraprofessionals
- Requiring teachers' salaries to meet or exceed national average
- Increasing the emphasis on mathematics, and recommending the creation of a mathematics specialist through licensure
- Increasing the emphasis on technology
- Requiring full-day kindergarten

Comments expressing concern about:

- The fiscal impact of these proposed revisions
- Virginia's accountability program and Standards of Learning assessments

Comments expressing support for the revisions that address:

- Increased parental involvement
- Emphasis on using data to drive decision-making
- Emphasis on professional development
- Increased emphasis on compliance
- General support for the proposed revisions

Some of the recommendations from public comment have a significant fiscal impact. It is suggested that these recommendations be considered in depth by the Board in calendar year 2005 for submission to the 2006 General Assembly. This is consistent with the biennial budget process and with language in § 22.1-18.01 of the Code of Virginia, which says, "...In any odd-numbered year in which the Board proposes changes to the standards of quality, the budget estimates that are required to be reported pursuant to § [2.2-1504](#) shall take into consideration the Board's proposed standards of quality."

In response to public comment, several technical and editorial changes are proposed to clarify the language. The proposed changes are bracketed, in bold print, and footnoted. The major changes include:

- Pages 10 and 17: Clarifying language about requiring the use of data to make decisions, to address concerns about the possible fiscal impact of this revision
- Page 15: Restoring the language in Standard 3 about the staffing requirements in the Standards of Accreditation, to allay concerns about the reduction of staffing
- Page 22: Changing the language about professional development for school board members to be consistent with language for superintendents, as suggested by the Virginia School Boards Association

**Superintendent's Recommendation:** N/A

**Impact on Resources:** The impact on resources is not expected to be significant.

**Timetable for Further Review/Action:** In accordance with § 22.1-18 of the Code of Virginia, the proposed revisions to the Standards of Quality are to be submitted to the Governor and the General Assembly in the Board's annual report on the conditions and needs of public education in the Commonwealth for consideration by the 2005 General Assembly.

1 **§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of**  
2 **Learning and other educational objectives.**

3 A. The General Assembly and the Board of Education believe that the fundamental goal  
4 of the public schools of this Commonwealth must be to enable each student to develop  
5 the skills that are necessary for success in school and preparation for life. The General  
6 Assembly and the Board of Education find that the quality of education is dependent  
7 upon the provision of (i) the appropriate working environment, benefits, and salaries  
8 necessary to ensure the availability of high-quality instructional personnel; (ii) the  
9 appropriate learning environment designed to promote student achievement; (iii) quality  
10 instruction that enables each student to become a productive and educated citizen of  
11 Virginia and the United States of America; and (iv) the adequate commitment of other  
12 resources. In keeping with this goal, the General Assembly shall provide for the support  
13 of public education as set forth in Article VIII, Section 1 of the Constitution of Virginia.

14 B. The Board of Education shall establish educational objectives known as the Standards  
15 of Learning, which shall form the core of Virginia's educational program, and other  
16 educational objectives, which together are designed to ensure the development of the  
17 skills that are necessary for success in school and for preparation for life in the years  
18 beyond. At a minimum, the Board shall establish Standards of Learning for English,  
19 mathematics, science, and history and social science. The Standards of Learning shall not  
20 be construed to be regulations as defined in § 2.2-4001.

21 The Board shall seek to ensure that the Standards of Learning are consistent with a high-  
22 quality foundation educational program. The Standards of Learning shall include, but not  
23 be limited to, the basic skills of communication (listening, speaking, reading, and  
24 writing); computation and critical reasoning including problem solving and decision  
25 making; proficiency in the use of computers and related technology; and the skills to  
26 manage personal finances and to make sound financial decisions.

27 The English Standards of Learning for reading in kindergarten through grade three shall  
28 be based on components of effective reading instruction, to include, at a minimum,  
29 phonemic awareness, phonics, fluency, vocabulary development, and text  
30 comprehension.

31 The Standards of Learning in all subject areas shall be subject to regular review and  
32 revision to maintain rigor and to reflect a balance between content knowledge and the  
33 application of knowledge in preparation for eventual employment and lifelong learning.  
34 The Board of Education shall establish a regular schedule, in a manner it deems  
35 appropriate, for the review, and revision as may be necessary, of the Standards of  
36 Learning in all subject areas. Such review of each subject area shall occur at least once  
37 every seven years. Nothing in this section shall be construed to prohibit the Board from  
38 conducting such review and revision on a more frequent basis.

39 To provide appropriate opportunity for input from the general public, teachers, and local  
40 school boards, the Board of Education shall conduct public hearings prior to establishing  
41 revised Standards of Learning. Thirty days prior to conducting such hearings, the Board

1 shall give notice of the date, time, and place of the hearings to all local school boards and  
2 any other persons requesting to be notified of the hearings and publish notice of its  
3 intention to revise the Standards of Learning in the Virginia Register of Regulations.  
4 Interested parties shall be given reasonable opportunity to be heard and present  
5 information prior to final adoption of any revisions of the Standards of Learning.

6 In addition, the Department of Education shall make available and maintain a website,  
7 either separately or through an existing website utilized by the Department of Education,  
8 enabling public elementary, middle, and high school educators to submit  
9 recommendations for improvements relating to the Standards of Learning, when under  
10 review by the Board according to its established schedule, and related assessments  
11 required by the Standards of Quality pursuant to this chapter. Such website shall facilitate  
12 the submission of recommendations by educators.

13 School boards shall implement the Standards of Learning or objectives specifically  
14 designed for their school divisions that are equivalent to or exceed the Board's  
15 requirements. Students shall be expected to achieve the educational objectives established  
16 by the school division at appropriate age or grade levels. The curriculum adopted by the  
17 local school division shall be aligned to the Standards of Learning.

18 The Board of Education shall ~~supplement-include in~~ the Standards of Learning for history  
19 and social science ~~to ensure~~ the study of contributions to society of diverse people. For  
20 the purposes of this subsection, "diverse" shall include consideration of disability,  
21 ethnicity, race, and gender.

22 With such funds as are made available for this purpose, the Board shall regularly review  
23 and revise the competencies for career and technical education programs to require the  
24 full integration of English, mathematics, science, and history and social science Standards  
25 of Learning. Career and technical education programs shall be aligned with industry and  
26 professional standard certifications, where they exist.

27 C. Local school boards shall develop and implement a program of instruction for grades  
28 K through 12 that corresponds is aligned<sup>1</sup> to the Standards of Learning, and meets or  
29 exceeds requirements of the Board of Education. The program of instruction shall  
30 emphasizes-emphasize reading, writing, speaking, mathematical concepts and  
31 computations, proficiency in the use of computers and related technology, and scientific  
32 concepts and processes; essential skills and concepts of citizenship, including knowledge  
33 of Virginia history and world and United States history, economics, government, foreign  
34 languages, international cultures, health and physical education, environmental issues and  
35 geography necessary for responsible participation in American society and in the  
36 international community; fine arts, which may include, but need not be limited to, music  
37 and art, and practical arts; knowledge and skills needed to qualify for further education  
38 and employment or [, in the case of children with disabilities, to qualify for]<sup>2</sup>

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<sup>1</sup> Editorial change for consistency in wording.

<sup>2</sup> Editorial change. The original language could be read to indicate that students with disabilities aren't expected to achieve further education and employment, which is inaccurate and inappropriate.

1 appropriate training; and development of the ability to apply such skills and knowledge in  
2 preparation for eventual employment and lifelong learning.

3 Local school boards shall also develop and implement programs of prevention,  
4 intervention, or remediation for students who are educationally at risk including, but not  
5 limited to, those who fail to achieve a passing score on any Standards of Learning  
6 assessment in grades three through eight or who fail an end-of-course test required for the  
7 award of a verified unit of credit required for the student's graduation.

8 Any student who passes one or more, but not all, of the Standards of Learning  
9 assessments for the relevant grade level in grades three through eight may be required to  
10 attend a remediation program.

11 Any student who fails all four<sup>3</sup> of the Standards of Learning assessments for the  
12 relevant grade level in grades three through eight shall be required to attend a summer  
13 school program or to participate in another form of remediation. Division superintendents  
14 shall require such students to take special programs of prevention, intervention, or  
15 remediation, which may include attendance in public summer school programs, in  
16 accordance with clause (ii) of subsection A of § 22.1-254 and § 22.1-254.01.

17 Remediation programs shall include, when applicable, a procedure for early identification  
18 of students who are at risk of failing the Standards of Learning assessments in grades  
19 three through eight or who fail an end-of-course test required for the award of a verified  
20 unit of credit required for the student's graduation. Such programs may also include  
21 summer school for all elementary and middle school grades and for all high school  
22 academic courses, as defined by regulations promulgated by the Board of Education, or  
23 other forms of remediation. Summer school remediation programs or other forms of  
24 remediation shall be chosen by the division superintendent to be appropriate to the  
25 academic needs of the student. Students who are required to attend such summer school  
26 programs or to participate in another form of remediation shall not be charged tuition by  
27 the school division.

28 The requirement for remediation may, however, be satisfied by the student's attendance  
29 in a program of prevention, intervention or remediation that has been selected by his  
30 parent, in consultation with the division superintendent or his designee, and is either (i)  
31 conducted by an accredited private school or (ii) a special program that has been  
32 determined to be comparable to the required public school remediation program by the  
33 division superintendent. The costs of such private school remediation program or other  
34 special remediation program shall be borne by the student's parent.

35 The Board of Education shall establish standards for full funding of summer remedial  
36 programs that shall include, but not be limited to, the minimum number of instructional  
37 hours or the equivalent thereof required for full funding and an assessment system

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<sup>3</sup> Editorial change to clarify that this requirement is in effect if the student fails the Standards of Learning assessments in English, mathematics, science, and history and social science. If a student is in a grade in which he or she is only required to take a Standards of Learning assessment in history, for example, and does not pass, the school division would not have to require the student to participate in a remediation program.

1 designed to evaluate program effectiveness. Based on the number of students attending  
2 and the Commonwealth's share of the per pupil instructional costs, state funds shall be  
3 provided for the full cost of summer and other remediation programs as set forth in the  
4 appropriation act, provided such programs comply with such standards as shall be  
5 established by the Board, pursuant to § 22.1-199.2.

6 D. Local school boards shall also implement the following:

7 1. Programs in grades K through three that emphasize developmentally appropriate  
8 learning to enhance success.

9 2. Programs based on prevention, intervention, or remediation designed to increase the  
10 number of students who earn a high school diploma and to prevent students from  
11 dropping out of school.

12 3. Career and technical education programs incorporated into the K through 12 curricula  
13 that include:

14 a. Knowledge of careers and all types of employment opportunities including, but not  
15 limited to, apprenticeships, entrepreneurship and small business ownership, the military,  
16 and the teaching profession, and emphasize the advantages of completing school with  
17 marketable skills;

18 b. Career exploration opportunities in the middle school grades; and

19 c. Competency-based career and technical education programs that integrate academic  
20 outcomes, career guidance and job-seeking skills for all secondary students. Programs  
21 must be based upon labor market needs and student interest. Career guidance shall  
22 include counseling about available employment opportunities and placement services for  
23 students exiting school. Each school board shall develop and implement a plan to ensure  
24 compliance with the provisions of this subdivision. Such plan shall be developed with the  
25 input of area business and industry representatives and local community colleges and  
26 shall be submitted to the Superintendent of Public Instruction in accordance with the  
27 timelines established by federal law.

28 4. Early identification of students with disabilities and enrollment of such students in  
29 appropriate instructional programs consistent with state and federal law.

30 5. Early identification of gifted students and enrollment of such students in appropriately  
31 differentiated instructional programs.

32 6. Educational alternatives for students whose needs are not met in programs prescribed  
33 elsewhere in these standards. Such students shall be counted in average daily membership  
34 (ADM) in accordance with the regulations of the Board of Education.

35 7. Adult education programs for individuals functioning below the high school  
36 completion level. Such programs may be conducted by the school board as the primary

- 1 agency or through a collaborative arrangement between the school board and other  
2 agencies.
- 3 8. A plan to make achievements for students who are educationally at risk a divisionwide  
4 priority that shall include procedures for measuring the progress of such students.
- 5 9. A plan to notify students and their parents of the availability of dual enrollment and  
6 advanced placement classes, the International Baccalaureate Program, and Academic  
7 Year Governor's School Programs, the qualifications for enrolling in such classes and  
8 programs, and the availability of financial assistance to low-income and needy students to  
9 take the advanced placement and International Baccalaureate examinations.
- 10 10. Identification of students with limited English proficiency and enrollment of such  
11 students in appropriate instructional programs.
- 12 11. Early identification, diagnosis, and assistance for students with reading problems and  
13 provision of instructional strategies and reading practices that benefit the development of  
14 reading skills for all students.
- 15 12. Incorporation of art, music, and physical education as a part of the instructional  
16 program at the elementary school level.
- 17 13. A program of student services for grades kindergarten through 12 that shall be  
18 designed to aid students in their educational, social, and career development.
- 19 14. [~~A process of collecting and analyzing~~*The collection and analysis of data, and*  
20 ~~using the use of~~ results to evaluate and make decisions about the instructional program.]<sup>4</sup>

21 E. From such funds as may be appropriated or otherwise received for such purpose, there  
22 shall be established within the Department of Education a unit to (i) conduct evaluative  
23 studies; (ii) provide the resources and technical assistance to increase the capacity for  
24 school divisions to deliver quality instruction; and (iii) assist school divisions in  
25 implementing those programs and practices that will enhance pupil academic  
26 performance and improve family and community involvement in the public schools. Such  
27 unit shall identify and analyze effective instructional programs and practices and  
28 professional development initiatives; evaluate the success of programs encouraging  
29 parental and family involvement; assess changes in student outcomes prompted by family  
30 involvement; and collect and disseminate among school divisions information regarding  
31 effective instructional programs and practices, initiatives promoting family and  
32 community involvement, and potential funding and support sources. Such unit may also  
33 provide resources supporting professional development for administrators and teachers.  
34 In providing such information, resources, and other services to school divisions, the unit  
35 shall give priority to those divisions demonstrating a less than 70 percent passing rate on  
36 the Standards of Learning assessments.

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<sup>4</sup> Editorial change to emphasize the use of data in decision-making, rather than the process or the system used to collect and analyze the data.

1 § 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.

2 A. The Board shall establish requirements for the licensing of teachers, principals,  
3 superintendents, and other professional personnel.

4 B. School boards shall employ licensed instructional personnel qualified in the relevant  
5 subject areas.

6 C. Each school board shall assign licensed instructional personnel in a manner that  
7 produces divisionwide ratios of students in average daily membership to full-time  
8 equivalent teaching positions, excluding special education teachers, principals, assistant  
9 principals, counselors, and librarians, that are not greater than the following ratios: (i) 24  
10 to one in kindergarten with no class being larger than 29 students; if the average daily  
11 membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide shall  
12 be assigned to the class; (ii) 24 to one in grades one, two, and three with no class being  
13 larger than 30 students; (iii) 25 to one in grades four through six with no class being  
14 larger than 35 students; and (iv) 24 to one in English classes in grades six through 12.

15 Within its regulations governing special education programs, the Board shall seek to set  
16 pupil/teacher ratios for ~~educable mentally retarded (EMR)~~ pupils with mental  
17 retardation<sup>5</sup> ~~that who that~~ do not exceed the pupil/teacher ratios for self-contained  
18 classes for pupils with specific learning disabilities.

19 ~~(21:1 ratio is funded for the second year—see Editor's note)~~<sup>6</sup> Further, school boards shall  
20 assign instructional personnel in a manner that produces schoolwide ratios of students in  
21 average daily memberships to full-time equivalent teaching positions of 21 to one in  
22 middle schools and high schools. School divisions shall provide all middle and high  
23 school teachers with one planning period per day or the equivalent, unencumbered of any  
24 teaching or supervisory duties.

25 D. Each local school board shall employ with state and local basic, special education,  
26 gifted, and career and technical education funds a minimum number of licensed, full-time  
27 equivalent instructional personnel for each 1,000 students in average daily membership  
28 (ADM) as set forth in the appropriation act. Calculations of kindergarten positions shall  
29 be based on full-day kindergarten programs. Beginning with the March 31 report of  
30 average daily membership, those school divisions offering half-day kindergarten with  
31 pupil/teacher ratios that exceed 30 to one shall adjust their average daily membership for  
32 kindergarten to reflect 85 percent of the total kindergarten average daily memberships, as  
33 provided in the appropriation act.

34 E. In addition to the positions supported by basic aid and in support of regular school  
35 year programs of prevention, intervention, and remediation, state funding, pursuant to the  
36 appropriation act, shall be provided to fund certain full-time equivalent instructional  
37 positions for each 1,000 students in grades K through 12 who are identified as needing

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<sup>5</sup> Editorial change for consistency with federal and state special education regulations.

<sup>6</sup> Extraneous language in the body of the standard. According to the Editor's Note, the 21:1 ratio is funded for the second year only.

1 prevention, intervention, and remediation services. State funding for prevention,  
2 intervention, and remediation programs provided pursuant to this subsection and the  
3 appropriation act may be used to support programs for educationally at-risk students as  
4 identified by the local school boards.

5 F. In addition to the positions supported by basic aid and those in support of regular  
6 school year programs of prevention, intervention, and remediation, state funding,  
7 pursuant to the appropriation act, shall be provided to support ~~10-17~~<sup>7</sup> full-time equivalent  
8 instructional positions for each 1,000 students identified as having limited English  
9 proficiency.

10 G. In addition to the full-time equivalent positions required elsewhere in this section,  
11 each local school board shall employ the following reading specialists in elementary  
12 schools, one full-time in each elementary school at the discretion of the local school  
13 board.

14 H. Each local school board shall employ, at a minimum, the following full-time  
15 equivalent positions for any school that reports fall membership, according to the type of  
16 school and student ~~employment~~ enrollment<sup>8</sup>:

17 1. Principals in elementary schools, one half-time to 299 students, one full-time at 300  
18 students; principals in middle schools, one full-time, to be employed on a 12-month  
19 basis; principals in high schools, one full-time, to be employed on a 12-month basis;

20 2. Assistant principals in elementary schools, one half-time at 600 students, one full-time  
21 at 900 students; assistant principals in middle schools, one full-time for each 600  
22 students; assistant principals in high schools, one full-time for each 600 students;

23 3. Librarians in elementary schools, one part-time to 299 students, one full-time at 300  
24 students; librarians in middle schools, one-half time to 299 students, one full-time at 300  
25 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299  
26 students, one full-time at 300 students, two full-time at 1,000 students;

27 4. Guidance counselors in elementary schools, one hour per day per 100 students, one  
28 full-time at 500 students, one hour per day additional time per 100 students or major  
29 fraction thereof; guidance counselors in middle schools, one period per 80 students, one  
30 full-time at 400 students, one additional period per 80 students or major fraction thereof;  
31 guidance counselors in high schools, one period per 70 students, one full-time at 350  
32 students, one additional period per 70 students or major fraction thereof; and

33 5. Clerical personnel in elementary schools, part-time to 299 students, one full-time at  
34 300 students; clerical personnel in middle schools, one full-time and one additional full-  
35 time for each 600 students beyond 200 students and one full-time for the library at 750  
36 students; clerical personnel in high schools, one full-time and one additional full-time for  
37 each 600 students beyond 200 students and one full-time for the library at 750 students.

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<sup>7</sup> Modify language to match § 146 C.15 of the 2004 Appropriation Act.

<sup>8</sup> Correct error.

1 I. Local school boards shall employ five positions per 1,000 students in grades  
2 kindergarten through five to serve as elementary resource teachers in art, music, and  
3 physical education.

4 J. ~~(See Editor's note)~~<sup>9</sup> Local school boards shall employ two positions per 1,000 students  
5 in grades kindergarten through 12, one to provide technology support and one to serve as  
6 an instructional technology resource teacher.

7 K. Local school boards may employ additional positions that exceed these minimal  
8 staffing requirements. These additional positions may include, but are not limited to,  
9 those funded through the state's incentive and categorical programs as set forth in the  
10 appropriation act.

11 L. A combined school, such as kindergarten through 12, shall meet at all grade levels the  
12 staffing requirements for the highest grade level in that school; this requirement shall  
13 apply to all staff, except for guidance counselors, and shall be based on the school's total  
14 enrollment; guidance counselor staff requirements shall, however, be based on the  
15 enrollment at the various school organization levels, i.e., elementary, middle, or high  
16 school. The Board of Education may grant waivers from these staffing levels upon  
17 request from local school boards seeking to implement experimental or innovative  
18 programs that are not consistent with these staffing levels.

19 M. School boards shall, however, annually, on or before January 1, report to the public  
20 the actual pupil/teacher ratios in elementary school classrooms by school for the current  
21 school year. Such actual ratios shall include only the teachers who teach the grade and  
22 class on a full-time basis and shall exclude resource personnel. School boards shall report  
23 pupil/teacher ratios that include resource teachers in the same annual report. Any classes  
24 funded through the voluntary kindergarten through third grade class size reduction  
25 program shall be identified as such classes. Any classes having waivers to exceed the  
26 requirements of this subsection shall also be identified. Schools shall be identified;  
27 however, the data shall be compiled in a manner to ensure the confidentiality of all  
28 teacher and pupil identities.

29 N. Students enrolled in a public school on a less than full-time basis shall be counted in  
30 ADM in the relevant school division. Students who are either (i) enrolled in a nonpublic  
31 school or (ii) receiving home instruction pursuant to § 22.1-254.1, and who are enrolled  
32 in public school on a less than full-time basis in any mathematics, science, English,  
33 history, social science, career and technical education, fine arts, foreign language, or  
34 health education or physical education course shall be counted in the ADM in the  
35 relevant school division on a pro rata basis as provided in the appropriation act. Each  
36 such course enrollment by such students shall be counted as 0.25 in the ADM; however,  
37 no such nonpublic or home school student shall be counted as more than one-half a  
38 student for purposes of such pro rata calculation. Such calculation shall not include  
39 enrollments of such students in any other public school courses.

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<sup>9</sup> Extraneous information in the body of the standard. According to the Editor's Note, Subsection J, as set out, was funded for only one position the first year and fully funded for the second year.

1 O. Each local school board shall provide those support services that are necessary for the  
2 efficient and cost-effective operation and maintenance of its public schools.

3 For the purposes of this title, unless the context otherwise requires, "support services"  
4 shall include services provided by the school board members; the superintendent;  
5 assistant superintendents; student services (including guidance counselors, social  
6 workers, and homebound, improvement, principal's office, and library-media positions);  
7 attendance and health positions; administrative, technical, and clerical positions;  
8 operation and maintenance positions; educational technology positions; school nurses;  
9 and pupil transportation positions.

10 Pursuant to the ~~appropriations~~appropriation act, support services shall be funded from |  
11 basic school aid on the basis of prevailing statewide costs.

1 § 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation.

2 A. The Board of Education shall promulgate regulations establishing standards for  
3 accreditation pursuant to the Administrative Process Act (§ 2.2-4000 et seq.), which shall  
4 include, but not be limited to, student outcome measures, requirements and guidelines for  
5 instructional programs and for the integration of educational technology into such  
6 instructional programs, ~~administrative and instructional staffing levels and positions,~~  
7 ~~including staff positions for supporting educational technology, student services,~~  
8 ~~auxiliary education programs such as library and media services, administrative and~~  
9 ~~instructional staffing levels and positions, including staff positions for supporting~~  
10 ~~educational technology, student services, auxiliary education programs such as library~~  
11 ~~and media services,]~~<sup>10</sup> course and credit requirements for graduation from high school,  
12 community relations, and the philosophy, goals, and objectives of public education in  
13 Virginia.

14 The Board shall review annually the accreditation status of all schools in the  
15 Commonwealth.

16 Each local school board shall maintain schools that are fully accredited pursuant to the  
17 standards of accreditation as prescribed by the Board of Education. Each local school  
18 board shall review the accreditation status of all schools in the local school division  
19 annually in public session.

20 When the Board of Education has obtained evidence through the school academic review  
21 process that the failure of schools within a division to achieve full accreditation status is  
22 related to division failure to implement the Standards of Quality, the Board may require a  
23 division level academic review. After the conduct of such review and within the time  
24 specified by the Board of Education, each school board shall submit for approval by the  
25 Board a corrective action plan, consistent with criteria established by the Board and  
26 setting forth specific actions and a schedule designated to ensure that schools within its  
27 school division achieve full accreditation status. Such corrective action plans shall be  
28 part of the relevant school division's ~~six-year improvement comprehensive~~ plan pursuant  
29 to § 22.1-253.13:6.

30 With such funds as are appropriated or otherwise received for this purpose, the Board  
31 shall adopt and implement an academic review process, to be conducted by the  
32 Department of Education, to assist schools that are accredited with warning. The  
33 Department shall forward a report of each academic review to the relevant local school  
34 board, and such school board shall ~~make report~~ the results of such ~~academic~~ review ~~and~~  
35 ~~the required annual progress reports available to the public in public session.~~ ~~The local~~  
36 ~~school board shall implement any actions identified through the academic review and~~  
37 ~~utilize them for improvement planning.~~

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<sup>10</sup> Several people commented that they read the proposed deletion as eliminating the staff positions. It was intended simply to eliminate the requirement that the Standards of Accreditation include those staffing requirements that are also found in Standard 2 of the Standards of Quality. The language is restored to make it clear that the positions are not recommended for elimination.

1 B. The Superintendent of Public Instruction shall develop and the Board of Education  
2 shall approve criteria for determining and recognizing educational performance in the  
3 Commonwealth's public school divisions and schools. Such criteria, when approved, shall  
4 become an integral part of the accreditation process and shall include student outcome  
5 measurements. The Superintendent of Public Instruction shall annually identify to the  
6 Board those school divisions and schools that exceed or do not meet the approved  
7 criteria. Such identification shall include an analysis of the strengths and weaknesses of  
8 public education programs in the various school divisions in Virginia and  
9 recommendations to the General Assembly for further enhancing student learning  
10 uniformly across the Commonwealth. In recognizing educational performance in the  
11 school divisions, the Board shall include consideration of special school division  
12 accomplishments, such as numbers of dual enrollments and students in Advanced  
13 Placement and International Baccalaureate courses, and participation in academic year  
14 Governor's Schools.

15 The Superintendent of Public Instruction shall assist local school boards in the  
16 implementation of action plans for increasing educational performance in those school  
17 divisions and schools that are identified as not meeting the approved criteria. The  
18 Superintendent of Public Instruction shall monitor the implementation of and report to the  
19 Board of Education on the effectiveness of the corrective actions taken to improve the  
20 educational performance in such school divisions and schools.

21 C. With such funds as are available for this purpose, the Board of Education shall  
22 prescribe assessment methods to determine the level of achievement of the Standards of  
23 Learning objectives by all students. Such assessments shall evaluate knowledge,  
24 application of knowledge, critical thinking, and skills related to the Standards of Learning  
25 being assessed. The Board shall (i) in consultation with the chairpersons of the eight  
26 regional superintendents' study groups, establish a timetable for administering the  
27 Standards of Learning assessments to ensure genuine end-of-course and end-of-grade  
28 testing and (ii) with the assistance of independent testing experts, conduct a regular  
29 analysis and validation process for these assessments.

30 In prescribing such Standards of Learning assessments, the Board shall provide local  
31 school boards the option of administering tests for United States History to 1877, United  
32 States History: 1877 to the Present, and Civics and Economics. The Board of Education  
33 shall make publicly available such assessments in a timely manner and as soon as  
34 practicable following the administration of such tests, so long as the release of such  
35 assessments does not compromise test security or deplete the bank of assessment  
36 questions necessary to construct subsequent tests.

37 The Board shall include in the student outcome measures that are required by the  
38 Standards of Accreditation end-of-course or end-of-grade tests for various grade levels  
39 and classes, as determined by the Board, in accordance with the Standards of Learning.  
40 These Standards of Learning assessments shall include, but need not be limited to, end-  
41 of-course or end-of-grade tests for English, mathematics, science, and history and social  
42 science.

1 In addition, to assess the educational progress of students, the Board of Education shall  
2 (i) develop appropriate assessments, which may include criterion-referenced tests and  
3 alternative assessment instruments that may be used by classroom teachers and (ii)  
4 prescribe and provide measures, which may include nationally normed tests to be used to  
5 identify students who score in the bottom quartile at selected grade levels.

6 D. The Board of Education is authorized to pursue all available civil remedies for  
7 breaches in test security and unauthorized alteration of test materials or test results.  
8 Notwithstanding any other provision of state law, no test or examination authorized by  
9 this section, including the Standards of Learning assessments, shall be released or  
10 required to be released as minimum competency tests, if, in the judgment of the Board,  
11 such release would breach the security of such test or examination or deplete the bank of  
12 questions necessary to construct future secure tests.

13 E. With such funds as may be appropriated, the Board of Education may provide, through  
14 an agreement with vendors having the technical capacity and expertise to provide  
15 computerized tests and assessments, and test construction, analysis, and security, for (i)  
16 web-based computerized tests and assessments for the evaluation of student progress  
17 during and after remediation and (ii) the development of a remediation item bank directly  
18 related to the Standards of Learning.

19 F. To assess the educational progress of students as individuals and as groups, each local  
20 school board shall require the ~~[implementation of a data-driven decision-making~~  
21 ~~process use of data]~~<sup>11</sup> to evaluate student progress and determine and recognize  
22 [education educational] performance. Each local school board shall require the  
23 administration of appropriate assessments to all students for grade levels and courses  
24 identified by the Board of Education, which may include criterion-referenced tests,  
25 teacher-made tests and alternative assessment instruments and shall include the Standards  
26 of Learning Assessments and the National Assessment of Educational Progress state-by-  
27 state assessment. Each school board shall analyze and report annually, in compliance  
28 with any criteria that may be established by the Board of Education, the results from the  
29 Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, if  
30 administered, industry certification examinations, and the Standards of Learning  
31 Assessments to the public.

32 The Board of Education shall not require administration of the Stanford Achievement  
33 Test Series, Ninth Edition (Stanford Nine) assessment, except as may be selected to  
34 facilitate compliance with the requirements for home instruction pursuant to § 22.1-  
35 254.1.

36 The Board shall include requirements for the reporting of the Standards of Learning  
37 assessment scores and averages for each year as part of the Board's requirements relating  
38 to the School Performance Report Card. Such scores shall be disaggregated for each  
39 school by gender and by race or ethnicity, and shall be reported to the public within three  
40 months of their receipt. These reports (i) shall be posted on the portion of the Department

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<sup>11</sup> Editorial change to emphasize the use of data in decision-making, rather than the process or the system used to collect and analyze the data.

1 of Education's website relating to the School Performance Report Card, in a format and in  
2 a manner that allows year-to-year comparisons, and (ii) may include the National  
3 Assessment of Educational Progress state-by-state assessment.

4 G. Each local school division superintendent shall regularly review the division's  
5 submission of data and reports required by state and federal law and regulations to ensure  
6 that all information is accurate and submitted in a timely fashion. The Superintendent of  
7 Public Instruction shall provide a list of the required reports and data to division  
8 superintendents annually. The status of compliance with this requirement shall be  
9 included in the Board of Education's annual report to the Governor and the General  
10 Assembly as required by § 22.1-18.

1    **§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.**

2    A. Each local school board shall award diplomas to all secondary school students,  
3 including students who transfer from nonpublic schools or from home instruction, who  
4 earn the units of credit prescribed by the Board of Education, pass the prescribed tests,  
5 and meet such other requirements as may be prescribed by the local school board and  
6 approved by the Board of Education. Provisions shall be made for students who transfer  
7 between secondary schools and from nonpublic schools or from home instruction as  
8 outlined in the standards for accreditation. Further, reasonable accommodation to meet  
9 the requirements for diplomas shall be provided for otherwise qualified students with  
10 disabilities as needed.

11 In addition, each local school board may devise, vis-a-vis the award of diplomas to  
12 secondary school students, a mechanism for calculating class rankings that takes into  
13 consideration whether the student has taken a required class more than one time and has  
14 had any prior earned grade for such required class expunged.

15 Each local school board shall notify the parent of rising eleventh and twelfth grade  
16 students of (i) the number of standard and verified units of credit required for graduation  
17 pursuant to the standards of accreditation and (ii) the remaining number of such units of  
18 credit the individual student requires for graduation.

19 B. Students identified as disabled who complete the requirements of their individualized  
20 education programs shall be awarded special diplomas by local school boards.

21 Each local school board shall notify the parent of such students with disabilities who have  
22 an individualized education program and who fail to meet the requirements for  
23 graduation of the student's right to a free and appropriate education to age 21, inclusive,  
24 pursuant to Article 2 (§ 22.1-213 et seq.) of Chapter 13 of this title.

25 C. Students who have completed a prescribed course of study as defined by the local  
26 school board shall be awarded certificates of program completion by local school boards  
27 if they are not eligible to receive a standard, advanced studies, modified standard, or  
28 general achievement diploma.

29 Each local school board shall provide notification of the right to a free public education  
30 for students who have not reached 20 years of age on or before August 1 of the school  
31 year, pursuant to Chapter 1 (§ 22.1-1 et seq.) of this title, to the parent of students who  
32 fail to graduate or who have failed to achieve the number of verified units of credit  
33 required for graduation as provided in the standards of accreditation. If such student who  
34 does not graduate or achieve such verified units of credit is a student for whom English is  
35 a second language, the local school board shall notify the parent of the student's  
36 opportunity for a free public education in accordance with § 22.1-5.

37 D. In establishing course and credit requirements for a high school diploma, the Board  
38 shall:

1 1. Provide for the selection of integrated learning courses meeting the Standards of  
2 Learning and approved by the Board to satisfy graduation credit requirements, which  
3 shall include Standards of Learning testing, as necessary;

4 2. Establish the requirements for a standard, modified standard, or advanced studies high  
5 school diploma, which shall include one credit in fine, performing, or practical arts and  
6 one credit in United States and Virginia history. The requirements for a standard high  
7 school diploma shall, however, include at least two sequential electives chosen from a  
8 concentration of courses selected from a variety of options that may be planned to ensure  
9 the completion of a focused sequence of elective courses. Students may take such focused  
10 sequence of elective courses in consecutive years or any two years of high school. Such  
11 focused sequence of elective courses shall provide a foundation for further education or  
12 training or preparation for employment and shall be developed by the school division,  
13 consistent with Board of Education guidelines and as approved by the local school board;

14 3. Provide, in the requirements for the verified units of credit stipulated for obtaining the  
15 standard or advanced studies diploma, that students completing elective classes into  
16 which the Standards of Learning for any required course have been integrated may take  
17 the relevant Standards of Learning test for the relevant required course and receive, upon  
18 achieving a satisfactory score on the specific Standards of Learning assessment, a  
19 verified unit of credit for such elective class that shall be deemed to satisfy the Board's  
20 requirement for verified credit for the required course; and

21 4. Establish a procedure to facilitate the acceleration of students that allows qualified  
22 students, with the recommendation of the division superintendent, without completing the  
23 140-hour class, to obtain credit for such class upon demonstration of mastery of the  
24 course content and objectives. Having received credit for the course, the student shall be  
25 permitted to sit for the relevant Standards of Learning assessment and, upon receiving a  
26 passing score, shall earn a verified credit. Nothing in this section shall preclude relevant  
27 school division personnel from enforcing compulsory attendance in public schools.

28 In addition, the Board may:

29 a. For the purpose of awarding verified units of credit, approve the use of additional or  
30 substitute tests for the correlated Standards of Learning assessment, such as academic  
31 achievement tests, industry certifications or state licensure examinations; and

32 b. Permit students completing career and technical education programs designed to  
33 enable such students to pass such industry certification examinations or state licensure  
34 examinations to be awarded, upon obtaining satisfactory scores on such industry  
35 certification or licensure examinations, the appropriate verified units of credit for one or  
36 more career and technical education classes into which relevant Standards of Learning for  
37 various classes taught at the same level have been integrated. Such industry certification  
38 and state licensure examinations may cover relevant Standards of Learning for various  
39 required classes and may, at the discretion of the Board, address some Standards of  
40 Learning for several required classes.

1 E. In the exercise of its authority to recognize exemplary academic performance by  
2 providing for diploma seals, the Board of Education shall develop criteria for recognizing  
3 exemplary performance in career and technical education programs by students who have  
4 completed the requirements for a standard or advanced studies diploma and shall award  
5 seals on the diplomas of students meeting such criteria.

6 In addition, the Board shall establish criteria for awarding a diploma seal for advanced  
7 mathematics and technology for the standard and advanced studies diplomas. The Board  
8 shall consider including criteria for (i) technology courses; (ii) technical writing, reading,  
9 and oral communication skills; (iii) technology-related practical arts training; and (iv)  
10 industry, professional, and trade association national certifications.

11 The Board shall also establish criteria for awarding a diploma seal for excellence in civics  
12 education and understanding of our state and federal constitutions and the democratic  
13 model of government for the standard and advanced studies diplomas. The Board shall  
14 consider including criteria for (i) successful completion of history, government, and  
15 civics courses, including courses that incorporate character education; (ii) voluntary  
16 participation in community service or extracurricular activities; and (iii) related  
17 requirements as it deems appropriate.

