

COMMONWEALTH of VIRGINIA

Board of Education Agenda

Date of Meeting: November 30, 2005 **Time:** As Shown
Location: Conference Rooms D & E, James Monroe State Office Building
101 North 14th Street, Richmond, Virginia



9:00 a.m. FULL BOARD CONVENES

Moment of Silence

Pledge of Allegiance

Approval of Minutes of the October 26, 2005, Meeting of the Board

Public Comment

Recognition

- Recognition of the Recipient of the Board of Education's Leadership in Cultural Diversity Education Award: Birdneck Elementary School, Virginia Beach City Public Schools

Action/Discussion on Board of Education Regulations

- A. Final Review of Regulations Governing the Re-enrollment of Students Committed to the Department of Juvenile Justice (8 VAC 20-660-10 et seq.)
- B. First Review of the Notice of Intended Regulatory Action (NOIRA) to Amend the Regulations Governing Educational Services for Gifted Students (8VAC 20-40-10 et seq.)

Action/Discussion Items

- C. Final Review of a Request for Approval of an Alternative Accreditation Plan from the Henrico County Public Schools for Mount Vernon Middle School
- D. Final Review of a Request for Approval of an Alternative Accreditation Plan from the Henrico County Public Schools for New Bridge School
- E. First Review of Revisions to the Board-Approved List of Industry, Professional, or Trade Association Certification Examinations and Occupational Competency Assessments to Meet the Requirements for the Board of Education's Career and Technical Education and Advanced Mathematics and Technology Seals and the Student-Selected Verified Credit

Action/Discussion Items (continued)

- F. Final Review of the Board of Education's 2005 Annual Report on the Condition and Needs of Public Schools in Virginia
- G. First Review of Zero Tolerance Policies: An Issue Brief prepared for the General Assembly House Education Committee
- H. First Review of Recommended Cut Scores for the New Standards of Learning End-of-Course English: Reading and Algebra II Tests
- I. First Review of a Policy Statement for Implementing in Virginia Approved Programs the Virginia Communications and Literacy Assessment
- J. First Review of Nominations for Appointments to the State Special Education Advisory Committee

REPORTS

- K. Annual Report of the State Special Education Advisory Committee
- L. Report on Evaluations of Year-Round School Programs
- M. Annual Report on Pre-Labor Day Waiver Requests
- N. Report on Virginia's High School Initiatives, Including the National Governors Association Honors States Grant Program

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

ADJOURNMENT

PUBLIC NOTICE

The Board of Education members will have dinner with Dr. Jo Lynne DeMary at 6:30 p.m. at Willow Oaks Country Club on Tuesday, November 29, 2005. Items for the Board agenda may be discussed informally at that dinner. No votes will be taken, and it is open to the public.

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.

The re-enrollment plan's purpose is to facilitate sharing of information about a student's record and the planning for placement in public schools upon release from correctional facilities, in order that educational services continue without disruption. Preparation of the re-enrollment plan relies on communication and information sharing among school divisions, DJJ juvenile correctional and court services units, and the Department of Correctional Education (DCE) juvenile schools (§ 16.1-293 and § 22.1-17.1 of the Code).

Subsequent to the enactment of § 22.1-17.1, the Departments of Education, Correctional Education, and Juvenile Justice developed model re-enrollment procedures and provided statewide training on re-enrollment planning. In 2000, the Department of Criminal Justice Services (DCJS) funded an evaluation of the re-enrollment process and plan by the College of William and Mary. The study included a survey of persons involved in implementation of the model plan procedures, focus groups, and interviews with parents. Recommendations from the evaluation included the need for revisions to procedures and additional staff training on the re-enrollment planning process. An interagency planning committee with representatives from DOE, DCE, DJJ, and school divisions revised the re-enrollment planning procedures and trained school divisions staff, DCE guidance counselors, transition specialists, and probation/parole officers in 2003.

The evaluation of the process provided information that was used by an interagency committee with representatives from DCE, DJJ, DOE, and school divisions in the drafting of regulations that were brought before the Board of Education in 2002. The draft regulations were authorized by the Board of Education for continuation in the promulgation requirements of the Administrative Process Act. However, the required review process was not completed within the necessary time period, and the regulations could not be brought before the Board of Education for final adoption.

On September 22, 2004 the Board of Education approved a Notice of Intended Regulatory Action for *Re-enrollment in Public Schools of Children in the Custody of the Department of Juvenile Justice*. A Re-enrollment Task Force of 16 members was convened and met on October 25, 2004 to discuss re-enrollment and areas of concern. The members include a parent, an involved citizen, an advocate from JustChildren, a principal from the public schools, a principal from an alternative school, an administrator for student conduct who handles transition in a school division, a principal in a juvenile correctional center high school, parole officers, and representatives from the Department of Correctional Education, the Department of Juvenile Justice, and the Department of Education.

The task force discussed the requirements of the Code, the work that had been done thus far to establish procedures for re-enrollment and coordination among agencies and the school divisions, and the process that currently takes place. Issues were identified that affect the success of transitioning from the school division to the juvenile justice system and back into the school system in terms of continuity for the student's education. Using the list of issues as a framework, a representative subcommittee of the full task force drafted regulations, which were reviewed by the entire task force. Subsequent revisions in response to the comments of task force members produced the proposed regulations.

The goals of the regulations include the following:

- Creating a positive impact on the family, the student, court services, school divisions, correctional centers, and detention homes/centers as they are seeking to continue the student's education upon his or her release from a juvenile correctional center
- Providing for consistency in curricula, standards and policies among all educational programs
- Providing for the timely transfer of information among court services, school divisions and correctional centers or detention homes/centers

On February 23, 2005 the Board of Education waived first review and approved the proposed regulations and authorized staff to proceed with the remaining steps required by the Administrative Process Act.

On September 21, 2005 a public hearing was held to receive comments on the proposed regulations. Based on the comment received, the proposed regulations have been amended to provide clarity and increased specificity concerning procedures, to allow school age students above the compulsory school age to be included, and to specify the inclusion of detention centers. An amended version indicating the proposed changes is attached.

Summary of Major Elements:

A summary of the proposed amendments to the regulations by section follows.

The Foreword, which explains its purpose and goals:

- Detention homes and centers are specified as addressed by regulations

Part I, which provides definitions of terms:

- Definition of "educational status" added for specificity
- Reference to "compulsory school attendance" in "educational programs" deleted to expand application to students age 18 and over
- Reference to "compulsory" deleted from school attendance age in definition of "preliminary re-enrollment plan" to expand eligibility for students to have a re-enrollment plan to students age 18 and over
- Definition of "re-enrollment" added for specification and clarity
- References to detention home/center personnel and Individualized Education Plan (IEP) team added to personnel who work with the re-enrollment coordinator under definition of "re-enrollment coordinator" to include detention centers/homes and to specify involvement of IEP team if applicable
- Under definition of "re-enrollment team," "or qualified designee" added after "special education director" to permit designee to participate in re-enrollment team meetings when special education director is not available
- Under definition of "re-enrollment team," reference to required consultation with the student added to specify participation in planning

- Under definition of “re-enrollment team,” reference to coordination with IEP team if student is eligible for special education added for specificity
- Definition of “students in detention homes/centers:” added to specify those students remaining in detention homes or centers for more than 30 calendar days
- Under definition of “transition team,” references to detention homes/centers and the IEP team if applicable are added to include detention and to specify coordination with IEP team
- Under definition of “transition team,” “in consultation with the student” added to reference to development of preliminary re-enrollment plan to specify participation of the student

Part II, 8 VAC 20-660-30, which presents the minimum components of the re-enrollment plan:

- Under A.(1), reference to educational status and recommendations “at” commitment changed to “prior to” commitment for clarity
- Under A.(4), reference to educational goals “developed in coordination with the student’s IEP team if applicable” added for specificity
- Under A, number 8 added to include contact information for agencies involved in development of re-enrollment plans for specificity

Part III, 8 VAC 20-660-40, which delineates the re-enrollment process, procedures, and responsibilities of participating agencies and school divisions.