18 F. The Board shall establish, by regulation, requirements for the award of a general  
19 achievement diploma for those persons who have (i) achieved a passing score on the  
20 GED examination; (ii) successfully completed an education and training program  
21 designated by the Board of Education; and (iii) satisfied other requirements as may be  
22 established by the Board for the award of such diploma.

1 § 22.1-253.13:5. Standard 5. Teacher quality and educational leadership.

2 A. Each member of the Board of Education shall participate in high-quality professional  
3 development programs on personnel, curriculum and current issues in education as part  
4 of his service on the Board.

5 B. Consistent with the finding that leadership is essential for the advancement of public  
6 education in the Commonwealth, the Board of Education shall develop uniform  
7 performance standards and evaluation criteria for teachers, administrators, and  
8 superintendents, which shall include standards for training in the implementation of the  
9 Standards of Learning and training in the evaluation and documentation of teacher and  
10 administrator performance based on student academic progress and the skills and  
11 knowledge of instructional personnel.

12 Teacher evaluations shall be based on regular observation of the teacher in the classroom.  
13 The evaluations shall be based, in part, on evidence that instruction is aligned with the  
14 school division's written curriculum, and shall include identification of appropriate  
15 professional development tailored to each individual teacher's instructional needs.

16 C. The Board of Education shall provide guidance on high-quality professional  
17 development for (i) teachers, principals, supervisors, division superintendents and other  
18 school staff; (ii) administrative and supervisory personnel in the evaluation and  
19 documentation of teacher and administrator performance based on student academic  
20 progress and the skills and knowledge of such instructional or administrative personnel;  
21 (iii) school board members on personnel, curriculum and current issues in education; and  
22 (iv) programs in Braille for teachers of the blind and visually impaired, in cooperation  
23 with the Virginia Department for the Blind and Vision Impaired.

24 The Board shall also provide technical assistance on high-quality professional  
25 development to local school boards designed to ensure that all instructional personnel are  
26 proficient in the use of educational technology consistent with its ~~Six-Year Educational~~  
27 ~~Technology Plan for Virginia~~ comprehensive plan for educational technology.

28 D. Each local school board shall require (i) its members to participate annually in high-  
29 quality professional development [programs activities at the local, state or national  
30 levels]<sup>12</sup> on governance, including but not limited to personnel policies and practices;  
31 curriculum and instruction; use of data in planning and decision-making; and current  
32 issues in education as part of their service on the local board and (ii) the division  
33 superintendent to participate annually in high-quality professional development activities  
34 at the local, state or national levels.

35 E. Each local school board shall provide a program of high-quality professional  
36 development (i) in the use and documentation of performance standards and evaluation  
37 criteria based on student academic progress and skills for teachers and administrators to

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<sup>12</sup> Virginia School Boards Association suggested this change to make the language related to school boards exactly the same as is in the section related to superintendents in meeting their professional development requirements.

1 clarify roles and performance expectations and to facilitate the successful implementation  
2 of instructional programs that promote student achievement at the school and classroom  
3 levels; (ii) as part of the license renewal process, to assist teachers and principals in  
4 acquiring the skills needed to work with gifted students, students with disabilities, and  
5 students who have been identified as having limited English proficiency and to increase  
6 student achievement and expand the knowledge and skills students require to meet the  
7 standards for academic performance set by the Board of Education; (iii) in educational  
8 technology for all instructional personnel which is designed to facilitate integration of  
9 computer skills and related technology into the curricula, and (iv) for administrative  
10 personnel designed to increase proficiency in instructional leadership and management,  
11 including training in the evaluation and documentation of teacher and administrator  
12 performance based on student academic progress and the skills and knowledge of such  
13 instructional or administrative personnel.

14 In addition, each local school board shall also provide teachers and principals with high-  
15 quality professional development programs each year in (i) instructional content; (ii) the  
16 preparation of tests and other assessment measures; ~~(ii)-(iii)~~ methods for assessing the  
17 progress of individual students, including Standards of Learning assessment materials or  
18 other criterion-referenced tests that match locally developed objectives; ~~(iii)-(iv)~~ (iv)  
19 instruction and remediation techniques in English, mathematics, science, and history and  
20 social science; ~~(iv)-(v)~~ (v) interpreting test data for instructional purposes; and ~~(v)-(vi)~~ (vi)  
21 technology applications to implement the Standards of Learning.

22 F. Schools and school divisions shall include as an integral component of their ~~biennial~~  
23 ~~plans and six-year comprehensive~~ plans, ~~respectively~~, required by § 22.1-253.13:6, high-  
24 quality professional development programs that support the recruitment, employment,  
25 and retention of qualified teachers and principals. Each school board shall require all  
26 instructional personnel to participate each year in these high quality professional  
27 development programs.

28 G. Each local school board shall annually review its professional development program  
29 for quality, effectiveness, participation by instructional personnel, and relevancy to the  
30 instructional needs of teachers and the academic achievement needs of the students in the  
31 school division.

1 § 22.1-253.13:6. Standard 6. Planning and public involvement.

2 A. The Board of Education shall ~~revise, extend and~~ adopt ~~biennially~~ a statewide ~~six-year~~  
3 ~~comprehensive, unified, long-range~~ plan ~~based on data collection, analysis, and~~  
4 ~~evaluation~~ that shall be developed with statewide participation. The Board shall review  
5 the plan biennially and adopt any necessary revisions. The Board shall post such plan on  
6 the Department of Education's website if practicable, and, in any case, shall make a hard  
7 copy of such plan available for public inspection and copying.

8 This plan shall include the objectives of public education in Virginia including [the  
9 improvement and sustainability of student achievement strategies for improving student  
10 achievement and then maintaining high levels of student achievement]<sup>13</sup>, an assessment  
11 of the extent to which these objectives are being achieved, a forecast of enrollment  
12 changes and an assessment of the needs of public education in the Commonwealth. In the  
13 annual report required by § 22.1-18, the Board shall include an analysis of the extent to  
14 which these Standards of Quality have been achieved and the objectives of the statewide  
15 ~~six-year-comprehensive~~ plan have been met. The Board shall also develop, consistent  
16 with [, or as a part of]<sup>14</sup> its ~~six-year-comprehensive~~ plan, a detailed, ~~six-year~~  
17 ~~comprehensive, long-range~~ plan to integrate educational technology into the Standards of  
18 Learning and the curricula of the public schools in Virginia, including career and  
19 technical education programs. The Board shall review and approve the ~~six-year~~  
20 ~~comprehensive~~ plan for educational technology and may require the revision of such plan  
21 as it deems necessary.

22 B. Each local school board shall ~~revise, extend and~~ adopt ~~biennially~~ a divisionwide ~~six-~~  
23 ~~year-comprehensive, unified, long-range~~ plan ~~based on data collection, analysis, and~~  
24 ~~evaluation~~ that shall be developed with staff and community involvement. The  
25 comprehensive plan shall include, or be consistent with, all other divisionwide plans  
26 required by state and federal laws and regulations. Each local school board shall review  
27 the plan biennially and adopt any necessary revisions. Prior to the adoption of any  
28 divisionwide ~~six-year-comprehensive~~ plan or revisions to the plan, each local school  
29 board shall post such plan or revisions on the division's Internet website if practicable,  
30 and, in any case, shall make a hard copy of the plan or revisions available for public  
31 inspection and copying and shall conduct at least one public hearing to solicit public  
32 comment on the divisionwide plan or revisions.

33 The divisionwide ~~six-year-comprehensive~~ plan shall include, but shall not be limited to,  
34 (i) the objectives of the school division including [the improvement and sustainability of  
35 student achievement strategies for improving student achievement and then  
36 maintaining high levels of student achievement]<sup>15</sup>; (ii) an assessment of the extent to  
37 which these objectives are being achieved; (iii) a forecast of enrollment changes; (iv) a  
38 plan for projecting and managing enrollment changes including consideration of the  
39 consolidation of schools to provide for a more comprehensive and effective delivery of  
40 instructional services to students and economies in school operations; (v) an evaluation of

<sup>13</sup> Editorial change for clarity.

<sup>14</sup> Editorial change to clarify that there could be one plan that incorporates the requirements for both.

<sup>15</sup> Editorial change for clarity.

1 the appropriateness of establishing regional programs and services in cooperation with  
2 neighboring school divisions; (vi) a plan for implementing such regional programs and  
3 services when appropriate; (vii) a technology plan designed to integrate educational  
4 technology into the instructional programs of the school division, including the school  
5 division's career and technical education programs, consistent with [, or as a part of]<sup>16</sup> the  
6 ~~six-year-comprehensive~~ technology plan for Virginia adopted by the Board of Education;  
7 (viii) an assessment of the needs of the school division and evidence of community  
8 participation, including participation by parents, in the development of the plan; ~~and~~ (ix)  
9 any corrective action plan required pursuant to § 22.1-253.13:3; and (x) a plan for parent  
10 and family involvement to include building successful school and parent  
11 partnerships<sup>17</sup> [that shall be developed with staff and community involvement, including  
12 participation by parents]<sup>18</sup>.

13 A report shall be presented by each school board to the public by November 1 of each  
14 odd-numbered year on the extent to which the objectives of the divisionwide ~~six-~~  
15 ~~year-comprehensive~~ plan have been met during the previous two school years.

16 C. Each public school shall also prepare a biennial-comprehensive, unified, long-range  
17 plan, which the relevant school board shall consider in the development of its  
18 divisionwide ~~six-year-comprehensive~~ plan.

19 D. The Board of Education shall, in a timely manner, make available to local school  
20 boards information about where current Virginia school laws, Board regulations and  
21 revisions, and copies of relevant Opinions of the Attorney General of Virginia may be  
22 located online.

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<sup>16</sup> Editorial change to clarify that there could be one plan that incorporates the requirements for both.

<sup>17</sup> Added at the request of the Congress of Parents and Teachers to increase parent and family involvement.

<sup>18</sup> Editorial change to clarify that both the assessment and the plan itself is developed with the participation of parents.

1    **§ 22.1-253.13:7. Standard 7. School board policies.**

2    A. Each local school board shall maintain and follow up-to-date policies. All school  
3    board policies shall be reviewed at least every five years and revised as needed.

4    B. Each local school board shall ensure that policies developed giving consideration to  
5    the views of teachers, parents, and other concerned citizens and addressing the following:

6    1. A system of two-way communication between employees and the local school board  
7    and its administrative staff whereby matters of concern can be discussed in an orderly and  
8    constructive manner;

9    2. The selection and evaluation of all instructional materials purchased by the school  
10   division, with clear procedures for handling challenged controversial materials;

11   3. The standards of student conduct and attendance and enforcement procedures designed  
12   to provide that public education be conducted in an atmosphere free of disruption and  
13   threat to persons or property and supportive of individual rights;

14   4. School-community communications and community involvement;

15   5. Guidelines to encourage parents to provide instructional assistance to their children in  
16   the home, which may include voluntary training for the parents of children in grades K  
17   through three;

18   6. Information about procedures for addressing concerns with the school division and  
19   recourse available to parents pursuant to § 22.1-87;

20   7. A cooperatively developed procedure for personnel evaluation appropriate to tasks  
21   performed by those being evaluated; and

22   8. Grievances, dismissals, etc., of teachers, and the implementation procedure prescribed  
23   by the General Assembly and the Board of Education, as provided in Article 3 (§ 22.1-  
24   306 et seq.) of Chapter 15 of this title, and the maintenance of copies of such procedures.

25   A current copy of the school division policies shall be kept in the library of each school  
26   and in any public library in that division and shall be available to employees and to the  
27   public. If such policies are maintained online, school boards shall ensure that printed  
28   copies of such policies are available to citizens who do not have online access.

29   C. An annual announcement shall be made in each division at the beginning of the school  
30   year and, for parents of students enrolling later in the academic year, at the time of  
31   enrollment, advising the public that the policies are available in such places.

1 § 22.1-253.13:8. Compliance.

2 The Standards of Quality prescribed in this chapter shall be the only ~~standards of quality~~  
3 Standards of Quality required by Article VIII, Section 2 of the Constitution of Virginia.

4 Each local school board shall provide, as a minimum, the programs and services, as  
5 provided in the ~~standards of quality~~ Standards of Quality prescribed above, with state and  
6 local funds as apportioned by the General Assembly in the appropriation act and to the  
7 extent funding is provided by the General Assembly.

8 Each local school board shall report its compliance with the Standards of Quality to the  
9 Board of Education annually. The report of compliance shall be submitted to the Board  
10 of Education by the chairman of the local school board and the division superintendent.

11 Noncompliance with the Standards of Quality shall be included in the Board of  
12 Education's annual report to the Governor and the General Assembly as required by §  
13 22.1-18.

14 As required by § 22.1-18, the Board of Education shall submit to the Governor and the  
15 General Assembly a report on the condition and needs of public education in the  
16 Commonwealth and shall identify any school divisions and the specific schools therein  
17 that have failed to establish and maintain schools meeting the existing prescribed  
18 ~~standards of quality~~ Standards of Quality.

19 The Board of Education shall have authority to seek school division compliance with the  
20 foregoing Standards of Quality. When the Board of Education determines that a school  
21 division has failed or refused, and continues to fail or refuse, to comply with any such  
22 Standard, the Board may petition the circuit court having jurisdiction in the school  
23 division to mandate or otherwise enforce compliance with such standard, including the  
24 development or implementation of any required corrective action plan that a local school  
25 board has failed or refused to develop or implement in a timely manner.



school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include a complete listing of the current standards of quality for the Commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality.

The Board of Education's initial discussion concerning the contents of the 2004 annual report was held at the May 2004 meeting. The Board of Education received a detailed outline in July followed by a discussion draft for first review at the October 28<sup>th</sup> meeting. Based upon the reviews, the report has been prepared for the Board of Education's final review (attached).

**Summary of Major Elements:** A final draft of the *2004 Annual Report on the Condition and Needs of Public Schools in Virginia* is attached. The Board of Education is requested to review the final draft and make changes, additions, or deletions, which will be incorporated prior to the distribution of the final report to the Governor and General Assembly.

Please note that the *2004 Annual Report on the Condition and Needs of Public Schools in Virginia* will be delivered to the Governor and members of the General Assembly slightly later than November 15 (the due date specified in § 22.1-18 of the Virginia Code).

**Superintendent's Recommendation:** The Superintendent of Public Instruction recommends that the Board of Education adopt the final report and authorize the Department of Education staff to transmit the report to the Governor and General Assembly as required by § 22.1-18 of the Code of Virginia.

**Impact on Resources:** Staff at the Department of Education prepared the attached draft; therefore, there is an administrative impact related to preparing the text of the report and the tables contained therein. In addition, there is a minimal administrative impact for preparing, photocopying, and mailing the report to the intended recipients. The fiscal impact of distributing the report is minimal because Legislative Services guidelines for submitting reports to the legislature require that the reports be submitted on-line rather than in hard copy.

**Timetable for Further Review/Action:** The final report will be transmitted to the Governor and the General Assembly as required by the Division of Legislative Services' procedures for transmitting reports.



2004 ANNUAL REPORT

*FINAL REVIEW DRAFT:*  
*2004*  
*ANNUAL REPORT ON THE*  
*CONDITION AND NEEDS*  
*OF PUBLIC SCHOOLS IN VIRGINIA*

PRESENTED TO  
THE GOVERNOR AND  
THE GENERAL ASSEMBLY

(DATE)  
VIRGINIA BOARD OF EDUCATION

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### **Superintendent of Public Instruction**

Dr. Jo Lynne DeMary  
Virginia Department of Education

COMMONWEALTH OF VIRGINIA  
BOARD OF EDUCATION  
P.O. BOX 2120  
RICHMOND, VIRGINIA 23218-2120

(Date)

The Honorable Mark R. Warner, Governor  
Members of the Virginia General Assembly  
Commonwealth of Virginia  
Capitol Square  
Richmond, Virginia 23219

Dear Governor Warner and Members of the Virginia General Assembly:

On behalf of the Board of Education, I am pleased to transmit the *2004 Annual Report on the Condition and Needs of the Public Schools in Virginia*, submitted pursuant to § 22.1-18 of the Code of Virginia. The report contains information about the condition and needs of Virginia's public schools, including an analysis of student academic performance. A major component of this year's annual report is the complete listing of the changes in the Standards of Quality as prescribed by the Board of Education on (date). The amendments will be presented for consideration at the 2005 session of the General Assembly. Also included in the report is information on the changes in the Standards of Quality prescribed by the Board in 2003 and enacted by the 2004 General Assembly.

I am encouraged by the admirable efforts by the Governor and the General Assembly that led to increased funding for public education for the 2004-06 biennium. This support clearly demonstrates the state's commitment and its confidence in public education as a productive partner in the economic growth and development of the commonwealth. In that light, I believe the information contained in this report will convince Virginia's citizens that staying the course for high academic standards will take our students and our schools to a level of excellence that will help assure parents and other citizens that all students have the opportunity for an educational experience that is second to none.

To get the results we are seeking, we must maintain our sharp focus on shared accountability for student achievement and school improvement. The Board of Education cannot achieve these goals alone. Our partners at the state and local level, parents, students, and educators in schools, colleges, and literacy programs have essential roles to play. The Board of Education is grateful for the cooperation and support the Governor and General Assembly have given to Virginia's school improvement efforts. These efforts are showing positive results for our students, and the members of the Board of Education look forward to continuing that important work.

Sincerely,  
(signature)

Thomas M. Jackson, Jr.  
President

## **Preface**

### **Statutory Authority for the Annual Report:**

The Code of Virginia, in § 22.1-18, states:

By November 15 of each year, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the commonwealth and shall identify any school divisions and the specific schools therein which have failed to establish and maintain schools meeting the existing prescribed standards of quality. Such standards of quality shall be subject to revision only by the General Assembly, pursuant to Article VIII, Section 2 of the Constitution of Virginia. Such report shall include a complete listing of the current standards of quality for the commonwealth's public schools, together with a justification for each particular standard, how long each such standard has been in its current form, and whether the Board recommends any change or addition to the standards of quality.

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## **Executive Summary: 2004 Annual Report on the Condition and Needs of the Public Schools in Virginia**

The *2004 Annual Report on the Condition and Needs of the Public Schools in Virginia* summarizes information on the most significant information to document the condition and needs of public schools in Virginia.

The report contains information showing that while Virginia's students are making steady and impressive progress in their academic performance, significant issues must be addressed in order to meet the needs of the schools and students. As described in the report, the Board of Education has accomplished much in the past year to address its priorities, but more remains to be done.

Highlights of the findings regarding the condition and needs of the public schools include the following:

- More than eight out of ten Virginia public schools are now fully accredited, based on the performance of students last year on Standards of Learning (SOL) and other tests in English, mathematics, science, and history. Clearly, schools in Virginia are steadily improving in overall student academic performance.
- However, while Virginia's schools have improved significantly during the past several years, full accreditation is a goal not yet achieved by all public schools in Virginia. Eighty-four percent of the commonwealth's 1,807 schools met or exceeded the achievement objectives in the four core academic areas required for full accreditation. This is good news, but it also means that almost 300 schools statewide are yet to reach the goal of full accreditation. The schools that fell short of full accreditation are required to develop and implement detailed plans to address and correct problem areas, and some of these schools need additional technical assistance and resources to do an effective job in implementing their plan.
- For schools that are struggling to improve student achievement and raise their accreditation rating, the results of on-site reviews conducted by the Virginia Department of Education show clearly that these schools need additional help to use classroom instructional time effectively and to monitor the implementation of effective programs. Teachers and administrators also need additional assistance in using data to improve classroom instruction.
- Results of state and national tests, including performance requirements of the No Child Left Behind Act (NCLB) point to areas of strength as well as weaknesses in student academic achievement. This year, more than two-thirds of Virginia's public schools met or exceeded NCLB achievement objectives. African-American students, Hispanic students, limited English proficient students, disadvantaged students, and

Caucasian students all exceeded the 2003-2004 achievement objectives for reading, mathematics, and science. While the results are encouraging, the achievement gap among the student groups is persistent and troubling. Maintaining and enhancing Virginia's programs to address the achievement gap are critical needs if schools are going to help students reach their highest potential.

A major component of this year's annual report is the complete listing of the changes in the Standards of Quality as prescribed by the Board of Education at its meeting in (date). Highlights of the prescribed amendments include the following: *(Summary statement here.)*

The report closes with an overview of the needs of Virginia's public schools for 2005 and beyond, which include the following:

- Fully funding the state share of the Standards of Quality;
- Closing the achievement gap;
- Ensuring meaningful, on-going professional development for teachers and administrators;
- Coping with the huge growth in the population of students who do not speak English;
- Assisting chronically low-performing schools and students;
- Ensuring that all children learn to read at grade level;
- Implementing and meeting the requirements of the *No Child Left Behind Act of 2001*;
- Developing, implementing, and using a student-level data base;
- Helping the "hard-to-staff" schools; and
- Advocating for higher teacher salaries and helping schools recruit and retain highly qualified teachers.

## Improving Schools and Measuring Success

The Board of Education's goal is for all students to reach their highest potential as learners and as responsible young citizens of the commonwealth. In Virginia, academic standards are in place, and educators are implementing them. Virginia has a valid and reliable assessment system to gauge student progress, and accountability goals are set for English, mathematics, science, and history and social science.

While this year's achievement results are encouraging, much is yet to be accomplished. The persistence and hard work of countless individuals — qualities that distinguish virtually all successful endeavors— have helped Virginia's students achieve at impressive levels. Teachers and students across the state are stepping up to the challenge. Now the question becomes: How do we build on this success, sustain it, and go beyond current achievement levels?

### Board of Education's Accomplishments in 2004

Virginia's public schools are becoming better for three basic reasons. First, Virginia has identified the academic standards that teachers should teach and students should learn. Second, Virginia's schools are devoting their fiscal and human resources to teaching and learning the academic standards. Third, teachers and students across Virginia are working hard to meet higher expectations. The Board of Education seeks to do its part to keep the forward momentum going. In that light, the Board has defined six major priorities, which are included in the Board of Education's Six-Year Plan adopted in January 2003, and the Board is moving forward to address each of the six priorities.

Priority 1: We will strengthen Virginia's public schools by providing challenging academic standards for all students. Highlights of recent Board of Education actions include:

- Approved the list of K-5 Reading textbooks and Science textbooks and instructional materials recommended for state adoption. Committees of Virginia educators received examination copies of the textbooks and completed detailed analyses to correlate the Standards of Learning objectives with the content of the textbooks. The textbooks that contained solid correlations to the state's Standards of Learning were then approved for state adoption.
- Initiated the process to review the recommended textbooks for 6-12 English and Literature, K-12 Mathematics, and Foreign Language. This cycle of reviews will be completed in January 2005.
- Initiated the process to promulgate regulations for awarding the General Achievement Diploma, which establishes requirements for the award of a general achievement diploma for those persons who have (i) achieved a passing score on the GED examination; and (ii) successfully completed an education and training program designated by the Board of Education.

- Approved alternative accreditation plans for two school divisions following extensive reviews of the proposals and on-site visits by Department of Education staff members.

Priority 2: We will enhance the academic program and the quality standards for public education in Virginia. Highlights of recent Board of Education actions include:

- Presented amended Standards of Quality at the 2004 session of the General Assembly. Many of the amendments prescribed by the Board were adopted and funded by the legislature, including provisions for five elementary resource teachers per 1,000 students; one support technology position per 1,000 students the first year, and one support technology position and one instructional technology position per 1,000 students the second year; one quarter of the daily planning period for teachers at the middle and high school level the first year, and the full daily planning period for teachers at the middle and high school levels the second year.
- Prescribed additional revisions to the Standards of Quality and forwarded the amended SOQ to the 2005 General Assembly for consideration and final adoption.
- Adopted criteria and procedures for conducting division-level academic reviews and improved the procedures used in conducting school-level reviews.
- Revised standards for guidance programs: The *Standards for School Counseling Programs in Virginia Public Schools* are arranged in three domains: academic development, career development, and personal/social development and in four grade groups: Kindergarten- 3rd, 4th and 5th, 6th - 8th, and 9th - 12th.
- Adopted *Guidelines for the Establishment of Joint or Regional Continuation High School Programs*. Joint or regional programs that provide options that go beyond the twelfth grade for students who have not met the requirements for a high school diploma by the completion of twelfth grade.
- Revised the criteria and a process for the Board of Education to review charter school applications, consistent with existing state law.
- Approved the Stanford English Language Proficiency test and certain locally developed and/or selected instruments to measure the English language proficiency of Limited English Proficient students.
- Approved the criteria and process for adopting instructional methods or models/programs that have been proven to be effective in assisting schools accredited with warning in English or mathematics.

- Received the recommendations from the joint committee to study feasibility of developing a curriculum for nutrition and exercise for K-12 students.

Priority 3: We will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers and administrators. Highlights of recent Board of Education actions include:

- Adopted criteria for the alternate route program for highly qualified teachers.
- *(Add action on SLLA, as applicable, from November 17 meeting)*
- Participated in developing a regional cooperative for teacher licensing.
- Formed a consortium of surrounding states to create the Meritorious New Teacher Candidate designation for graduates of approved teacher education programs to provide a symbol of excellence to be noted on the initial license of exceptionally well-prepared and high-performing new teachers.
- Established Proficiency Levels for the American Council on Teaching Foreign Languages (ACTFL) Oral Proficiency Interview and Writing Proficiency Test.
- Supported efforts to attract, train, and retain skilled and diverse teachers through the Teacher Quality Enhancement project. Highlights of this comprehensive program include:
  - ✓ The STEP program, which help teacher education programs ensure that their graduates know their subjects, know how to teach their subjects, and know how to assess student learning.
  - ✓ The Praxis I Tutorial Assistance Program for prospective teachers who have not achieved passing scores on Praxis I;
  - ✓ Incentive-based funding for teacher preparation programs to help increase the number of teacher education graduates in the state's critical shortage areas, particularly mathematics, chemistry, earth science, reading, Spanish, middle grades, library media, music education, special education, technology education, and English;
  - ✓ The Teacher Mentoring Pilot Program encourages school divisions to adopt proven, research-based teacher mentoring and/or induction programs in accordance with their instructional needs and circumstances;
  - ✓ The proposed multi-tiered licensure system to establish standards of what teachers should know and be able to do at different stages of their professional careers;
  - ✓ Performance based assessments for transitioning through three proposed teaching tiers: Teacher, Career Teacher, and Teacher Leader.

- ✓ Teachers of Promise, which provides prospective teachers with an exemplary professional development experience and mentors during their first year in the classroom.

Priority 4: We will support accountability and continuous improvement in all schools. Highlights of recent Board of Education actions include:

- Sought and received new authority that modifies the current school compliance process within the Standards of Quality to authorize the Board of Education to require an academic review of any school division that, through the school academic review process, fails to implement the SOQ. The new provisions also require the reviewed school division to submit for approval by the Board a corrective action plan setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status.
- Established the Plain English and Mathematics test as a substitute test of numeracy for certain students with disabilities who are pursuing the Modified Standard Diploma.
- Established or revised cut scores for the following tests:
  - ✓ History Standards of Learning tests based on the 2001 standards revision
  - ✓ Workkeys: Reading for Information, Workkeys: Applied Mathematics, and ACT: EXPLORE as substitute tests for the literacy and numeracy requirements of the Modified Standard Diploma
  - ✓ “Plain English” Standards of Learning Mathematics tests for grades 3, 5, and 8
  - ✓ Reading subtest of the Stanford English Language Proficiency Test when used as a substitute for the Standards of Learning grade 3 English test and the grade 5 and 8 Standards of Learning reading tests

Priority 5: We will assist teachers to improve the reading skills of all students, especially those at the early grades. Highlights of recent Board of Education actions include:

- Established a reading assessment for elementary teachers: In April 2003, the Board of Education adopted a recommendation of the Advisory Board on Teacher Education and Licensure to require a reading instructional assessment for elementary preK-3 and preK-6 teachers and special education teachers, and reading specialists no later than July 1, 2004. This test is now being administered to new licensure candidates. In June 2004, the Board of Education modified its policy to exempt from the required assessment teachers of early childhood special education, teachers of students with severe disabilities, and speech language pathologists.

*Priority 6:* We will provide leadership for implementing the provisions of the *No Child Left Behind Act* (NCLB) smoothly and with minimal disruption to local school divisions. Highlights of recent Board of Education actions include:

- Developed and implemented an achievement recognition award for Title I schools for local school divisions that exceed adequate yearly progress (AYP) requirements.
- Approved criteria for High Objective Uniform State Standard of Evaluation (HOUSSE) for Virginia.
- Negotiated with the U.S. Department of Education (USED) regarding regulations limiting the number of students with disabilities whose proficient score on state assessments based on alternate achievement standards could be counted in calculating AYP. In Virginia, this is the Virginia Alternate Assessment Program (VAAP). The limit set by USED is one percent of the students tested at the applicable grade levels. Under the provision that permits states to request an exception to this cap, the Board negotiated at 1.13 percent cap.
- Modified the process for calculating and reporting the AYP status of “small n schools,” which are those schools with 50 or fewer students enrolled in the tested grades or courses.
- Adopted the guidelines for sanctions/corrective actions for school divisions in improvement status, as required by the *No Child Left Behind Act of 2001*. While no school divisions in Virginia are in this situation, current guidance from the U.S. Education Department suggested that states also must address sanctions for school divisions not receiving Title I funds.

## **Compliance with the Requirements of the Standards of Quality**

Each year, staff members of the Department of Education collect self-assessment data from school divisions on their compliance with the provisions of § 22.1-253.13:1 through 22.1-253.13:8 of the Code of Virginia (Standards of Quality). In 1994, a simplified method of collecting information was developed to determine compliance with the SOQ that parallels the accreditation system. The chairman of the school board and division superintendent certify compliance with the standards to the Department of Education.

Where divisions indicate less than full compliance with the standards, corrective action plans for the noncompliance items are required. See Appendix E for a listing of the information and data used by the Department of Education staff to monitor and verify compliance.

Listed below are the school divisions that reported noncompliance with provisions of the SOQ. The data are for the 2003-2004 school year and for the Standards of Quality that were in effect as of July 1, 2003.

**§ 22.1-253.13:1 Standard 1. Basic skills, selected programs, and instructional personnel.**

Three of Virginia's 132 divisions reported that divisionwide pupil-teacher ratios exceeded the maximum permitted under the SOQ: Buckingham County, Bristol City, and Virginia Beach.

Greensville County reported that not all teachers were fully licensed in their content teaching areas.

**§ 22.1-253.13:2. Standard 2. Support services.**

All 132 divisions reported compliance with the requirements of Standard 2.

**§ 22.1-253.13:3 Standard 3. Accreditation, other standards and evaluation.**

Of the state's 132 school divisions, 77 divisions (58 percent) have at least one school that is rated Accredited with Warning (See Appendix B for a complete list of schools rated Accredited with Warning). The divisions that have a least one school rated Accredited with Warning and, therefore, not in compliance with Standard 3 of the SOQ are as follows:

Accomack County	Colonial Beach
Alexandria City	Covington City
Amelia County	Culpeper County
Amherst County	Cumberland County
Arlington County	Danville City
Augusta County	Dickenson County
Bedford County	Dinwiddie County
Bland County	Essex County
Botetourt County	Fairfax County
Bristol City	Fauquier County
Brunswick County	Franklin City
Buchanan County	Fredericksburg City
Buckingham County	Giles County
Campbell County	Grayson County
Caroline County	Greensville County
Carroll County	Halifax County
Charles City County	Hampton City
Charlottesville City	Henrico County
Chesapeake City	Henry County
Chesterfield County	Hopewell City

Isle of Wight County  
King and Queen County  
Lancaster County  
Lee County  
Lunenburg County  
Lynchburg City  
Martinsville City  
Mecklenburg County  
Montgomery County  
Nelson County  
New Kent County  
Newport News City  
Norfolk City  
Northampton County  
Northumberland County  
Petersburg City  
Pittsylvania County  
Portsmouth City  
Prince Edward County

Prince William County  
Pulaski County  
Richmond City  
Roanoke City  
Rockbridge County  
Smyth County  
Southampton County  
Spotsylvania County  
Suffolk City  
Surry County  
Sussex County  
Tazewell County  
Virginia Beach City  
Washington County  
Waynesboro City  
Westmoreland County  
Wise County  
Wythe County

**§ 22.1-253.13:4. Standard 4. Diplomas and Certificates; class rankings.**

All divisions reported compliance with this Standard 4.

**§ 22.1-253.13:5. Standard 5. Training and professional development.**

All divisions reported compliance with this Standard 5.

**§ 22.1-253.13:6. Standard 6. Planning and public involvement.**

Nine divisions (listed below) reported noncompliance with Standard 6. All noncompliance issues related to the six-year plan not meeting the requirements of the SOQ.

Accomack County  
Amherst County  
Charles City County  
Danville City  
Madison County

Northampton County  
Portsmouth City  
Rappahannock County  
Westmoreland County

**§ 22.1-253.13:7. Policy Manual.**

Two divisions reported noncompliance with the provisions of the SOQ regarding policy manuals: Albemarle County and Danville City.

## **Compliance with the Requirements of the Standards of Accreditation**

More than eight out of ten public schools in Virginia are now fully accredited, based on the performance of students last year on Standards of Learning (SOL) and other tests in English, mathematics, science, and history. The number of elementary schools achieving the commonwealth's highest school-quality rating also increased, even though the requirements for achievement in reading, history, and science were higher than in previous years. For the past six years that the current accreditation requirements have been in place, Virginia's public schools have steadily improved, as may be seen in the following table.

**Percent of Public Schools Rated Fully Accredited: 1998-2004**

Year	Percent of Public Schools
1998	2 %
1999	6.5 %
2000	22.6 %
2001	39.7 %
2002	64.2 %
2003	78 %
2004	84 %

For 2004, students in 1,514 or 84 percent of the commonwealth's 1,807 schools that earned accreditation ratings met or exceeded the achievement objectives in the four core academic areas required for full accreditation. The schools that fell short of full accreditation are required to develop and implement detailed plans to address and correct problem areas.

The accreditation ratings reflect several provisions of the commonwealth's accreditation standards that became effective with ratings earned during the 2003-2004 school year.

- A combined accreditation pass rate of at least 75 percent on English tests in grades 3 and 5 is now required for full accreditation. Elementary schools also must achieve an accreditation pass rate of at least 70 percent in mathematics and in grade 5 science and grade 5 history, and pass rates of at least 50 percent in grade 3 science and grade 3 history. Previously, the science and history scores of students in grade 3 counted only if they improved the school's rating.
- The provisional accreditation categories for ratings earned during 1999-2000 through 2002-2003 no longer exist. Schools are now either fully accredited or accredited with warning, except in the cases of alternative schools with approved or pending alternative accreditation plans.

The number and percentage of elementary schools achieving full accreditation increased despite the higher accreditation requirements for elementary-level English, history, and science. In 2004, 1002 or 87 percent of the state's 1,156 elementary schools that earned accreditation ratings during 2003-

2004 are fully accredited. Last year, 932 or 81 percent of Virginia's 1,153 elementary schools were fully accredited, based on achievement during 2002-2003.

Fifteen percent, or 270 of the schools that earned ratings last year are accredited with warning for 2004-2005, compared with 51 last year. Sixty percent, or 163 of the schools now on academic warning were provisionally accredited last year, while 166 of last year's provisionally accredited schools are now fully accredited.

The accreditation status of 16 middle schools is under review pending further analysis by the Department of Education. The ratings of four alternative schools, with approved or pending requests to the Board of Education for alternative accreditation plans, remain to be determined at the time of this writing. Three schools received no accreditation determination because of insufficient data.

The accreditation ratings for Virginia's public schools are based on the achievement of students on Standards of Learning assessments and approved substitute tests administered during the summer and fall of 2003 and the spring of 2004 in English, mathematics, history/social science, and science or on overall achievement during the three most recent years. The results of tests administered in each subject area are combined to produce overall passing percentages in English, mathematics, history, and science, with the exceptions noted above for achievement in grade 3 history and science.

Accreditation ratings also may reflect adjustments made for schools that successfully remediate students who initially fail reading, or mathematics tests. Adjustments also may be made for students with limited English proficiency and for students who have recently transferred into a Virginia public school.

See Appendix B for a listing of the schools that received the Accredited with Warning rating. These are the schools that need additional technical assistance and resources in order to improve their student performance.

### **Condition and Needs of Virginia's Lowest Performing Schools and School Divisions**

Beginning with the 2000-2001 school year, any school rated Accredited with Warning has been required to undergo an academic review, an on-site review conducted by an independent team of professional educators. Each review consists of an initial visit, an on-site review, and follow-up visits. Following the team's on-site review, detailed reports are generated citing specific areas of strength, areas for improvement, and essential actions that should be taken to correct the weaknesses. Schools undergoing the reviews are then required to develop and implement a school improvement plan, which must outline specific actions the school staff will implement to correct each area of weakness.

The number of schools rated Accredited with Warning decreased from 211 schools in 2000-2001 to 47 schools in 2003-2004. Of the 47 schools receiving academic reviews, 33 have been warned in at least two of the last three years. See Appendix B for a listing of the schools that received the Accredited with Warning rating.