- Under A. Notification and Convening of Teams (1) “detention home/center educational program principal” added to parties to receive notification of release or scheduled case review in court
- Under A.(2), “detention home/center superintendent” added to parties responsible for providing a letter of pending release to the receiving school division
- Under A.(3), “Detention Home Educational Program” added to parties responsible for forwarding the student’s scholastic record and preliminary re-enrollment plan to school division re-enrollment coordinator
- Under A.(3), “student” amended to “student’s” for clarity in reference to scholastic record
- Under A.(3) and A.(4), consultation with the student added to specify participation in the development of the preliminary re-enrollment plan and final re-enrollment plan
- Under B. Development of Final Re-Enrollment Plan (1)(d), “contact information” for the members of the transition and re-enrollment teams for specificity
- Under B.(1)(e), reference to “an approved IEP if the student is enrolled in special education” is added for specificity
- Under C. Re-enrollment, number 4 is added to require “weekly counseling for a determined period of time” upon re-enrollment to support the transition for the student
- Under C, number 5 is added to specify the protection of the confidentiality of the student’s juvenile justice record

Part IV, 8 VAC 20-660-50, which provides the procedures for the maintenance and transfer of the scholastic record:

- Under B., reference to “special education eligibility and services” added for inclusion in student’s record

- Under B., reference to detention home/center and Detention Home Education Program added to parties to receive student's record
- Under C., reference to Detention Home Education Program added to parties to provide year-end transcripts to sending school division

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education approve the proposed *Regulations Governing the Re-enrollment of Students Committed to the Department of Juvenile Justice* and authorize staff of the Department of Education to proceed with notification of stakeholders and provision of information to school divisions.

Impact on Resources:

The impact on resources is not expected to be significant. There will be some administrative costs to local school divisions that must increase the numbers of individual staff members who participate in re-enrollment planning.

Timetable for Further Review/Action:

Upon approval, information will be provided to school divisions and to the Boards of Correctional Education and Juvenile Justice, and to the Departments of Correctional Education and Juvenile Justice. Joint training sessions will be planned and implemented.

VIRGINIA BOARD OF EDUCATION

Title of Regulation: Regulations Governing the Re-enrollment of Students Committed to the Department of Juvenile Justice
8 VAC 20-660-10 *et seq.*

FOREWORD

The Code of Virginia through § 22.1-17.1 establishes the responsibility of the Board of Education, in cooperation with the Board of Correctional Education, to promulgate regulations for the re-enrollment in the public schools of children who have been in the custody of the Department of Juvenile Justice, as follows:

The Board of Education, in cooperation with the Board of Correctional Education, shall promulgate regulations for the reenrollment in the public schools of children who have been in the custody of the Department of Juvenile Justice. Such regulations shall include the components required in a reenrollment plan and shall provide for consistency in the curricula, standards and policies between the educational programs required by this title, and those of the Board of Correctional Education.

It is the intent of the Board of Education, through these regulations, to:

- Create a positive impact on the family, the student, court services, school divisions and correctional centers, as they are seeking to continue the student’s education upon his or her release from a juvenile correctional center
- Provide for consistency in curricula, standards and polices among all educational programs
- Provide for the timely transfer of information among court services, school divisions and correctional centers or detention homes/centers
- Provide students with timely involvement in appropriate educational programs, while in correctional centers or detention homes/centers and local school divisions upon release.
- Encourage dissemination of information about, and increase public knowledge about, these regulations and the re-enrollment procedures overall
- Enhance communication, cooperation, and coordination of services among the public systems required to provide for the educational needs of juvenile parolees

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It is the goal of the Board of Education, through these regulations, to identify and define the roles and responsibilities of the participants and the required components of the re-

enrollment plan and its implementation. Improving the re-enrollment process should facilitate the attendance and continued educational progress of students.

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PART I
DEFINITIONS

8 VAC 20-660-10. Definitions.

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

“Educational status” includes but is not limited to the most recent assessment results, including standardized tests, inclusion of a student’s special education eligibility and related evaluations, most recent Individualized Education Plan (IEP) if applicable, academic credits and partial credits earned, and participation in career and technical programs, if applicable

“Educational programs” means educational programs that are designed to provide educational services to eligible students who are receiving such services in school divisions, juvenile correctional centers, jails, juvenile detention homes/centers, or state operated programs.

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“Final re-enrollment plan” means the written documentation developed by the receiving school division that addresses the student’s education program, placement, and support services upon re-enrollment.

“Preliminary re-enrollment plan” means the written documentation for a person to be released from Department of Juvenile Justice custody who is of school attendance age or is eligible for special education services pursuant to § 22.1-213 of the Code of Virginia. The plan describes the student’s educational history while in the custody of the Department of Juvenile Justice, current status, identification of school placement upon release, recommendations for an education program following re-enrollment, and recommendations for student supports, such as counseling services.

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“Receiving school division” means the school division or state operated program where a student will enroll upon release from the custody of the Department of Juvenile Justice.

“Re-enrollment” means the process of transitioning eligible youth released from the Department of Juvenile Justice custody into attendance in public schools

“Re-enrollment coordinator” means the school division or state operated program staff person designated to work with the parole officer, the Department of Correctional Education, or detention home/center educational personnel the transition team, the re-enrollment team, and the IEP team if applicable, to coordinate the development of the re-enrollment plan.

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“Re-enrollment team” means the group convened by the division superintendent or designee of the receiving school division to prepare for and implement the re-enrollment of the student. The re-enrollment team shall include, at a minimum, the guidance

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counselor, the special education director or qualified designee as appropriate, the principal or assistant principal if designated, the re-enrollment coordinator, and the parole officer. The student's parent(s) or legal guardians(s) and the school social worker or psychologist shall be invited to participate in meetings of the re-enrollment team.

The re-enrollment team shall consult the student. If a student is eligible for special education services, the re-enrollment team shall coordinate planning with the student's IEP team.

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"Scholastic record" means records that are directly related to a student and that are maintained by an educational agency or institution or by a party acting for the agency or institution. These include, but are not limited to, documentation pertinent to the educational growth and development of students as they progress through school, the high school transcript, student disciplinary records, achievement and test data, cumulative health records to include immunization records, reports of assessment for eligibility for special education services, and Individualized Education Programs (IEPs).

The term "scholastic record" does not include records of instructional, supervisory, administrative, and ancillary educational personnel that are kept in the sole possession of the maker of the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record. Also, in accordance with 22.1-289 of the Code of Virginia, a notice of adjudication or conviction received by a superintendent relating to an incident that did not occur on school property or during a school-sponsored activity shall not be part of a student's scholastic record.

"Students in detention homes/centers" means those students residing in detention homes or centers for more than 30 calendar days.

"Transition team" means the Department of Correctional Education (DCE) or detention home/center principal or assistant principal, the DCE or detention home/center counselor, the DCE transition specialist or the detention home/center teacher, the Juvenile Correctional Center counselor, a representative of the student's IEP team, if applicable, and the student's parole officer. This team assembles the student's scholastic record and other relevant documents, develops the preliminary re-enrollment plan in consultation with the student, and provides information and the preliminary plan to the receiving school division. Transition team members may also include the school division of origin for the student, if different from the receiving school division, and the re-enrollment coordinator. Transition team members may also be part of the re-enrollment team.

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Part II
RE-ENROLLMENT PLAN COMPONENTS

8 VAC 20-660-30. Re-enrollment Plan Components.

A. Re-enrollment plans shall include but not be limited to:

1. Educational status and recommendations prior to commitment
2. Educational status and recommendations of the Department of Correctional Education during the student's stay at the Reception and Diagnostic Center
3. Educational status and recommendations while in the custody of the Department of Juvenile Justice
4. Educational and re-entry goals for the student developed in coordination with the student's IEP team if applicable
5. Other student supports needed to promote the student's successful re-entry to public school, such as counseling services
6. Anticipated dates and timelines for scheduled release to the receiving school division or for court review of the case, and for re-enrollment
7. Establishment of school placement upon release
8. Contact information for representatives of detention homes/centers if applicable, the Department of Juvenile Justice, the Department of Correctional Education, and the re-enrollment coordinator of the school division

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PART III
RE-ENROLLMENT PROCESS AND RESPONSIBILITIES

8 VAC 20-660-40. Re-enrollment Process and Responsibilities.

A. Notification and Convening of Teams.

1. The Department of Juvenile Justice, through the Juvenile Correctional Center's counselor, shall provide written notification to the Department of Correctional Education principal, [detention home/center educational program principal](#) or designated educational authority at least 30 calendar days prior to the scheduled release of a student or a scheduled case review in court.
2. Upon notification, the transition team shall prepare and assemble the documents and scholastic record that support the development of the re-enrollment plan. Also upon notification, the Department of Correctional Education [or detention home/center superintendent](#) will provide a letter of pending release and an informative outline of the re-enrollment process within five business days to the re-enrollment coordinator for the receiving school division and the student's parent(s) or guardian(s). The school division shall confirm receipt of notification with the Department of Correctional Education [or detention home/center](#) within five business days.
3. At least 25 calendar days prior to the court review or pending release of a student, and after review with the student, the Department of Correctional Education [or Detention Home Educational Program](#), shall forward the student's scholastic record and a preliminary re-enrollment plan [developed in consultation with the student](#) to the school division re-enrollment coordinator.
4. Within 10 business days of receipt of the materials, the re-enrollment coordinator shall convene the re-enrollment team to review the preliminary re-enrollment plan and develop the final plan. The student's parent(s) or legal guardian(s) shall be invited by the re-enrollment coordinator to attend a meeting where the final re-enrollment plan will be developed. The parent(s) or legal guardian(s) may designate a member of the transition team, or someone else, to represent him or her at the meeting. [The student shall be consulted in the development of the plan.](#)
5. Notice of the scheduled meeting to develop the re-enrollment plan will be given to all potential participants by the receiving school division a minimum of one week prior to the meeting.
6. Other individuals who have knowledge or expertise regarding the student may participate, at the discretion of the members of the re-enrollment team or parent(s) or legal guardian(s), or if the student is of majority age and eligible for special education services, at the discretion of the student.

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1. The re-enrollment team shall develop a final re-enrollment plan that clearly states:
 - a. The educational placement of the student and timeframe for placement
 - b. The names of persons with responsibility and authority for prompt enrollment and their contact information
 - c. The student's scheduled academic program and other supportive activities or services as appropriate
 - d. The names and contact information of the members of transition and re-enrollment teams
 - e. Any other required components, including an approved IEP if the student is enrolled in special education
2. Copies of the final plan shall be provided to the student, parent(s) or legal guardian(s), and to all transition and re-enrollment plan members no later than 10 calendar days prior to release.

C. Re-enrollment.

1. The re-enrollment plan shall make it possible for the student to enroll and receive instruction in the receiving school district within two school days of release.
2. After the Department of Juvenile Justice gives notice of a student's scheduled release, the student may not be suspended or expelled from school programs for the offenses for which he or she was committed.
3. Placement of students in alternative education programs shall be in accordance with § 22.1-277.2 of the Code of Virginia.
4. Upon re-enrollment the student shall received weekly counseling for a determined period of time.
5. The receiving school division shall protect the confidentiality of the student's juvenile justice record according to applicable federal and state laws and regulations.

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PART IV
MAINTENANCE AND TRANSFER OF THE SCHOLASTIC RECORD

8 VAC 20-660-50. Maintenance and Transfer of the Scholastic Record.

- A. Within two business days of the court's order of commitment to the Department of Juvenile Justice, the student's probation/parole officer will request the scholastic record from the school division where the student was last enrolled.
- B. The re-enrollment coordinator for that school division will provide the record, [including information concerning special education eligibility and services](#), and any other requested information to the Reception and Diagnostic Center [or](#) detention home/[center](#) to the attention of the Department of Correctional Education [or Detention Home Education Program](#) within five business days of receipt of the probation officer's request.
- C. The school division where the student was last enrolled ("sending school division") will maintain the student's scholastic record during the period that the student is in the custody of the Department of Juvenile Justice. The Department of Correctional Education [or Detention Home Education Program](#) will provide copies of year-end transcripts to the re-enrollment coordinator of the sending school division at the same time the transcripts are sent to parents or legal guardians.
- D. The transfer and management of scholastic records between educational programs shall be in accordance with the Code of Virginia and the Family Educational Rights and Privacy Act.
- E. School divisions shall provide current contact information for re-enrollment coordinators to the Departments of Education and Correctional Education that shall be made available to the public.

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Final Regulation Agency Background Document

Agency name	Virginia Department of Education (20)
Virginia Administrative Code (VAC) citation	<u>8</u> VAC <u>20-660</u>
Regulation title	Re-enrollment in Public Schools of Children in the Custody of the Department of Juvenile Justice
Action title	Procedures for transition and e-enrollment of students in the custody of the juvenile justice system into the public schools
Document preparation date	11/30/05

This information is required for executive review (www.townhall.state.va.us/dbppages/apaintro.htm#execreview) and the Virginia Registrar of Regulations (legis.state.va.us/codecomm/register/regindex.htm), pursuant to the Virginia Administrative Process Act (www.townhall.state.va.us/dbppages/dpb_apa.htm), Executive Orders 21 (2002) and 58 (1999) (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).