#### Overall Findings:

As in previous years, schools rated Accredited with Warning needed more help in applying effective strategies for using their classroom instructional time productively. Using data also continues to be an area for improvement in warned schools, although improvement over last year is seen. However, establishing systems for monitoring the implementation and effectiveness of new programs is an area of need in warned schools.

#### Areas of Strength:

An analysis of data revealed that areas of strength were in use of instructional time, curriculum alignment, and school improvement planning.

#### Areas Needing Improvement:

Review results reveal three main areas in need of improvement, as follows:

1. Use of classroom instructional time:

- Engaging students in learning activities
- Maximizing time on task
- Differentiating strategies

2. Having systems for monitoring and adjusting implementation of initiatives:

- Implementing new practices learned through professional development activities
- Observing classroom instruction and providing feedback
- Monitoring implementation of school improvement plan strategies

3. Analyzing and using data:

- Determining if initiatives are being implemented as intended
- Determining effectiveness of programs in improving student achievement
- Providing evidence of implementation of school improvement plan strategies

In addition to the school-level reviews, the Board of Education also has authority to conduct division-level reviews if there is sufficient evidence that problems in meeting the accreditation requirements are systemwide and, thus, must be addressed at the division's central office level. The purposes of the division-level academic review are to: 1) gather data and other information to determine whether the local school board meeting its responsibilities under the SOQ; 2) provide the local school board with essential actions upon which they will base goals and strategies for correcting any areas of noncompliance with the SOQ and for improving educational performance as part of the required corrective action plan; and 3) monitor, enforce and report on the local school board's development and implementation of the required corrective action plan. To date, two school divisions, Lee County and Petersburg City, have requested and received division-level academic reviews.

## **Condition and Needs of Virginia's Schools as Identified by State and National Test Results**

### Advanced Placement Test Results:

The number of Virginia public school students taking at least one AP examination has increased by more than 20 percent since 2000. The number of Virginia high school students who took Advanced Placement (AP) examinations jumped by 7.8 percent this year. The number of tests taken that qualified the student for college credit increased 9.2 percent over 2003.

The number of Virginia's African-American public school students taking at least one AP examination rose 5.7 percent in 2004, and 1,445 of the tests taken by African-Americans received a grade of 3 or better, an increase of 10.4 percent over the previous year. In addition, more of Virginia's Hispanic public school students are taking AP courses and qualifying for college credit. The number of Hispanic students taking at least one AP examination rose 8.2 percent in 2004. Of the 2,509 AP tests taken by Hispanic public school students during 2004, 1,495 received a grade of 3 or above, which represented a 9.9 percent increase in the number of tests qualifying for college credit taken by Hispanic students.

Approximately 75 percent of Virginia high schools offer Advanced Placement courses. Other students can take classes through the virtual Advanced Placement school, which gives them access to courses online.

### 2004 SAT-I Results:

The average scores of Virginia students on the verbal and mathematics portions of the SAT I in 2004 were little changed from last year. Public school students achieved an average verbal score of 512, which also represented a one-point increase over the previous year. The national average on the verbal portion of the SAT-I was 504 for public school students. The national averages were up a point when compared with 2003. The average score of public school students in Virginia on the mathematics portion of the test was 506, which was down two points compared with 2003. The national average score on the mathematics portion of the SAT I for 2004 was 513 for public school students. The national average for mathematics on the SAT-I was unchanged for public school students. The average score of Virginia public school students on the verbal portion of the SAT-I has increased by six points since 2000 and the average score on the mathematics portion of the test has increased by nine points.

A key statistic to know about Virginia's SAT results is that Virginia has a high participation rate. In fact, Virginia ranked 12th in the nation and second in the South (George was 11th) for SAT participation in 2003-2004. Seventy-one percent of Virginia high school seniors took the SAT during 2003-2004. During 2000-2001, 68 percent of Virginia high school seniors took the SAT.

## **Condition and Needs of Virginia's Schools as Identified by the Adequate Yearly Progress Results for Virginia's Schools**

More than two-thirds of Virginia's public schools met or exceeded *No Child Left Behind Act of 2001* (NCLB) achievement objectives during the 2003-2004 school year. Of the 1,831 public schools, 1,257 (69 percent) met the federal education law's complex requirements for Adequate Yearly Progress (AYP). This represents an improvement over 2002-2003, when 58 percent of the commonwealth's public schools met the requirements for AYP.

As a state, Virginia met 28 of the 29 AYP objectives. African-American students, Hispanic students, LEP students, disadvantaged students, and Caucasian students all exceeded the 2003-2004 objectives for reading, mathematics, and science. Gains in mathematics achievement were especially notable, with the percentage of Virginia students making the Annual Measurable Objectives in mathematics tests increasing to 82 percent, compared with 78 percent during 2002-2003.

Of the 507 schools that did not make AYP during 2003-2004, 170 met all but one of the federal law's 29 objectives for achievement, participation in statewide testing, attendance, and/or graduation. One hundred thirty-six schools met all but two benchmarks, and 80 schools met all but three of the 29 AYP objectives. Taken together, 1,643, or 90 percent of Virginia's schools either made AYP or achieved at least 26 of the objectives.

Highlights of the AYP results show that:

- All student subgroups in Virginia made the Annual Measurable Objectives in mathematics.
- Overall achievement in reading remained steady, with 79 percent of Virginia students meeting the Annual Measurable Objectives in reading during 2003-2004. Students with disabilities constituted the only subgroup that did not meet the Annual Measurable Objectives in reading.
- Eighty-four percent of Virginia students met the Annual Measurable Objectives in science, compared with 81 percent during 2002-2003. All student subgroups showed improved performance in science.
- Twenty-nine of Virginia's 132 school divisions made AYP during 2003-2004, compared with 21 during the previous year.
- Of the 103 school divisions that did not make AYP, 28 met all but one of the 29 objectives for achievement and participation in testing for reading and mathematics.
- Nearly seven out of ten Title I schools in Virginia made AYP during 2003-2004.
- Eighty-eight Title I schools entered their first year of improvement based on achievement in reading and/or mathematics in 2003-2004 and must offer students the option of transferring to a higher-performing public school for the 2004-2005 school year.
- Sixteen Title I schools entered year two of improvement status, and in addition to offering transfers, also must provide supplemental education services or tutoring free-of-charge to children who request these services.

- Fifteen Title I schools entered year three of improvement status. These schools must offer transfers, supplemental educational services, and take at least one of several corrective actions specified in the law to raise student achievement.

Local school divisions are obligated to ensure that Title I schools in improvement implement sanctions required under the *No Child Left Behind Act of 2001*. NCLB requires school divisions to identify for improvement Title I schools that, for two consecutive years and in subsequent years, do not make adequate yearly progress (AYP) in the same subject area(s)- reading and/or mathematics.

Certain Title I schools are currently designated as “Year One,” “Year Two,” or “Year Three” School Improvement schools based on 2003-2004 state assessment results. These schools must offer or continue to offer the public school choice option to all students in Targeted Assistance and Schoolwide Program schools. “Year Two” and “Year Three” schools are also required to provide supplemental educational services (tutorial services) to eligible low-income students. The providers of these services must be selected from the Board of Education approved list, which the Board updates quarterly.

The Department of Education staff members have devoted a significant amount of time providing technical assistance to these schools, and the Board of Education has followed the process closely.

### **Prescribed Revisions to the Standards of Quality: Recommendations and Rationale**

At its planning session in April 2004, the Board of Education initiated a discussion of the provisions contained in the Standards of Quality as prescribed by the Board of Education. The president of the Board outlined his view of the frame of reference for the requirements of the Standards of Quality, i.e., the provisions of the SOQ must be clear and must set forth requirements for (1) teaching; (2) testing; (3) analysis of data; (4) remediation. The Board identified issues for further examination to determine whether or not additional revisions to the SOQ are warranted. The issues discussed by the Board include the following: (*Summary statement here...to be completed following the Board's November 17<sup>th</sup> meeting.*)

### **Assistance and Support from the Governor and the General Assembly**

Gubernatorial leadership and General Assembly support have given the Board of Education new authority and resources to help address the condition and needs of the public schools. Highlights of that support and assistance include the actions listed below.

#### **2004-2006 Biennial Budget:**

The General Assembly's adopted budget for the 2004-2006 biennium significantly increases state funding for public education, providing \$1.5 billion in additional funding for the public schools. As a part of its adopted budget, the 2004 General Assembly passed legislation recommended by the Board of Education to amend the Standards of Quality (SOQ). The following changes were addressed during the 2004 session:

- Funding five elementary resource teacher positions per 1,000 students in kindergarten through grade five for art, music, and physical education;
- Funding one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties for all middle and high school teachers; and
- Funding two technology positions per 1,000 students in kindergarten through grade 12 division-wide.
- Revising the funding formula for the calculation of support for SOQ prevention, intervention, and remediation.

In addition to the additional SOQ funding, the budget also provides \$100,000 towards a capital needs assessment and feasibility study for consolidating the state's two existing schools for the deaf, blind, and multi-disabled. Another important addition was the increase in the number of instructional positions from 10 to 17 per 1,000 students for whom English is a second language.

**Board of Education Recommended Changes to the Standards of Quality Funding Provided in the 2004-2006 Budget**

SOQ Provision Prescribed by the Board of Education	FY 2005 State Funding	FY 2006 State Funding
Revised methodology to fund the SOQ prevention, intervention, and remediation program	\$63.8 million	\$64.4 million
Five elementary resource teachers per 1,000 students	\$74.2 million	\$75.5 million
One quarter of the daily planning period for teachers at the middle and high school level the first year, and the full daily planning period for teachers at the middle and high school levels the second year;	\$27.0 million	\$128.9 million
One support technology position per 1,000 students in grades K-12	\$4.6 million	\$4.7 million
One support technology position and one instructional technology position per 1,000 students in fiscal year 2006 only		\$11.2 million
<b>Total</b>	<b>\$169.6 million</b>	<b>\$284.7 million</b>

**Governor Warner's Education Initiatives:**

To realize the enormous potential of Virginia's young people and to help meet the needs of Virginia's public schools, Governor Warner initiated a series of school improvement initiatives. The programs offer students and teachers greater opportunities for success, especially for those students who are struggling to meet the graduation requirements for verified credits. Highlights of the programs include:

- ✓ Project Graduation Regional Summer Academies encompass the Summer Regional Academies (reading, writing and Algebra I), online courses in English 10 and English 11, and Spring Regional Academies.

- ✓ Summer School 2004 Scholarships for English 10 and 11 provide financial assistance to certain students to cover the fees for online English 10 or 11 summer school courses in 2004.
- ✓ The Great Virginia Teach-In held in March 2004, a first-time event in which a total of 3,824 prospective teachers participated along with 102 of 132 school divisions across Virginia.
- ✓ The turnaround specialist program equips talented principals with additional training to help improve student achievement in schools that have consistently fallen short of federal or state achievement goals.
- ✓ The Race to the GED program focuses on doubling the number of Virginians earning a GED certificate by December 2005. The Fast-Track GED reduces the time it takes to earn a GED certificate from one year to as little as 90 days.
- ✓ School Division Efficiency Reviews identify savings that can be gained in a local division through best practices in organization, human resources, facilities, finance, transportation, and technology management, thereby allowing divisions to divert administrative savings back into the classroom.
- ✓ Partnership for Achieving Successful Schools (PASS) helps 32 schools across Virginia whose performance on the SOL exams merit extra focus and help.
- ✓ Early College Scholars Program enables students in their junior or senior year to complete their high school diploma and concurrently earn a semester's worth of credits (15 credit hours) that can be used towards a college degree.
- ✓ The Path to Industry Certification provides high school seniors an opportunity to earn their high school diploma and complete technical preparation and industry certification by enrolling in tuition-free training at a Virginia community college immediately following graduation.

## **The Needs of Virginia's Public Schools: 2005 and Beyond**

The condition and needs of Virginia's public schools described in this report should be viewed as guideposts for action. While the results of student performance on a variety of objective measures echo students' strengths, the results also point toward critical areas of need that will undermine Virginia's future success if not addressed quickly and effectively. Some of the needs of the public schools that must be addressed are discussed below.

### Fully funding the state share of the Standards of Quality:

In June of 2003, the Board of Education adopted a series of changes to the Standards of Quality (SOQ) intended to improve educational standards in the Commonwealth. These changes were proposed by the Board as a result of its biennial review of the SOQ, as mandated by the *Code of Virginia*. The Board of Education spent a considerable period of time on the formulation of the SOQ policy changes during its 2003 statutorily mandated review. The Board Eight recommended eight changes in the SOQ following a review process that included meetings of the Board's SOQ standing committee over a nine-month period and four public hearings across the commonwealth. The Board received almost 200 written and oral comments from education constituents and the public and considered policy issues brought before it by superintendents, principals, teachers, local school board members, parents, and local government officials.

The Board concluded that the changes were necessary in order to: 1) provide consistent staffing requirements for principals of elementary, middle, and high schools; 2) provide for the same staffing levels for assistant principals in all elementary, middle, and high schools; 3) reduce the caseload for speech-language pathologists as the result of a review prescribed by the 2003 General Assembly; and 4) provide for reading specialists at a ratio of one position per 1,000 students to prevent or ameliorate reading deficiencies. Improving the state-funded standards in these four areas would bring the state-supported standards closer to actual practice in school divisions, but more importantly, the funded standards would reflect the Board of Education's recommended best practice.

The 2004 General Assembly enacted and funded four of the eight changes recommended by the Board in its 2003 review, as noted above in the section entitled "Assistance and Support from the Governor and General Assembly."

However, the following policy changes were prescribed by the Board in June 2003 but not enacted or funded by the 2004 General Assembly. See Appendix F for additional information.

- Providing for one full-time principal in every elementary school - The current elementary principal standard in the SOQ funds one-half position up to 299 students in a school and one full-time position at 300 or more students in a school. The proposed change would provide elementary schools with the same staffing levels for principals as middle schools and high schools. The additional state cost is estimated to be \$6.6 million in fiscal year 2005 and \$6.7 million in fiscal year 2006.
- Providing for one full-time assistant principal per 400 students in all schools (K-12) - The current elementary assistant principal standard in the SOQ funds one-half position between 600 and 899 students in a school and one full-time position at 900 or more students in a school. The current middle and secondary assistant principal standard in the SOQ funds one full-time position per 600 students in a school. The additional state cost is estimated to be \$44.0 million in fiscal year 2005 and \$45.8 million in fiscal year 2006.
- Reducing the caseload for speech-language pathologists - The current caseload standard in the SOQ model would change from 68 students to 60 students per speech-language pathologist. The additional state cost is estimated to be \$3.4 million in fiscal year 2005 and \$3.3 million in fiscal year 2006.
- Providing for one reading specialist per 1,000 students (in K-12) - The cost for this initiative is determined by generating positions at one per 1,000 students division-wide for grades kindergarten to twelve. Salary and benefits are applied to these positions based on the related assignment of those positions to elementary and secondary students. The additional state cost is estimated to be \$36.7 million in fiscal year 2005 and \$37.4 million in fiscal year 2006.

### Closing the achievement gap:

The "achievement gap" refers to the disparity in academic performance between groups of students. It is used to describe the troubling performance gaps between many African-American and Hispanic students, at the lower end of the performance scale, and their Caucasian, non-Hispanic peers, as well as the similar academic disparity between students from low-income and more affluent families and localities. The disparity also shows up in the performance and graduation rates for the students with disabilities compared to their non-disabled peers. The achievement gap has become a focal point of Virginia's education improvement efforts.

In Virginia, African-American and Hispanic students have made great strides in narrowing the achievement gap that separates them from their Caucasian peers. According to the Education Trust, Virginia has one of the nation's smallest achievement gaps between Caucasian and Hispanics. In 2003, Virginia's eighth-grade Hispanic students had the highest National Assessment of Educational Progress (NAEP) writing scores for Hispanic students in any state. But while Caucasian and Asian students' performance on our assessments is distributed evenly across the spectrum, from low to high, the performance of African-American and Hispanic children falls disproportionately at the lower end of the scale, and fewer of these students are meeting the standard on achievement tests. The disparity in performance among the groups widens as the students progress through elementary to secondary schools.

Schools are employing a variety of tactics to address the gap that include reducing class sizes, expanding early childhood programs, improving the quality of teachers providing poor and minority students, and encouraging more minority students to take high-level courses. Virginia's Advanced Placement and SAT-I results show that these efforts are paying off.

The federal *No Child Left Behind Act* also takes aim at the achievement gap. It requires states to disaggregate student achievement data by subgroups of students so that performance gains for all children can be tracked. The law also contains a host of accountability measures that penalize schools that are unable to show achievement gains by all subgroups of students: students with disabilities; LEP students; economically disadvantaged students; and major racial/ethnic groups (Caucasian, African-American, and Hispanic). The hope is that these strict accountability measures will spur across-the-board gains in achievement.

Successful strategies to close the achievement gap must be emphasized in schools across the state. This requires resources, both fiscal and human. Teachers and administrators need to know how to use test and other data to understand their students' skills gaps. To do this, professional training on how to link data to instructional strategies is critical in order for teachers to understand how to use data and test results to make changes in their instructional programs.

### Ensuring meaningful, on-going professional development for teachers and administrators:

Effective professional development is seen as increasingly vital to school success and teacher satisfaction. With schools today facing an array of complex challenges—from working with an increasingly diverse population of students, to integrating new technology in the classroom, to meeting Virginia's rigorous academic standards and goals—education leaders have stressed the need for teachers to be able to build on their instructional knowledge

Clearly, teachers and administrators in struggling schools need additional assistance to turn their schools around. Much assistance is provided already through initiatives of the Governor, General Assembly, and the Department of Education. Yet improving learning opportunities for all children will require more than individual talents or school-by-school efforts. It will demand systemwide approaches that touch every child in every school in every school division across the state.

For high-caliber professional development programs to take root, actions of the Board of Education must place emphasis on the importance of strong leadership on the part of the school principal. To do this successfully requires innovative and coordinated management of funding and teachers' time as well as greater financial and administrative support for struggling teachers and students.

Coping with the huge growth in the population of students who do not speak English:

With more immigrants having arrived in the United States during the 1990s than any other single decade, the number of public school students in need of additional language instruction has increased dramatically in recent years.

In Virginia, the ESL population has doubled in just the past five years, and this trend is expected to continue. Virginia's ESL students are at all stages of learning English and have varying educational backgrounds in their first languages. While the broad objectives of the English Standards of Learning will ultimately be the same for all students, those learning English as a second language often need extra time, support and exposure to English. In an effort to meet the needs of these students, school divisions have instituted a variety of programs to provide instruction in English as a second language.

In addition to Virginia's accountability requirements, provisions in the federal *No Child Left Behind Act* related to students with limited English proficiency have inspired close scrutiny of the education of those students. The law requires that states develop English-language-proficiency standards and implement English-language-proficiency tests. The state, local divisions, and schools must report the test data separately for English-language learners and show that the subgroup meets AYP targets. The Board of Education has accomplished all of these tasks. School personnel will need help to ensure careful and effective application of the new procedures and tests.

Since local divisions and the state are accountable for ensuring that English-language learners meet proficiency goals, it is more important than ever to determine the best ways of educating students with limited proficiency in English. The burgeoning numbers pose unique challenges for Virginia's educators to ensure that language-minority students achieve at high levels.

To help deal with these and related issues, the Board of Education's president has appointed an advisory committee chaired by a board member and comprised of experienced teachers and others from across the state. Examining the findings and recommendations of this advisory committee will be a high priority for the work of the Board of Education in the coming year.

Assisting chronically low-performing schools:

What to do about chronically low-performing schools has become an important topic for the Board of Education, strongly influencing Virginia's school improvement efforts and accountability program. The Board of Education established a special committee to study the best ways to assist such schools. The committee has met throughout 2004, and its urgency has been underscored by the accreditation requirements, which mandate a system of corrective measures for schools that fail to meet progress goals.

Even as the Board of Education works to formulate helpful policies, the federal *No Child Left Behind Act* has added a significant new dimension to the treatment of low-performing schools. Within its accountability framework, the law incorporates a number of sanctions that schools and school divisions and the state as a whole must administer to struggling schools that receive funding under the federal Title I program students.

Ensuring that all children learn to read at grade level:

Virginia participates in the Reading First initiative authorized under the *No Child Left Behind Act*. Reading First requires that states spend federal money under the act to promote those instructional methods and materials with sound evidence that they work. Virginia's programs for teaching reading emphasize phonics, phonemic awareness, fluency, vocabulary, and comprehension.

If students can't read, they can't succeed. While Virginia's students have made significant progress, students can and must do better in reading because reading is the single most essential skill for children to learn in school.

The Board of Education's goal is to raise substantially the percentage of children in elementary schools who attain sufficient reading skills to be successful in school and later in life. This is an on-going challenge.

Implementing and meeting the requirements of the *No Child Left Behind Act of 2001*:

The *No Child Left Behind Act* has expanded the federal role in education and has become a focal point of education policy. Coming at a time of wide public concern about the state of education, the legislation sets in place requirements that reach into virtually every public school in America. It takes particular aim at improving the educational performance of disadvantaged students. At the core of the *No Child Left Behind Act* are a number of measures designed to drive broad gains in student achievement and to hold states and schools more accountable for student progress. This represents significant changes to the education landscape and presents particular challenges to the state and the localities in terms of annual testing programs, expectations for academic progress, teacher qualifications, and accountability to the public.

The Board of Education has expressed overall support for the law's stringent accountability mandates as important levers improving performance for all children. The Board has worked diligently in its efforts to ensure that the state complies with all requirements of the *No Child Left Behind Act*. Virginia is on track in that regard. The challenge now becomes having the capacity to help the schools identified as missing adequate yearly progress targets.

Developing, implementing, and using a student-level data base:

To make sound, data-driven educational decisions on behalf of their students, schools and school divisions need access to student records and other educational data that provide a written picture of a student's academic performance. Virginia is working to improve the quality and uniformity of data, and to increase ease of reporting through automation.

Helping the "hard-to-staff" schools:

"Hard-to-staff" schools are defined as those that have great difficulty in finding and retaining qualified and effective teachers. Many hard-to-staff schools are high-poverty inner-city schools or rural schools that, as a consequence of their location in economically depressed or isolated districts, offer comparatively low salaries and lack the amenities with which other divisions attract and retain teachers. This makes it difficult not only for the schools to maintain stability, but also to develop a strong learning environment.

In 2004, Virginia had 230 schools defined as "hard-to-staff" and these schools present unique challenges to the state as a whole.

Advocating for higher teacher salaries and helping schools recruit and retain highly qualified teachers:

The Board of Education supports providing additional state funding for teacher salaries as an essential part of recruiting and retaining teachers of the highest quality. The *No Child Left Behind Act* emphasizes teacher quality as a factor in improving student achievement. Virginia is in the process of implementing its plan to ensure that all teachers (100 percent) of core academic subjects meet the federal definition of highly qualified by the end of the 2005-2006 school year. To get the highest quality teachers, salaries for teachers must be competitive with other comparable professions.

Getting teachers with content preparation in every classroom, continuing to improve the licensure of teachers, providing beginning teachers with mentors and others are essential to attract and retain high quality professionals in the state's teaching force.

Based on the 2002-2003 data, Virginia ranked 21st in the nation in average teacher salaries, with Virginia's average classroom salary falling \$3,152 (6.9 percent) below the national average.

See the chart on the following page for additional information.

### Virginia Average Classroom Salaries Compared to the National Average

Year	Va. Average (Actual)	Va. Percentage Change Over Prior Year	National Average	National Percentage Change Over Prior Year	National vs. Va. Dollar Difference	National vs. Va. Percentage Difference	Virginia National Ranking
1994-95	\$33,987	2.5%	\$36,802	2.9%	(\$2,815)	(7.6%)	26
1995-96	\$34,792	2.4%	\$37,560	2.1%	(\$2,768)	(7.4%)	27
1996-97	\$35,536	2.1%	\$38,554	2.6%	(\$3,018)	(7.8%)	26
1997-98	\$36,428	2.5%	\$39,477	2.4%	(\$3,049)	(7.7%)	26
1998-99	\$37,527	3.0%	\$40,582	2.8%	(\$3,055)	(7.5%)	26
1999-00	\$38,744	3.2%	\$41,702	2.8%	(\$2,958)	(7.1%)	25
2000-01	\$40,247	3.9%	\$42,929	2.9%	(\$2,682)	(7.1%)	24
2001-02	\$41,752	3.7%	\$44,499	2.7%	(\$2,748)	(6.2%)	24
2002-03	\$42,778	2.5%	\$45,930	2.7%	(\$3,152)	(6.9%)	21
2003-04 (Estimate)	\$44,628	4.3%	N/A	N/A	N/A	N/A	N/A

Sources:

a.) Virginia Department of Education: Schedule I from the 2002-2003 Annual School Report.

b.) National Education Association (NEA): Rankings of the States 2002 and Estimates of School Statistics 2003, Update.

## **APPENDICES**

**Appendix A:  
Virginia's Public Schools: Demographic and Statistical Data**

**Appendix B:  
Schools Rated Accredited with Warning: 2004**

**Appendix C:  
Standards of Quality – as of July 1, 2004**

**Appendix D:  
Full Text of the Proposed Changes to the Standards of Quality,  
Adopted by the Board of Education on \_\_\_\_\_, 2004**

**Appendix E:  
List of Data and Reports Used to Document the Condition and Needs  
of the Public Schools in Virginia and Compliance with the  
Standards of Quality**

**Appendix F:  
Changes to the Standards of Quality Prescribed by the Board of  
Education on June 25, 2003, and not Funded by the 2004 Session of  
the General Assembly**

## **Appendix A: Virginia's Public Schools: Demographic and Statistical Data**

Enrollment in the public schools statewide (September 30 fall membership report):

2003: 1,192,539  
2002: 1,176,557  
2001: 1,163,094  
2000: 1,144,913

Statewide student attendance rates:

2003-2004: 95.0 percent  
2002-2003: 94.9 percent

Enrollment in the Virginia Preschool Initiative:

Last year, the initiative served 5,858 4-year-olds in Virginia. For 2004, additional state funds were provided to make the Virginia Preschool Initiative available to an additional 1,500. Virginia's Preschool Initiative supplements the work of the federally funded Head Start program, which served more than 70,000 children last year. The initiative requires localities to match the funds they receive through the program, either monetarily or by providing classroom spaces, administrative support or other necessities.

Enrollment in English as a Second Language Programs (ESL) statewide:

2003: 60,306  
2002: 49,840  
2001: 43,535  
2000: 36,799

Enrollment in Career and Technical Education (CTE) Programs:

2003-04: 585,115  
2002-03: 574,686

(Note: Students are counted for each CTE class taken; therefore, some students are counted more than once.)

Enrollment in Special Education Programs:

2003: 172,525  
2002: 169,303  
2001: 164,878

Enrollment in Gifted Education programs:

2002-2003: 147,832

Number of students eligible for free or reduced price lunch program (as of October 31, 2003):

<b>Program</b>	<b>Number of Eligible Students</b>	<b>Percent of Statewide School Enrollment</b>
Free lunch	290,408	25.30%
Reduced-price lunch	84,029	7.32%
Total	374,437	32.63%

Total number of home-schooled students in Virginia:

2003-2004: 18,102

2002-2003: 16,542

Total number of Virginia's students with religious exemption from school attendance:

2003-2004: 5,628

2002-2003: 5,479

Number of students who transferred under the choice provision under the *No Child Left Behind Act of 2001* for the 2003-2004 School Year:

- Number of schools in the state that received Title I funds: 791
- Number of students enrolled in all schools in the state that received Title I funds: 349,938
- Number of Title I schools in the state that had at least one student transfer to other schools under the school choice provision of NCLB: 31
- Number of students who transferred to other schools in the state because of the school choice provision of NCLB: 432

Staffing trends:

- Highly qualified teachers in Virginia for the 2003-2004 school year:
  - ✓ 94.5 percent of classes were taught by highly qualified teachers.
  - ✓ 92.2 percent of classes were taught by highly qualified teachers in high poverty schools.
  - ✓ 96.5 percent of classes were taught by highly qualified teachers in low poverty schools.
- Highest degrees held by teachers in Virginia (2003-04 school year):
  - ✓ 56.8 percent hold bachelor's degrees (compared to 56.3 in 2002-03 school year)
  - ✓ 41.9 percent hold master's degrees (compared to 42.3 in the 2002-03 school year)
  - ✓ 0.5 percent hold doctorate degrees (compared to 0.6 in the 2002-03 school year)
  - ✓ 0.8 percent unknown--These teachers should be those holding technical professional licenses without degrees.

- Provisional and Special Education Conditional Licenses (2003-2004 school year):
  - ✓ 8.0 percent of teachers were teaching on provisional licenses (compared to 9.2 the 2002-03 school year).
  - ✓ 2.1 percent of teachers were teaching on special education conditional licenses (compared to 2.5 percent in the 2002-03 school year).

Graduation rate for 2002-2003:

- Female: 85.4 percent
- Male: 78.5 percent
- African-American: 75.2 percent
- Hispanic: 72.2 percent
- Caucasian: 84.5 percent
- All students: 81.9 percent

Note: Graduation rates reflect only students who receive Standard or Advanced Studies Diplomas and are calculated by dividing the number of students receiving a diploma during a school year by the total of the following:

- The number of students receiving a diploma, certificate of attendance, or GED;
- The number of students who dropped out in grade 12;
- The number of students in grade 11 who dropped out during the previous year;
- The number of students in grade 10 who dropped out two years earlier; and
- The number of students in grade 9 who dropped out three years earlier.

Type of diploma awarded to graduates: 1999-2000 through 2002-2003:

<b>Completion Type</b>	<b>1999-2002</b>	<b>2000-2001</b>	<b>2001-2002</b>	<b>2002-2003</b>	<b>2003-2004</b>
Advanced Studies Diploma	51.82%	52.57%	46.19%	46.17%	47.5%
Standard Diploma	43.56%	41.77%	47.03%	47.16%	46.9%
Special Diploma	1.86%	1.93%	2.49%	2.67%	3.6%
Modified Standard Diploma	N/A	.05%	0.31%	0.54%	1.9%
Certificate of Program Completion	0.99%	0.88%	0.86%	0.90%	N/A
Did Not Graduate	4.38%	3.62%	4.41%	4.71%	5.7%

Dropout rate:

- 2002-2003: 2.17 percent
- 2001-2002: 2.02 percent

School safety data:

A total 344,184 incidents of discipline, crime, and violence were reported for the 2002-2003 school year. Over three-quarters of offenses reported (78.44%) were disorderly conduct offenses. Fighting not resulting in injury accounted for 7.24% of all offenses, followed by threat/intimidation (2.61%), tobacco products violations (1.87%), battery with no weapon (1.80%), and bullying (1.49%). Accounting for less than one percent of offenses reported were drug offenses (0.98%), vandalism (0.93%), sexual offenses (0.90%) and other weapons (0.58%). Offenses accounting for less than one-half of one percent of offenses reported

included fighting with injury [(0.40%), battery against staff (0.38%), alcohol-related offenses (0.30%), trespassing (0.19%), toy/look-alike gun (0.10%), breaking and entering (0.10%), and gang activity (.05%). The total of all remaining offenses accounted for less than 1/10 of one percent of offenses reported. No homicide, kidnapping, or rape was reported.

Funding Information:

**General Fund (GF) Legislative Appropriations—  
Total State, Total K-12, Total Direct Aid to Public Education:  
FY 1988 through 2006**

Fiscal Year	Total GF Appropriation for Operating Expenses	Total K-12 GF Appropriation	Total K-12 GF Appropriation as a % of Total Operating	Total Direct Aid to Public Education GF Appropriation	Total Direct Aid to Public Education GF Appropriation as a % of Total Operating
1988	4,943,301,387	1,869,081,112	37.8%	1,842,898,944	37.3%
1989	5,618,701,225	2,013,232,361	35.8%	1,981,462,297	35.3%
1990	5,989,106,774	2,116,706,762	35.3%	2,084,659,818	34.8%
1991	6,314,845,900	2,274,587,302	36.0%	2,238,136,351	35.4%
1992	6,140,461,303	2,134,158,371	34.8%	2,100,690,687	34.2%
1993	6,401,500,158	2,309,341,235	36.1%	2,277,939,527	35.6%
1994	6,777,293,077	2,367,680,463	34.9%	2,335,701,684	34.5%
1995	7,355,695,733	2,547,067,019	34.6%	2,514,736,974	34.2%
1996	7,597,249,960	2,686,990,223	35.4%	2,658,572,757	35.0%
1997	8,134,360,672	2,930,985,574	36.0%	2,895,766,099	35.6%
1998	8,715,476,981	3,082,072,592	35.4%	3,046,807,462	35.0%
1999	9,967,431,115	3,534,978,628	35.5%	3,489,301,374	35.0%
2000	11,093,396,991	3,720,945,765	33.5%	3,673,762,807	33.1%
2001	12,283,610,813	4,007,068,597	32.6%	3,942,411,254	32.1%
2002	12,013,820,347	3,959,806,011	33.0%	3,895,682,317	32.4%
2003	12,105,186,620	3,980,489,954	32.9%	3,923,268,185	32.4%
2004	12,370,158,175	4,129,120,033	33.4%	4,069,907,268	32.9%
2005	13,379,200,378	4,747,197,238	35.5%	4,681,326,289	35.0%
2006	13,846,053,972	4,995,664,266	36.1%	4,923,233,361	35.6%

(See notes on next page)

Notes:

(Total For Part 1: Operating Expenses) in the appropriation act.

"Total K-12 GF Appropriation" is the total legislative general fund appropriation for Department of Education Central Office, Direct Aid to Public Education, and the two schools for the deaf and the blind.

"Total Direct Aid GF Appropriation" is the total legislative general fund appropriation for Direct Aid to Public Education.

Notes (con't):

The general fund appropriation for Comprehensive Services Act (CSA) is deducted from the Direct Aid totals for FY 1995 and FY 1996 since CSA was appropriated within Direct Aid for those years but outside Direct Aid in subsequent years.

For FY 1997 through FY 2006, CSA appropriations are not included.

The Direct Aid appropriation for FY 1999 and FY 2000 includes \$55.0 million per year for school construction grants appropriated under Item 554 of Chapter 1072.