Brief summary

*Please provide a brief summary of the proposed new regulation, proposed amendments to the existing regulation, or the regulation proposed to be repealed. Alert the reader to all substantive matters or changes. If applicable, generally describe the existing regulation. Do **not** state each provision or amendment or restate the purpose and intent of the regulation.*

The regulation is new. The regulation provides a structured procedure for re-enrollment of students into the public schools when they have been in the custody of the juvenile justice system and receiving instruction through the Department of Correctional Education or through the Detention Home Education Program. The regulation would provide for the exchange of educational information concerning students among the Departments of Juvenile Justice and Correctional Education or Detention Home Education Program and the public school divisions. By establishing a collaborative process for re-enrollment, including timely exchange of student records and delineated procedures, responsibilities, components of the re-enrollment plan, and timelines, planning for the student's continued education can take place on a timely basis prior to a student's release from the juvenile justice system and re-enrollment can occur without delays.

Statement of final agency action

Please provide a statement of the final action taken by the agency including (1) the date the action was taken, (2) the name of the agency taking the action, and (3) the title of the regulation.

Final adoption of the *Regulations Governing the Re-enrollment of Students Committed to the Department of Juvenile Justice* (8 VAC 20-660-10 et seq.) took place by the Board of Education on November 30, 2005.

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.

If the final text differs from the text at the proposed stage, please indicate whether the Office of the Attorney General has certified that the agency has the statutory authority to promulgate the final regulation and that it comports with applicable state and/or federal law.

Authority from the Code of Virginia:

§ 22.1-17.1. The Board of Education, in cooperation with the Board of Correctional Education, shall promulgate regulations for the re-enrollment in the public school of children who have been in custody of the Department of Juvenile Justice. Such regulations shall include the components required in a re-enrollment plan and shall provide for consistency in the curricula, standards and polices between educational programs required by this title, and those of the Board of Correctional Education.

§ 22.1-343.5. The Board of Correctional Education shall have the following powers and duties: To promulgate regulations, in cooperation with the Board of Education, for the reenrollment in the public schools of students who have been in the custody of the Department of Juvenile Justice. Such regulations shall include the components required in a reenrollment plan and shall provide for consistency in the curricula, standards and policies between the educational programs required by this chapter, and those of the Board of Education

§ 16.1-293. The Department shall notify the school division superintendent in the locality where the juvenile was enrolled of his commitment to a facility. The court services unit shall, in consultation with the Department of Correctional Education, the local school division, and the juvenile correctional counselor, develop a reenrollment plan if the juvenile is of compulsory school attendance age or is eligible for special education services pursuant to § [22.1-213](#). The reenrollment plan shall be in accordance with regulations adopted by the Board of Education pursuant to § [22.1-17.1](#). The superintendent shall provide the juvenile's scholastic records, as defined in § [22.1-289](#), and the terms and conditions of any expulsion which was in effect at the time of commitment or which will be in effect upon release. A court may not order a local school board to reenroll a juvenile who has been expelled in accordance with the procedures set forth in § [22.1-277.06](#). At least fourteen days prior to the juvenile's scheduled release, the Department shall notify the school division superintendent in the locality where the juvenile will reside.

§ 16.1-287. Whenever the court commits a child to the Department of Juvenile Justice, or to any other institution or agency, it shall transmit with the order of commitment copies of the clinical reports, predisposition study and other information it has pertinent to the care and treatment of the child. The

Department shall not be responsible for any such committed child until it has received the court order and the information concerning the child. All local school boards shall be required to furnish the Department promptly with any information from their files that the Department deems to be necessary in the classification, evaluation, placement or treatment of any child committed to the Department. The Department shall likewise be required to furnish local school boards academic, and career and technical education and related achievement information promptly from its files that the local school board may deem necessary when children are returned to the community from the Department's care. The Department and other institutions or agencies shall give to the court such information concerning the child as the court at any time requires. All such information shall be treated as confidential.

§ 22.1-289.E. Whenever the division superintendent is notified by the Department of Juvenile Justice, pursuant to § [16.1-287](#), the Department of Correctional Education, pursuant to § [22.1-344](#) of this title, or by a school division employee responsible for education programs in a local jail or a detention center, that a pupil who last attended a school within the school division is a pupil in a school of a juvenile correctional center of the Department of Juvenile Justice, or a pupil in an educational program in a local jail or detention center, the school division superintendent or his designee shall transfer the scholastic record of such pupil to the designated juvenile correctional center or local jail or a detention center, as the case may be, within five work days. The Department of Correctional Education shall transfer the scholastic record of a student who has been discharged from a juvenile correctional center of the Department of Juvenile Justice to the relevant school division within five work days of the student's discharge.

The Board of Education shall adopt regulations concerning the transfer and management of scholastic records from one school division to another, to the learning centers of the Department of Juvenile Justice, and to educational programs in local jails and detention centers.

Purpose

Please explain the need for the new or amended regulation. Describe the rationale or justification of the proposed regulatory action. Detail the specific reasons it is essential to protect the health, safety or welfare of citizens. Discuss the goals of the proposal and the problems the proposal is intended to solve.

It is the intent of the Board of Education, through these regulations, to:

- Create a positive impact on the family, the student, court services, school divisions and correctional centers, as they are seeking to continue the student's education upon his or her release from a juvenile correctional center
- Provide for consistency in curricula, standards and policies between all educational programs
- Provide for the timely transfer of information among court services, school divisions and correctional centers or detention centers/homes
- Provide students with timely involvement in appropriate educational programs, while in correctional centers or detention homes or centers and local school divisions upon release
- Encourage dissemination of information about, and increase public knowledge about, these regulations and the re-enrollment procedures overall

- Enhance communication, cooperation, and coordination of services among the public systems required to provide for the educational needs of juvenile parolees

It is the goal of the Board of Education, through these regulations, to identify and define the roles and responsibilities of the participants and the required components of the re-enrollment plan and its implementation. Improving the re-enrollment process should facilitate the attendance and continued educational progress of students.

Enter statement here

Substance

Please identify and explain the new substantive provisions, the substantive changes to existing sections, or both where appropriate. A more detailed discussion is required under the "All changes made in this regulatory action" section.

The proposed regulations are organized into four sections:

The Foreword, which explains its purpose and goals

Part I, which provides definitions of terms, such as "re-enrollment plan," "re-enrollment team," "scholastic record," and "transition team"

Part II, which presents the minimum components of the re-enrollment plan, including educational status of the student, recommendations for academic programs and student supports, re-entry goals, and timelines for: (1) notification of scheduled release or court review to the Department of Correctional Education and the receiving school division; (2) for re-enrollment; and (3) for school placement

Part III, which delineates the re-enrollment process, procedures, and responsibilities of participating agencies, the re-enrollment and transition teams, and school divisions. The procedures include the notification and convening of teams, the development of the final re-enrollment plan, and the process of re-enrollment

Part IV, which provides the procedures for the maintenance and transfer of the scholastic record

Issues

Please identify the issues associated with the proposed regulatory action, including:

- 1) the primary advantages and disadvantages to the public, such as individual private citizens or businesses, of implementing the new or amended provisions;*
- 2) the primary advantages and disadvantages to the agency or the Commonwealth; and*
- 3) other pertinent matters of interest to the regulated community, government officials, and the public.*

If there are no disadvantages to the public or the Commonwealth, please indicate.