## Appendix B: Schools Rated Accredited with Warning: 2004

ACCOMACK COUNTY	KEGOTANK ELEM..	Warned
ALEXANDRIA CITY	CORA KELLY MAGNET EL	Warned
	JEFFERSON-HOUSTON EL	Warned
	MAURY ELEM.	Warned
	PATRICK HENRY ELEM.	Warned
AMELIA COUNTY	AMELIA COUNTY ELEM.	Warned
AMHERST COUNTY	CENTRAL ELEM.	Warned
ARLINGTON COUNTY	GUNSTON MIDDLE	Warned
	HOFFMAN-BOSTON ELEM.	Warned
AUGUSTA COUNTY	NORTH RIVER ELEM.	Warned
BEDFORD COUNTY	BEDFORD MIDDLE	Warned
	BODY CAMP ELEM.	Warned
BLAND COUNTY	ROCKY GAP ELEM.	Warned
	ROCKY GAP HIGH	Warned
BOTETOURT COUNTY	EAGLE ROCK ELEM.	Warned
BRISTOL CITY	STONEWALL JACKSON EL	Warned
	VIRGINIA MIDDLE	Warned
BRUNSWICK COUNTY	BRUNSWICK SR. HIGH	Warned
	JAMES S. RUSSELL JR.	Warned
	RED OAK ELEM.	Warned
	STURGEON ELEM.	Warned
	TOTARO ELEM.	Warned
BUCHANAN COUNTY	COUNCIL ELEM.	Warned
	COUNCIL HIGH	Warned
	GRUNDY HIGH	Warned
	HURLEY HIGH	Warned
	HURLEY MIDDLE	Warned
	RIVERVIEW ELEM/MIDDLE	Warned
	TWIN VALLEY ELEM/MIDDLE	Warned
BUCKINGHAM COUNTY	BUCKINGHAM CO. MIDDLE	Warned
	DILLWYN ELEM.	Warned
	DILLWYN PRIMARY	Warned
CAMPBELL COUNTY	CONCORD ELEM.	Warned
	RUSTBURG MIDDLE	Warned
CAROLINE COUNTY	CAROLINE HIGH	Warned
	CAROLINE MIDDLE	Warned
CARROLL COUNTY	CARROLL COUNTY INT.	Warned
	GLADEVILLE ELEM.	Warned
	HILLSVILLE ELEM.	Warned
	OAKLAND ELEM.	Warned
	ST. PAUL SCHOOL	Warned
CHARLES CITY COUNTY	CHARLES CITY CO. ELE	Warned
	CHARLES CITY CO. MIDDLE	Warned
CHARLOTTESVILLE CITY	BUFORD MIDDLE	Warned
	BURNLEY-MORAN ELEMEN	Warned
	CHARLOTTESVILLE HIGH	Warned
	CLARK ELEM.	Warned
	WALKER UPPER ELEM.	Warned

CHESAPEAKE CITY	GEORGETOWN PRIMARY	Warned
	OSCAR SMITH MIDDLE	Warned
	SOUTHWESTERN ELEM.	Warned
	THURGOOD MARSHALL EL	Warned
CHESTERFIELD COUNTY	CHESTERFIELD COMMUNI	Warned
COLONIAL BEACH	COLONIAL BEACH HIGH	Warned
COVINGTON CITY	COVINGTON HIGH	Warned
	EDGEMONT PRIMARY	Warned
CULPEPER COUNTY	CULPEPER MIDDLE	Warned
CUMBERLAND COUNTY	CUMBERLAND ELEM.	Warned
	CUMBERLAND HIGH	Warned
DANVILLE CITY	G. L. H. JOHNSON ELE	Warned
	GLENWOOD ELEM.	Warned
	GROVE PARK ELEM.	Warned
	IRVIN W. TAYLOR ELEM	Warned
	WOODBERRY HILLS ELEM	Warned
DICKENSON COUNTY	ERVINTON HIGH	Warned
	SANDLICK ELEM.	Warned
DINWIDDIE COUNTY	DINWIDDIE COUNTY MIDDLE	Warned
ESSEX COUNTY	ESSEX INT.	Warned
FAIRFAX COUNTY	BUCKNELL ELEM.	Warned
	GRAHAM ROAD ELEM.	Warned
	HYBLA VALLEY ELEM.	Warned
	MOUNT VERNON WOODS E	Warned
	RIVERSIDE ELEM.	Warned
	WEYANOKE ELEM.	Warned
FAUQUIER COUNTY	CEDAR LEE MIDDLE	Warned
FRANKLIN CITY	FRANKLIN HIGH	Warned
	S. P. MORTON ELEM	Warned
FREDERICKSBURG CITY	HUGH MERCER ELEM.	Warned
GILES COUNTY	NARROWS HIGH	Warned
GRAYSON COUNTY	BAYWOOD ELEM.	Warned
	ELK CREEK ELEM.	Warned
	FRIES MIDDLE	Warned
	MT. ROGERS COMBINED	Warned
	PROVIDENCE ELEM.	Warned
GREENSVILLE COUNTY	BELFIELD ELEM.	Warned
	EDWARD W. WYATT MIDD	Warned
	GREENSVILLE ELEM	Warned
	ZION ALTERNATIVE ED	Warned
HALIFAX COUNTY	HALIFAX ELEM.	Warned
	MEADVILLE ELEM.	Warned
	SINAI ELEM.	Warned
	SYDNOR JENNINGS ELEM	Warned
	TURBEVILLE ELEM.	Warned
	WILSON MEMORIAL ELEM	Warned

HAMPTON CITY	ABERDEEN ELEM.	Warned
	C. ALTON LINDSAY MIDDLE	Warned
	C. VERNON SPRATLEY M	Warned
	CESAR TARRANT ELEM.	Warned
	FRANCIS MALLORY ELEM	Warned
	HAMPTON HARBOUR ACAD	Warned
	JOHN TYLER ELEM.	Warned
	WYTHE ELEM.	Warned
HENRICO COUNTY	FAIRFIELD MIDDLE	Warned
	L. DOUGLAS WILDER MI	Warned
	LABURNUM ELEM.	Warned
	MT. VERNON MIDDLE	Warned
	NEW BRIDGE SCHOOL	Warned
	RATCLIFFE ELEM.	Warned
	ROLFE MIDDLE	Warned
	VA. RANDOLPH COMM. H	Warned
HENRY COUNTY	SANVILLE ELEM.	Warned
HOPEWELL CITY	DUPONT ELEM.	Warned
ISLE OF WIGHT COUNTY	WINDSOR MIDDLE	Warned
KING & QUEEN COUNTY	CENTRAL HIGH	Warned
	KING GEORGE ELEM.	Warned
	KING GEORGE MIDDLE	Warned
LANCASTER COUNTY	LANCASTER MIDDLE	Warned
LEE COUNTY	JONESVILLE MIDDLE	Warned
	THOMAS WALKER HIGH	Warned
LUNENBURG COUNTY	KENBRIDGE ELEM.	Warned
	LUNENBURG MIDDLE	Warned
	VICTORIA ELEM.	Warned
LYNCHBURG CITY	PAUL L. DUNBAR MID.	Warned
MARTINSVILLE CITY	ALBERT HARRIS INTERMEDIATE	Warned
	CLEARVIEW ELEM.	Warned
	DRUID HILLS ELEM.	Warned
MECKLENBURG COUNTY	BLUESTONE HIGH	Warned
	PARK VIEW MIDDLE	Warned
MONTGOMERY COUNTY	BELVIEW ELEM.	Warned
	CHRISTIANSBURG ELEM.	Warned
	CHRISTIANSBURG MIDDLE	Warned
	CHRISTIANSBURG PRIMA	Warned
	FALLING BRANCH ELEM.	Warned
	KIPPS ELEM.	Warned
	PRICES FORK ELEM.	Warned
	SHAWSVILLE ELEM.	Warned
	SHAWSVILLE MIDDLE	Warned
NELSON COUNTY	NELSON COUNTY HIGH	Warned
	NELSON MIDDLE	Warned
	TYE RIVER ELEM.	Warned
NEW KENT COUNTY	NEW KENT MIDDLE	Warned

NEWPORT NEWS CITY	CARVER ELEM.	Warned
	HIDENWOOD ELEM.	Warned
	HOMER L. HINES MIDDLE	Warned
	HORACE H. EPES ELEM.	Warned
	HUNTINGTON MIDDLE	Warned
	L. F. PALMER ELEM.	Warned
	LEE HALL ELEM.	Warned
	MARY PASSAGE MIDDLE	Warned
	RIVERSIDE ELEM.	Warned
	SOUTH MORRISON ELEM.	Warned
NORFOLK CITY	BOWLING PARK ELEM.	Warned
	CAMPOSTELLA ELEM.	Warned
	CHESTERFIELD ACADEMY	Warned
	COLEMAN PLACE ELEM.	Warned
	DREAMKEEPERS ACADEMY	Warned
	JACOX ELEM.	Warned
	JAMES MONROE ELEM.	Warned
	LAKE TAYLOR MIDDLE	Warned
	LINDENWOOD ELEM.	Warned
	ROSEMONT MIDDLE	Warned
	RUFFNER MIDDLE	Warned
	SUBURBAN PARK ELEM.	Warned
	YOUNG PARK ELEM.	Warned
NORTHAMPTON COUNTY	NORTHAMPTON MIDDLE	Warned
NORTHUMBERLAND COUNTY	NORTHUMBERLAND HIGH	Warned
PETERSBURG CITY	A. P. HILL ELEM.	Warned
	BLANDFORD ELEM.	Warned
	J. E. B. STUART ELEM	Warned
	PEABODY MIDDLE	Warned
	PETERSBURG HIGH	Warned
	ROBERT E. LEE ELEM.	Warned
	VERNON JOHNS SCHOOL	Warned
	VIRGINIA AVENUE ELEM	Warned
	WALNUT HILL ELEM.	Warned
	WESTVIEW ELEM.	Warned
PITTSYLVANIA COUNTY	CHATHAM ELEM.	Warned
	CHATHAM MIDDLE	Warned
	DAN RIVER MIDDLE	Warned
	GRETNA MIDDLE	Warned
	SOUTHSIDE ELEM.	Warned
PORTSMOUTH CITY	CHURCHLAND ACADEMY E	Warned
	CHURCHLAND MIDDLE	Warned
	CRADOCK MIDDLE	Warned
	DOUGLASS PARK ELEM.	Warned
	HODGES MANOR ELEM.	Warned
	HUNT-MAPP MIDDLE	Warned
	I. C. NORCOM HIGH	Warned
	JAMES HURST ELEM.	Warned

Portsmouth City (con't)	LAKEVIEW ELEM.	Warned
	S.H. CLARKE ACADEMY	Warned
	WESTHAVEN ELEM.	Warned
	WM. E. WATERS MIDDLE	Warned
	WOODROW WILSON HIGH	Warned
PRINCE EDWARD COUNTY	PRINCE EDWARD MIDDLE	Warned
PRINCE WILLIAM COUNTY	C. A. SINCLAIR ELEM.	Warned
	KERRYDALE ELEM.	Warned
	YORKSHIRE ELEM.	Warned
PULASKI COUNTY	CRITZER ELEM.	Warned
	PULASKI MIDDLE	Warned
	RIVERLAWN ELEM.	Warned
	SNOWVILLE ELEM.	Warned
RICHMOND CITY	ADULT CAREER DEV. CT	Warned
	AMELIA STREET SP ED	Warned
	ARMSTRONG HIGH	Warned
	CHANDLER MIDDLE	Warned
	G. H. REID ELEM.	Warned
	GEORGE W. CARVER ELE	Warned
	GEORGE WYTHE HIGH	Warned
	J. L. FRANCIS ELEM.	Warned
	PATRICK HENRY ELEM.	Warned
	RICHMOND ALTERNATIVE	Warned
	SUMMER HILL/RUFFIN R	Warned
	THOMAS C. BOUSHALL M	Warned
ROANOKE CITY	ADDISON AEROSPACE MA	Warned
	BLUE RIDGE TECHNICAL	Warned
	FALLON PARK ELEM.	Warned
	FOREST PARK MAGNET	Warned
	GARDEN CITY ELEM.	Warned
	HUFF LANE MICROVILLA	Warned
	HURT PARK ELEM.	Warned
	NOEL C. TAYLOR LRNG.	Warned
	OAKLAND INTERMEDIATE	Warned
	PRESTON PARK PRIMARY	Warned
	ROANOKE ACDMY/MATH &	Warned
	ROUND HILL MONTESSOR	Warned
	STONEWALL JACKSON MI	Warned
	VIRGINIA HEIGHTS ELE	Warned
	WESTSIDE ELEM.	Warned
ROCKBRIDGE COUNTY	FAIRFIELD ELEM.	Warned
	MAURY RIVER MIDDLE	Warned
SMYTH COUNTY	CHILHOWIE MIDDLE	Warned
	MARION MIDDLE	Warned
	NORTHWOOD MIDDLE	Warned
	SUGAR GROVE COMBINED	Warned
SOUTHAMPTON COUNTY	SOUTHAMPTON MIDDLE	Warned
SPOTSYLVANIA COUNTY	BERKELEY ELEM.	Warned
	REGIONAL HIGH	Warned

SUFFOLK CITY	ELEPHANT'S FORK ELEM	Warned
	JOHN F. KENNEDY MIDD	Warned
	KING'S FORK MIDDLE	Warned
	LAKELAND HIGH	Warned
	NANSEMOND PARKWAY EL	Warned
	NANSEMOND RIVER HIGH	Warned
	SOUTHWESTERN ELEM.	Warned
SURRY COUNTY	LUTHER P. JACKSON MI	Warned
SUSSEX COUNTY	ANNIE B. JACKSON ELE	Warned
	ELLEN W. CHAMBLISS E	Warned
	JEFFERSON ELEM.	Warned
	SUSSEX CENTRAL HIGH	Warned
	SUSSEX CENTRAL MIDDLE	Warned
TAZEWELL COUNTY	NORTH TAZEWELL ELEM.	Warned
	POCAHONTAS HIGH	Warned
	RAVEN ELEM.	Warned
	RICHLANDS MIDDLE	Warned
	SPRINGVILLE ELEM.	Warned
	TAZEWELL MIDDLE	Warned
VIRGINIA BEACH CITY	NEWTOWN ROAD ELEM.	Warned
WASHINGTON COUNTY	RHEA VALLEY ELEM.	Warned
WAYNESBORO CITY	KATE COLLINS	Warned
	WENONAH ELEM.	Warned
	WILLIAM PERRY ELEM.	Warned
WESTMORELAND COUNTY	COPELE ELEM.	Warned
	WASHINGTON & LEE HIGH	Warned
	WASHINGTON DISTRICT	Warned
WISE COUNTY	APPALACHIA HIGH	Warned
	COEBURN MIDDLE	Warned
WYTHE COUNTY	JACKSON MEMORIAL ELE	Warned
	MAX MEADOWS ELEM.	Warned
	RURAL RETREAT MIDDLE	Warned

## **Appendix C: Standards of Quality Code of Virginia – as of July 1, 2004**

Web site: [http://www.pen.k12.va.us/VDOE/VA Board/Standards/](http://www.pen.k12.va.us/VDOE/VA_Board/Standards/)

### **§ 22.1-253.13:1. Standard 1. Instructional programs supporting the Standards of Learning and other educational objectives.**

A. The General Assembly and the Board of Education believe that the fundamental goal of the public schools of this Commonwealth must be to enable each student to develop the skills that are necessary for success in school and preparation for life. The General Assembly and the Board of Education find that the quality of education is dependent upon the provision of (i) the appropriate working environment, benefits, and salaries necessary to ensure the availability of high-quality instructional personnel; (ii) the appropriate learning environment designed to promote student achievement; (iii) quality instruction that enables each student to become a productive and educated citizen of Virginia and the United States of America; and (iv) the adequate commitment of other resources. In keeping with this goal, the General Assembly shall provide for the support of public education as set forth in Article VIII, Section 1 of the Constitution of Virginia.

B. The Board of Education shall establish educational objectives known as the Standards of Learning, which shall form the core of Virginia's educational program, and other educational objectives, which together are designed to ensure the development of the skills that are necessary for success in school and for preparation for life in the years beyond. At a minimum, the Board shall establish Standards of Learning for English, mathematics, science, and history and social science. The Standards of Learning shall not be construed to be regulations as defined in § 2.2-4001.

The Board shall seek to ensure that the Standards of Learning are consistent with a high quality foundation educational program. The Standards of Learning shall include, but not be limited to, the basic skills of communication (listening, speaking, reading, and writing); computation and critical reasoning including problem solving and decision making; proficiency in the use of computers and related technology; and the skills to manage personal finances and to make sound financial decisions.

The English Standards of Learning for reading in kindergarten through grade three shall be based on components of effective reading instruction, to include, at a minimum, phonemic awareness, phonics, fluency, vocabulary development, and text comprehension.

The Standards of Learning in all subject areas shall be subject to regular review and revision to maintain rigor and to reflect a balance between content knowledge and the application of knowledge in preparation for eventual employment and lifelong learning. The Board of Education shall establish a regular schedule, in a manner it deems appropriate, for the review, and revision as may be necessary, of the Standards of Learning in all subject areas. Such review of each subject area shall occur at least once every seven years. Nothing in this section shall be construed to prohibit the Board from conducting such review and revision on a more frequent basis.

To provide appropriate opportunity for input from the general public, teachers, and local school boards, the Board of Education shall conduct public hearings prior to establishing revised Standards of Learning. Thirty days prior to conducting such hearings, the Board shall give notice of the date, time, and place of the hearings to all local school boards and any other persons requesting to be notified of the hearings and publish notice of its intention to revise the Standards of Learning in the Virginia Register of Regulations.

Interested parties shall be given reasonable opportunity to be heard and present information prior to final adoption of any revisions of the Standards of Learning.

In addition, the Department of Education shall make available and maintain a website, either separately or through an existing website utilized by the Department of Education, enabling public elementary, middle, and high school educators to submit recommendations for improvements relating to the Standards of Learning, when under review by the Board according to its established schedule, and related assessments required by the Standards of Quality pursuant to this chapter. Such website shall facilitate the submission of recommendations by educators.

School boards shall implement the Standards of Learning or objectives specifically designed for their school divisions that are equivalent to or exceed the Board's requirements. Students shall be expected to achieve the educational objectives established by the school division at appropriate age or grade levels.

The Board of Education shall supplement the Standards of Learning for history and social science to ensure the study of contributions to society of diverse people. For the purposes of this subsection, "diverse" shall include consideration of disability, ethnicity, race, and gender.

With such funds as are made available for this purpose, the Board shall regularly review and revise the competencies for career and technical education programs to require the full integration of English, mathematics, science, and history and social science Standards of Learning. Career and technical education programs shall be aligned with industry and professional standard certifications, where they exist.

C. Local school boards shall develop and implement a program of instruction for grades K through 12 that emphasizes reading, writing, speaking, mathematical concepts and computations, proficiency in the use of computers and related technology, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government, foreign languages, international cultures, health and physical education, environmental issues and geography necessary for responsible participation in American society and in the international community; fine arts, which may include, but need not be limited to, music and art, and practical arts; knowledge and skills needed to qualify for further education and employment or, in the case of children with disabilities, to qualify for appropriate training; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning.

Local school boards shall also develop and implement programs of prevention, intervention, or remediation for students who are educationally at risk including, but not limited to, those who fail to achieve a passing score on any Standards of Learning assessment in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit required for the student's graduation.

Any student who passes one or more, but not all, of the Standards of Learning assessments for the relevant grade level in grades three through eight may be required to attend a remediation program. Any student who fails all of the Standards of Learning assessments for the relevant grade level in grades three through eight shall be required to attend a summer school program or to participate in another form of remediation. Division superintendents shall require such students to take special programs of prevention, intervention, or remediation, which may include attendance in public summer school programs, in accordance with clause (ii) of subsection A of § 22.1-254 and § 22.1-254.01.

Remediation programs shall include, when applicable, a procedure for early identification of students who are at risk of failing the Standards of Learning assessments in grades three through eight or who fail an end-of-course test required for the award of a verified unit of credit required for the student's graduation. Such programs may also include summer school for all elementary and middle school grades and for all high school academic courses, as defined by regulations promulgated by the Board of Education, or other forms of remediation. Summer school remediation programs or other forms of remediation shall be chosen by the division superintendent to be appropriate to the academic needs of the student. Students who are required to attend such summer school programs or to participate in another form of remediation shall not be charged tuition by the school division.

The requirement for remediation may, however, be satisfied by the student's attendance in a program of prevention, intervention or remediation that has been selected by his parent, in consultation with the division superintendent or

his designee, and is either (i) conducted by an accredited private school or (ii) a special program that has been determined to be comparable to the required public school remediation program by the division superintendent. The costs of such private school remediation program or other special remediation program shall be borne by the student's parent.

The Board of Education shall establish standards for full funding of summer remedial programs that shall include, but not be limited to, the minimum number of instructional hours or the equivalent thereof required for full funding and an assessment system designed to evaluate program effectiveness. Based on the number of students attending and the Commonwealth's share of the per pupil instructional costs, state funds shall be provided for the full cost of summer and other remediation programs as set forth in the appropriation act, provided such programs comply with such standards as shall be established by the Board, pursuant to § 22.1-199.2.

D. Local school boards shall also implement the following:

1. Programs in grades K through three that emphasize developmentally appropriate learning to enhance success.
2. Programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school.
3. Career and technical education programs incorporated into the K through 12 curricula that include:
  - a. Knowledge of careers and all types of employment opportunities including, but not limited to, apprenticeships, entrepreneurship and small business ownership, the military, and the teaching profession, and emphasize the advantages of completing school with marketable skills;
  - b. Career exploration opportunities in the middle school grades; and
  - c. Competency-based career and technical education programs that integrate academic outcomes, career guidance and job-seeking skills for all secondary students. Programs must be based upon labor market needs and student interest. Career guidance shall include counseling about available employment opportunities and placement services for students exiting school. Each school board shall develop and implement a plan to ensure compliance with the provisions of this subdivision. Such plan shall be developed with the input of area business and industry representatives and local community colleges and shall be submitted to the Superintendent of Public Instruction in accordance with the timelines established by federal law.
4. Early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law.
5. Early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs.
6. Educational alternatives for students whose needs are not met in programs prescribed elsewhere in these standards. Such students shall be counted in average daily membership (ADM) in accordance with the regulations of the Board of Education.
7. Adult education programs for individuals functioning below the high school completion level. Such programs may be conducted by the school board as the primary agency or through a collaborative arrangement between the school board and other agencies.
8. A plan to make achievements for students who are educationally at risk a divisionwide priority that shall include procedures for measuring the progress of such students.
9. A plan to notify students and their parents of the availability of dual enrollment and advanced placement classes, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the advanced placement and International Baccalaureate examinations.
10. Identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs.
11. Early identification, diagnosis, and assistance for students with reading problems and provision of instructional strategies and reading practices that benefit the development of reading skills for all students.
12. Incorporation of art, music, and physical education as a part of the instructional program at the elementary school level.

13. A program of student services for grades kindergarten through 12 that shall be designed to aid students in their educational, social, and career development.

E. From such funds as may be appropriated or otherwise received for such purpose, there shall be established within the Department of Education a unit to (i) conduct evaluative studies; (ii) provide the resources and technical assistance to increase the capacity for school divisions to deliver quality instruction; and (iii) assist school divisions in implementing those programs and practices that will enhance pupil academic performance and improve family and community involvement in the public schools. Such unit shall identify and analyze effective instructional programs and practices and professional development initiatives; evaluate the success of programs encouraging parental and family involvement; assess changes in student outcomes prompted by family involvement; and collect and disseminate among school divisions information regarding effective instructional programs and practices, initiatives promoting family and community involvement, and potential funding and support sources. Such unit may also provide resources supporting professional development for administrators and teachers.

In providing such information, resources, and other services to school divisions, the unit shall give priority to those divisions demonstrating a less than 70 percent passing rate on the Standards of Learning assessments.

**§ 22.1-253.13:2. Standard 2. Instructional, administrative, and support personnel.**

A. The Board shall establish requirements for the licensing of teachers, principals, superintendents, and other professional personnel.

B. School boards shall employ licensed instructional personnel qualified in the relevant subject areas.

C. Each school board shall assign licensed instructional personnel in a manner that produces divisionwide ratios of students in average daily membership to full-time equivalent teaching positions, excluding special education teachers, principals, assistant principals, counselors, and librarians, that are not greater than the following ratios: (i) 24 to one in kindergarten with no class being larger than 29 students; if the average daily membership in any kindergarten class exceeds 24 pupils, a full-time teacher's aide shall be assigned to the class; (ii) 24 to one in grades one, two, and three with no class being larger than 30 students; (iii) 25 to one in grades four through six with no class being larger than 35 students; and (iv) 24 to one in English classes in grades six through 12. Within its regulations governing special education programs, the Board shall seek to set pupil/teacher ratios for educable mentally retarded (EMR) pupils that do not exceed the pupil/teacher ratios for self-contained classes for pupils with specific learning disabilities. (21:1 ratio is funded for the second year).

Further, school boards shall assign instructional personnel in a manner that produces schoolwide ratios of students in average daily memberships to full-time equivalent teaching positions of 21 to one in middle schools and high schools. School divisions shall provide all middle and high school teachers with one planning period per day or the equivalent, unencumbered of any teaching or supervisory duties.

D. Each local school board shall employ with state and local basic, special education, gifted, and career and technical education funds a minimum number of licensed, full-time equivalent instructional personnel for each 1,000 students in average daily membership (ADM) as set forth in the appropriation act. Calculations of kindergarten positions shall be based on full-day kindergarten programs. Beginning with the March 31 report of average daily membership, those school divisions offering half-day kindergarten with pupil/teacher ratios that exceed 30 to one shall adjust their average daily membership for kindergarten to reflect 85 percent of the total kindergarten average daily memberships, as provided in the appropriation act.

E. In addition to the positions supported by basic aid and in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to fund certain full-time equivalent instructional positions for each 1,000 students in grades K through 12 who are identified as needing

prevention, intervention, and remediation services. State funding for prevention, intervention, and remediation programs provided pursuant to this subsection and the appropriation act may be used to support programs for educationally at-risk students as identified by the local school boards.

F. In addition to the positions supported by basic aid and those in support of regular school year programs of prevention, intervention, and remediation, state funding, pursuant to the appropriation act, shall be provided to support 10 full-time equivalent instructional positions for each 1,000 students identified as having limited English proficiency.

G. In addition to the full-time equivalent positions required elsewhere in this section, each local school board shall employ the following reading specialists in elementary schools, one full-time in each elementary school at the discretion of the local school board.

H. Each local school board shall employ, at a minimum, the following full-time equivalent positions for any school that reports fall membership, according to the type of school and student employment:

1. Principals in elementary schools, one half-time to 299 students, one full-time at 300 students; principals in middle schools, one full-time, to be employed on a 12-month basis; principals in high schools, one full-time, to be employed on a 12-month basis;
2. Assistant principals in elementary schools, one half-time at 600 students, one full-time at 900 students; assistant principals in middle schools, one full-time for each 600 students; assistant principals in high schools, one full-time for each 600 students;
3. Librarians in elementary schools, one part-time to 299 students, one full-time at 300 students; librarians in middle schools, one-half time to 299 students, one full-time at 300 students, two full-time at 1,000 students; librarians in high schools, one half-time to 299 students, one full-time at 300 students, two full-time at 1,000 students;
4. Guidance counselors in elementary schools, one hour per day per 100 students, one full-time at 500 students, one hour per day additional time per 100 students or major fraction thereof; guidance counselors in middle schools, one period per 80 students, one full-time at 400 students, one additional period per 80 students or major fraction thereof; guidance counselors in high schools, one period per 70 students, one full-time at 350 students, one additional period per 70 students or major fraction thereof; and
5. Clerical personnel in elementary schools, part-time to 299 students, one full-time at 300 students; clerical personnel in middle schools, one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students; clerical personnel in high schools, one full-time and one additional full-time for each 600 students beyond 200 students and one full-time for the library at 750 students.

I. Local school boards shall employ five positions per 1,000 students in grades kindergarten through five to serve as elementary resource teachers in art, music, and physical education.

J. Local school boards shall employ two positions per 1,000 students in grades kindergarten through 12, one to provide technology support and one to serve as an instructional technology resource teacher.

K. Local school boards may employ additional positions that exceed these minimal staffing requirements. These additional positions may include, but are not limited to, those funded through the state's incentive and categorical programs as set forth in the appropriation act.

L. A combined school, such as kindergarten through 12, shall meet at all grade levels the staffing requirements for the highest grade level in that school; this requirement shall apply to all staff, except for guidance counselors, and shall be based on the school's total enrollment; guidance counselor staff requirements shall, however, be based on the enrollment at the various school organization levels, i.e., elementary, middle, or high school. The Board of Education may grant waivers from these staffing levels upon request from local school boards seeking to implement experimental or innovative programs that are not consistent with these staffing levels.

M. School boards shall, however, annually, on or before January 1, report to the public the actual pupil/teacher ratios in elementary school classrooms by school for the current school year. Such actual ratios shall include only the teachers who teach the grade and class on a full-time basis and shall exclude resource personnel. School boards shall report pupil/teacher ratios that include resource teachers in the same annual report. Any classes funded through the voluntary kindergarten through third grade class size reduction program shall be identified as such classes. Any classes having waivers to exceed the requirements of this subsection shall also be identified. Schools shall be identified; however, the data shall be compiled in a manner to ensure the confidentiality of all teacher and pupil identities.

N. Students enrolled in a public school on a less than full-time basis shall be counted in ADM in the relevant school division. Students who are either (i) enrolled in a nonpublic school or (ii) receiving home instruction pursuant to § 22.1-254.1, and who are enrolled in public school on a less than full-time basis in any mathematics, science, English, history, social science, career and technical education, fine arts, foreign language, or health education or physical education course shall be counted in the ADM in the relevant school division on a pro rata basis as provided in the appropriation act. Each such course enrollment by such students shall be counted as 0.25 in the ADM; however, no such nonpublic or home school student shall be counted as more than one-half a student for purposes of such pro rata calculation. Such calculation shall not include enrollments of such students in any other public school courses.

O. Each local school board shall provide those support services that are necessary for the efficient and cost-effective operation and maintenance of its public schools.

For the purposes of this title, unless the context otherwise requires, "support services" shall include services provided by the school board members; the superintendent; assistant superintendents; student services (including guidance counselors, social workers, and homebound, improvement, principal's office, and library- media positions); attendance and health positions; administrative, technical, and clerical positions; operation and maintenance positions; educational technology positions; school nurses; and pupil transportation positions. Pursuant to the appropriations act, support services shall be funded from basic school aid on the basis of prevailing statewide costs.

**§ 22.1-253.13:3. Standard 3. Accreditation, other standards and evaluation.**

A. The Board of Education shall promulgate regulations establishing standards for accreditation pursuant to the Administrative Process Act (§ 2.2-4000 et seq.), which shall include, but not be limited to, student outcome measures, requirements and guidelines for instructional programs and for the integration of educational technology into such instructional programs, administrative and instructional staffing levels and positions, including staff positions for supporting educational technology, student services, auxiliary education programs such as library and media services, course and credit requirements for graduation from high school, community relations, and the philosophy, goals, and objectives of public education in Virginia.

The Board shall review annually the accreditation status of all schools in the Commonwealth. Each local school board shall maintain schools that are fully accredited pursuant to the standards of accreditation as prescribed by the Board of Education. Each local school board shall review the accreditation status of all schools in the local school division annually in public session. Within the time specified by the Board of Education, each school board shall submit corrective action plans for any schools within its school division that have been designated as not meeting the standards as approved by the Board.

When the Board of Education has obtained evidence through the school academic review process that the failure of schools within a division to achieve full accreditation status is related to division level failure to implement the Standards of Quality, the Board may require a division level academic review. After the conduct of such review and within the time specified by the Board of Education, each school board shall submit for approval by the Board a corrective action plan, consistent with criteria established by the Board and setting forth specific actions and a schedule designed to ensure that schools within its school division achieve full accreditation status. Such corrective action plans shall be part of the relevant school division's six-year improvement plan pursuant to § 22.1-253.13:6.

With such funds as are appropriated or otherwise received for this purpose, the Board shall adopt and implement an academic review process, to be conducted by the Department of Education, to assist schools that are accredited with warning. The Department shall forward a report of each academic review to the relevant local school board, and such school board shall make the results of such review available to the public.

B. The Superintendent of Public Instruction shall develop and the Board of Education shall approve criteria for determining and recognizing educational performance in the Commonwealth's public school divisions and schools. Such criteria, when approved, shall become an integral part of the accreditation process and shall include student outcome measurements. The Superintendent of Public Instruction shall annually identify to the Board those school divisions and schools that exceed or do not meet the approved criteria. Such identification shall include an analysis of the strengths and weaknesses of public education programs in the various school divisions in Virginia and recommendations to the General Assembly for further enhancing student learning uniformly across the Commonwealth. In recognizing educational performance in the school divisions, the Board shall include consideration of special school division accomplishments, such as numbers of dual enrollments and students in Advanced Placement and International Baccalaureate courses, and participation in academic year Governor's Schools.

The Superintendent of Public Instruction shall assist local school boards in the implementation of action plans for increasing educational performance in those school divisions and schools that are identified as not meeting the approved criteria. The Superintendent of Public Instruction shall monitor the implementation of and report to the Board of Education on the effectiveness of the corrective actions taken to improve the educational performance in such school divisions and schools.

C. With such funds as are available for this purpose, the Board of Education shall prescribe assessment methods to determine the level of achievement of the Standards of Learning objectives by all students. Such assessments shall evaluate knowledge, application of knowledge, critical thinking, and skills related to the Standards of Learning being assessed. The Board shall (i) in consultation with the chairpersons of the eight regional superintendents' study groups, establish a timetable for administering the Standards of Learning assessments to ensure genuine end-of-course and end-of-grade testing and (ii) with the assistance of independent testing experts, conduct a regular analysis and validation process for these assessments.

In prescribing such Standards of Learning assessments, the Board shall provide local school boards the option of administering tests for United States History to 1877, United States History: 1877 to the Present, and Civics and Economics. The Board of Education shall make publicly available such assessments in a timely manner and as soon as practicable following the administration of such tests, so long as the release of such assessments does not compromise test security or deplete the bank of assessment questions necessary to construct subsequent tests.

The Board shall include in the student outcome measures that are required by the Standards of Accreditation end-of-course or end-of-grade tests for various grade levels and classes, as determined by the Board, in accordance with the Standards of Learning.

These Standards of Learning assessments shall include, but need not be limited to, end-of-course or end-of-grade tests for English, mathematics, science, and history and social science. In addition, to assess the educational progress of students, the Board of Education shall (i) develop appropriate assessments, which may include criterion-referenced tests and alternative assessment instruments that may be used by classroom teachers and (ii) prescribe and provide measures, which may include nationally normed tests to be used to identify students who score in the bottom quartile at selected grade levels.

D. The Board of Education is authorized to pursue all available civil remedies for breaches in test security and unauthorized alteration of test materials or test results.

Notwithstanding any other provision of state law, no test or examination authorized by this section, including the Standards of Learning assessments, shall be released or required to be released as minimum competency tests, if, in the judgment of the Board, such release would breach the security of such test or examination or deplete the bank of questions necessary to construct future secure tests.

E. With such funds as may be appropriated, the Board of Education may provide, through an agreement with vendors having the technical capacity and expertise to provide computerized tests and assessments, and test construction, analysis, and security, for (i) web-based computerized tests and assessments for the evaluation of student progress during and after remediation and (ii) the development of a remediation item bank directly related to the Standards of Learning.

F. To assess the educational progress of students as individuals and as groups, each local school board shall require the administration of appropriate assessments, which may include criterion-referenced tests, teacher-made tests and alternative assessment instruments and shall include the Standards of Learning Assessments and the National Assessment of Educational Progress state-by-state assessment. Each school board shall analyze and report annually, in compliance with any criteria that may be established by the Board of Education, the results from the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, if administered, and the Standards of Learning Assessments to the public.

The Board of Education shall not require administration of the Stanford Achievement Test Series, Ninth Edition (Stanford Nine) assessment, except as may be selected to facilitate compliance with the requirements for home instruction pursuant to § 22.1-254.1.

The Board shall include requirements for the reporting of the Standards of Learning assessment scores and averages for each year as part of the Board's requirements relating to the School Performance Report Card. Such scores shall be disaggregated for each school by gender and by race or ethnicity, and shall be reported to the public within three months of their receipt. These reports (i) shall be posted on the portion of the Department of Education's website relating to the School Performance Report Card, in a format and in a manner that allows year-to-year comparisons, and (ii) may include the National Assessment of Educational Progress state-by-state assessment.

**§ 22.1-253.13:4. Standard 4. Student achievement and graduation requirements.**

A. Each local school board shall award diplomas to all secondary school students, including students who transfer from nonpublic schools or from home instruction, who earn the units of credit prescribed by the Board of Education, pass the prescribed tests, and meet such other requirements as may be prescribed by the local school board and approved by the Board of Education. Provisions shall be made for students who transfer between secondary schools and from nonpublic schools or from home instruction as outlined in the standards for accreditation. Further, reasonable accommodation to meet the requirements for diplomas shall be provided for otherwise qualified students with disabilities as needed.

In addition, each local school board may devise, vis-a-vis the award of diplomas to secondary school students, a mechanism for calculating class rankings that takes into consideration whether the student has taken a required class more than one time and has had any prior earned grade for such required class expunged.

Each local school board shall notify the parent of rising eleventh and twelfth grade students of (i) the number of standard and verified units of credit required for graduation pursuant to the standards of accreditation and (ii) the remaining number of such units of credit the individual student requires for graduation.

B. Students identified as disabled who complete the requirements of their individualized education programs shall be awarded special diplomas by local school boards.

Each local school board shall notify the parent of such students with disabilities who have an individualized education program and who fail to meet the requirements for graduation of the student's right to a free and appropriate education to age 21, inclusive, pursuant to Article 2 (§ 22.1-213 et seq.) of Chapter 13 of this title.

C. Students who have completed a prescribed course of study as defined by the local school board shall be awarded certificates of program completion by local school boards if they are not eligible to receive a standard, advanced studies, modified standard, or general achievement diploma.

Each local school board shall provide notification of the right to a free public education for students who have not reached 20 years of age on or before August 1 of the school year, pursuant to Chapter 1 (§ 22.1-1 et seq.) of this title, to the parent of students who fail to graduate or who have failed to achieve the number of verified units of credit required for graduation as provided in the standards of accreditation. If such student who does not graduate or achieve such verified units of credit is a student for whom English is a second language, the local school board shall notify the parent of the student's opportunity for a free public education in accordance with § 22.1-5.

D. In establishing course and credit requirements for a high school diploma, the Board shall:

1. Provide for the selection of integrated learning courses meeting the Standards of Learning and approved by the Board to satisfy graduation credit requirements, which shall include Standards of Learning testing, as necessary;
2. Establish the requirements for a standard, modified standard, or advanced studies high school diploma, which shall include one credit in fine, performing, or practical arts and one credit in United States and Virginia history. The requirements for a standard high school diploma shall, however, include at least two sequential electives chosen from a concentration of courses selected from a variety of options that may be planned to ensure the completion of a focused sequence of elective courses. Students may take such focused sequence of elective courses in consecutive years or any two years of high school. Such focused sequence of elective courses shall provide a foundation for further education or training or preparation for employment and shall be developed by the school division, consistent with Board of Education guidelines and as approved by the local school board;
3. Provide, in the requirements for the verified units of credit stipulated for obtaining the standard or advanced studies diploma, that students completing elective classes into which the Standards of Learning for any required course have been integrated may take the relevant Standards of Learning test for the relevant required course and receive, upon achieving a satisfactory score on the specific Standards of Learning assessment, a verified unit of credit for such elective class that shall be deemed to satisfy the Board's requirement for verified credit for the required course; and
4. Establish a procedure to facilitate the acceleration of students that allows qualified students, with the recommendation of the division superintendent, without completing the 140-hour class, to obtain credit for such class upon demonstration of mastery of the course content and objectives. Having received credit for the course, the student shall be permitted to sit for the relevant Standards of Learning assessment and, upon receiving a passing score, shall earn a verified credit. Nothing in this section shall preclude relevant school division personnel from enforcing compulsory attendance in public schools.

In addition, the Board may:

- a. For the purpose of awarding verified units of credit, approve the use of additional or substitute tests for the correlated Standards of Learning assessment, such as academic achievement tests, industry certifications or state licensure examinations; and
- b. Permit students completing career and technical education programs designed to enable such students to pass such industry certification examinations or state licensure examinations to be awarded, upon obtaining satisfactory scores on such industry certification or licensure examinations, the appropriate verified units of credit for one or more career and technical education classes into which relevant Standards of Learning for various classes taught at the same level have been integrated. Such industry certification and state licensure examinations may cover relevant Standards of Learning for various required classes and may, at the discretion of the Board, address some Standards of Learning for several required classes.

E. In the exercise of its authority to recognize exemplary academic performance by providing for diploma seals, the Board of Education shall develop criteria for recognizing exemplary performance in career and technical education

programs by students who have completed the requirements for a standard or advanced studies diploma and shall award seals on the diplomas of students meeting such criteria.

In addition, the Board shall establish criteria for awarding a diploma seal for advanced mathematics and technology for the standard and advanced studies diplomas. The Board shall consider including criteria for (i) technology courses; (ii) technical writing, reading, and oral communication skills; (iii) technology-related practical arts training; and (iv) industry, professional, and trade association national certifications.

The Board shall also establish criteria for awarding a diploma seal for excellence in civics education and understanding of our state and federal constitutions and the democratic model of government for the standard and advanced studies diplomas. The Board shall consider including criteria for (i) successful completion of history, government, and civics courses, including courses that incorporate character education; (ii) voluntary participation in community service or extracurricular activities; and (iii) related requirements as it deems appropriate.

F. The Board shall establish, by regulation, requirements for the award of a general achievement diploma for those persons who have (i) achieved a passing score on the GED examination; (ii) successfully completed an education and training program designated by the Board of Education; and (iii) satisfied other requirements as may be established by the Board for the award of such diploma.

**§ 22.1-253.13:5. Standard 5. Teacher quality and educational leadership.**

A. Each member of the Board of Education shall participate in high-quality professional development programs on personnel, curriculum and current issues in education as part of his service on the Board.

B. Consistent with the finding that leadership is essential for the advancement of public education in the Commonwealth, the Board of Education shall develop uniform performance standards and evaluation criteria for teachers, administrators, and superintendents, which shall include standards for training in the implementation of the Standards of Learning and training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of instructional personnel.

C. The Board of Education shall provide guidance on high-quality professional development for (i) teachers, principals, supervisors, division superintendents and other school staff; (ii) administrative and supervisory personnel in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel; (iii) school board members on personnel, curriculum and current issues in education; and (iv) programs in Braille for teachers of the blind and visually impaired, in cooperation with the Virginia Department for the Blind and Vision Impaired.

The Board shall also provide technical assistance on high-quality professional development to local school boards designed to ensure that all instructional personnel are proficient in the use of educational technology consistent with its Six-Year Educational Technology Plan for Virginia.

D. Each local school board shall require (i) its members to participate annually in high quality professional development programs on personnel, curriculum and current issues in education as part of their service on the local board and (ii) the division superintendent to participate annually in high-quality professional development activities at the local, state or national levels.

E. Each local school board shall provide a program of high-quality professional development (i) in the use and documentation of performance standards and evaluation criteria based on student academic progress and skills for teachers and administrators to clarify roles and performance expectations and to facilitate the successful implementation of instructional programs that promote student achievement at the school and classroom levels; (ii) as part of the license renewal process, to assist teachers and principals in acquiring the skills needed to work with gifted students, students with disabilities, and students who have been identified as having limited English proficiency and to increase student achievement and expand the knowledge and skills students require to meet the

standards for academic performance set by the Board of Education; (iii) in educational technology for all instructional personnel which is designed to facilitate integration of computer skills and related technology into the curricula, and (iv) for administrative personnel designed to increase proficiency in instructional leadership and management, including training in the evaluation and documentation of teacher and administrator performance based on student academic progress and the skills and knowledge of such instructional or administrative personnel. In addition, each local school board shall also provide teachers and principals with high quality professional development programs in (i) the preparation of tests and other assessment measures; (ii) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives; (iii) instruction and remediation techniques in English, mathematics, science, and history and social science; (iv) interpreting test data for instructional purposes; and (v) technology applications to implement the Standards of Learning.

F. Schools and school divisions shall include as an integral component of their biennial plans and six- year plans, respectively, required by § 22.1-253.13:6, high-quality professional development programs that support the recruitment, employment, and retention of qualified teachers and principals.

**§ 22.1-253.13:6. Standard 6. Planning and public involvement.**

A. The Board of Education shall revise, extend and adopt biennially a statewide six- year plan that shall be developed with statewide participation. The Board shall post such plan on the Department of Education's website if practicable, and, in any case, shall make a hard copy of such plan available for public inspection and copying. This plan shall include the objectives of public education in Virginia, an assessment of the extent to which these objectives are being achieved, a forecast of enrollment changes and an assessment of the needs of public education in the Commonwealth. In the annual report required by § 22.1-18, the Board shall include an analysis of the extent to which these Standards of Quality have been achieved and the objectives of the statewide six-year plan have been met. The Board shall also develop, consistent with its six- year plan, a detailed six- year plan to integrate educational technology into the Standards of Learning and the curricula of the public schools in Virginia, including career and technical education programs. The Board shall review and approve the six- year plan for educational technology and may require the revision of such plan as it deems necessary.

B. Each local school board shall revise, extend and adopt biennially a divisionwide six-year plan that shall be developed with staff and community involvement. Prior to the adoption of any divisionwide six- year plan, each local school board shall post such plan on the division's Internet website if practicable, and, in any case, shall make a hard copy of the plan available for public inspection and copying and shall conduct at least one public hearing to solicit public comment on the divisionwide plan.

The divisionwide six- year plan shall include, but shall not be limited to, (i) the objectives of the school division; (ii) an assessment of the extent to which these objectives are being achieved; (iii) a forecast of enrollment changes; (iv) a plan for projecting and managing enrollment changes including consideration of the consolidation of schools to provide for a more comprehensive and effective delivery of instructional services to students and economies in school operations; (v) an evaluation of the appropriateness of establishing regional programs and services in cooperation with neighboring school divisions; (vi) a plan for implementing such regional programs and services when appropriate; (vii) a technology plan designed to integrate educational technology into the instructional programs of the school division, including the school division's career and technical education programs, consistent with the six- year technology plan for Virginia adopted by the Board of Education; (viii) an assessment of the needs of the school division and evidence of community participation in the development of the plan; and (ix) any corrective action plan required pursuant to § 22.1-253.13:3.

A report shall be presented by each school board to the public by November 1 of each odd-numbered year on the extent to which the objectives of the divisionwide six- year plan have been met during the previous two school years.

C. Each public school shall prepare a biennial plan, which the relevant school board shall consider in the development of its divisionwide six- year plan.

D. The Board of Education shall, in a timely manner, make available to local school boards information about where current Virginia school laws, Board regulations and revisions, and copies of relevant Opinions of the Attorney General of Virginia may be located online.

**§ 22.1-253.13:7. Standard 7. School board policies.**

A. Each local school board shall maintain and follow up-to-date policies. All school board policies shall be reviewed at least every five years and revised as needed.

B. Each local school board shall ensure that policies developed giving consideration to the views of teachers, parents, and other concerned citizens and addressing the following:

1. A system of two-way communication between employees and the local school board and its administrative staff whereby matters of concern can be discussed in an orderly and constructive manner;
2. The selection and evaluation of all instructional materials purchased by the school division, with clear procedures for handling challenged controversial materials;
3. The standards of student conduct and attendance and enforcement procedures designed to provide that public education be conducted in an atmosphere free of disruption and threat to persons or property and supportive of individual rights;
4. School-community communications and community involvement;
5. Guidelines to encourage parents to provide instructional assistance to their children in the home, which may include voluntary training for the parents of children in grades K through three;
6. Information about procedures for addressing concerns with the school division and recourse available to parents pursuant to § 22.1-87;
7. A cooperatively developed procedure for personnel evaluation appropriate to tasks performed by those being evaluated; and
8. Grievances, dismissals, etc., of teachers, and the implementation procedure prescribed by the General Assembly and the Board of Education, as provided in Article 3 (§ 22.1-306 et seq.) of Chapter 15 of this title, and the maintenance of copies of such procedures.

A current copy of the school division policies shall be kept in the library of each school and in any public library in that division and shall be available to employees and to the public. If such policies are maintained online, school boards shall ensure that printed copies of such policies are available to citizens who do not have online access.

C. An annual announcement shall be made in each division at the beginning of the school year and, for parents of students enrolling later in the academic year, at the time of enrollment, advising the public that the policies are available in such places.

**§ 22.1-253.13:8. Compliance.**

The Standards of Quality prescribed in this chapter shall be the only standards of quality required by Article VIII, Section 2 of the Constitution of Virginia.

Each local school board shall provide, as a minimum, the programs and services, as provided in the standards of quality prescribed above, with state and local funds as apportioned by the General Assembly in the appropriation act and to the extent funding is provided by the General Assembly.

As required by § 22.1-18, the Board of Education shall submit to the Governor and the General Assembly a report on the condition and needs of public education in the Commonwealth and shall identify any school divisions and the specific schools therein that have failed to establish and maintain schools meeting the existing prescribed standards of quality.

The Board of Education shall have authority to seek school division compliance with the foregoing Standards of Quality. When the Board of Education determines that a school division has failed or refused, and continues to fail or refuse, to comply with any such Standard, the Board may petition the circuit court having jurisdiction in the

school division to mandate or otherwise enforce compliance with such standard, including the development or implementation of any required corrective action plan that a local school board has failed or refused to develop or implement in a timely manner.

**Appendix D:  
Full Text of the Proposed Changes to the Standards of Quality,  
Adopted by the Board of Education on \_\_\_\_\_, 2004**

*This section will be completed after the  
Board of Education's action at its meeting on November 17, 2004.*

**Appendix E:**  
**List of Data and Reports Used to Document the Condition and Needs**  
**of the Public Schools in Virginia and Compliance with the**  
**Standards of Quality**

Standard	Data Available to Document Compliance
<p><b>1. Instructional programs supporting the Standards of Learning and other educational objectives.</b>            Program of instruction requirements for school boards:</p> <ul style="list-style-type: none"> <li>• Implement Standards of Learning</li> <li>• Develop and implement a program of instruction for grades K-12, emphasizing essential knowledge and skills, concepts and processes, and the ability to apply the skills and knowledge in preparation for eventual employment and lifelong learning.</li> <li>• Local school boards must develop and implement programs of prevention, intervention, or remediation for students who are educationally at risk.</li> <li>• Implement other programs, including:               <ul style="list-style-type: none"> <li>○ Career and technical education programs</li> <li>○ Drop out prevention programs</li> <li>○ Special education services</li> <li>○ Programs for gifted students</li> <li>○ Programs for limited English proficient students</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Annual Report on Compliance with the SOQ (self assessment)</li> <li>• SOL test results by ethnicity, gender, disability status, and English proficiency: statewide, division-level, and school-level</li> <li>• Standardized test results for: NAEP, SAT, AP</li> <li>• Statistics on student enrollment in remedial, special education, career and technical, and gifted programs</li> <li>• Division-level and school-level AYP reports</li> <li>• Results of the academic review of schools rated “Accredited with Warning”</li> <li>• Federal program monitoring self-assessments-special education and career and technical education report</li> <li>• Special education child count</li> </ul>
<p><b>2. Instructional, administrative, and support personnel.</b></p> <ul style="list-style-type: none"> <li>• Licensed instructional personnel in subject areas</li> <li>• Staffing ratios for:           <ul style="list-style-type: none"> <li>○ Students in average daily membership</li> <li>○ Educable mentally retarded students</li> <li>○ Gifted, career and technical education, and special education students</li> <li>○ At-risk students</li> <li>○ Limited English proficient students</li> <li>○ Reading specialists</li> </ul> </li> <li>• Planning periods for middle and high school teachers</li> <li>• Public reporting of pupil/teacher ratios</li> <li>• Support services</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Report on Compliance with the SOQ (self-assessment)</li> <li>• Annual School Report</li> <li>• Programs for the gifted report</li> <li>• English language proficiency assessment results</li> <li>• Number of limited English proficiency, immigrant, and refugee students by language and county</li> <li>• Instructional personnel survey</li> <li>• Supply and demand survey</li> </ul>

<p><b>3. Accountability, accreditation, and assessments.</b>  Accountability requirements including:</p> <ul style="list-style-type: none"> <li>Fully accredited schools</li> <li>Public meetings to review accreditation status</li> <li>Academic reviews and reporting requirements</li> <li>Requirements for corrective action plans</li> <li>SOL Assessment program requirements</li> <li>NAEP assessment requirements</li> <li>SOL test security provisions</li> </ul>	<ul style="list-style-type: none"> <li>Annual Report on Compliance with the SOQ (self- assessment)</li> <li>SOL test results by ethnicity, gender, disability status, and English proficiency: statewide, division-level, and school-level</li> <li>Standardized test results for NAEP, SAT, AP</li> <li>Statewide and school-level accreditation ratings report.</li> <li>Statewide, division-level, and school-level AYP results and list of Title I schools identified for improvement</li> <li>Academic reviews (school and division-wide)</li> <li>Report on the PASS program</li> </ul>
<ul style="list-style-type: none"> <li>Types of diplomas</li> <li>Diploma requirements</li> <li>Provision for diploma seals</li> <li>Notification to parents of rising eleventh and twelfth grade students of (i) the number of standard and verified units of credit required for graduation and the remaining number of such units of credit the individual student requires for graduation.</li> <li>Notification of the right to a free public education for students who have not reached 20 years of age to the parent of students who fail to graduate or who have failed to achieve the number of verified units of credit required for graduation If such student who does not graduate or achieve such verified units of credit is a student for whom English is a second language, the local school board shall notify the parent of the student's opportunity for a free public education in accordance with § 22.1-5.</li> </ul>	<ul style="list-style-type: none"> <li>Annual Report on Compliance with the SOQ (self-assessment)</li> <li>SOL test results by ethnicity, gender, disability status, and English proficiency: statewide, division-level, and school-level</li> <li>Standardized test results for NAEP, SAT, AP</li> <li>Statewide and division-level: <ul style="list-style-type: none"> <li>Graduation rates</li> <li>Dropout rates</li> <li>AYP results</li> </ul> </li> </ul>
<p><b>5. Teacher quality and educational leadership.</b></p> <ul style="list-style-type: none"> <li>Requirements for high-quality professional development: local board, division superintendent, and teachers</li> <li>Local six-year plan: requirement to include recruitment, employment, and retention of high-quality personnel</li> </ul>	<ul style="list-style-type: none"> <li>Annual Report on Compliance with the SOQ (self-assessment)</li> <li>Statewide and division-level percentage of teachers meeting “highly qualified” requirements</li> </ul>
<p><b>6. Planning and public involvement.</b></p> <ul style="list-style-type: none"> <li>Requirements for adoption and revision of a division six-year plan</li> <li>Requirement for technology plan</li> <li>Requirement for each school to prepare a biennial plan</li> <li>Public participation</li> </ul>	<ul style="list-style-type: none"> <li>Annual Report on Compliance with the SOQ (Self-assessment)</li> <li>Annual Local School Division Technology Plan report</li> </ul>

<p><b>7. School board policies.</b></p> <ul style="list-style-type: none"> <li>• Requirements for maintaining, reviewing, and revising policy manual</li> <li>• Policy manual developed with public participation</li> <li>• Requirements for content of policy manual: <ul style="list-style-type: none"> <li>○ System of two-way communication</li> <li>○ Selection and evaluation of all instructional materials purchased by the school division, with clear procedures for handling challenged controversial materials</li> <li>○ Standards of student conduct and attendance and enforcement procedures</li> <li>○ School-community communications and community involvement</li> <li>○ Guidelines to encourage parents to provide instructional assistance to children in the home</li> <li>○ Procedures for addressing concerns with the school division and recourse available to parents</li> <li>○ Cooperatively developed procedure for personnel evaluation</li> <li>○ Grievances, dismissals, etc., of teachers, and the implementation procedure</li> <li>○ Copy of manual must be on file in each school library</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Annual Report on Compliance with the SOQ (self-assessment)</li> </ul>
<p><b>8. Compliance.</b></p> <ul style="list-style-type: none"> <li>• Each school board shall provide as a minimum, the programs and services provided in the SOQ.</li> <li>• The Board of Education may petition the circuit court to mandate or otherwise enforce school division compliance with the SOQ, including implementation of a corrective action plan.</li> </ul>	<ul style="list-style-type: none"> <li>• Annual Report on Compliance with the SOQ (self-assessment)</li> <li>• Statewide and school-level accreditation ratings report including the names of schools “Accredited with Warning”</li> <li>• School-level AYP reports and list of Title I schools “in improvement”</li> <li>• Results of division-level Academic Reviews and Academic Reviews of schools rated “Accredited with Warning”</li> </ul>

## **Appendix F: Changes to the Standards of Quality Prescribed by the Board of Education on June 25, 2003, and not Funded by the 2004 Session of the General Assembly**

The following policy changes were prescribed by the Board of Education on June 25, 2003, but not enacted or funded by the 2004 General Assembly.

- **Providing for one full-time principal in every elementary school** - The current elementary principal standard in the SOQ funds one-half position up to 299 students in a school and one full-time position at 300 or more students in a school. The proposed change would provide elementary schools with the same staffing levels for principals as middle schools and high schools. The additional state cost is estimated to be \$6.6 million in fiscal year 2005 and \$6.7 million in fiscal year 2006.
  
- **Providing for one full-time assistant principal per 400 students in all schools (K-12)** - The current elementary assistant principal standard in the SOQ funds one-half position between 600 and 899 students in a school and one full-time position at 900 or more students in a school. The current middle and secondary assistant principal standard in the SOQ funds one full-time position per 600 students in a school. The additional state cost is estimated to be \$44.0 million in fiscal year 2005 and \$45.8 million in fiscal year 2006.
  
- **Reducing the caseload for speech-language pathologists** - The current caseload standard in the SOQ model would change from 68 students to 60 students per speech-language pathologist. The additional state cost is estimated to be \$3.4 million in fiscal year 2005 and \$3.3 million in fiscal year 2006.
  
- **Providing for one reading specialist per 1,000 students (in K-12)** - The cost for this initiative is determined by generating positions at one per 1,000 students division-wide for grades kindergarten to twelve. Salary and benefits are applied to these positions based on the related assignment of those positions to elementary and secondary students. The additional state cost is estimated to be \$36.7 million in fiscal year 2005 and \$37.4 million in fiscal year 2006.

# Board of Education Agenda Item

Item: \_\_\_\_\_ F. \_\_\_\_\_

Date: \_\_\_\_\_ November 17, 2004 \_\_\_\_\_

**Topic:** Final Review of Pupil Transportation Specifications for School Buses

**Presenter:** Mr. Daniel S. Timberlake, Assistant Superintendent for Finance

**Telephone Number:** (804) 225-2025    **E-Mail Address:** Daniel.Timberlake@doe.virginia.gov

## Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: \_\_\_\_\_

Action requested at this meeting     Action requested at future meeting:

## Previous Review/Action:

No previous board review/action

Previous review/action

date October 28, 2004

action First Review

## Background Information:

The Regulations Governing Pupil Transportation were approved in January, 2004. The approved regulations deleted the section on specifications for school buses, and made the specifications a separate document. This permits the Department of Education to revise and update the bus specifications more frequently than would be permitted under the process for revising regulations. The specifications will be presented to the Board of Education for approval as necessary but no less than once each year.

## Summary of Major Elements

The specifications (attached) have been updated and revised to include recent changes in equipment and technology. The changes were developed by the department's Specifications Committee, which is comprised of pupil transportation representatives from school divisions across the state. None of the changes represent significant deviations from standard industry practices. All of the specifications presented comply with the safety requirements of the National Highway Traffic Safety Administration.

The Specifications Committee, composed of representatives of all regions of the state, developed these proposed specifications with the goal of improving safety. Knowing that it is difficult to design statewide specifications that encompass the specific needs of each of our fleets, the Committee considered the

geographic differences of our regions, the newer technology available for new school buses, the past track record of current specification configurations, specifically the overall cost of maintenance, and any components with a record of failure that caused safety to be compromised. The Committee also made comparisons with specifications written in other states and made some adjustments to Virginia specifications to improve our minimum specifications, and align Virginia specifications with other Southeastern States. Outlined below are a few of the most visible changes:

1. Conventional Type “C” Buses – Historically, Virginia has allowed Type “C” buses with seating configurations up to 64 passengers. These specifications introduce 71 and 77 passenger configurations.
2. Seating Capacity – Last year, Virginia removed the requirement for the manufacturers to submit annual floor plans and seating plans. To clarify our bus seating capacities, section 60 D of the specifications explains seating configurations for both Type “C” and Type “D” buses. This proposed change requires a corresponding change in the seating capacities used in the Bus Type Specifications.

“Type C school buses” are buses with a body constructed utilizing a chassis with a hood and front fender assembly. The entrance door is behind the front wheels. “Type D school buses” are buses with a body constructed utilizing a stripped chassis, and the entrance door is ahead of the front wheels.

As part of the process for developing these specifications, the department posted the proposed specifications on its Website for 30 days in order to give school divisions and others the opportunity to review them and offer comments. Only one comment was received from a school bus manufacturer, which requested two changes in the specifications that would have made their buses more competitive with other manufacturers. The Specifications Committee did not make any changes based on their comments. No other comments were received.

### **Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education adopt the proposed school bus specifications.

### **Impact on Resources:**

There is no impact on the department’s resources to initiate these specifications.

### **Timetable for Further Review/Action:**

No further action is needed.

# **SPECIFICATIONS THE BUS CHASSIS**

## **1. Air cleaner.**

- A. The engine intake air cleaner system shall be furnished and properly installed by the chassis manufacturer to meet the engine manufacturer's specifications.
- B. An air cleaner restriction indicator shall be furnished and installed by chassis manufacturer.

## **2. Alternator.**

- A. All Type A and B buses up to 15,000 pounds gross vehicle weight rating (GVWR) shall have a minimum 90 ampere alternator.
- B. Type B buses over 15,000 pounds GVWR and all Type C and D buses shall be equipped with a heavy duty truck or bus type alternator meeting Society of Automotive Engineers (SAE) J-180; having a minimum output rating of 100 amperes, alternator shall be capable of producing a minimum of 50% of its maximum rated output at the engine manufacturer's recommended idle speed.
- C. Buses equipped with electrically powered wheelchair lift, air conditioning or other accessories may be equipped with a device that monitors the electrical system voltage and advances the engine idle speed when the voltage drops to, or below, a pre-set level.
- D. Belt drive shall be capable of handling the rated capacity of the alternator with no detrimental effect on other driven components. Direct-drive alternator is permissible in lieu of belt drive.

## **3. Axles.**

- A. The front and rear axle and suspension systems shall have a gross axle weight rating at ground commensurate with the respective front and rear weight loads that will be imposed by the bus.
- B. Rear axle shall be single speed, full-floating type.

## **4. Battery.**

- A. The storage batteries shall have minimum cold cranking capacity rating (cold cranking amps) equal to the cranking current required for 30 seconds at 0 degrees Fahrenheit and a minimum reserve capacity rating of 120 minutes at 24 amps. Higher capacities may be required, depending upon optional equipment and local environmental conditions.
- B. Batteries shall be mounted in a slide out tray on the left side of the body in a compartment designed for storage batteries.
- C. Exception: Type A units – Batteries may be located in standard manufacturers position.

**5. Brakes**

- A. Four-wheel brakes, adequate at all times to control bus when fully loaded, shall be provided in accordance with Federal Motor Vehicle Safety Standards.
- B. The chassis brake system shall conform to the provisions of Federal Motor Vehicle Safety Standards (FMVSS) numbers 105, 106, and 121 as applicable.
- C. Chassis shall be equipped with auxiliary brakes capable of holding vehicle on any grade on which it is operated under any conditions of loading on a surface free from snow or ice. Operating controls of such auxiliary brakes shall be independent of operating controls of service brakes.
- D. Buses having full compressed air systems shall be equipped with a minimum 12 cfm engine oil-fed air compressor.
  - 1. Air supply for air compressor shall be taken from the clean side of engine air cleaner system.
  - 2. A desiccant type air dryer with automatic purge and drain cycle and a heating element shall be installed on all air brake buses.
  - 3. Air brake systems shall include system for anti-compounding of the service and parking brakes.
- E. Buses using hydraulic brakes shall have power assist brakes. Hydraulic line pressure shall not exceed recommendation of chassis or brake manufacturer.

**6. Bumper, front.**

- A. Front bumper shall be heavy-duty, channel steel at least eight inches in height with 3/16-inch thickness, painted black, and shall be furnished by chassis manufacturer as part of chassis.
- B. Front bumper shall extend to outer edges of fenders at bumper top line (to assure maximum fender protection) and be of sufficient strength to permit pushing, lifting or towing without permanent distortion to bumper, chassis, or body.
- C. Exception: Type A vehicles having a GVWR of 14,500 pounds or less – bumper shall be manufacturer's standard painted black.
- D. Exception: Type D vehicles – same as above, except that front bumper shall be furnished by body manufacturer.

**7. Clutch.**

- A. Torque capacity shall be equal to or greater than the engine torque output. Clutch facing shall be non-asbestos.
- B. A starter interlock shall be installed to prevent actuation of the starter if the clutch pedal is not depressed.

**8. Color.**

- A. Chassis, including wheels, and front bumper shall be black.
- B. Hood, cowl, and fenders shall be national school bus yellow.
- C. Grill shall be national school bus yellow, if painted; otherwise it shall be chrome or anodized aluminum.
- D. All paint shall meet the lead-free standards.

**9. Drive Shaft.**

- A. Drive shaft shall be protected by metal guard or guards to prevent it from whipping through floor or dropping to ground if broken.

**10. Electrical System.**

- A. Battery. See Item 4.
- B. Alternator. See Item 2.
- C. Lights and signals. See Item 19.
- D. Wiring. See Item 75.
- E. Power terminal. Chassis manufacturer shall provide an electric power source terminal for bus body power connection. Wiring from the power source in wiring terminal shall have a current carrying capacity of 125 amperes continuous (minimum 4 gauge wire). If the bus is to be equipped with Air Conditioning or Wheelchair Lift, current carrying capacity shall be increased to 150 amperes continuous.

This conductor shall be routed to cover the least distance practicable between points of termination. It should be of continuous size protected by fusible links, fuses, circuit breakers, or a reset-able electronic circuit protection device, no more than 12 inches from the battery. The terminal shall be of the single post-type, minimum of one-fourth inch (1/4") stud and located in an accessible location for service, subject to approval of the ~~Pupil Transportation Service~~, Department of Education.

- F. Light terminal. The chassis manufacturer shall provide a wire terminal adjacent to on in the under dash area of the left side panel accessible to the body company for connection of rear brake lights, tail lights, turn signal lights, and back-up lights. A terminal strip consisting of individual terminals with each terminal properly identified shall be provided to meet this requirement.

- G. Fuse. All fuses shall be located in fuse block and properly identified for the circuit protected.
- H. Each chassis circuit shall be color-coded and a diagram of the circuits shall be included with the chassis.
- I. Wiring harness. All conductors from the alternator to the battery shall be continuous in length. The conductors shall be sized to provide at least a 25% greater current carrying capacity than the design output of the alternator (minimum 4 gauge wire). The conductor between the alternator and the battery shall be routed in a manner that will provide the least distance between points of termination. A separate ground conductor from alternator to engine shall be provided (minimum four-gauge).
- J. **Buses using multiplexed electrical systems may meet the intent of these specifications without the use of specified equipment, subject to the approval of the Department of Education.**

**11. Engine.**

- A. The engine shall be of the internal-combustion, four-stroke cycle type.
- B. All gas-powered buses shall have an automatic fire extinguisher system in the engine compartment.

**12. Exhaust System.**

- A. Exhaust pipe, muffler, and tail pipe shall be outside bus body attached to chassis.
- B. Tail pipe shall be constructed of seamless or electrically welded tubing of 16-gauge steel or equivalent, and shall extend at least five inches beyond chassis frame. (See Item 66.)
- C. Size of tail pipe shall not be reduced after it leaves muffler.
- D. Exhaust system shall be properly insulated from fuel tank and tank connections by securely attached metal shield at any point where it is 12 inches or less from tank or tank connections.
- E. Muffler shall be constructed of corrosion-resistant material.
- F. Exception: Type A and B Vehicles less than 15,000 pounds (GVWR) – tail pipe may exit behind rear wheel.

**13. Fenders, front.**

- A. Total spread of outer edges of front fenders, measured at fender line, shall exceed total spread of front tires when front wheels are in straight-ahead position.

- B. Front fenders shall be properly braced and free from any body attachment.

**14. Frame.**

- A. Frame shall be of such design as to correspond at least to standard practice for trucks of same general load characteristics that are used for severe service.
- B. When frame side members are used, they shall be of one-piece construction. If frame side members are extended, such extension shall be designed and furnished by chassis manufacturer with a guarantee, and installation shall be made by either chassis or body manufacturer and guaranteed by company making installation. Extensions of frame lengths are permissible only when such alterations are behind rear hanger of rear spring, and shall not be for purpose of extending wheelbase.
- C. Holes in top or bottom flanges of frame side rails shall not be permitted except as provided in original chassis frame. There shall be no welding to frame side rails except by chassis or body manufacturer.

**15. Fuel tank.**

- A. Fuel tank having a minimum 30-gallon capacity shall be provided. The tank shall be filled and vented to the outside of the body and the fuel filler should be placed on the right side in a location where accidental fuel spillage will not drop or drain on any part of the exhaust system.
- B. Fuel lines shall be mounted to the chassis frame in such a manner that the frame provides the maximum possible protection from damage.
- C. Fuel tank may be mounted between the frame rails or outboard on the right side of the vehicle.
- D. The actual draw capacity of each fuel tank shall be a minimum of 83 percent of the tank capacity.
- E. Exception: Type A Vehicles – fuel tank shall be manufacturer's standard, mounted, filled, and vented outside of body.

**16. Heating System, provision for.**

- A. The chassis engine shall have plugged openings for the purpose of supplying hot water for the bus heating system. The opening shall be suitable for attaching  $\frac{3}{4}$  inch pipe thread/hose connector. The engine shall be capable of supplying water having a temperature of at least 170 °F at a flow rate of 50 pounds per minute at the return end of 30 feet of one-inch inside diameter automotive hot water heater hose. (SBMI Standards No. 001-Standard Code for Testing and Rating Automotive Bus Hot Water Heating and Ventilating Equipment.)

**17. Horn.**

- A. Bus shall be equipped with dual horns of standard make which meet requirements of Federal Motor Vehicle Safety Standards, 49 CFR 571.

**18. Instrument and instrument panel.**

- A. Chassis shall be equipped with following instruments and gauges:
  - 1. Speedometer which will show speed;
  - 2. Odometer which will show accrued mileage, including tenths of miles, tenths of miles can be accrued with tripodometer;
  - 3. Ammeter or voltmeter with graduated scale;
  - 4. Oil pressure gauge;
  - 5. Water temperature gauge;
  - 6. Fuel gauge;
  - 7. Upper-beam headlamp indicator; and
  - 8. Tachometer.
- B. All instruments or gauges shall be mounted on instrument panel in such manner that each is clearly visible to driver in normal seated position. Lights in lieu of gauges are not acceptable.
- C. Exception: Type A vehicles – the ammeter, or voltmeter and its wiring are to be compatible with generating capacity. Tachometer is not required.
- D. Multi-function gauges must have prior approval.

**19. Lights and signals.**

- A. Each chassis shall be equipped with not less than two headlights – beam controlled, and stop and tail lights, and two front turn signal lamps mounted on front fenders.
- B. Lights shall be protected by fuse or circuit breakers.
- C. Self-canceling directional signal switch shall be installed by the chassis manufacturer. The directional signals shall activate only when ignition is in “on” position.
- D. Daytime Running Lights (DRL) are required.

**20. Oil Filter.**

- A. Oil filter of replaceable element type shall be provided and shall have oil capacity of at

least one quart.

**21. Openings.**

- A. All openings in floorboard or firewall between chassis and passenger-carrying compartment, such as for gearshift lever and auxiliary brake lever, shall be sealed unless altered by body manufacturer. See Item 39J.

**22. ~~Overall length.~~**

- ~~A. Annual body specifications shall specify overall length.~~

**23. Passenger load.**

- A. Gross vehicle weight (i.e., wet weight, plus body weight, plus driver's weight of 150 pounds, plus weight of maximum seated pupil load based on not less than 120 pounds per pupil) shall not exceed maximum gross vehicle weight rating as established by manufacturer.

**24. Retarder system (Optional).**

- A. Retarder system, if used, shall be approved by the Department of Education.

**25. Shock absorbers.**

- A. Bus shall be equipped with front and rear double-acting shock absorbers compatible with manufacturer's rated axle capacity.

**26. Springs.**

- A. Springs or suspension assemblies shall be of ample resiliency under all load conditions and of adequate strength to sustain loaded bus without evidence of overload.
- B. Springs or suspension assemblies shall be designed to carry their proportional share of gross vehicle weight.
- C. Rear springs shall be of progressive, variable, parabolic or air ride type.
- D. Stationary eye of the front spring shall be protected by full wrapper leaf in addition to main leaf.
- E. Exception: Type A vehicles – springs that are regular equipment on vehicle to be purchased may be used.

**27. Steering gear.**

- A. Steering gear shall be approved by chassis manufacturer and designed to assure safe and accurate performance when vehicle is operated with maximum load and maximum speed.
- B. No changes shall be made in steering apparatus that are not approved by chassis

manufacturer.

- C. There shall be clearance of at least two inches between steering wheel and cowl instrument panel, windshield, or any other surface.
- D. Power steering is required and shall be of the integral type with integral valves.

**28. Tires and rims.**

- A. Tire and rim sizes, based upon current standards of Tire and Rim Association, shall be required.
- B. Total weight imposed on any tire shall not be above current standard of Tire and Rim Association.
- C. Dual rear tires shall be provided on all vehicles.
- D. All tires on given vehicles shall be of same size and ply rating.
- E. Spare tire, if required, shall be suitably mounted in accessible location outside passenger compartment.

**29. Transmission.**

- A. Mechanical type transmission shall be synchromesh except first and reverse gears. Its design shall provide not less than four forward and one reverse speeds. With five-speed transmission, fifth gear shall be direct.
- B. Automatic transmissions are permissible when equipped with a parking pawl or approved parking brake system.

**30. Turning Radius.**

- A. Chassis with a wheel base of 264 inches or less shall have a right and left turning radius of not more than 42 ½ feet, curb to curb measurement. Chassis with a wheel base over 264 inches shall have a right and left turning radius of not more than 44 ½ feet curb to curb measurement.

**31. Weight distribution.**

- A. Shall be established by chassis manufacturers engineering department.

**32. Wheels.**

- A. Disc wheels are required.

**THE BUS BODY**

**33. Aisle.**

- A. Minimum clearance of all aisles, including aisle (or passageway between seats) leading to emergency door shall be 12 inches. Aisles shall be unobstructed at all times.
- B. Aisle supports of seat backs shall be slanted away from aisle sufficiently to give aisle clearance of 15 inches at top of seat backs.

**34. Back-up Alarm.**

- A. An automatic audible alarm shall be installed behind the rear axle and shall comply with the published Backup Alarm Standards (SAE J994B), providing a minimum of 97 dba.

**35. Body sizes.**

- ~~A. Sizes are based on knee-room clearance between rows of forward-facing seats, overall width, center aisle width, and average rump width. Body lengths for various capacity units will be designated in Specification Notices, issued periodically by the Pupil Transportation Service, Department of Education.~~

**36. Bumper, rear.**

- A. Rear bumper shall be of pressed steel channel at least 3/16 inch by 9 ½ inches.
- B. It shall be wrapped around back corners of bus. It shall extend forward at least 12 inches, measured from rear-most point of body at floor line.
- C. Bumper shall be attached to chassis frame in such manner that it may be easily removed, shall be so braced as to develop full strength of bumper section from rear or side impact, and shall be so attached as to prevent hitching of rides.
- D. Rear bumper shall extend beyond rear-most part of body surface at least one inch, measured at floor line.
- E. Exception: Type A vehicles – Rear bumper shall be standard type furnished by chassis manufacturer as part of chassis on conversions. Body manufacturer will furnish bumper on cutaway chassis.

**37. Color.**

- A. School bus body including hood, cowl, external speakers and fenders shall be painted uniform color – national school bus yellow.
- B. Grill shall be national school bus yellow, if painted; otherwise it shall be chrome or anodized aluminum.
- C. Rear bumper, body trim, and rub rails shall be painted black.
- D. The roof of the bus may be painted white extending down to the drip rails on the sides of the body except that front and rear roof caps shall remain national school bus yellow.