The proposed regulations pose no disadvantage to the public or to the Commonwealth. The proposed regulations will specify the procedures for a smooth uninterrupted transition back into the public school system for students who have been in juvenile correctional centers and been receiving education from the Department of Correctional Education.

Enrollment of these students can be delayed and the completion of an academic program jeopardized if complete information about grades, courses, academic goals, needed support services, and other

aspects of the student’s experience with the Department of Correctional Education are not received within a time frame that would allow collaborative re-entry planning. Lack of planning can result in the failure of a student to receive the appropriate educational services in the public school. It is crucial that students are involved in an appropriate educational program while in correctional centers and upon release. The incidence of recidivism becomes greater when enrollment is not available soon after release. Improving the re-enrollment process should facilitate the attendance and continued educational progress of students.

Changes made since the proposed stage

Please describe all changes made to the text of the proposed regulation since the publication of the proposed stage. For the Registrar’s office, please put an asterisk next to any substantive changes.

Section number	Requirement at proposed stage	What has changed	Rationale for change
Foreward	Presents purpose and goals of regulations	Addition of detention homes and centers to participating agencies	Response to public comment
Part I, 8 VAC 20-660-10. Definitions	Provides meaning of words and terms used in the regulations	Definition of “educational status” added Reference to “compulsory school attendance” in “educational programs” deleted Reference to “compulsory” deleted from school attendance age in definition of “preliminary re-enrollment plan” Definition of “re-enrollment” added References to detention home/center personnel and Individualized Education Plan (IEP) team added to named personnel who work with the re-enrollment coordinator under definition of “re-enrollment coordinator” Under definition of “re-enrollment team,” “or qualified designee” added after “special education director” Under definition of “re-enrollment team,” reference to required consultation with the student added	For specificity To expand application to students age 18 and over To expand eligibility for students to have a re-enrollment plan to students age 18 and over For specification To include detention centers/homes and to specify involvement of IEP team if applicable To permit designee to participate in re-enrollment team meetings if special education director is not available To specify student participation in planning

		<p>Under definition of “re-enrollment team,” reference to coordination with IEP team if student is eligible for special education added</p> <p>Definition of “students in detention homes/centers:” added</p> <p>Under definition of “transition team,” references to detention homes/centers and the IEP team if applicable are added</p> <p>Under definition of “transition team,” “in consultation with the student” added to reference to development of preliminary re-enrollment plan</p>	<p>For specificity</p> <p>To specify students in detention homes or centers for more than 30 calendar days</p> <p>To include detention homes/centers and specify coordination with IEP team if applicable</p> <p>To specify participation of the student</p>
Part II, 8 VAC 20-660-30	Presents minimum components of re-enrollment plan	<p>Under A.(1), reference to educational status and recommendations “at” commitment changed to “prior to” commitment</p> <p>Under A.(4), reference to educational goals “developed in coordination with the student’s IEP team if applicable” added</p> <p>Under A, number 8 added to include contact information for agencies involved in development of re-enrollment plans</p>	<p>For clarity</p> <p>For specificity</p> <p>For specificity and ease of communication</p>
Part III, 8 VAC 20-660-40	Delineates the re-enrollment process, procedures, and responsibilities of participating agencies and school divisions	<p>Under A. Notification and Convening of Teams (1) “detention home/center educational program principal” added to parties to receive notification of release or scheduled case review in court</p> <p>Under A.(2), “detention home/center superintendent” added to parties responsible for providing a letter of pending release to the receiving school division</p> <p>Under A.(3), “Detention Home Educational Program” added to parties responsible for forwarding the student’s scholastic record and preliminary re-enrollment plan to school division</p>	<p>To include detention homes/centers</p> <p>To include detention homes/centers</p> <p>To include detention homes/centers</p>

		<p>Under A.(3), "student" amended to "student's" in reference to scholastic record</p> <p>Under A.(3) and A.(4), consultation with the student added</p> <p>Under B. Development of Final Re-Enrollment Plan (1)(d), "contact information" for the members of the transition and re-enrollment teams</p> <p>Under B.(1)(e), reference to "an approved IEP if the student is enrolled in special education" is added</p> <p>Under C. Re-enrollment, number 4 is added to require "weekly counseling for a determined period of time" upon re-enrollment</p> <p>Under C, number 5 is added to specify the protection of the confidentiality of the student's juvenile justice record</p>	<p>For clarity</p> <p>To specify student participation in the development of the preliminary re-enrollment plan and final re-enrollment plan</p> <p>For specificity</p> <p>For specificity</p> <p>To support the transition for the student</p> <p>For specific reference to confidentiality</p>
<p>Part IV, 8 VAC 20-660-50</p>	<p>Provides the procedures for maintenance and transfer of student record</p>	<p>Under B., reference to "special education eligibility and services" added for inclusion in student's record</p> <p>Under B., reference to detention home/center and Detention Home Education Program added to parties to receive student's record</p> <p>Under C., reference to Detention Home Education Program added to parties to provide year-end transcripts to sending school division</p>	<p>To specify the provision of a comprehensive record that includes special education and related services if applicable</p>

Public comment

Please summarize all comments received during the public comment period following the publication of the proposed stage, and provide the agency response. If no comment was received, please so indicate.

Name/Organization	Comment/Recommendation/Amendment	Agency Response
Wayne B. Thomas Chair State Advisory Committee on Juvenile Justice	<ul style="list-style-type: none"> • Letter of support • Advisory committee commends development of regulations • Advisory Committee on Juvenile Justice “strongly endorses” the proposed regulations • Regulations include essential elements for successful transition: help ensure smooth transitions for youth include clear roles and responsibilities to facilitate inter-agency communication and coordination include provisions for transfer and maintenance of records include timelines for prompt enrollment 	None required
James S. Turpin Chairman, Board of Juvenile Justice Board of Juvenile Justice P.O. Box 1110 Richmond, VA 23218- 1110	<ul style="list-style-type: none"> • Letter of support • Board of Juvenile Justice endorsed concepts and goals of regulations on September 145, 2005 at regularly scheduled meeting • Board commends Virginia Board of Education, the Department of Education, the Department of Correctional Education, and the Department of Juvenile Justice in development of regulations • Specification of responsibilities of all participants in the re-enrollment plan “goes far in facilitating re-enrollment, increasing student attendance, and ultimately student achievement • Re-enrollment planning provides for consistency in curricula across educational programs and timely transfer of information between court services, school divisions, and correctional centers • “Co-operative re-enrollment planning creates a positive impact on the family, the student, court services, school divisions and correctional centers...” • “...re-enrollment planning can support students’ involvement in appropriate educational programs, both while in the correctional center and local schools divisions upon release from the correctional center.” 	None required

<p>Bev Lammay Legislative Liaison Public Relations Office Henrico County Public Schools P.O. Box 23120 Richmond, VA 23223</p>	<ul style="list-style-type: none"> • Written comment • Re-enrollment regulations should apply to students committed to the Department of Juvenile Justice for a minimum of 30 days if detention centers are included • Suggest that parole officers be invited to participate in the re-enrollment team meetings, rather than be required to be part of the team • Final re-enrollment plan needs to be acceptable to the student's parent(s), legal guardian(s), school social worker, and parole officer—re-enrollment plan development needs to be collaborative 	<p>Detention centers/homes have been specified in the revised proposed regulations. The revised proposed regulations specify in the definition section that a “student in detention” is a student who has been a resident for more than 30 calendar days.</p> <p>Parole officers are critical members of the transition and re-enrollment planning teams, since they have worked with the student throughout his or her time in the juvenile justice system. The task force that drafted the regulations included parole officers and specified that to promote collaboration and information sharing, the planning teams shall be representative of participating agency personnel.</p>
<p>Denise White Coordinator of Student Services Office of Student Leadership Virginia Beach City Schools</p>	<ul style="list-style-type: none"> • Written comment • The timeline has an impact on administrative time. With scheduling of re-enrollment planning meeting at the school division within 10 (business) days of receipt of the student's scholastic record, and providing one week's notice prior to the meeting, enrollment coordinator has only three days to coordinate meeting schedules. “This timeframe does not allow for the coordination of schedules when it is required that people from many different departments attend the meeting.” • The regulations state that all members of the re-enrollment team attend the planning meetings; no leniency is given to designees. “Of particular concern is the special education director. It would be impossible for the director to attend the re-enrollment of all the students returning from incarceration who receive special education services. If someone with 	<p>The timeline was developed by the multidisciplinary task force that drafted the proposed regulations. School divisions were represented on the task force. The proposed regulations provide for the notification to a school division of pending release and an informative outline of the re-enrollment process at least 25 calendar days prior to the scheduled release. At least 25 calendar days prior to court</p>

	<p>expertise in special education were required, it would seem appropriate to provide for a designee...”</p> <ul style="list-style-type: none"> • It should not be mandatory to invite the school psychologist or school social worker to a re-enrollment planning meeting. The re-enrollment coordinator should be able to decide • “It is an additional burden for school divisions to increase the multidisciplinary team (for re-enrollment) to include guidance counselors, principals/assistant principals, director of special education, psychologists and social workers.” • Projected that 80 students who exit from corrections each year are from Virginia Beach. “It would require additional administrative office staff to coordinate the meetings, conduct the meetings, and complete the required paperwork” • “The re-enrollment coordinator, and director of special education, would be required to travel to approximately 80 additional meetings, which would cost around \$1,600.” 	<p>review or pending release of a student, the student’s scholastic record and a preliminary re-enrollment plan are to be sent to the receiving school division. Upon notification of a pending release, the school division’s re-enrollment coordinator can begin to immediately convene the re-enrollment team. The revised proposed regulations include a provision for a qualified designee should the special education director be unavailable. The school psychologist and school social worker provide services to students and have a legitimate and role in transition planning. The proposed regulations ensure that the opportunity to include these persons, is provided. The guidance counselor, principal or assistant principal, and special education director as appropriate, have skills, responsibilities and roles that are essential to comprehensive planning for successful re-entry into schools for students. These positions were named as important members of the re-enrollment team by the task force drafting the regulations.</p>
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<p>Neelum Arya Soros Justice Fellow Youth Law Center 1701 K Street, N.W., Suite 600 Washington, D.C. 20006</p>	<ul style="list-style-type: none"> • Public comment and letter • Have conducted focus groups in Richmond, Virginia as part of project “Expanding Educational Opportunities for Vulnerable Youth.” Youth and parent spoke “repeatedly of problem with enrollment after placement change, lost credits, and bureaucratic rules that contributed to disruption of educational services” • Believe that “the proposed regulations take a major step forward in addressing these problems and comment the Department for drafting regulations that include the essential elements needed to ensure the successful transition of youth from detention to school.” • Proposed regulations provide clear roles and responsibilities to facilitate inter-agency communication and coordination, provisions for transfer and maintenance of records, and timelines to ensure that youth are enrolled promptly. • Explicit inclusion of youth as part of the team planning process will help development of plan and eventual success of the transition. Recommend adding student to definition of the re-enrollment team and include student in the development of the final plan Amend 8 VAC 20-660-30 (A)(1) to “prior to commitment” from “at commitment” in order to clarify that a complete educational hasty of the student is needed. • Replace wording of 8 VAC 20-660-40 C(1) with “The student shall be re-enrolled within the receiving school district within two school days of release.” 	<p>Wording has been added to the revised proposed regulations to specify that the preliminary re-enrollment plan and final re-enrollment plan is developed in consultation with the student.</p> <p>8 VAC 20-660-30 A.(1) has been revised to replace the wording “at commitment” with “prior to commitment.”</p> <p>Wording of 8 VAC 20-660-40 C. (1) remains as task force recommended.</p> <p>The language in Part II, A. (3), “educational status and recommendations while in the custody of the Department of Juvenile Justice,” encompasses detention centers and homes and commitment facilities. The schools receiving students with required re-enrollment planning are specified in the Code of Virginia as public schools, as indicated in the Foreword of the proposed regulations. The final re-enrollment plan is based on the preliminary re-enrollment plan as prepared by the transition team.</p>
<p>Joe Scantlebury Youth Law Center</p>	<ul style="list-style-type: none"> • Public comment in support 	<p>None required</p>
<p>Robert E. Shepherd, Jr. Emeritus Professor of Law Chair, Commission on the Needs of Children of</p>	<ul style="list-style-type: none"> • Letter of support • Encourage adoption of regulations • Commission believes regulations will “aid immeasurably in ensuring that juveniles leaving 	<p>Wording has been added to the revised proposed regulations to specify that the preliminary re-</p>

<p>the Virginia Bar Association University of Richmond Richmond, VA 23173</p>	<p>the custody of the Department (of Corrections) will transition much more smoothly into the schools back in their local communities.”</p> <ul style="list-style-type: none"> • A number of studies confirm the significant correlation between education and reducing recidivism rates.” • “The proposed regulations fulfill the important task of establishing time lines to require school districts to promptly enroll students leaving DJJ custody into a school in the community.” • Vital feature of regulations is “involvement of key individuals at Department of Correctional Education and the school in the community to which the child is returning, as well as the involvement of the child and his or her family. • Strengthen the child’s role in process by requiring that “the transition team develop the preliminary re-enrollment plan in consultation with the child (8VAC 20-660-40(a)) and that the child approve the final plan.” Greater involvement means greater stake in the process and an increased likelihood of successful school integration. • Adopt regulations on a high priority basis and implement swiftly to ensure an early introduction of the re-enrollment plans 	<p>enrollment plan and final re-enrollment plan is developed in consultation with the student.</p>
<p>R. Oliver Branch Student, Disability Law Clinic Adrienne E. Volenik Director, Disability Law Clinic Children’s Law Center University of Richmond School of Law 28 Westhampton Way University of Richmond, VA 23173</p>	<ul style="list-style-type: none"> • Letter of support and public comment • Children’s Law Center have represented clients transitioning from juvenile correctional centers or post-dispositional programs who have experienced delays in re-enrollment and unclear school policies that impact process • Structured educational program supports transition to home environment • Proposed regulations will help prevent relapse into behaviors detrimental to learning by preventing long delays in enrollment • Believe that regulations are good for Virginia youth • Regulations would increase inter-agency communication and cooperation • Delayed re-entry puts youth at risk for further delinquent behavior • Recommend that the regulations be amended to explicitly include the youth in the re-enrollment process to assess educational goals and needs. Recommend “the student should be a member of both the transition team and the re-enrollment team.” Electronic participation would be acceptable. 	<p>Wording has been added to the revised proposed regulations to specify that the preliminary re-enrollment plan and final re-enrollment plan is developed in consultation with the student.</p>
<p>Peter E. Leone Professor & Director Candace A. Mulcahy</p>	<ul style="list-style-type: none"> • Letter of support • Add “Educational status” to definitions in Part I, define to include standardized test results and 	<p>“Educational status” has been added to the definition section, Part</p>