- E. All paint shall meet the lead-free standards.
- F. Retro-reflective tape. Material shall be Type V or better, as determined by the American Society of Testing Materials (ASTM: D4956-90). “Standard specifications for reflective sheeting for traffic control.”
  - 1. The material shall retain at least 50% of reflective values for a minimum of seven years.
  - 2. Reflective materials and markings shall include all of the following:
    - a. On the rear, a strip or reflective yellow material two inches in width to be applied on the back of the bus, extending from the left lower corner of the “SCHOOL BUS” lettering, across to left side of the bus, then vertically down to the top of the bumper, across the bus on a line immediately above the bumper on the right side, then vertically up to a point even with a horizontal strip terminating at the right lower corner of the “SCHOOL BUS” lettering.
    - b. “SCHOOL BUS” signs shall be marked with reflective yellow material comprising background for lettering of the front and rear “SCHOOL BUS” signs.
    - c. Sides of the bus body shall be marked with reflective yellow material, two inches in width, extending the length of the bus body and located (vertically) as close as practicable to the beltline.
  - 3. On activity buses reflective material shall be installed on the rear and sides, following the same specifications in subdivisions 2a and 2c of this subsection. There will be no “SCHOOL BUS” signs on either the front or the rear of the activity bus. Color of the reflective material shall match, as closely as possible, the color of the bus body.
  - 4. OPTION: Rear bumpers on school or activity buses may be marked with a maximum three-inch wide continuous black strip of reflective material which continues around corners to the ends of the bumpers.

**38. Communication system – optional equipment.**

- A. Communication systems. If communication systems are used on school buses, the systems shall be subject to written policies adopted by the local school board. Installation shall be subject to the Department of Education Fleet Assessment.
  - 1. The radio mounting shall be in the driver’s compartment in a safe, secure location, so as not to interfere with normal bus operation.
  - 2. Mounting shall be permanent. Temporary mountings will not be acceptable.

3. Wiring shall be protected by a proper fuse or circuit breaker and permanently connected to an accessory circuit shut off by ignition switch. Plug-in type connections are not acceptable.
  4. Antenna shall be permanently mounted to cowl or roof so as not to interfere with driver's vision of roadway. Antenna lead-in cable shall be permanently secured with the proper clamps, grommets, and sealant. Antenna cable may not pass through window opening.
- B. Public address system. For use by driver, the system contains an inside speaker and an external speaker that is of special use when driver needs to caution pupils about surrounding dangers at school bus stops. Inside speakers shall be recessed type.
- C. AM/FM radios and cassette players. If AM/FM radios or cassette players are installed, they shall be properly mounted by the body manufacturer or local shop personnel. All wiring shall be properly connected and concealed and any speakers shall be of recessed type.
- D. Video camera. Both equipment and installation shall be subject to the Department of Education annual fleet assessment.
1. Equipment shall not extend more than six inches from the front header panel into the driver's compartment.
  2. Camera boxes shall be mounted securely to the header without use of brackets or other supports.
  3. Mounted equipment shall be located on the left side of the front header and shall not interfere with passenger ingress and egress.

**39. Construction, Type B, C, and D vehicles.**

- A. Construction of body shall meet all requirements of FMVSS 220 (roll-over), 49 CFR § 571.220, FMVSS 221 (Joint Strength), 49 CFR § 571.221, and all other applicable federal standards.
- B. Construction shall be of prime commercial quality steel or other material with strength at least equivalent to all-steel as certified by bus body manufacturer. All such construction materials shall be fire resistant.
- C. Construction shall provide reasonable dust proof and watertight unit.
- D. Bus body (including roof bows, body posts, strainers, stringers, floor, inner and outer linings, rub rails and other reinforcements) shall be of sufficient strength to support entire weight of fully loaded vehicle on its top or side if overturned. Bus body as unit shall be designed and built to provide impact and penetration resistance.

- E. Side posts and roof bows. There shall be a body side post and roof bow fore and aft of each window opening. This may be a continuous bow or two separate pieces effectively joined.
- F. Floor shall be of prime commercial quality steel of at least 14-gauge or other metal or other material at least equal in strength to 14-gauge steel. Floor shall be level from front to back and from side to side except in wheel housing, toe board, and driver's seat platform areas. When plywood is used, it shall be of ½-inch exterior B.B. Grade or equivalent and securely fastened to the existing steel floor.
- G. Roof strainers. Two or more roof strainers or longitudinal members shall be provided to connect roof bows, to reinforce flattest portion of roof skin, and to space roof bows. These strainers may be installed between roof bows or applied externally. They shall extend from windshield header and, when combined with rear emergency doorpost, are to function as longitudinal members extending from windshield header to rear floor body cross member. At all points of contact between strainers or longitudinal members and other structural material, attachment shall be made by means of welding, riveting or bolting.
- H. Side strainers. There shall be one or more side strainers or longitudinal members to connect vertical structural members and to provide impact and penetration resistance in event of contact with other vehicles or objects. Such strainers shall be formed (not in flat strip) from metal of at least 16-gauge and three inches wide.
  - 1. Side strainers shall be installed in area between bottom of window and bottom of seat frame and shall extend completely around bus body except for door openings and body cowl panel. Side strainers shall be fastened to each vertical structural member in any one or any combination of the following methods as long as stress continuity of members is maintained:
    - a. Installed between vertical members;
    - b. Installed behind panels but attached to vertical members; and,
    - c. Installed outside external panels.
  - 2. Fastening method employed shall be such that strength of strainers is fully utilized.
  - 3. Side strainers or longitudinal members may be combined with one of required rub rails (see Item 58), or be in form of additional rub rail, as long as separate conditions and physical requirements for rub rails are met. No portion of side strainer or longitudinal member is to occupy same vertical position as rub rail.
- I. Floor sills. There shall be one main body sill at each side post and two intermediate body sills on approximately 10-inch centers. All sills shall be of equal height, not to exceed three inches. All sills shall extend width of body floor except where structural members or features restrict area.

Main body sill shall be equivalent to or heavier than 10-gauge and each intermediate

body sill shall be equivalent to or heavier than 16-gauge, or each of all sills shall be equivalent to or greater than 14-gauge. All sills shall be permanently attached to floor.

Connections between sides and floor system shall be capable of distributing loads from vertical posts to all floor sills.

- J. All openings between chassis and passenger-carrying compartment made due to alternations of body manufacturer shall be sealed. (See Item 55).
- K. A cover shall be provided for the opening to the fuel tank fill pipe.
- L. A moisture and rustproof removable panel shall be provided in the floor for access to the fuel tank sender gauge. It shall be designed for prolonged use and adequate fastening to the floor.

**40. Construction, Type A Vehicles.**

- A. Construction of body shall meet all requirements of FMVSS 220 (Roll-over), 49 CFR § 571.220, and all other applicable federal standards.
- B. Body joints created by body manufacturer shall meet the 60% joint strength provision required in FMVSS 221.49, CFR § 571.221, for Type B, C, and D buses.
- C. Construction shall be of prime commercial quality steel or other material with strength at least equivalent to all steel as certified by bus body manufacturer. All such construction materials shall be fire resistant.
- D. Construction shall provide reasonably dustproof and watertight unit.
- E. Bus body (including roof bows, body posts, strainers, stringers, floor, inner and outer linings, rub rails and other reinforcements) shall be of sufficient strength to support entire weight of fully loaded vehicle on its top or side if overturned. Bus body as unit shall be designed and built to provide impact and penetration resistance.
- F. Floor. Plywood of ½ inch exterior B.B. Grade or equivalent shall be applied over the existing steel floor and securely fastened. Floor shall be level from front to back and from side to side except in wheel housing, toe board, and driver seat platform areas.

Exception: Plywood may be deleted when provisions of subsection D and subdivision H 1 of Item 40 for Type C and D buses are met.

- G. Roof strainers. Two or more roof strainers or longitudinal members shall be provided to connect roof bows to reinforce flattest portion of roof skin, and to space roof bows. These strainers may be installed between roof bows or applied externally. They shall extend from windshield header to rear body header over the emergency door. At all points of contact between strainers or longitudinal members and other structural material, attachment shall be made by means of welding, riveting, or bolting.

After load as called for in Static Load Test Code has been removed, none of the following defects shall be evident:

1. Failure or separation at joints where strainers are fastened to roof bows;
  2. Appreciable difference in deflection between adjacent strainers and roof bows;
  3. Twisting, buckling, or deformation of strainer cross-section.
- H. Side strainers. There shall be one longitudinal side strainer mounted at shoulder level (window sill level) and extending from front main vertical post to rear corner post. This member shall be attached to each vertical structural member. Such strainer shall be formed of metal (not in flat strip).
1. There shall be one longitudinal side strainer installed in the area between bottom of window and bottom of seat frame extending from front main vertical post to rear corner post. The member shall be attached to each vertical structural member.
  2. Strainers may be fastened in any one or any combination of the following methods as long as stress continuity of members is maintained:
    - a. Installed between vertical members;
    - b. Installed behind panels but attached to vertical members; or,
    - c. Installed outside external panels.
  3. Fastening method employed shall be such that strength of strainers is fully utilized.
- I. Area between floor and window line shall be restructured inside to include at least four vertical formed reinforcement members extending from floor to window line rail. They shall be securely attached at both ends.
- J. Rear corner reinforcements. Rear corner framing of the bus body between floor and window sill and between emergency door post and last side post shall consist of at least one structural member applied horizontally to provide additional impact and penetration resistance equal to that provided by frame members in areas of sides of body. Such member shall be securely attached at each end.
- K. All openings between chassis and passenger carrying compartment made due to alterations by body manufacturers shall be sealed. (See Item 55.)

#### **41. Defrosters.**

- A. Defrosters shall be of sufficient capacity to keep windshield clear of fog, ice, and snow and to defog the window to the left of the driver. (See Item 46.) An auxiliary fan of sufficient capacity to defog the entrance door glass shall be installed above the windshield on the right side. An additional fan to the left of the driver is permissible. Fans shall be placed so as not to block driver's view of outside rearview mirrors.

B. Exception: Type A vehicle, Auxiliary fan is not required.

**42. Doors.**

A. Service Door.

1. Service door shall be manually or power-operated, under control of driver, and so designed as to afford easy release and prevent accidental opening. No parts shall come together so as to shear or crush fingers.
2. Service door shall be located on right side of bus opposite driver and within his direct view.
3. Service door shall have minimum horizontal opening of 24 inches and minimum vertical opening of 68 inches.
4. Service door shall be of split-type, outward opening type.
5. All door glass shall be approved safety glass. Bottom of lower glass panel shall not be more than 10 inches from the bottom of the door. Top of upper glass panel shall not be more than six inches from top of door.
6. Vertical closing edges shall be equipped with flexible material to protect children's fingers.
7. All doors shall be equipped with padding at the top of each door opening. Pad shall be at least three inches wide and one-inch thick and extend the full width of the door opening.

B. Rear Emergency Door Type B, C, and D vehicles.

1. Emergency door shall be located in center of rear end of bus.
2. Rear emergency door shall have minimum horizontal opening of 24 inches and minimum vertical opening of 45 inches measured from floor level.
3. Rear emergency door shall be hinged on right side and shall open outward and be equipped with an adequate strap or stop to prevent door from striking lamps or right rear of body. Such strap or stop shall allow door to open at least at a 90-degree angle from closed position.

Exception: Type D vehicles with rear engines – Emergency door shall be located on the left side, shall be hinged on the front side and open outward. Door shall meet all requirements of FMVSS 217, 49 § 571.217.

4. Upper portion of rear emergency door shall be equipped with approved safety glass, exposed area of which shall not be less than 400 square inches. Lower portion of door shall be equipped with approved safety glass, area of which shall not be less than 12 inches in height and 20 inches in width. This glass shall be

protected by a metal guard on the inside. This guard shall be free of any sharp edges that may cause injury to passengers.

5. There shall be no steps leading to emergency door.
6. When not fully latched, emergency door shall actuate signal audible to driver by means of mechanism actuated by latch.
7. Words "EMERGENCY DOOR," both inside and outside in black letters two inches high, painted or vinyl, shall be installed directly above emergency door. Words may be placed on the top of door outside if space is available.
8. The emergency door shall be designed to open from inside and outside bus. It shall be equipped with a slide bar and cam-operated lock located on left side of door and fastened to the door framing.

The slide bar shall be approximately 1 ¼ inches wide and 3/8 inch thick and shall have a minimum stroke of 1 ¼ inches. The slide bar shall have a bearing surface of a minimum of ¾ inch with the door lock in a closed position. Control from driver's seat shall not be permitted. Provision for opening from outside shall consist of non-detachable device so designed as to prevent hitching-to, but to permit opening when necessary. Door lock shall be equipped with interior handle and guard that extended approximately to center of door. It shall lift up to release lock.

9. All doors shall be equipped with padding at the top edge of each door opening. Pad shall be at least three inches wide and one inch thick and extend the full width of the door opening.

C. Rear emergency door, Type A vehicles.

1. Emergency door shall be located in center of rear end of bus and shall be equipped with fastening device for opening from inside and outside body, which may be quickly released but is designed to offer protection against accidental release. Control from driver's seat shall not be permitted. Provision for opening from outside shall consist of device designed to prevent hitching-to but to permit opening when necessary.
2. When not fully closed, emergency door shall actuate signal audible to driver.
3. Emergency door shall be marked "EMERGENCY DOOR" on inside and outside in painted or vinyl black letters two inches high immediately above the emergency door.
4. There shall be no steps leading to emergency door.
5. No seat or other object shall be placed in bus which restricts passageway to emergency door to less than 12 inches.
6. All doors shall be equipped with padding at the top edge of each door opening.

Pad shall be at least three inches wide and one inch thick and extend the full width of the door opening.

- C. Security locking system. A locking system designed to prevent vandalism, which is approved by the Pupil Transportation Service, Department of Education, may be installed provided it is equipped with an interlock in the chassis starting circuit and an audible alarm to indicate to the driver when an emergency exit is locked while the ignition is in the “on” position. A cutoff switch on the interlock circuit or a lock and hasp on emergency exits shall not be permitted.

**43. Emergency equipment.**

A. Fire Extinguisher.

- 1. The bus shall be equipped with one dry-chemical fire extinguisher of at least five-pound capacity with pressure indicator, mounted in extinguisher manufacturer’s bracket of automotive type, and located in full view and in an accessible place in the front of the bus.
- 2. Fire extinguisher shall bear label of Underwriters’ Laboratories, Inc., showing rating of not less than 2A 10-B C.
- 3. Fire extinguisher shall have aluminum, brass, or steel valves, heads, check stems, siphon tubes, levers, safety pins, chain, handles and metal hanging brackets. Plastic shall not be used for those named parts.

B. First Aid Kit.

- 1. Bus shall carry Grade A metal first-aid kit, unit-type, mounted in full view and in accessible place in the front of the bus and identified as a first-aid kit.
- 2. The first-aid kit shall contain the following items:

Item	Unit
Bandage compress (sterile gauze pads) 4-inch	3
Bandage compress (sterile gauze pads) 2-inch	2
Adhesive absorbent bandage (nonadhering pad) 1 x 3 inch	2
Triangular bandage, 40-inch	2
Gauze bandage, 4 inch	2
Absorbent-gauze compress	1
Antiseptic applicator (swab type) 10 per unit (Zephiran Chloride/Green Soap type)	2
Bee sting applicator (swab type) 10 per unit	1

C. Warning Devices

- 1. Bus shall be equipped with a kit containing three reflectorized triangular warning devices meeting requirements FMVSS 125, 49 CFR § 571.125.
- 2. Kit shall be securely mounted.

D. Body Fluid Clean-up Kit

1. Each bus shall carry a Grade A metal or rigid plastic kit, mounted in an accessible place and identified as a body fluid clean-up kit with a directions for use sheet attached to the inside cover.
2. The kit shall be moisture proof and properly mounted or secured in a storage compartment.
3. Contents shall include but not be limited to the following items:
  - a. One pair **non** - latex gloves
  - b. One pick-up spatula or scoop
  - c. One face mask
  - d. Infectious liquid spill control powder
  - e. Anti-microbial hand wipes – individually wrapped
  - f. Germicidal disinfectant wipes – tuberculocidal
  - g. Plastic disposal bag with tie

B. Seat Belt Cutter

1. Buses with installed seat belts for passengers shall also be equipped with a Seat Belt Cutter, installed in the driver's area.

**44. Emergency exits.**

- A. Each emergency exit shall comply with FMVSS 217, 49 CFR § 571.217, regarding the number of exits, types of exists and location of exits based on the capacity of the vehicle.
  1. Side Emergency exit doors
    - a. A dedicated aisle of at least 12 inches in width, referenced to the rear of the emergency exit door is required.
    - b. Side emergency exit doors shall be hinged on the forward edge.
    - c. When not fully latched, side emergency exit door shall actuate a signal audible to the driver by means of a mechanism actuated by the latch when the ignition switch is on.

- d. A security locking system designed to prevent vandalism may be installed provided it meets all specifications of Item 42 D.

2. Roof exits/vents

- a. All vehicles shall be equipped with a minimum of one emergency roof exit/vent approved by the Department of Education.
- b. When not fully latched, this exit shall actuate a signal audible to the driver by means of a mechanism actuated by the latch when the ignition switch is on.
- c. A roof exit/vent security locking system designed to prevent vandalism may be installed provided it meets all specifications of Item 42 D.
- d. When a single roof exit is installed, it shall be located as near as practicable to the longitudinal midpoint of the passenger compartment, and shall be installed such that the centerline of the hatch is on the longitudinal centerline of the bus.
- e. If two roof exits are utilized, they shall be located as near as practicable to the points equidistant between the longitudinal midpoint of the passenger compartment and the front and the rear of the passenger compartment.

NOTE: No removal or cutting of any roof structural component shall occur during installation. If the installation required by subdivisions 2 d and 2 e of this section cannot be accomplished as described, then prior approval by the ~~Pupil Transportation Service~~ Department of Education will be required through a written request from the local school division.

- f. Roof exits/vents shall have rustproof hardware.
- g. Roof exits/vents shall be hinged in the front and be equipped with an outside release handle.

3. Emergency exit windows.

- a. Push-out emergency windows are permissible, if required by FMVSS 217, 49 CFR § 571.217.
- b. When not fully latched, the emergency exit window shall actuate a signal audible to the driver by means of a mechanism actuated by the latch.
- c. No emergency exit window shall be located directly in front of a side emergency exit door.

**45. Floor covering.**

- A. Floor in under seat area, including tops of wheel housings, driver's compartment and toe board shall be covered with fire-resistant rubber floor covering or an approved

- equivalent, having minimum overall thickness of .125 inch. Driver's compartment and toe board area shall be trimmed with molding strips behind the cowl face line.
- B. Floor covering in aisle shall be of aisle-type fire resistant rubber or an approved equivalent, nonskid, wear-resistant and ribbed. Minimum overall thickness shall be .1875 inch measured from tops of ribs. Rubber floor covering shall meet federal specifications ZZ-M71d.
  - C. Floor covering shall be permanently bonded to floor, and shall not crack when subjected to sudden changes in temperature. Bonding or adhesive material shall be waterproof and shall be of the type recommended by manufacturer of floor-covering material. All seams shall be sealed with waterproof sealer.
  - D. All floor covering seams shall be covered with trim and fastened with screws.

#### **46. Heaters.**

- A. Hot water heaters of fresh air or combination fresh air and recirculating type, with power defrosters, are required.
- B. Heaters shall bear nameplate rating affixed by heater manufacturer on top of heater shell.
- C. Heaters shall be capable of maintaining inside temperature of 50° F, with an outside temperature of 20° F when the bus is loaded to one-half capacity.
- D. The heater wiring shall be connected to the cold side of the ignition switch through a continuous duty solenoid relay.
- E. The power defroster shall deliver a sufficient amount of heated air distributed through a windshield duct, nozzle or nozzles to defog and de-ice the entire windshield, and to defog the driver's window. The duct, nozzle, or nozzles shall be designed to prevent objects from being placed in any manner that would obstruct the flow of air.
- F. Water circulation cut-off valves in the supply and return lines, a minimum of  $\frac{3}{4}$  inch diameter, shall be at or near the engine. A water flow-regulating valve in the pressure line for convenient operation by the driver is also required. All valves shall be  $\frac{1}{4}$  turn ball type.
- G. Heater hoses, including those in engine compartment, shall be supported in such manner that hose chafing against other objects will not occur nor shall suspended water lines interfere with routine vehicle maintenance.
- H. All water hoses in driver or passenger area shall be shielded.
- I. An auxiliary heater of recirculating type, having a minimum capacity of 60,000 BTU output, shall be installed under the second seat behind the wheel housing. There shall be a grille or guard over exposed heater cores to prevent damage by pupils' feet.
- J. Exception: Type A and D vehicles.

1. Front heater with high output and defroster shall be furnished by the chassis manufacturer.
  2. The body manufacturer shall provide an additional under seat heater near the rear of the bus.
- K. All heater cores shall be the coiled tubing fin type approved by ~~Pupil Transportation Service~~ Department of Education.

**47. Identification of school buses.**

- A. For purposes of identification, school buses shall be lettered as follows:
1. Lettering shall be placed according to Diagrams 7 and 8. Lettering shall be of black paint or vinyl and conform to “Series B” for Standard Alphabets for Highway Signs.
  2. Both the front and rear of the body shall bear the words, “SCHOOL BUS” in black letters eight inches in height.
  3. All school buses shall have a black painted or vinyl number four inches high on the rear of the body, on the right side just back of the entrance door, and on the left side just back of the warning sign. The number shall also be placed on the front of the bus in a location approved by the ~~Pupil Transportation Service~~ Department of Education.
  4. The name of the school division shall be on each side of the bus in black letters four inches high – as “... COUNTY PUBLIC SCHOOLS,” OR “...CITY PUBLIC SCHOOLS.”
  5. Options:
    - a. The bus number may be placed in the center of the bus roof with black (12-inch minimum) numbers.
    - b. A black number (four-inch maximum) may be placed on the inside rear header. It shall not interfere with emergency door lettering.

**48. Inside height.**

- A. Inside body height shall be 72 inches or more, measured metal to metal, at any point on longitudinal center line from front vertical bow to rear vertical bow.
- B. Exception: Type A conversion van – Inside body height shall be 62 inches minimum.

**49. Insulation.**

- A. Ceilings and walls shall be coated with proper materials to deaden sounds and to reduce vibrations to a minimum. Fiberglass thermal insulation (minimum R-value of 5.5) shall

be used to insulate walls and roof between inner and outer panels.

**50. Interior.**

- A. Interior of bus shall be free of all unnecessary projections likely to cause injury. This standard requires inner lining on ceilings and walls. Ceiling panels shall be constructed so as to contain lapped joints with all exposed edges hemmed to minimize sharpness. If lateral panels are used, forward panels shall be lapped by rear panels.

**51. Lights and Signals.**

- A. No lights or signals other than specified here shall be installed on school buses, except those required by federal regulations. All lights and reflectors shall be approved by the Superintendent, Department of State Police, Commonwealth of Virginia.
1. Clearance lights. Body shall be equipped with two red clearance lamps at rear, two amber clearance lamps at front, and intermediate side marker lamps on buses 30 feet or more in length controlled by headlight switch. They shall be of armour type.
  2. Identification lamps. Three amber lamps shall be mounted on front and three red lamps on rear of body controlled by the headlight switch.
  3. Stop and tail lamps. Bus shall be equipped with two matched stop and tail lamps of heavy duty type, which shall be in combination, emitting red light plainly visible from a distance of at least 500 feet to rear, and mounted on rear end with their centers not less than 12 nor more than 24 inches from plane side of body, and not less than six or more than 18 inches below D-glass in rear of body. They shall be approximately seven inches in diameter or, if a shape other than round, a minimum 38 square inches of illuminated area and shall meet SAE specifications. These lights shall be on the same horizontal line with the turn signal units and shall not flash.
  4. Back-up lamps. Back-up lamps shall be mounted on the rear of the body and shall be illuminated when the ignition switch is energized and reverse gear is engaged.
  5. Interior lamps. Interior lamps shall be provided which adequately illuminate aisles and step well.
  6. Turn signal units. Bus shall be equipped with Class A, flashing turn signal units of heavy-duty type. These signals shall be independent units equipped with amber lenses on all faces. The turn signals/directional signal units shall activate only when ignition is in "on" position. A pilot light or lights shall indicate when these lights are activated. The front lights shall be mounted near the front corners of chassis on each side. The rear lights shall be seven inches in diameter, **or if a shape other than round, the lights must be 38 square inches in area** and mounted not less than six nor more than 18 inches from plane of the side of the body and not less than six nor more than 18 inches below D-glass in rear of body. They shall be on the same horizontal line with the stop and tail lights required in

3 above. Turn signal lens shall contain directional arrows made into the lens or light.

a. In addition to the turn signals described above, two amber lenses metal turn signal lamps of armour-type with a minimum of four candlepower each shall be mounted on the body side at approximate seat level height and located just to the rear of the entrance door on the right side of the body and approximately the same location on the left side. They are to be connected to and function with the regular turn signal lamps. Such lamps shall provide 180° angle vision and if painted, they shall be black.

~~b. A list of approved turn signal lights will be supplied to the body manufacturers by the Pupil Transportation Service, Department of Education. The use of lights not on this list will not be approved.~~

c. Exception: Type A – Turn signals shall be chassis manufacturer's standard.

7. Hazard warning signal. The turn signal units shall also function as the hazard warning system. The system shall operate independently of the ignition switch and, when energized, shall cause all turn signal lamps to flash simultaneously.

8. Reflex reflectors. (Class A) Two amber lights and two amber reflectors (they may be combined) shall be mounted, one on each side, near the front of the chassis. Two ~~four-inch~~ three-inch red reflectors shall be mounted, one on each side near the rear of the body and two ~~four-inch~~ three-inch red reflectors shall be mounted on the rear above the bumper. Two intermediate amber ~~four-inch~~ three-inch reflectors, one on each side near the middle of the bus, shall be mounted on buses 30 feet or more in length. They shall be mounted on panel above floor line rub rail ~~and be metal encased~~.

9. School bus traffic warning lights.

a. Buses shall be equipped with four red lights and four amber lights. One amber light shall be located near each red light, at the same level, but closer to the vertical centerline of the bus. All lights shall comply with SAE standards for school bus warning lamps.

b. The traffic warning light system shall be wired so that the amber lights are activated manually by a hand operated switch. When door is opened, amber lights will be automatically deactivated and red lights, warning sign with flashing lights and crossing control arm shall be activated. When door is closed, all lights shall be deactivated. No lights shall come on when door is reopened unless the manual switch is depressed. There shall also be a cancellation switch in case lights are accidentally activated or when no stop needs to be made.

c. The control circuit shall be connected to the cold side of the ignition switch with the master push button cancel switch mounted on the accessory console, clearly distinguished, visible and accessible to the

driver.

- d. The flasher and the relay shall be fastened in a compartment in the driver area and be easily accessible for servicing. The location of the flasher shall be approved by ~~Pupil Transportation Service~~, Department of Education.
  - e. System shall contain an amber pilot light for amber lamps and a red pilot light for red lamps, clearly visible to the driver, to indicate when system is activated.
  - f. A three-inch black painted border around the lamps is required if not equipped with a black painted housing.
  - g. All electrical connections shall be soldered or connected by an acceptable SAE method.
  - h. All switches and pilot lights shall be properly identified by labels.
  - i. There shall be an interrupt feature in the system to interrupt the traffic warning sign and the crossing control arm when their use is not desired. This feature shall consist of a double throw relay and a push button momentary switch.
  - j. Manual switch, cancel switch and interrupt switch shall be push button or flip-type momentary switches.
10. School bus traffic warning sign must conform to FMVSS 131.
- a. Warning sign shall be mounted on the left side near the front of the bus immediately below the window line.
  - b. Sign shall be of the octagon series, 18 inches in diameter, and be equipped with wind guard. The sign shall have a red background with a ½ inch white border, and the word “STOP” on both sides in white letters, six inches high and one inch wide. The sign shall be reflective.
  - c. Sign shall have double-faced alternately flashing red lights, four inches in diameter, located at the top and bottom most portions of the sign, one above the other.
  - d. The sign shall be connected and energized through the red traffic warning lamps.
  - e. Air operated signs require air pressure regulator in addition to control valve. Source of supply shall be the main air tank with a pressure protection valve at the tank.
  - f. Sign and components shall comply with all provisions of SAEJ 1133. A

~~list of approved traffic warning signs and components will be supplied by the Pupil Transportation Service, Department of Education.~~

11. School bus crossing control arm.
  - a. An approved crossing control arm shall be mounted on the right end of the front bumper with mounting brackets appropriate for the bumper configuration. ~~Information on such approved arms will be supplied by the Pupil Transportation Service, Department of Education.~~
  - b. The arm shall be activated in conjunction with the traffic warning sign.
  - c. The arm when in the stored position shall have a magnetic or other suitable latch to secure the arm against the bumper.
  - d. Source of supply for air-operated arms shall be the main air supply tank with pressure protection valve at tank.
  - e. Appropriate grommets or a loom shall be used where wires or tubes go through holes in bumper and firewall.

12. Strobe warning light.
  - a. A white flashing strobe light shall be installed on the center rear **one – third portion of the roof a minimum of 42 inches from the rear of the roof edge, located aft of the rearmost roof hatch**. Light shall have a single clear lens emitting light 360 degrees around its vertical axis. A manual switch and a pilot light must be included to indicate when the light is in operation.
  - b. The strobe light shall operate when the bus transports students during periods of reduced visibility caused by atmospheric conditions other than darkness. These lights may also be used anytime the bus is transporting school children.
  - e. ~~A list of approved strobe lights and components will be supplied by the Pupil Transportation Service, Department of Education.~~

## 52. Metal treatment.

- A. All metal parts that will be painted shall be chemically cleaned, etched, zinc-phosphate-coated, and zinc-chromate or epoxy-primed or conditioned by equivalent process.

## 53. Mirrors.

- A. Interior rear view mirror at least 6 x 30 inches, metal encased safety glass of at least 1/8 inch thickness, which will afford good view of pupils and roadway to rear and shall be installed in such a way that vibration will be reduced to a minimum. It shall have rounded corners and protected edges.

- B. Exception: Type A - Interior mirror to be 6 x 16 inches.
- C. All buses shall have a mirror system that conforms to FMVSS 111, 49 CFR § 271.111 as amended.
- D. Thermostatically controlled heated exterior mirrors are permissible.
- E. Motorized exterior mirrors may be used.

**54. Mounting.**

- A. Chassis frame shall extend to rear edge of rear body cross member. Bus body shall be attached to chassis frame in such manner as to prevent shifting or separation of body from chassis under severe operating conditions.
- B. Body front shall be attached and sealed to chassis cowl in such manner as to prevent entry of water, dust, and fumes through joint between chassis cowl and body.
- C. Insulating material shall be placed at all contact points between body and chassis frame. Insulating material shall be approximately ¼ inch thick and shall be so attached to chassis frame or body member that it will not move under severe operating conditions.
- D. Exception: Type A – Standard does not apply.

**55. Openings.**

- A. Any openings in body or front fenders of chassis resulting from change necessary to furnish required components shall be sealed. (See Item 21 and Item 40 K.)

**56. Overall length.**

- A. Overall length of bus shall not exceed ~~36 feet for conventional flat faced cowl units or~~ 40 feet for Type D.

**57. Overall width.**

- A. Overall width of bus shall not exceed 100 inches, including traffic-warning sign in closed position. Outside rearview mirrors are excluded.

**58. Rub Rails.**

- ~~A. There shall be one rub rail located on each side of bus immediately below window level which shall extend from rear side of entrance door completely around bus body (except for emergency door) to point of curvature near outside cowl on left side. If floor level rub rail extends to emergency doorpost in rear, this rub rail may stop at rear side post.~~
- ~~B. Exception: This rub rail is not required between the front body post and rear side post if an internal frame member (fortress rail) of greater strength is positioned immediately below the window level. The rub rail shall be applied from the last side post to the~~

~~emergency doorpost.~~

- ~~C. — There shall be rub rail located approximately at floor line which shall extend from rear side of entrance door completely around bus body (except for emergency door) to point of curvature near outside cowl on left side, except at wheel housings. If the window level rub rail extends to emergency doorpost in rear, this rub rail may stop at rear side post.~~
- ~~D. — All rub rails shall be attached at each body post and all other upright structural members.~~
- ~~E. — All rub rails shall be of four inches or more in width, shall be of 16-gauge steel, and shall be constructed in corrugated or ribbed fashion.~~
- ~~F. — All rub rails shall be applied outside body or outside body posts. Pressed-in or snap-on rub rails do not satisfy this requirement.~~
- ~~G. — Certain exceptions may be approved for heater air intake and for rear engine type buses.~~
- ~~H. — Exception: Type A vehicles — Rail required in subsection A of this section does not apply on conversion vans.~~

- A. There shall be one rub rail located on each side of the bus at seat cushion level which extends from the rear side of the entrance door completely around the bus body (except the emergency door or any maintenance access door) to the point of curvature near the outside cowl on the left side, *or to the front corner of the bus body.***
- B. There shall be one additional rub rail located on each side at, or no more than 10 inches above, the floor line. The rub rail shall cover the same longitudinal area as the upper rub rail, except at the wheelhousings, and it shall extend only to the radii of the right and left rear corners.**
- C. Both rub rails shall be attached at each body post and at all other upright structural members.**
- D. Each rub rail shall be four inches or more in width in their finished form, shall be constructed of 16-gauge steel or suitable material of equivalent strength and shall be constructed in corrugated or ribbed fashion.**
- E. Both rub rails shall be applied outside the body or outside body posts. (Pressed-in or snap-on rub rails do not satisfy this requirement.) For Type A-1 vehicles using the body provided by the chassis manufacturer or for types A-2, B, C and D using the rear luggage or rear engine compartment, rub rails need not extend around the rear corners.**
- F. There shall be a rub rail or equivalent bracing located horizontally at the bottom edge of the body side skirts.**

**59. Seat belt for driver.**

- A. A locking retractor type 2-lap belt/shoulder harness seat belt shall be provided for the driver. Each belt section shall be booted so as to keep the buckle and button-type latch**

off the floor and within easy reach of the driver. Belt shall be anchored in such a manner or guided at the seat frame so as to prevent the driver from sliding sideways from under the belt.

**60. Seats.**

- A. All seats shall have minimum depth of 14 inches.
- B. In determining seating capacity of bus, allowable average rump width shall be 13 inches. (See Item 35.)
- C. All seats shall conform to FMVSS 222.
- D. Seating plans for buses with wheelchair positions see Item 76 and Item 81. ~~All other seating plans will be approved annually by Pupil Transportation Service, Department of Education.~~ **All school bus seating shall be of a three (3) to three (3) arrangement with the exception of the last row seat to the left of any rear emergency door. This seat shall be of a maximum width of 26" limiting it to two (2) passengers. There shall be provided a full width barrier in front of each seating position. Type D, Rear engine buses shall be exempt from the last row requirements.**
- E. Floor track seat securement may be used.
- F. Passenger seat cushion retention system shall be employed to prevent passenger seat cushions from disengaging from seat frames in event of accident. Each seat cushion retention system shall be capable of withstanding vertical static load equal to minimum of five times weight of cushion. System shall also be capable of withstanding forward or rearward static load equal to 20 times weight of cushion.
- G. No bus shall be equipped with jump seats or portable seats. (See Item 89.)
- H. Seat spacing shall provide a minimum of 25-inch knee room at center of seat, when measured horizontally from back to back, at cushion level.
- I. Seat and back cushions of all seats shall be designed to safely support designated number of passengers under normal road conditions encountered in school bus service. Covering of seat cushions shall be of material having 42 ounce finished weight, 54-inch width, and finished vinyl coating of 1.06 broken twill. Material on polyester drill and polyester cotton twill knit backing with equal vinyl coating which meets or exceeds the laboratory test results for the 42 ounce 1.06 covering may be used. Padding and veering on all seats shall comply with provisions of FMVSS 302, 49 CFR § 571.302.
- J. Minimum distance between steering wheel and backrest of driver's seat shall be 11 inches. Driver's seat shall have fore-and-aft adjustment of not less than four inches and up and down adjustment of three inches. It shall be manually adjustable and strongly attached to floor.
- K. Minimum of 36-inch headroom for sitting position above top of undepressed cushion line of all seats shall be provided. Measurement shall be made vertically not more than seven inches from sidewall at cushion height and at fore-and-aft center of cushion.

- L. Backs of all seats of similar size shall be of same width at top and of same height from floor and shall slant at same angle with floor.
- M. Seat back heights shall be between 19 and 24 inches measured from cushion level.

**61. Barriers.**

- A. A padded barrier shall be installed at rear of driver's seat in such a position as not to interfere with adjustment of driver's seat.
- B. A padded barrier shall be installed at rear of entrance step well. Barrier to coincide with length of the right front seat cushion with minimum width of 26 inches and shall have a modesty panel to extend from bottom of barrier to floor.

**62. Steps.**

- A. First step at service door shall be not less than 10 inches and not more than 14 inches from ground, based on standard chassis specifications.
- B. Service door entrance may be equipped with two-step or three-step step well. Risers in each case shall be approximately equal.
- C. Steps shall be enclosed to prevent accumulation of ice and snow.
- D. Steps shall not protrude beyond side bodyline.
- E. Grab handle not less than 20 inches in length shall be provided in unobstructed location inside doorway, but shall not be attached so that it will interfere with the opening of the glove compartment door. This handle shall be designed to eliminate exposed ends that would catch passenger clothing and shall be so placed in a position to aid small children entering the bus.
- F. Step covering. All steps, including floor line platform area, shall be covered with 3/16 inch rubber metal-backed treads with at least 1 ½ inch white nosing (or three inch white rubber step edge with metal back at floor line platform area).
  - 1. Step tread minimum overall thickness shall be 3 /16 inch.
  - 2. Backing of tread shall be permanently bonded to rubber no-slip surface.
  - 3. 3/16 inch step tread shall have a 1 ½ inch white nosing as integral piece without any joint
  - 4. Rubber portion of step treads shall have following characteristics:
    - a. Special compounding for good abrasion resistance and high co-efficient of friction
    - b. Flexibility so that it can be bent around a ½ inch mandrel both at 20° F

and 130° F without breaking, cracking, or crazing

- c. Show a durometer hardness 85 to 95.
- d. Have the surface constructed in a manner to prevent slippage.

**63. Stirrup Steps.**

- A. There shall be one folding stirrup step and suitably located handle on each side of front of body for easy accessibility for cleaning windshield and lamps.
- B. Exception: Type A vehicles – Standard does not apply.

**64. Storage and luggage compartments.**

- A. Vehicles may be equipped with luggage compartments or tool compartments in the body skirt provided they do not reduce ground clearance to less than 14 ½ inches from bottom of compartment and that the addition of the compartments does not exceed the vehicles' GVWR.

**65. Sun Shield.**

- A. Interior adjustable transparent sun shield, darkest shade available, not less than 6 x 30 inches shall be installed in position convenient for use by driver.
- B. Exception: Type A vehicles – Manufacturer's standard is acceptable.

**66. Tail pipe.**

- A. Tail pipe shall extend to but not more than 1 ½ inches beyond outer edge of rear bumper. (See Item 12 B.)

**67. Undercoating.**

- A. Entire underside of bus body, including floor sections, cross members, and below floor line side panels, shall be coated with rust-proofing compound for which compound manufacturer has issued notarized certification of compliance to bus body building that compounds meet or exceed all performance requirements of Federal Specification TT-C-520 b using modified test procedures for following requirements:
  - 1. Salt spray resistance – pass test modified to 5.0% salt and 1,000 hours
  - 2. Abrasion resistance - pass
  - 3. Fire resistance - pass

- B. Undercoating compound shall be applied with suitable airless or conventional spray equipment to recommend film thickness and shall show no evidence of voids in cured film. Undercoating is expected to prevent rust under all bus service conditions for minimum of five years.

**68. Ventilation and air conditioning.**

- A. Body shall be equipped with suitable, controlled ventilating system of sufficient capacity to maintain proper quantity of air under operating conditions without opening of windows except in extremely warm weather.
- B. Static-type, non-closable, exhaust roof ventilators shall be installed in low-pressure area of roof panel.
- C. Air conditioning units may be installed on an optional basis. Application requires heavier electrical components and assessment by the ~~Pupil Transportation Service~~, Department of Education, on an individual unit basis.

**69. Water test.**

- A. Each and every school bus body, after it is mounted on chassis ready for delivery, shall be subjected to a thorough water test in which water under pressure equal to a driving rain is forced against the entire bus body from various directions. Any leaks detected are to be repaired before the bus is declared ready for delivery.

**70. Wheel housings.**

- A. Wheel housings shall be of full open type.
- B. Wheel housings shall be designed to support seat and passenger loads and shall be attached to floor sheets in such manner as to prevent any dust or water from entering the body.
- C. Inside height of wheel housings above floor line shall not exceed 10 inches.
- D. Wheel housings shall provide clearance for dual wheels as established by National Association of Chain Manufacturers. Mounting of housings in the wheel area must be free of protruding screws and bolts.
- E. Exception: Type A vehicles – Standard does not apply to conversion vans.

**71. Windshield and Windows.**

- A. All glass in windshield, windows, and doors shall be of approved safety glass, so mounted that permanent mark is visible, and of sufficient quality to prevent distortion of view in any direction. Windshield shall be AS1 and all other glass shall be AS2.
- B. Plastic glazing material of a thickness comparable to AS2 glass, meeting ANSI Standard Z 26.1 and FMVSS 205, 49 CFR § 571.205, may be used in side windows behind the

driver's compartment.

- C. Windshield shall have horizontal shade band consistent with SAE J-100 or have full tinted glass.
- D. Each full side window shall provide unobstructed emergency opening at least nine inches high and 22 inches wide, obtained either by lowering of window or by use of knock-out type split-sash windows.
- E. Approved tinted glass or plastic glazing material may be used.

**72. Windshield washers.**

- A. Windshield washers meeting federal requirements shall be provided and shall be controlled by a switch located on instrument panel. Reservoir shall be mounted outside passenger compartment.

**73. Windshield wipers.**

- A. Bus shall be equipped with variable-speed windshield wipers of air or electric-type powered by a motor or motors of sufficient power to operate wipers.
- B. Blades and arms shall be of such size that minimum blade length will be 12 inches with longer blades being used whenever possible.
- C. Wiper motor and arm linkage shall be shielded to prevent objects from being placed against them.

**74. Wiring.**

- A. All wiring shall conform to current standards of Society of Automotive Engineers.
- B. Circuits
  - 1. Wiring shall be arranged in at least 12 regular circuits as follows:
    - a. Head, tail, stop (brake) and instrument panel lamps
    - b. Clearance lamps
    - c. Dome and step well lamps
    - d. Starter motor
    - e. Ignition
    - f. Turn-signal units
    - g. Alternately flashing red signal lamps

- h. Horns
  - i. Heater and defroster
  - j. Emergency door buzzer
  - k. Auxiliary fan
  - l. Booster pump
- 2. Any of the above combination circuits may be subdivided into additional independent circuits.
  - 3. Whenever possible, all other electrical functions (such as electric-type windshield wipers) shall be provided with independent and properly protected circuits.
  - 4. Each body circuit shall be color coded or numbered and a diagram of the circuits shall be attached to the body in a readily accessible location.
- C. A circuit breaker shall be provided for each circuit except starter motor and ignition circuits.
  - D. A continuous duty solenoid relay operated by the ignition switch, for Circuits i, j, k, and l.
  - E. All wires within body shall be insulated and protected by covering of fibrous loom (or equivalent) that will protect them from external damage and minimize dangers from short circuits. Whenever wires pass through body member, additional protection in form of appropriate type of insert shall be provided.
  - F. All light circuits shall be such as to provide, as nearly as possible, bulb design voltage at light bulb terminals.
  - G. Wires shall be fastened securely at intervals of not more than 24 inches. All joints shall be soldered or jointed by equally effective connectors.
  - H. **Buses using multiplexed electrical systems may meet the intent of these specifications without the use of specified equipment, subject to the approval of the Department of Education.**

## SPECIFICATIONS FOR LIFT-GATE SCHOOL BUSES

### 75. General Requirements.

- A. School buses or school vehicles designed for transporting children with special transportation needs shall comply with Virginia's standards applicable to school buses and Federal Motor Vehicle Safety Standards as applicable to their GVWR category.

- B. Any school bus that is used for the transportation of children, who are confined to a wheelchair or other restraining devices that prohibit use of the regular service entrance, shall be equipped with a power lift, unless a ramp is needed for unusual circumstances.
- C. Lift shall be located on the right side of the body, in no way attached to the exterior sides of the bus but confined within the perimeter of the school bus body when not extended.

**76. Aisles.**

- A. All aisles leading to the emergency door from wheelchair area shall be a minimum of 30 inches in width.

**77. Communications.**

- A. Special education buses shall be equipped with a two-way communication system. (See Item 38 A.)

**78. Fastening devices.**

- A. Unless otherwise specified below, fastening devices shall conform to FMVSS 222, 49 CFR § 571.222, as amended.
  - 1. Wheelchair fastening devices shall be provided and attached to the floor or walls or both to enable securement of wheelchairs in the vehicle. The devices shall be of the type that requires human intervention to unlatch or disengage. The fastening devices shall be designed to withstand forces up to 3,000 pounds per tie down leg or clamping mechanism or 12,000 pounds total for each wheelchair.
  - 2. Additional fastening devices may be needed to assist the student due to the many different configurations of chairs and exceptionalities.

**79. Heaters.**

- A. An additional heater shall be installed in the rear portion of the bus behind wheel wells as required in Item 53 I, except a 50,000 minimum BTU heater may be used in bodies originally designed for 31-66 passenger capacity and 34,000 minimum BTU heater may be used in bodies of 30 passengers or less. Hose to rear heater, when under body shall be encased in metal tube.

**80. Identification.**

- A. Buses with wheelchair lifts used for transporting children with physical disabilities shall display universal handicapped symbols located on the front and rear of the vehicle below the window line. Such emblems shall be white on blue, shall be a minimum of nine inches and a maximum of 12 inches in size, and shall be reflectorized. They shall be placed so as not to cover lettering, lamps or glass.

**81. Power Lift.**

- A. Lifting mechanism shall be able to lift minimum payload of 800 pounds. A clear opening

and platform to accommodate at least a 30-inch wide wheelchair shall be provided.

- B. When the platform is in the fully up position, it shall be locked in position mechanically and also shall have an additional support, or lug in the door to prevent the lift from resting against the door.
- C. Controls shall be provided that enable the operator to activate the lift mechanism from either inside or outside of the bus. There shall be a means of preventing the lift platform from falling while in operation due to a power failure.
- D. Power lifts shall be so equipped that they may be manually raised in the event of power failure of the power lift mechanism.
- E. Lift travel shall allow the lift platform to rest securely on the ground.
- F. All edges of the platform shall be designed to restrain wheelchair and to prevent operator's feet from being entangled during the raising and lowering process.
- G. Up and down movements of the lift platform shall be perpendicular to the plane of the bus body in all positions.
- H. A restraining device shall be affixed to the outer edge (curb end) of the platform that will prohibit the wheelchair from rolling off the platform when the lift is in any position other than fully extended to ground level.
- I. A self-adjusting, skid resistant plate shall be installed on the outer edge of the platform to minimize the incline from the lift platform to the ground level. This plate, if so designed, may also suffice as the restraining device described in subsection H above. The lift platform shall be skid resistant.
- J. A circuit breaker or fuse energized through the ignition side of the accessory solenoid shall be installed between power source and lift motor if electrical power is used.
- K. The lift mechanism shall be equipped with adjustable limit switches or by-pass valves to prevent excessive pressure from building in the hydraulic system when the platform reaches the full up position or full down position.
- L. Handrails shall be required.
- M. Sharp or protruding edges or components shall be padded.
- N. A safety cut off master switch may be installed.

## **82. Ramps.**

- A. When a power lift system is not adequate to load and unload students having special and unique needs, a ramp device may be installed.
  - 1. If a ramp is used, it shall be of sufficient strength and rigidity to support the special device, occupant, and attendants. It shall be equipped with a protective flange on each longitudinal side to keep special device on the ramp.

2. Floor of ramp shall be of nonskid construction.
3. Ramp shall be of weight and design, and equipped with handles, to permit one person to put ramp in place and return it to its storage place.

**83. Regular service entrance.**

- A. In Type D vehicles, there shall be three step risers, of equal height, in the entrance well.
- B. An additional foldout step may be provided which will provide for the step level to be no more than six inches from the ground level.
- C. Three step risers in Type C vehicles are optional.

**84. Restraining devices.**

- A. Seat frames may be equipped with attachments or devices to which restraining harnesses or other devices may be attached. Attachment framework or anchorage devices, if installed, shall conform to FMVSS 210, 49 CFR § 571.210.

**85. Seating arrangements.**

- A. Flexibility in seat spacing to accommodate special devices shall be permitted due to the constant changing of passenger requirements.
- B. There shall be a padded barrier forward of any standard seating position and between lift-gate and first seat to rear of lift-gate. A wheelchair position immediately forward of lift-gate shall have a barrier between lift and wheelchair. (See Item 60.)

**86. Special light.**

- A. Lights shall be placed inside the bus to sufficiently illuminate lift area and shall be activated from door area. An outside light to be activated when lift door is open and deactivated when lift door is closed is permissible.

**87. Special service entrance.**

- A. Bus bodies may have a special service entrance constructed in the body to accommodate a wheelchair lift for the loading and unloading of passengers.
- B. The opening to accommodate the special service entrance shall be at any convenient point on the right (curb side) of the bus and far enough to the rear to prevent the doors, when open, from obstructing the right front regular service door (excluding a regular front service door lift).
- C. The opening shall not extend below the floor level. Outboard type lifts shall be used.
- D. The opening, with doors open, shall be of sufficient width to allow the passage of

- wheelchairs. The minimum clear opening through the door and the lift mechanism shall be 30 inches in width.
- E. A drip molding shall be installed above the opening to effectively divert water from entrance.
  - F. Entrance shall be of sufficient width and depth to accommodate various mechanical lifts and related accessories as well as the lifting platform.
  - G. Doorposts and headers from entrance shall be reinforced sufficiently to provide support and strength equivalent to the areas of the side of the bus not used for service doors.
  - H. Special service entrance doors shall be equipped with padding at the top edge of the door opening. Pad shall be at least three inches wide and one inch thick and extend the full width of the door opening.

**88. Special service entrance doors.**

- A. A single door may be used if the width of the door opening does not exceed 43 inches.
- B. Two doors shall be used if any door opening would have to exceed 43 inches.
- C. All doors shall open outwardly.
- D. All doors shall have positive fastening devices approved by Pupil Transportation Services to hold doors in the open position.
- E. All doors shall be weather sealed and on buses with double doors, they shall be so constructed that a flange on the forward door overlaps the edge of the rear door when closed.
- F. When dual doors are provided, the rear door shall have at least a one-point fastening device to the header. The forward mounted door shall have at least three-point fastening devices. One shall be to the header, one to the floor line of the body, and the other shall be into the rear door. These locking devices shall afford maximum safety when the doors are in the closed position. The door and hinge mechanism shall be of a strength that will provide for the same type of use as that of a standard entrance door.
- G. Door materials, panels, and structural strength shall be equivalent to the conventional service and emergency doors. Color, rub rail extensions, lettering and other exterior features shall match adjacent sections of the body.
- H. Each door shall have windows set in ~~rubber~~ **a waterproof manner** compatible within one inch of the lower line of adjacent sash.
- I. Doors shall be equipped with a device that will actuate a ~~red~~ flashing visible signal located in the driver's compartment when doors are not securely closed and ignition is in "on" position.

- J. A switch shall be installed so that the lifting mechanism will not operate when the lift platform doors are closed.

**89. Special optional equipment.**

- A. Special seats for attendants may be installed on an optional basis. The location, restraints, and so forth shall be assessed and approved on an individual unit basis. All equipment shall be secured properly.

**2004-2005 School Bus Type Specifications  
(proposed)**

**NOTICE**

**These Specifications define certain, but not all, components required on school bus chassis purchased by public school divisions. The requirements for chassis are contained in *Regulations Governing Pupil Transportation Including Minimum Standards for School Buses in Virginia*. Copies of the regulations and standards can be reviewed at the chassis manufacturer's zone/district office or at the office of the local superintendent of schools.**

**Any variation from the specifications, in the form of additional equipment or changes in style of equipment, without prior approval of the Pupil Transportation Service, Department of Education, is prohibited.**

**The responsibility for compliance with these school bus specifications rests with dealers and manufacturers. If any dealers or manufacturers sell school bus vehicles that do not conform to any or all of these specifications, a general notice will be sent to all school divisions advising that equipment supplied by such dealer or manufacturer will be disapproved for school transportation until further notice. A copy of the notice will be sent to the dealer or manufacturer and will remain in effect until full compliance by the dealer or manufacturer is assured.**

**MINIMUM SPECIFICATIONS FOR 2005 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE "C" 35 PASSENGER CONVENTIONAL**

<b><u>GVWR</u></b>	<b>21,000</b>
<b><u>WHEELS</u></b>	<b>8-STUD DISC – 22.5" X 6.75"</b>
<b><u>TIRES</u></b>	<b>9R22.5 – 12 PLY</b>
<b><u>FRAME</u></b>	<b>ONE PIECE SIDE MEMBER – FRONT TOW HOOKS</b>
<b><u>STEERING</u></b>	<b>POWER – MEETING VIRGINIA SPECIFICATIONS</b>
<b><u>FRONT BUMPER</u></b>	<b>3/16" STEEL</b>
<b><u>FRONT AXLE</u></b>	<b>6,000 LB.</b>
<b><u>REAR AXLE</u></b>	<b>15,000 LB.</b>
<b><u>BRAKES</u></b>	<b>HYDRAULIC DISC W/ABS (WITH ALLISON 2200 PTS ONLY) – OR -FULL AIR – 13.2 CFM COMPRESSOR – AIR DRYER (5 SPEED DIRECT OR ALLISON 2100 PTS ONLY)</b>
<b><u>SUSPENSION</u></b>	<b>FRT. SPRINGS 3,000 LB. EA. @ GRD. REAR SPRINGS 7,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS</b>
<b><u>ENGINE</u></b>	<b>175 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH</b>
<b><u>TRANSMISSION</u></b>	<b>5 SPEED DIRECT, ALLISON 2200 PTS, OR ALLISON 2100</b>

**PTS, SEE BRAKES FOR AUTHORIZED CONFIGURATIONS.**

<b><u>DRIVE SHAFT</u></b>	<b>GUARDS ON ALL SHAFTS</b>
<b><u>FUEL TANK</u></b>	<b>60 GALLON</b>
<b><u>AIR CLEANER</u></b>	<b>DRY ELEMENT TYPE WITH RESTRICTION GAUGE</b>
<b><u>OIL FILTER</u></b>	<b>1-QUART – PER MANUFACTURER</b>
<b><u>BATTERY</u></b>	<b>750CCA</b>
<b><u>ALTERNATOR</u></b>	<b>160AMP 4 GA. CHARGING AND GROUND CIRCUITS</b>
<b><u>HORN</u></b>	<b>PER FMVSS</b>
<b><u>LIGHTS</u></b>	<b>PER FMVSS AND DAYTIME RUNNING LIGHTS</b>
<b><u>GAUGES</u></b>	<b>SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. &amp; VOLTMETER</b>
<b><u>COLOR</u></b>	<b>FRAME, WHEELS, BUMPER, RAILS AND LETTERING BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - - BALANCE YELLOW</b>

**MINIMUM SPECIFICATIONS FOR 2005 SCHOOL BUS CHASSIS TO MEET REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE “D” 42 PASSENGER ENGINE FRONT**

<b><u>GVWR</u></b>	<b>27,800</b>
<b><u>WHEELS</u></b>	<b>10-STUD DISC – 22.5” X 7.5”</b>
<b><u>TIRES</u></b>	<b>11R22.5 – 14 PLY</b>
<b><u>FRAME</u></b>	<b>ONE PIECE SIDE MEMBER – FRONT TOW HOOKS</b>
<b><u>STEERING</u></b>	<b>POWER – MEETING VIRGINIA SPECIFICATIONS</b>
<b><u>FRONT BUMPER</u></b>	<b>3/16” STEEL</b>
<b><u>FRONT AXLE</u></b>	<b>10,800 LB.</b>
<b><u>REAR AXLE</u></b>	<b>17,000 LB.</b>

<b><u>BRAKES</u></b>	<b>FULL AIR– 13.2 CF COMP– 16.5” X 5” FRT– 16.5” X 7” REAR–AIR DRYER</b>
<b><u>SUSPENSION</u></b>	<b>FRT. SPRINGS 5,400 LB. EA. @ GRD. REAR SPRINGS 8,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS</b>
<b><u>ENGINE</u></b>	<b>190 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH</b>
<b><u>TRANSMISSION</u></b>	<b>ALLISON 2500 PTS</b>
<b><u>DRIVE SHAFT</u></b>	<b>GUARDS ON ALL SHAFTS</b>
<b><u>FUEL TANK</u></b>	<b>60 GALLON</b>
<b><u>AIR CLEANER</u></b>	<b>DRY ELEMENT TYPE WITH RESTRICTION GAUGE</b>
<b><u>OIL FILTER</u></b>	<b>1-QT. PER MANUFACTURER</b>
<b><u>BATTERY</u></b>	<b>750CCA</b>
<b><u>ALTERNATOR</u></b>	<b>160AMP 4 GA. CHARGING AND GROUND CIRCUITS</b>
<b><u>HORN</u></b>	<b>PER FMVSS</b>
<b><u>LIGHTS</u></b>	<b>PER FMVSS AND DAYTIME RUNNING LIGHTS</b>
<b><u>GAUGES</u></b>	<b>SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. &amp; VOLTMETER</b>
<b><u>COLOR</u></b>	<b>FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - - BALANCE YELLOW</b>

**MINIMUM SPECIFICATIONS FOR 2005 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE “C” 53 PASSENGER CONVENTIONAL**

<b><u>GVWR</u></b>	<b>25,000</b>
<b><u>WHEELS</u></b>	<b>8-STUD DISC – 22.5” X 6.75”</b>
<b><u>TIRES</u></b>	<b>9R22.5 – 12 PLY</b>
<b><u>FRAME</u></b>	<b>ONE PIECE SIDE MEMBER – FRONT TOW HOOKS</b>

<b><u>STEERING</u></b>	<b>POWER – MEETING VIRGINIA SPECIFICATIONS</b>
<b><u>FRONT BUMPER</u></b>	<b>3/16” STEEL</b>
<b><u>FRONT AXLE</u></b>	<b>8,000 LB.</b>
<b><u>REAR AXLE</u></b>	<b>17,000 LB.</b>
<b><u>BRAKES</u></b>	<b>HYDRAULIC DISC W/ABS (WITH ALLISON 2400 ONLY) – OR - FULL AIR – 13.2 CFM COMPRESSOR – AIR DRYER (5 SPEED DIRECT OR ALLISON 2000 ONLY)</b>
<b><u>SUSPENSION</u></b>	<b>FRT. SPRINGS 4,000 LB. EA. @ GRD. REAR SPRINGS 8,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS</b>
<b><u>ENGINE</u></b>	<b>175 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH</b>
<b><u>TRANSMISSION</u></b>	<b>5 SPEED DIRECT, ALLISON 2200 PTS, OR ALLISON 2100 PTS, SEE BRAKES FOR AUTHORIZED CONFIGURATIONS.</b>
<b><u>DRIVE SHAFT</u></b>	<b>GUARDS ON ALL SHAFTS</b>
<b><u>FUEL TANK</u></b>	<b>60 GALLON</b>
<b><u>AIR CLEANER</u></b>	<b>DRY ELEMENT TYPE WITH RESTRICTION GAUGE</b>
<b><u>OIL FILTER</u></b>	<b>1-QT. PER MANUFACTURER</b>
<b><u>BATTERY</u></b>	<b>750CCA</b>
<b><u>ALTERNATOR</u></b>	<b>160AMP 4 GA. CHARGING AND GROUND CIRCUITS</b>
<b><u>HORN</u></b>	<b>PER FMVSS</b>
<b><u>LIGHTS</u></b>	<b>PER FMVSS AND DAYTIME RUNNING LIGHTS</b>
<b><u>GAUGES</u></b>	<b>SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE COOLANT TEMP. &amp; VOLTMETER</b>
<b><u>COLOR</u></b>	<b>FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK -- BACK OF MIRRORS, NON GLOSS BLACK -- BALANCE YELLOW</b>

**MINIMUM SPECIFICATIONS FOR 2005 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE "D" 53 PASSENGER ENGINE FRONT**

<b><u>GVWR</u></b>	<b>27,800</b>
<b><u>WHEELS</u></b>	<b>10-STUD DISC – 22.5" X 7.5"</b>
<b><u>TIRES</u></b>	<b>11R22.5 – 14 PLY</b>
<b><u>FRAME</u></b>	<b>ONE PIECE SIDE MEMBER – FRONT TOW HOOKS</b>
<b><u>STEERING</u></b>	<b>POWER – MEETING VIRGINIA SPECIFICATIONS</b>
<b><u>FRONT BUMPER</u></b>	<b>3/16" STEEL</b>
<b><u>FRONT AXLE</u></b>	<b>10,800 LB.</b>
<b><u>REAR AXLE</u></b>	<b>17,000 LB.</b>
<b><u>BRAKES</u></b>	<b>FULL AIR– 13.2 CF COMP– 16.5" X 5" FRT– 16.5" X 7" REAR–AIR DRYER</b>
<b><u>SUSPENSION</u></b>	<b>FRT. SPRINGS 5,400 LB. EA. @ GRD. REAR SPRINGS 8,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS</b>
<b><u>ENGINE</u></b>	<b>190 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH</b>
<b><u>TRANSMISSION</u></b>	<b>ALLISON 2500 PTS</b>
<b><u>DRIVE SHAFT</u></b>	<b>GUARDS ON ALL SHAFTS</b>
<b><u>FUEL TANK</u></b>	<b>60 GALLON</b>
<b><u>AIR CLEANER</u></b>	<b>DRY ELEMENT TYPE WITH RESTRICTION GAUGE</b>
<b><u>OIL FILTER</u></b>	<b>1-QT. PER MANUFACTURER</b>
<b><u>BATTERY</u></b>	<b>750CCA</b>
<b><u>ALTERNATOR</u></b>	<b>160AMP 4 GA. CHARGING AND GROUND CIRCUITS</b>
<b><u>HORN</u></b>	<b>PER FMVSS</b>

<b><u>LIGHTS</u></b>	PER FMVSS AND DAYTIME RUNNING LIGHTS
<b><u>GAUGES</u></b>	SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. & VOLTMETER
<b><u>COLOR</u></b>	FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - - BALANCE YELLOW

**MINIMUM SPECIFICATIONS FOR 2005 SCHOOL BUS CHASSIS TO MEET REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE “C” 65 PASSENGER CONVENTIONAL**

<b><u>GVWR</u></b>	27,500
<b><u>WHEELS</u></b>	10-STUD DISC – 22.5” X 7.5”
<b><u>TIRES</u></b>	10R22.5 – 12 PLY
<b><u>FRAME</u></b>	ONE PIECE SIDE MEMBER – FRONT TOW HOOKS
<b><u>STEERING</u></b>	POWER – MEETING VIRGINIA SPECIFICATIONS
<b><u>FRONT BUMPER</u></b>	3/16” STEEL
<b><u>FRONT AXLE</u></b>	10,000 LB.
<b><u>REAR AXLE</u></b>	17,500LB.
<b><u>BRAKES</u></b>	FULL AIR – 13.2 CF COMPRESSOR –AIR DRYER
<b><u>SUSPENSION</u></b>	FRT. SPRINGS 5,000 LB. EA. @ GRD. REAR SPRINGS 8,750LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS
<b><u>ENGINE</u></b>	175 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH
<b><u>TRANSMISSION</u></b>	5 SPEED DIRECT OR ALLISON 2500 PTS
<b><u>DRIVE SHAFT</u></b>	GUARDS ON ALL SHAFTS
<b><u>FUEL TANK</u></b>	60 GALLON
<b><u>AIR CLEANER</u></b>	DRY ELEMENT TYPE WITH RESTRICTION GAUGE

<b><u>OIL FILTER</u></b>	<b>1-QT. PER MANUFACTURER</b>
<b><u>BATTERY</u></b>	<b>750CCA</b>
<b><u>ALTERNATOR</u></b>	<b>160AMP 4 GA. CHARGING AND GROUND CIRCUITS</b>
<b><u>HORN</u></b>	<b>PER FMVSS</b>
<b><u>LIGHTS</u></b>	<b>PER FMVSS AND DAYTIME RUNNING LIGHTS</b>
<b><u>GAUGES</u></b>	<b>SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. &amp; VOLTMETER</b>
<b><u>COLOR</u></b>	<b>FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - - BALANCE YELLOW</b>

**MINIMUM SPECIFICATIONS FOR 2005 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE “C” 65 PASSENGER CONVENTIONAL  
HYDRAULIC BRAKE**

<b><u>GVWR</u></b>	<b>26,000</b>
<b><u>WHEELS</u></b>	<b>10-STUD DISC – 22.5” X 7.5”</b>
<b><u>TIRES</u></b>	<b>10R22.5 – 12 PLY</b>
<b><u>FRAME</u></b>	<b>ONE PIECE SIDE MEMBER – FRONT TOW HOOKS</b>
<b><u>STEERING</u></b>	<b>POWER – MEETING VIRGINIA SPECIFICATIONS</b>
<b><u>FRONT BUMPER</u></b>	<b>3/16” STEEL</b>
<b><u>FRONT AXLE</u></b>	<b>10,000 LB.</b>
<b><u>REAR AXLE</u></b>	<b>17,500LB.</b>
<b><u>BRAKES</u></b>	<b>HYDRAULIC DISC W/ABS</b>
<b><u>SUSPENSION</u></b>	<b>FRT. SPRINGS 5,000 LB. EA. @ GRD. REAR SPRINGS 8,750LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS</b>
<b><u>ENGINE</u></b>	<b>175 H.P. ELECTRONIC HAND THROTTLE</b>

**ECM SET TO MAXIMUM OF 55 MPH**

**TRANSMISSION**

**ALLISON 2200 PTS**

**DRIVE SHAFT**

**GUARDS ON ALL SHAFTS**

**FUEL TANK**

**60 GALLON**

**AIR CLEANER**

**DRY ELEMENT TYPE WITH RESTRICTION GAUGE**

**OIL FILTER**

**1-QT. PER MANUFACTURER**

**BATTERY**

**750CCA**

**ALTERNATOR**

**160AMP  
4 GA. CHARGING AND GROUND CIRCUITS**

**HORN**

**PER FMVSS**

**LIGHTS**

**PER FMVSS AND DAYTIME RUNNING LIGHTS**

**GAUGES**

**SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE,  
COOLANT TEMP. & VOLTMETER**

**COLOR**

**FRAME, WHEELS, BUMPER, RAILS AND LETTERING –  
BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - -  
BALANCE YELLOW**

**MINIMUM SPECIFICATIONS FOR 2005 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE “D” 65 PASSENGER ENGINE FRONT**

**GVWR**

**29,000**

**WHEELS**

**10-STUD DISC – 22.5” X 7.5”**

**TIRES**

**11R22.5 – 14 PLY**

**FRAME**

**ONE PIECE SIDE MEMBER – FRONT TOW HOOKS**

**STEERING**

**POWER – MEETING VIRGINIA SPECIFICATIONS**

**FRONT BUMPER**

**3/16” STEEL**

**FRONT AXLE**

**12,000 LB.**

**REAR AXLE**

**17,000 LB.**

<b><u>BRAKES</u></b>	<b>FULL AIR– 13.2 CF COMP– 16.5” X 5” FRT– 16.5” X 7” REAR–AIR DRYER</b>
<b><u>SUSPENSION</u></b>	<b>FRT. SPRINGS 6,000 LB. EA. @ GRD. REAR SPRINGS 8,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS</b>
<b><u>ENGINE</u></b>	<b>190 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH</b>
<b><u>TRANSMISSION</u></b>	<b>ALLISON 2500 PTS</b>
<b><u>DRIVE SHAFT</u></b>	<b>GUARDS ON ALL SHAFTS</b>
<b><u>FUEL TANK</u></b>	<b>60 GALLON</b>
<b><u>AIR CLEANER</u></b>	<b>DRY ELEMENT TYPE WITH RESTRICTION GAUGE</b>
<b><u>OIL FILTER</u></b>	<b>1-QT. PER MANUFACTURER</b>
<b><u>BATTERY</u></b>	<b>750CCA</b>
<b><u>ALTERNATOR</u></b>	<b>160AMP 4 GA. CHARGING AND GROUND CIRCUITS</b>
<b><u>HORN</u></b>	<b>PER FMVSS</b>
<b><u>LIGHTS</u></b>	<b>PER FMVSS AND DAYTIME RUNNING LIGHTS</b>
<b><u>GAUGES</u></b>	<b>SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. &amp; VOLTMETER</b>
<b><u>COLOR</u></b>	<b>FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - - BALANCE YELLOW</b>

**MINIMUM SPECIFICATIONS FOR 2005 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE “D” 66 PASSENGER ENGINE REAR**

<b><u>GVWR</u></b>	<b>29,800</b>
<b><u>WHEELS</u></b>	<b>10-STUD DISC – 22.5” X 7.5”</b>
<b><u>TIRES</u></b>	<b>11R22.5 – 14 PLY</b>

<b><u>FRAME</u></b>	<b>ONE PIECE SIDE MEMBER – FRONT TOW HOOKS</b>
<b><u>STEERING</u></b>	<b>POWER – MEETING VIRGINIA SPECIFICATIONS</b>
<b><u>FRONT BUMPER</u></b>	<b>3/16” STEEL</b>
<b><u>FRONT AXLE</u></b>	<b>10,800 LB.</b>
<b><u>REAR AXLE</u></b>	<b>19,000 LB.</b>
<b><u>BRAKES</u></b>	<b>FULL AIR– 13.2 CF COMP– 16.5” X 5” FRT– 16.5” X 7” REAR–AIR DRYER</b>
<b><u>SUSPENSION</u></b>	<b>FRT. SPRINGS 5,400 LB. EA. @ GRD. REAR SPRINGS 9,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS</b>
<b><u>ENGINE</u></b>	<b>190 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH</b>
<b><u>TRANSMISSION</u></b>	<b>ALLISON 2500 PTS</b>
<b><u>DRIVE SHAFT</u></b>	<b>GUARDS ON ALL SHAFTS</b>
<b><u>FUEL TANK</u></b>	<b>60 GALLON</b>
<b><u>AIR CLEANER</u></b>	<b>DRY ELEMENT TYPE WITH RESTRICTION GAUGE</b>
<b><u>OIL FILTER</u></b>	<b>1-QT. PER MANUFACTURER</b>
<b><u>BATTERY</u></b>	<b>750CCA</b>
<b><u>ALTERNATOR</u></b>	<b>160AMP 4 GA. CHARGING AND GROUND CIRCUITS</b>
<b><u>HORN</u></b>	<b>PER FMVSS</b>
<b><u>LIGHTS</u></b>	<b>PER FMVSS AND DAYTIME RUNNING LIGHTS</b>
<b><u>GAUGES</u></b>	<b>SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. &amp; VOLTMETER</b>
<b><u>COLOR</u></b>	<b>FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - -BALANCE YELLOW</b>

**MINIMUM SPECIFICATIONS FOR 2005 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

TYPE "D" 71 PASSENGER ENGINE FRONT

<u>GVWR</u>	29,000
<u>WHEELS</u>	10-STUD DISC – 22.5" X 7.5"
<u>TIRES</u>	11R22.5 – 14 PLY
<u>FRAME</u>	ONE PIECE SIDE MEMBER – FRONT TOW HOOKS
<u>STEERING</u>	POWER – MEETING VIRGINIA SPECIFICATIONS
<u>FRONT BUMPER</u>	3/16" STEEL
<u>FRONT AXLE</u>	12,000 LB.
<u>REAR AXLE</u>	17,000 LB.
<u>BRAKES</u>	FULL AIR– 13.2 CF COMP– 16.5" X 5" FRT– 16.5" X 7" REAR–AIR DRYER
<u>SUSPENSION</u>	FRT. SPRINGS 6,000 LB. EA. @ GRD. REAR SPRINGS 8,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS
<u>ENGINE</u>	190 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH
<u>TRANSMISSION</u>	ALLISON 2500 PTS
<u>DRIVE SHAFT</u>	GUARDS ON ALL SHAFTS
<u>FUEL TANK</u>	60 GALLON
<u>AIR CLEANER</u>	DRY ELEMENT TYPE WITH RESTRICTION GAUGE
<u>OIL FILTER</u>	1-QT. PER MANUFACTURER
<u>BATTERY</u>	750CCA
<u>ALTERNATOR</u>	160AMP 4 GA. CHARGING AND GROUND CIRCUITS
<u>HORN</u>	PER FMVSS
<u>LIGHTS</u>	PER FMVSS AND DAYTIME RUNNING LIGHTS
<u>GAUGES</u>	SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE,