<p>Project Coordinator University of Maryland College of Education Department of Special Education 1308 Benjamin Building College Park, Maryland 20742</p>	<p>other assessments; special education eligibility and related information, credits and partial credits earned by subject area while in juvenile justice system</p> <ul style="list-style-type: none"> • Add name and phone number of contact person in juvenile facility who can respond to questions about educational status • In Part II, add language that specifies that re-enrollment plans include information about educational status “at time of custody in detention centers and/or commitment facilities” • Add language delineating what is an “acceptable” receiving school • Include language in Part III that defines the receiving school’s obligation for providing appropriate educational services that are aligned with the student’s re-entry plan • Include language in Part III describing the receiving school’s responsibility to protect confidentiality of the student’s juvenile justice history • In Part IV, modify language in section “C” to require that Department of Correctional Education provide copies of transcripts that include partial credits 	<p>I. The revised proposed regulations include references to provision of contact information for participating agencies. Language has been added to Part III of the revised proposed regulations to specify protection of a student’s juvenile justice history. Language has been included in the definition of “educational status” added to the revised proposed regulations I Part I to include partial credits earned.</p>
<p>Vicki Blankship Board Chair Coalition for Juvenile Justice Fernando Muia Co-Chair National Juvenile Justice Network 1710 Rhode Island Avenue, NW, 10th Floor Washington, DC 20036</p>	<ul style="list-style-type: none"> • Letter of support • Regulations contain key components: highly specific educational plans maintenance and transfer of school records swift two day re-enrollment timeline 	<p>None required</p>
<p>National Juvenile Justice Delinquency Prevention (NJJDP) Coalition</p>	<ul style="list-style-type: none"> • Letter of support • Regulations promote smooth transition by requiring comprehensive re-enrollment plans, educational record accessibility and maintenance, two-day timeline for re-enrollment into school, clear roles and responsibilities 	<p>None required</p>
<p>Anna Jane I. Zarndt Student, Juvenile Law and Policy Clinic T.C. Williams School of Law University of Richmond Richmond, VA 23173</p>	<ul style="list-style-type: none"> • Public comment and written testimony • Support of regulations on behalf of the Juvenile Law and Policy Clinic • Regulations promote teamwork among schools and juvenile justice agencies 	<p>None required</p>
<p>Melissa Coretz Goemann Co-Chairperson</p>	<ul style="list-style-type: none"> • Letter of support • Important features of regulations: timelines for prompt re-enrollment; involvement of key 	<p>Wording has been added to the revised proposed regulations</p>

<p>Virginia Juvenile Justice Coalition T.C Williams School of Law University of Richmond 28 Westhampton Way Richmond, VA 23173</p>	<p>individuals at Department of Correctional Education and the community school</p> <ul style="list-style-type: none"> • Strengthen child’s role by requiring that transition team develop preliminary re-enrollment plan in consultation with the child and that the child approve the final plan • Expand definition of “educational programs” to include provision of educational services to “all students who have not yet received a high school diploma or GED” rather than those of compulsory school age 	<p>to specify that the preliminary re-enrollment plan and final re-enrollment plan is developed in consultation with the student. References to “compulsory school age” have been deleted from the regulations.</p>
<p>Jean Auldridge Director Virginia C.U.R.E. P.O. Box 19453 Alexandria, VA 22320</p>	<ul style="list-style-type: none"> • Letter of support and commendation Key elements: specificity of re-enrollment plan components; maintenance and transfer of scholastic records requirements; assignment of roles and responsibilities; specific timelines 	<p>None required</p>
<p>Rachel S. Potter Assistant Principal, Beverly Manor Middle School Augusta County Public Schools, Virginia</p>	<ul style="list-style-type: none"> • Support of regulations through written comment • Regulations are addressing barriers to re-enrollment and take positive approach to planning for interagency collaborative efforts to facilitate child-centered approach • Regulations provide clear definitions and procedures • Regulations involve parents, foster collaborative effort with agencies • Establishment of school-division re-enrollment coordinator with specific, identified responsibilities will help provide necessary follow-through • Regulations provide for specific contacts and documentations to re-enroll student appropriately 	<p>None required</p>
<p>Eileen and son Parent and Member of Virginia C.U.R.E. 8 W. Oak St Northern, VA</p>	<ul style="list-style-type: none"> • Public comment and letter of support • First hand experience with re-enrollment; letter of support • Under the definition section, 20-660-10, add a definition for eligible “school age” that matches state rules for school attendance to allow students over 18 to continue high school education. Delete references to “compulsory school age or students eligible for special education services.” • Clarify the use of term “re-enrollment.” “It should refer to the process of getting eligible students released from DJJ facilities back into school.” Does not have to be the specific school they left. • Consideration of a school’s schedule is a reason to modify (shorten) timeline slightly if a semester is about to start in order to have student begin at start date • It is essential that “education be easily available to juveniles returning from DJJ system.” 	<p>References to “compulsory school age” have been deleted from the revised proposed regulations. A definition of “re-enrollment” has been added to Part I of the revised proposed regulations.</p>

	Education will keep a young person occupied and “build a foundation for a more concrete occupation,” allowing fewer chances for breaking the law and having another commitment.	
Ruth Hall Roper 6057 River Crescent Norfolk, VA 23505	<ul style="list-style-type: none"> • Child’s entire school file should be transferred for review to the court prior to sentencing to determine if the child has a disability or is suspected of having a disability • Appropriate measure should be taken prior to sentencing and commitment to DJJS to determine if child has a disability and to ensure that appropriate services are provided during commitment to DJJS • Ensure that receiving school immediately prepares an IEP for students returning to the classroom with all of the appropriate supports 	A reference to including information in the student record transferred from the sending school division concerning special education eligibility and services have been added to Part IV, Maintenance and Transfer of the Scholastic Record. A reference to a student’s Individualized Education Plan (IEP) as a re-enrollment plan component if appropriate has been added to Part III, B. Development of Final Re-Enrollment Plan.
State Special Education Advisory Committee	<ul style="list-style-type: none"> • Include references to the IEP team as part of the definitions of re-enrollment and transition team in the regulations “if applicable.” • Under Part II, A. (4), re-enrollment plan components, educational and re-entry goals, add “developed in coordination with the student’s IEP team, if appropriate.” • Under Part III, B. (1)(e), development of final re-enrollment plan, add “an approved IEP if the student is enrolled in special education.” • Include detention centers in the regulations, if detention exceeds a certain number of days and the student has been removed from the school’s rolls 	References to the IEP team and to the inclusion of an approved IEP in the final re-enrollment plan if the student is enrolled in special education have been added to the revised proposed regulations as suggested.
Kevin Keenan Just Children Charlottesville, Virginia	<ul style="list-style-type: none"> • Public comment in support 	None required
Andrew Block Just Children Charlottesville, Virginia	<ul style="list-style-type: none"> • Public comment in support 	None required

All changes made in this regulatory action

Please detail all changes that are being proposed and the consequences of the proposed changes. Detail new provisions and/or all changes to existing sections.