**COOLANT TEMP. & VOLTMETER**

**COLOR**

**FRAME, WHEELS, BUMPER, RAILS AND LETTERING –  
BLACK - -BACK OF MIRRORS, NON GLOSS BLACK -  
BALANCE YELLOW**

**MINIMUM SPECIFICATIONS FOR 2005 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE “C” 71 PASSENGER CONVENTIONAL**

<b><u>GVWR</u></b>	<b>29,000</b>
<b><u>WHEELS</u></b>	<b>10-STUD DISC – 22.5” X 7.5”</b>
<b><u>TIRES</u></b>	<b>10R22.5 – 12 PLY</b>
<b><u>FRAME</u></b>	<b>ONE PIECE SIDE MEMBER – FRONT TOW HOOKS</b>
<b><u>STEERING</u></b>	<b>POWER – MEETING VIRGINIA SPECIFICATIONS</b>
<b><u>FRONT BUMPER</u></b>	<b>3/16” STEEL</b>
<b><u>FRONT AXLE</u></b>	<b>10,000 LB.</b>
<b><u>REAR AXLE</u></b>	<b>19,000LB.</b>
<b><u>BRAKES</u></b>	<b>FULL AIR – 13.2 CF COMPRESSOR –AIR DRYER</b>
<b><u>SUSPENSION</u></b>	<b>FRT. SPRINGS 5,000 LB. EA. @ GRD. REAR SPRINGS 9,500LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS</b>
<b><u>ENGINE</u></b>	<b>190 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH</b>
<b><u>TRANSMISSION</u></b>	<b>ALLISON 2500 PTS</b>
<b><u>DRIVE SHAFT</u></b>	<b>GUARDS ON ALL SHAFTS</b>
<b><u>FUEL TANK</u></b>	<b>60 GALLON</b>
<b><u>AIR CLEANER</u></b>	<b>DRY ELEMENT TYPE WITH RESTRICTION GAUGE</b>
<b><u>OIL FILTER</u></b>	<b>1-QT. PER MANUFACTURER</b>
<b><u>BATTERY</u></b>	<b>750CCA</b>

<b><u>ALTERNATOR</u></b>	<b>160AMP 4 GA. CHARGING AND GROUND CIRCUITS</b>
<b><u>HORN</u></b>	<b>PER FMVSS</b>
<b><u>LIGHTS</u></b>	<b>PER FMVSS AND DAYTIME RUNNING LIGHTS</b>
<b><u>GAUGES</u></b>	<b>SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. &amp; VOLTMETER</b>
<b><u>COLOR</u></b>	<b>FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - - BALANCE YELLOW</b>

**MINIMUM SPECIFICATIONS FOR 2005 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE “D” 72PASSENGER ENGINE REAR**

<b><u>GVWR</u></b>	<b>29,800</b>
<b><u>WHEELS</u></b>	<b>10-STUD DISC – 22.5” X 7.5”</b>
<b><u>TIRES</u></b>	<b>11R22.5 – 14 PLY</b>
<b><u>FRAME</u></b>	<b>ONE PIECE SIDE MEMBER – FRONT TOW HOOKS</b>
<b><u>STEERING</u></b>	<b>POWER – MEETING VIRGINIA SPECIFICATIONS</b>
<b><u>FRONT BUMPER</u></b>	<b>3/16” STEEL</b>
<b><u>FRONT AXLE</u></b>	<b>10,800 LB.</b>
<b><u>REAR AXLE</u></b>	<b>19,000 LB.</b>
<b><u>BRAKES</u></b>	<b>FULL AIR– 13.2 CF COMP– 16.5” X 5” FRT– 16.5” X 7” REAR–AIR DRYER</b>
<b><u>SUSPENSION</u></b>	<b>FRT. SPRINGS 5,400 LB. EA. @ GRD. REAR SPRINGS 9,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS</b>
<b><u>ENGINE</u></b>	<b>190 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH</b>
<b><u>TRANSMISSION</u></b>	<b>ALLISON 2500 PTS</b>

<b><u>DRIVE SHAFT</u></b>	<b>GUARDS ON ALL SHAFTS</b>
<b><u>FUEL TANK</u></b>	<b>60 GALLON</b>
<b><u>AIR CLEANER</u></b>	<b>DRY ELEMENT TYPE WITH RESTRICTION GAUGE</b>
<b><u>OIL FILTER</u></b>	<b>1-QT. PER MANUFACTURER</b>
<b><u>BATTERY</u></b>	<b>750CCA</b>
<b><u>ALTERNATOR</u></b>	<b>160AMP 4 GA. CHARGING AND GROUND CIRCUITS</b>
<b><u>HORN</u></b>	<b>PER FMVSS</b>
<b><u>LIGHTS</u></b>	<b>PER FMVSS AND DAYTIME RUNNING LIGHTS</b>
<b><u>GAUGES</u></b>	<b>SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. &amp; VOLTMETER</b>
<b><u>COLOR</u></b>	<b>FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - BALANCE YELLOW</b>

**MINIMUM SPECIFICATIONS FOR 2005 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE "D" 77 PASSENGER ENGINE FRONT**

<b><u>GVWR</u></b>	<b>32,000</b>
<b><u>WHEELS</u></b>	<b>10-STUD DISC – 22.5" X 8.25"</b>
<b><u>TIRES</u></b>	<b>11R22.5 – 14 PLY</b>
<b><u>FRAME</u></b>	<b>ONE PIECE SIDE MEMBER – FRONT TOW HOOKS</b>
<b><u>STEERING</u></b>	<b>POWER – MEETING VIRGINIA SPECIFICATIONS</b>
<b><u>FRONT BUMPER</u></b>	<b>3/16" STEEL</b>
<b><u>FRONT AXLE</u></b>	<b>13,000 LB.</b>
<b><u>REAR AXLE</u></b>	<b>19,000LB.</b>
<b><u>BRAKES</u></b>	<b>FULL AIR– 13.2 CF COMP– 16.5" X 5" FRT– 16.5" X 7" REAR–AIR DRYER</b>

<b><u>SUSPENSION</u></b>	<b>FRT. SPRINGS 6,500 LB. EA. @ GRD. REAR SPRINGS 9,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS</b>
<b><u>ENGINE</u></b>	<b>210 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH</b>
<b><u>TRANSMISSION</u></b>	<b>ALLISON 2500 PTS</b>
<b><u>DRIVE SHAFT</u></b>	<b>GUARDS ON ALL SHAFTS</b>
<b><u>FUEL TANK</u></b>	<b>60 GALLON</b>
<b><u>AIR CLEANER</u></b>	<b>DRY ELEMENT TYPE WITH RESTRICTION GAUGE</b>
<b><u>OIL FILTER</u></b>	<b>1-QT. PER MANUFACTURER</b>
<b><u>BATTERY</u></b>	<b>750CCA</b>
<b><u>ALTERNATOR</u></b>	<b>160AMP 4 GA. CHARGING AND GROUND CIRCUITS</b>
<b><u>HORN</u></b>	<b>PER FMVSS</b>
<b><u>LIGHTS</u></b>	<b>PER FMVSS AND DAYTIME RUNNING LIGHTS</b>
<b><u>GAUGES</u></b>	<b>SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. &amp; VOLTMETER</b>
<b><u>COLOR</u></b>	<b>FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - BALANCE YELLOW</b>

**MINIMUM SPECIFICATIONS FOR 2005 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE "C" 77 PASSENGER CONVENTIONAL**

<b><u>GVWR</u></b>	<b>31,000</b>
<b><u>WHEELS</u></b>	<b>10-STUD DISC – 22.5" X 8.2.5"</b>
<b><u>TIRES</u></b>	<b>11R22.5 – 14 PLY</b>
<b><u>FRAME</u></b>	<b>ONE PIECE SIDE MEMBER – FRONT TOW HOOKS</b>
<b><u>STEERING</u></b>	<b>POWER – MEETING VIRGINIA SPECIFICATIONS</b>

<b><u>FRONT BUMPER</u></b>	<b>3/16" STEEL</b>
<b><u>FRONT AXLE</u></b>	<b>10,000 LB.</b>
<b><u>REAR AXLE</u></b>	<b>21,000LB.</b>
<b><u>BRAKES</u></b>	<b>FULL AIR – 13.2 CF COMPRESSOR –AIR DRYER</b>
<b><u>SUSPENSION</u></b>	<b>FRT. SPRINGS 5,000 LB. EA. @ GRD. REAR SPRINGS 10,500LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS</b>
<b><u>ENGINE</u></b>	<b>210 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH</b>
<b><u>TRANSMISSION</u></b>	<b>ALLISON 2500 PTS</b>
<b><u>DRIVE SHAFT</u></b>	<b>GUARDS ON ALL SHAFTS</b>
<b><u>FUEL TANK</u></b>	<b>60 GALLON</b>
<b><u>AIR CLEANER</u></b>	<b>DRY ELEMENT TYPE WITH RESTRICTION GAUGE</b>
<b><u>OIL FILTER</u></b>	<b>1-QT. PER MANUFACTURER</b>
<b><u>BATTERY</u></b>	<b>750CCA</b>
<b><u>ALTERNATOR</u></b>	<b>160AMP 4 GA. CHARGING AND GROUND CIRCUITS</b>
<b><u>HORN</u></b>	<b>PER FMVSS</b>
<b><u>LIGHTS</u></b>	<b>PER FMVSS AND DAYTIME RUNNING LIGHTS</b>
<b><u>GAUGES</u></b>	<b>SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. &amp; VOLTMETER</b>
<b><u>COLOR</u></b>	<b>FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - - BALANCE YELLOW</b>

**MINIMUM SPECIFICATIONS FOR 2005 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE "D" 78 PASSENGER ENGINE REAR**

<b><u>GVWR</u></b>	<b>33,000</b>
<b><u>WHEELS</u></b>	<b>10-STUD DISC – 22.5" X 7.5"</b>
<b><u>TIRES</u></b>	<b>11R22.5 – 14 PLY</b>
<b><u>FRAME</u></b>	<b>ONE PIECE SIDE MEMBER – FRONT TOW HOOKS</b>
<b><u>STEERING</u></b>	<b>POWER – MEETING VIRGINIA SPECIFICATIONS</b>
<b><u>FRONT BUMPER</u></b>	<b>3/16" STEEL</b>
<b><u>FRONT AXLE</u></b>	<b>12,000 LB.</b>
<b><u>REAR AXLE</u></b>	<b>21,000 LB.</b>
<b><u>BRAKES</u></b>	<b>FULL AIR– 13.2 CF COMP– 16.5" X 5" FRT– 16.5" X 7" REAR–AIR DRYER</b>
<b><u>SUSPENSION</u></b>	<b>FRT. SPRINGS 6,000 LB. EA. @ GRD. REAR SPRINGS 10,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS</b>
<b><u>ENGINE</u></b>	<b>210 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH</b>
<b><u>TRANSMISSION</u></b>	<b>ALLISON 3000 PTS</b>
<b><u>DRIVE SHAFT</u></b>	<b>GUARDS ON ALL SHAFTS</b>
<b><u>FUEL TANK</u></b>	<b>60 GALLON</b>
<b><u>AIR CLEANER</u></b>	<b>DRY ELEMENT TYPE WITH RESTRICTION GAUGE</b>
<b><u>OIL FILTER</u></b>	<b>1-QT. PER MANUFACTURER</b>
<b><u>BATTERY</u></b>	<b>750CCA</b>
<b><u>ALTERNATOR</u></b>	<b>160AMP 4 GA. CHARGING AND GROUND CIRCUITS</b>
<b><u>HORN</u></b>	<b>PER FMVSS</b>

<b><u>LIGHTS</u></b>	<b>PER FMVSS AND DAYTIME RUNNING LIGHTS</b>
<b><u>GAUGES</u></b>	<b>SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. &amp; VOLTMETER</b>
<b><u>COLOR</u></b>	<b>FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - BALANCE YELLOW</b>

**MINIMUM SPECIFICATIONS FOR 2005 SCHOOL BUS CHASSIS TO MEET REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE “D” 83 PASSENGER ENGINE FRONT**

<b><u>GVWR</u></b>	<b>32,000</b>
<b><u>WHEELS</u></b>	<b>10-STUD DISC – 22.5” X 8.25”</b>
<b><u>TIRES</u></b>	<b>11R22.5 – 14 PLY</b>
<b><u>FRAME</u></b>	<b>ONE PIECE SIDE MEMBER – FRONT TOW HOOKS</b>
<b><u>STEERING</u></b>	<b>POWER – MEETING VIRGINIA SPECIFICATIONS</b>
<b><u>FRONT BUMPER</u></b>	<b>3/16” STEEL</b>
<b><u>FRONT AXLE</u></b>	<b>13,000 LB.</b>
<b><u>REAR AXLE</u></b>	<b>19,000LB.</b>
<b><u>BRAKES</u></b>	<b>FULL AIR– 13.2 CF COMP– 16.5” X 5” FRT– 16.5” X 7” REAR–AIR DRYER</b>
<b><u>SUSPENSION</u></b>	<b>FRT. SPRINGS 6,500 LB. EA. @ GRD. REAR SPRINGS 9,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS</b>
<b><u>ENGINE</u></b>	<b>210 H.P. ELECTRONIC HAND THROTTLE ECM SET TO MAXIMUM OF 55 MPH</b>
<b><u>TRANSMISSION</u></b>	<b>ALLISON 3000 PTS</b>
<b><u>DRIVE SHAFT</u></b>	<b>GUARDS ON ALL SHAFTS</b>
<b><u>FUEL TANK</u></b>	<b>60 GALLON</b>
<b><u>AIR CLEANER</u></b>	<b>DRY ELEMENT TYPE WITH RESTRICTION GAUGE</b>

<b><u>OIL FILTER</u></b>	<b>1-QT. PER MANUFACTURER</b>
<b><u>BATTERY</u></b>	<b>750CCA</b>
<b><u>ALTERNATOR</u></b>	<b>160AMP 4 GA. CHARGING AND GROUND CIRCUITS</b>
<b><u>HORN</u></b>	<b>PER FMVSS</b>
<b><u>LIGHTS</u></b>	<b>PER FMVSS AND DAYTIME RUNNING LIGHTS</b>
<b><u>GAUGES</u></b>	<b>SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE, COOLANT TEMP. &amp; VOLTMETER</b>
<b><u>COLOR</u></b>	<b>FRAME, WHEELS, BUMPER, RAILS AND LETTERING – BLACK - -BACK OF MIRRORS, NON GLOSS BLACK - BALANCE YELLOW</b>

**MINIMUM SPECIFICATIONS FOR 2005 SCHOOL BUS CHASSIS TO MEET  
REQUIREMENTS OF VIRGINIA STATE BOARD OF EDUCATION**

**TYPE “D” 84 PASSENGER ENGINE REAR**

<b><u>GVWR</u></b>	<b>33,000</b>
<b><u>WHEELS</u></b>	<b>10-STUD DISC – 22.5” X 8.25”</b>
<b><u>TIRES</u></b>	<b>11R22.5 – 14 PLY</b>
<b><u>FRAME</u></b>	<b>ONE PIECE SIDE MEMBER – FRONT TOW HOOKS</b>
<b><u>STEERING</u></b>	<b>POWER – MEETING VIRGINIA SPECIFICATIONS</b>
<b><u>FRONT BUMPER</u></b>	<b>3/16” STEEL</b>
<b><u>FRONT AXLE</u></b>	<b>12,000 LB.</b>
<b><u>REAR AXLE</u></b>	<b>21,000 LB.</b>
<b><u>BRAKES</u></b>	<b>FULL AIR– 13.2 CF COMP– 16.5” X 5” FRT– 16.5” X 7” REAR–AIR DRYER</b>
<b><u>SUSPENSION</u></b>	<b>FRT. SPRINGS 6,000 LB. EA. @ GRD. REAR SPRINGS 10,500 LB. EA. @ GRD. FRT. AND REAR SHOCK ABSORBERS</b>
<b><u>ENGINE</u></b>	<b>210 H.P. ELECTRONIC HAND THROTTLE</b>

**ECM SET TO MAXIMUM OF 55 MPH**

**TRANSMISSION**

**ALLISON 3000 PTS**

**DRIVE SHAFT**

**GUARDS ON ALL SHAFTS**

**FUEL TANK**

**60 GALLON**

**AIR CLEANER**

**DRY ELEMENT TYPE WITH RESTRICTION GAUGE**

**OIL FILTER**

**1-QT. PER MANUFACTURER**

**BATTERY**

**750CCA**

**ALTERNATOR**

**160AMP  
4 GA. CHARGING AND GROUND CIRCUITS**

**HORN**

**PER FMVSS**

**LIGHTS**

**PER FMVSS AND DAYTIME RUNNING LIGHTS**

**GAUGES**

**SPEEDOMETER, TACHOMETER, FUEL, OIL PRESSURE,  
COOLANT TEMP. & VOLTMETER**

**COLOR**

**FRAME, WHEELS, BUMPER, RAILS AND LETTERING –  
BLACK - -BACK OF MIRRORS, NON GLOSS BLACK -  
BALANCE YELLOW**

# Board of Education Agenda Item

Item: G.

Date: November 17, 2004

Topic: PASS Initiative Status Report

Presenter: Dr. James S. Heywood, Executive Director for School Improvement

Telephone Number: 225-2865 E-Mail Address: jheywood@mail.vak12ed.edu

## Origin:

Topic presented for information only (no board action required)

Board review required by

State or federal law or regulation

Board of Education regulation

Other: \_\_\_\_\_

Action requested at this meeting  Action requested at future meeting: \_\_\_\_\_ (date)

## Previous Review/Action:

No previous board review/action

Previous review/action

date \_\_\_\_\_

action \_\_\_\_\_

## Background Information:

On July 11, 2002 Governor Warner launched the PASS (Partnership for Achieving Successful Schools) Initiative that provided technical assistance to all schools accredited with warning for 2002. Of special focus were 32 Title I schools who were under federal sanctions and in "school improvement" status that were designated by the Governor as "PASS Priority Schools." The beginning of the 2004-05 school year marks the completion of two years of the PASS program which has evolved into new technical assistance models and resulted in the "graduation" of six (19%) PASS schools that are not longer under federal sanctions.

## Summary of Major Elements

A brief oral report of the implementation of the PASS Initiative will be provided, including an explanation of the various models of technical assistance being field-tested by the department. Indicators of progress for the PASS Priority Schools, the AYP and accreditation status, will be shared.

## Superintendent's Recommendation:

N/A

**Impact on Resources:**

**Timetable for Further Review/Action:**

# Board of Education Agenda Item

Item: \_\_\_\_\_ H. \_\_\_\_\_

Date: November 17, 2004

**Topic:** Report on the Development of a Template for a Statewide Articulation Agreement for Career and Technical Education, in Compliance with HJR 125

**Presenter:** Mr. Robert A. Almond, Director, Career and Technical Education

**Telephone Number:** (804) 225-2847

**E-Mail Address:** ralmond@mail.vak12ed.edu

## Origin:

Topic presented for information only (no board action required)

\_\_\_\_\_ Board review required by

\_\_\_\_\_ State or federal law or regulation

\_\_\_\_\_ Board of Education regulation

\_\_\_\_\_ Other: \_\_\_\_\_

\_\_\_\_\_ Action requested at this meeting \_\_\_\_\_ Action requested at future meeting: \_\_\_\_\_ (date)

## Previous Review/Action:

No previous board review/action

\_\_\_\_\_ Previous review/action

date \_\_\_\_\_ action \_\_\_\_\_

## Background Information:

Upon the recommendation of the Advisory Council on Career and Technical Education, the 2004 General Assembly passed House Joint Resolution No. 125, which requested the Board of Education, the State Board for Community Colleges, and the State Council of Higher Education for Virginia to develop a template for a statewide articulation agreement for career and technical education. The Advisory Council on Career and Technical Education is established in Chapter 30 (§ [30-198](#) et seq.) of Title 30 and among its charges is to facilitate coordination of public school career and technical services, workforce training programs, and efforts among agencies and institutions of the Commonwealth. HJR 125 (see attachment) noted that articulation agreements can provide a seamless pathway for students to progress from high school to community college for completion of industry certifications and state licensure requirements and, for certain students, to enrollment in four-year institutions of higher education.

## Summary of Major Elements

At the request of the Virginia Department of Education (VDOE) and the Virginia Community College System (VCCS) office, the State Council of Higher Education for Virginia (SCHEV) assumed a leadership role in coordinating a response to HJR 125. Several committees and a taskforce consisting of stakeholders and staff members from the VDOE, VCCS, and SCHEV were convened to identify issues relating to credentialing of teachers and how credits in career and technical education courses can be transferred from one high school to another, from any high school to any community college, and from

any community college to the public four-year institutions of higher education. The taskforce drafted a statewide articulation template that provides for flexibility for school divisions, community colleges, and four-year institutions of higher education, taking into account the various curricula that are offered in the many schools, colleges, and universities, and the local economic and other conditions. The draft template:

- Includes some standardization of credit transfers
- Provides options for customization to allow various stakeholders to match the interests of programs and localities
- Offers opportunities for improvement in cooperation and collaboration between and among the various levels of education
- Provides sections that enable collaborators to determine:
  - A list of programs and courses that are articulated
  - The identity of the agencies that are articulated for each program or course
  - The tuition charges for the various classes at the different levels
  - Information on limitations on enrollment in the various programs or classes
  - The effect, if any, on tuition charges of articulation agreements in the community colleges and four-year institutions of higher education

HJR 125 requires the Board of Education, State Board for Community Colleges, and the State Council of Higher Education for Virginia to complete their meetings on this matter and report on the development of a template for a statewide articulation agreement to the Advisory Council on Career and Technical Education by November 30, 2004.

The Board of Education, State Board for Community Colleges, and the State Council of Higher Education for Virginia also are required to submit to the Governor and the General Assembly an executive summary and a report of findings and recommendations (for publication as a document). The final template and report of findings will be ready in January 2005. The reports will be submitted no later than the first day of the 2005 Regular Session of the General Assembly and will be posted on the General Assembly's Web site.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education receive the report on the development of a template for a statewide articulation agreement for career and technical education in response to HJR 125.

**Impact on Resources:**

This responsibility can be absorbed by the agency's existing resources at this time. If the agency is required to absorb additional responsibilities related to this activity, other services may be impacted.

**Timetable for Further Review/Action:**

The Department of Education will present the final report to the Board of Education at its January 2005 meeting.

# 2004 SESSION

ENROLLED

## HOUSE JOINT RESOLUTION NO. 125

*Requesting the Board of Education, the State Board for Community Colleges, and the State Council of Higher Education for Virginia to develop a template for a statewide articulation agreement for career and technical education. Report.*

Agreed to by the House of Delegates, February 17, 2004  
Agreed to by the Senate, March 9, 2004

WHEREAS, the Advisory Council on Career and Technical Education is established in Chapter 30 (§ 30-198 et seq.) of Title 30 and among its charges is to facilitate coordination of public school career and technical services, workforce training programs, and efforts among agencies and institutions of the Commonwealth; and

WHEREAS, in this regard, the Advisory Council has received much information from the Department of Education, the Community College System, the local school divisions, and the Governor's workforce development initiative; and

WHEREAS, the Advisory Council has received testimony that the elements and development of articulation agreements may be uneven across the Commonwealth's school divisions and between and among the Commonwealth's community colleges and public institutions of higher education; and

WHEREAS, articulation agreements can provide a seamless pathway for students to progress from high school to community college to complete industry certifications and obtain state licensures and, for certain students, this seamless pathway will lead to enrollment in four-year institutions of higher education; and

WHEREAS, an educated workforce is the Commonwealth's only way to maintain its economic base while improving incentives for business and industry to locate in Virginia; and

WHEREAS, the Advisory Council has also been informed that articulation will be receiving substantial attention by the Community College System; and

WHEREAS, the Advisory Council believes that articulation agreements can benefit all parties, i.e., students, schools, community colleges, and four-year institutions, by eliminating duplication of course work for students and reducing the time and money required to obtain post-secondary training and education; and

WHEREAS, therefore, the Advisory Council believes that all levels of public education should cooperate in the development of a template for a statewide articulation agreement in the Commonwealth in order to facilitate students' movement through a K-16 system that allows smooth transitions between high school, community college, and four-year institutions of higher education; now, therefore, be it

RESOLVED by the House of Delegates, the Senate concurring, That the Board of Education, the State Board for Community Colleges, and the State Council of Higher Education for Virginia be requested to develop a template for a statewide articulation agreement for career and technical education.

In developing the template, the Board of Education, the State Board for Community Colleges, and the State Council of Higher Education for Virginia shall (i) appoint a taskforce of staffers and stakeholders to identify obstacles and issues that must be considered, including any issues relating to credentialing of teachers and how credits can be transferred from one high school to another, from any high school to any community college, and from any community college to the public four-year institutions of higher education; and (ii) direct the taskforce to develop a template that provides for flexibility for school divisions, community colleges, and four-year institutions of higher education taking into account the various curricula that are offered in the many schools, colleges, and universities and the local economic and other conditions.

The Board of Education, the State Board for Community Colleges, and the State Council of Higher Education for Virginia shall ensure that the template includes (a) some standardization of credit transfers from high school to community colleges across the Commonwealth and from community colleges to public and private four-year institutions of higher education across the Commonwealth; (b) provides options for the various corners of the Commonwealth that are tailored to match the capabilities of the educational agencies in local areas while offering opportunities for improvement in cooperation and collaboration between and among the various levels of education; and (c) a list of programs and courses that are articulated from one level to another, the identity of the educational agencies that are articulated for each program or course, the tuition charges for the various classes at the different levels, information on limitations on enrollment in the various programs or classes, and the effect, if any, on tuition charges of articulation agreements in the community colleges and four-year institutions of higher education.

Technical assistance shall be provided to the Board of Education, State Board for Community Colleges, and the State Council of Higher Education for Virginia by the local directors of career and

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HJ125ER

technical education in the public schools, the division superintendents, the presidents of the community colleges, and the presidents of the four-year institutions of higher education. All agencies of the Commonwealth shall provide assistance to the Board of Education, State Board for Community Colleges, and the State Council of Higher Education for Virginia for this study, upon request. Input may also be received from Virginia's private institutions of higher education, upon request.

The Board of Education, State Board for Community Colleges, and the State Council of Higher Education for Virginia shall complete their meetings on this matter and shall report on the statewide articulation agreement template to the Advisory Council on Career and Technical Education by November 30, 2004.

The Board of Education, State Board for Community Colleges, and the State Council of Higher Education for Virginia shall submit to the Governor and the General Assembly an executive summary and a report of its findings and recommendations (for publication as a document). The executive summary and report shall be submitted as provided in the procedures of the Division of Legislative Automated Systems for the processing of legislative documents and reports no later than the first day of the 2005 Regular Session of the General Assembly and shall be posted on the General Assembly's website.

**PUBLIC HEARING:**

**PROPOSED REGULATIONS GOVERNING**

**ADULT HIGH SCHOOL PROGRAMS**

**8 VAC 20-30-10**

At this time, the Board of Education will receive public comment regarding the proposed Regulations Governing Adult High School Programs. The proposed regulations were approved by the Board of Education at the January 7, 2004, meeting.

Background information is attached.

Speakers will be recognized in the order in which they signed up. Each speaker is limited to three minutes.



## Notice of Intended Regulatory Action (NOIRA) Agency Background Document

<b>Agency name</b>	Department of Education
<b>Virginia Administrative Code (VAC) citation</b>	8 VAC 20-30-10
<b>Regulation title</b>	Regulations Governing Adult High School Programs
<b>Action title</b>	Changes to incorporate recent amendments to the <i>Code of Virginia</i> ; discontinue of the Literacy Passport Tests (LPT); and modify the Standards of Accreditation pertaining to high school diplomas
<b>Document preparation date</b>	10/28/2003

This information is required for executive review ([www.townhall.state.va.us/dpbpages/apaintro.htm#execreview](http://www.townhall.state.va.us/dpbpages/apaintro.htm#execreview)) and the Virginia Registrar of Regulations ([legis.state.va.us/codecomm/register/regindex.htm](http://legis.state.va.us/codecomm/register/regindex.htm)), pursuant to the Virginia Administrative Process Act ([www.townhall.state.va.us/dpbpages/dpb\\_apa.htm](http://www.townhall.state.va.us/dpbpages/dpb_apa.htm)), Executive Orders 21 (2002) and 58 (1999) ([www.governor.state.va.us/Press\\_Policy/Executive\\_Orders/EOHome.html](http://www.governor.state.va.us/Press_Policy/Executive_Orders/EOHome.html)), and the *Virginia Register Form, Style, and Procedure Manual* ([http://legis.state.va.us/codecomm/register/download/styl8\\_95.rtf](http://legis.state.va.us/codecomm/register/download/styl8_95.rtf)).

### Purpose

*Please describe the subject matter and intent of the planned regulatory action. Also include a brief explanation of the need for and the goals of the new or amended regulation.*

The *Regulations Governing Adult High School Programs* (8 VAC 20-30-10 et seq.) were last amended in 1985 and are not currently consistent with the *Regulations Establishing the Standards for Accrediting Public Schools in Virginia*. (8 VAC 20-131-10 et seq.). The purpose of this intended regulatory action is twofold. First, adult high school programs, where adults are able to earn a standard or advanced studies diploma, will be required to maintain the same high standards as regular day school programs. Second, the change provides a high-standard alternative diploma, to be named the Adult High School Diploma, for adults who are unable to complete the current requirements for a Standard or Advanced Studies Diploma.

The goal of this regulatory action is to clarify the process by which adults can earn a high school diploma and diploma types for which they may be eligible.

## Legal basis

*Please identify the state and/or federal source of legal authority to promulgate this proposed regulation, including (1) the most relevant law and/or regulation, including Code of Virginia citation and General Assembly bill and chapter numbers, if applicable, and (2) promulgating entity, i.e., the agency, board, or person. Describe the legal authority and the extent to which the authority is mandatory or discretionary.*

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The promulgating authority is the Virginia Board of Education. The legal authority to promulgate changes to 8 VAC 20-30-10 is found in the *Code of Virginia*, Sections 22.1-223 through 22.1-226. The *Code of Virginia* provides discretion to the Board of Education in promulgating “appropriate standards and guidelines for adult education programs.” Authority is mandatory.

## Substance

*Please detail any changes that will be proposed. For new regulations, include a summary of the proposed regulatory action. Where provisions of an existing regulation are being amended, explain how the existing regulation will be changed. Include the specific reasons why the regulation is essential to protect the health, safety, or welfare of citizens. Delineate any potential issues that may need to be addressed as the regulation is developed.*

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Two substantive changes are currently recommended to the existing regulations, pending the public review during the public comment periods. The first recommendation is to ensure that Standard and Advanced Studies Diplomas issued through adult high school programs are consistent with the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*. Adult education students may earn a Standard or Advanced Studies Diploma if they meet the Standards of Accreditation requirements that are in place at the time they enroll in adult education. The second recommendation is intended to create a new diploma, the Adult High School Diploma, which will be available only to adult students. The Adult High School Diploma is intended to accommodate the unique circumstances that preclude many adults from earning a Standard or Advanced Studies Diploma. It will be available to students who complete the External Diploma Program (EDP). This program is currently offered in several school divisions in the commonwealth. This diploma will also be issued to students who meet the credit requirements that were in place at the time that they were enrolled in the ninth grade.

## Alternatives

*Please describe all viable alternatives to the proposed regulatory action that have been or will be considered to meet the essential purpose of the action.*

---

The Board of Education, through emergency regulations (8 VAC 20-680-10 et seq.), intends to create a General Achievement Diploma (GAD). The GAD is appropriate for younger adults who have been out of school a short time. However, it is unlikely that adults who have been out of school for a long time will complete all of the requirements of the GAD. Additionally, the GAD does not solve the problem of what type of diploma to issue to adults who complete the External Diploma Program.

## Family impact

*Assess the potential impact of the proposed regulatory action on the institution of the family and family stability.*

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The proposed *Regulations Governing Adult High School Programs* will not erode the authority and rights of parents in the education, nurturing, and supervision of their children. These regulations promote flexibility for adults seeking to earn a diploma. This flexibility is designed to accommodate adult students and their family needs. Individuals involved in adult high school programs also can benefit from curriculum designed to assist them in parenting skills. Adults earning high school diplomas will be prepared to assist in meeting their children's educational needs.

Current educational and U.S. Department of Labor research suggests that a high school diploma or other secondary credential makes individuals more marketable for employment and increases their economic earnings compared to individuals without a diploma. The new regulations will encourage economic self-sufficiency. The flexibility that these regulations provide in the methods and means for earning a diploma should make a high school diploma more attainable. Evidence suggests that individuals who earn a diploma later in life experience considerable pride and satisfaction.

These regulations will not adversely affect an individual's marital commitment.

Today there are over one million adults in Virginia over the age of eighteen years that do not have a high school credential. Many adults return to school after many years out of the classroom. They have numerous obstacles to overcome, including a high incidence of undiagnosed learning disabilities, limited English proficiency, significant gaps in previous education, high mobility rates, and economic and societal hardships due in part to the lack of a secondary credential. Adult high school programs offer quality education with measured achievement and accountability as part of the National Reporting System (NRS) of the U. S. Department of Education. Adults are offered an opportunity to earn a high school credential, increase their employability, and contribute positively to the economy, their families, and the communities of the commonwealth. Illiteracy costs Virginia taxpayers nearly \$300 million a year due to unemployment, welfare dependency, and loss of tax revenue.

## REGULATIONS GOVERNING ADULT HIGH SCHOOL PROGRAMS

### 8 VAC 20-30-10

#### 8 VAC 20-30-10. Responsibility.

Local authorities are responsible for evaluating and awarding credit for educational achievement, other than that earned in the ~~regular~~ high school program.

#### 8 VAC 20-30-20. Minimum requirements for ~~secondary~~ adult high school programs

~~Secondary~~ Adult high school programs for adults which are not part of the ~~regular-day 9~~ through 12 high school program and shall meet the following minimum requirements:

1. Age. ~~A~~ An adult student shall be at least 18 years of age. Under circumstances which local school authorities consider justifiable, the age limit may be lowered. Only in exceptional circumstances should local authorities permit an ~~regularly~~ individual enrolled in ~~grades-day student~~ 9 through 12 to earn credits toward high school graduation in adult classes. ~~(In such cases, All alternative educational alternatives programs must have been considered)-~~ prior to placing an enrolled student in an adult class.

2. Credit.

- a. Satisfactory completion of 108 hours of classroom instruction in a subject shall constitute sufficient evidence for one unit of credit toward a high school diploma. ~~Where accelerated or other innovative instructional methods are used, satisfactory completion of comparable competencies as the regular high school program, as measured by objective testing in a subject, shall constitute sufficient evidence for one unit of credit.~~
- ~~b. Eighteen units of credit are required for graduation as specified in the Standards for Accrediting Schools in Virginia with the exclusion of Health and Physical Education.~~
- ~~c. An Advanced Studies Diploma (20 credits) shall be awarded to students who complete the credits as specified in the Standards for Accrediting Schools in Virginia with the exclusion of health and physical education.~~
- ~~d. In addition to the units of credit specified in the Standards for Accrediting Schools in Virginia, each student must demonstrate mastery of minimum competencies as prescribed by the Board of Education.~~
- e. b. When, in the ~~judgement~~ judgment of the principal or the superintendent, an adult not regularly enrolled in the ~~day~~ 9 through 12 high school program is able to demonstrate by examination or other objective evidence,

satisfactory completion of the work, he may receive credit in accordance with policies adopted by the local school board. It is the responsibility of the school issuing the credit to document the types of examinations employed, ~~and~~ or other objective evidence used, the testing or assessment procedures, and the extent of progress in each case.

~~f. No student may be issued a diploma by earning credits in adult classes prior to the time that he would have graduated from a secondary school had he remained in school and made normal progress.~~

g ~~c.~~ Credits ~~actually~~ earned in adult ~~secondary~~ high school programs shall be transferable as identified in the ~~Standards for Accrediting Schools in Virginia~~ Regulations Establishing Standards for Accrediting Public Schools in Virginia within the sponsoring school division and shall be transferable to public secondary schools outside of the sponsoring school division.

### 3. Diplomas.

a. A diploma shall be awarded to an adult student who completes all requirements of the diploma regulated by the Board of Education in effect at the time he will graduate; however, the Board may authorize substitute assessments for adult students.

- b. An adult high school diploma shall be awarded to an adult student who completes the course credit requirements in effect for any Board of Education diploma, with the exception of health and physical education course requirements, at the time he first entered the ninth grade; however, the Board may authorize substitute assessments for adult students.
  
- c. An adult high school diploma shall be awarded to an adult student who demonstrate through applied performance assessment full mastery of the External Diploma Program competencies, as promulgated by the American Council on Education and validated and endorsed by the United States Department of Education.

**8 VAC 20-30-30. Minimum qualifications of teachers.**

The minimum qualifications of teachers teaching in the adult ~~and evening~~ high school program shall be the same in all respects as those required for ~~the regular day school~~ public high schools.

**8 VAC 20-30-40. ~~Library Facilities~~ facilities.**

~~The library facilities available for the regular day school shall be available for the adult evening school.~~

The adult high school program shall have library media services, science laboratories, and computer technology accessible to instructional staff and adult learners.

**8 VAC 20-30-50. ~~Science laboratory facilities~~.**

~~If science is offered, the appropriate laboratory facilities also shall be available.~~

**8 VAC 20-30-60. ~~Administration and Supervision~~ supervision.**

~~The adult and evening high school program shall be under the supervision of the secondary high school principal, assistant principal, or a qualified staff member approved by the division superintendent.~~

**8 VAC 20-30-70. Guidance services.**

~~The adult and evening high school program should~~ shall have appropriate guidance services available.