Current section number	Proposed new section number, if applicable	Current requirement	Proposed change and rationale

The regulations are new.

The first section of the proposed regulations provides the legal authority for the Board of Education, in cooperation with the Board of Correctional Education, to promulgate the regulations. The section also provides the goals for the regulations and purpose. (See above.)

Part I of the proposed regulations provides the definitions of words and terms used in the regulations. The definition section is meant to provide clarity and explanations of the terms used. The definitions as presented follow.

“Educational status” includes but is not limited to the most recent assessment results, including standardized tests, inclusion of a student’s special education eligibility and related evaluations, most recent Individualized Education Plan (IEP) if applicable, academic credits and partial credits earned, and participation in career and technical programs, if applicable

“Educational programs” means educational programs that are designed to provide educational services to eligible students who are receiving such services in school divisions, juvenile correctional centers, jails, juvenile detention homes/centers, or state operated programs.

“Final re-enrollment plan” means the written documentation developed by the receiving school division that addresses the student’s education program, placement, and support services upon re-enrollment.

“Preliminary re-enrollment plan” means the written documentation for a person to be released from Department of Juvenile Justice custody who is of school attendance age or is eligible for special education services pursuant to § [22.1-213](#) of the Code of Virginia. The plan describes the student’s educational history while in the custody of the Department of Juvenile Justice, current status, identification of school placement upon release, recommendations for an education program following re-enrollment, and recommendations for student supports, such as counseling services.

“Receiving school division” means the school division or state operated program where a student will enroll upon release from the custody of the Department of Juvenile Justice. “Re-enrollment” means the process of transitioning eligible youth released from the Department of Juvenile Justice custody into attendance in public schools

“Re-enrollment coordinator” means the school division or state operated program staff person designated to work with the parole officer, the Department of Correctional Education or detention home/center educational personnel the transition team, the re-enrollment team, and the IEP team if applicable, to coordinate the development of the re-enrollment plan.

“Re-enrollment team” means the group convened by the division superintendent or designee of the receiving school division to prepare for and implement the re-enrollment of the student. The re-enrollment team shall include, at a minimum, the guidance counselor, the special education director or

qualified designee as appropriate, the principal or assistant principal if designated, the re-enrollment coordinator, and the parole officer. The student's parent(s) or legal guardians(s) and the school social worker or psychologist shall be invited to participate in meetings of the re-enrollment team.

The re-enrollment team shall consult the student. If a student is eligible for special education services, the re-enrollment team shall coordinate planning with the student's IEP team.

"Scholastic record" means records that are directly related to a student and that are maintained by an educational agency or institution or by a party acting for the agency or institution. These include, but are not limited to, documentation pertinent to the educational growth and development of students as they progress through school, the high school transcript, student disciplinary records, achievement and test data, cumulative health records to include immunization records, reports of assessment for eligibility for special education services, and Individualized Education Programs (IEPs). The term "scholastic record" does not include records of instructional, supervisory, administrative, and ancillary educational personnel that are kept in the sole possession of the maker of the record and are not accessible or revealed to any other person except a temporary substitute for the maker of the record. Also, in accordance with 22.1-289 of the Code of Virginia, a notice of adjudication or conviction received by a superintendent relating to an incident that did not occur on school property or during a school-sponsored activity shall not be part of a student's scholastic record.

"Students in detention homes/centers" means those students residing in detention homes or centers for more than 30 calendar days.

"Transition team" means the Department of Correctional Education (DCE) or detention home/center principal or assistant principal, the DCE or detention home/center counselor, the DCE transition specialist or the detention home/center teacher, the Juvenile Correctional Center counselor, a representative of the student's IEP team, if applicable, and the student's parole officer. This team assembles the student's scholastic record and other relevant documents, develops the preliminary re-enrollment plan in consultation with the student, and provides information and the preliminary plan to the receiving school division. Transition team members may also include the school division of origin for the student, if different from the receiving school division, and the re-enrollment coordinator. Transition team members may also be part of the re-enrollment team.

Part II of the proposed re-enrollment regulations names the required components of the plan to ensure consistency. These components include but are not limited to:

1. Educational status and recommendations prior to commitment
2. Educational status and recommendations of the Department of Correctional Education during the student's stay at the Reception and Diagnostic Center
3. Educational status and recommendations while in the custody of the Department of Juvenile Justice
4. Educational and re-entry goals for the student developed in coordination with the student's IEP team if applicable
5. Other student supports needed to promote the student's successful re-entry to public school, such as counseling services
6. Anticipated dates and timelines for scheduled release to the receiving school division or for court review of the case, and for re-enrollment
7. Establishment of school placement upon release

Part III of the proposed regulations prescribes the responsibilities of the participating parties in the transition of the student from the juvenile correctional system to the public schools and the process to be followed, including timelines. The section is necessary to ensure that the re-enrollment plan is developed on a timely basis with comprehensive information as the basis. The section also addresses the necessary communication that should take place between the participating agencies and school divisions, including the provision of records and collaboration on the development of the re-enrollment plan.

The proposed process and responsibilities and timelines are as follows:

A. Notification and Convening of Teams.

1. The Department of Juvenile Justice, through the Juvenile Correctional Center's counselor, shall provide written notification to the Department of Correctional Education principal, detention home/center educational program principal or designated educational authority at least 30 calendar days prior to the scheduled release of a student or a scheduled case review in court.
2. Upon notification, the transition team shall prepare and assemble the documents and scholastic record that support the development of the re-enrollment plan. Also upon notification, the Department of Correctional Education or detention home/center superintendent will provide a letter of pending release and an informative outline of the re-enrollment process within five business days to the re-enrollment coordinator for the receiving school division and the student's parent(s) or guardian(s). The school division shall confirm receipt of notification with the Department of Correctional Education or detention home/center within five business days.
3. At least 25 calendar days prior to the court review or pending release of a student, and after review with the student, the Department of Correctional Education or Detention Home Educational Program, shall forward the student's scholastic record and a preliminary re-enrollment plan developed in consultation with the student to the school division re-enrollment coordinator.
4. Within 10 business days of receipt of the materials, the re-enrollment coordinator shall convene the re-enrollment team to review the preliminary re-enrollment plan and develop the final plan. The student's parent(s) or legal guardian(s) shall be invited by the re-enrollment coordinator to attend a meeting where the final re-enrollment plan will be developed. The parent(s) or legal guardian(s) may designate a member of the transition team, or someone else, to represent him or her at the meeting. The student shall be consulted in the development of the plan.
5. Notice of the scheduled meeting to develop the re-enrollment plan will be given to all potential participants by the receiving school division a minimum of one week prior to the meeting.
6. Other individuals who have knowledge or expertise regarding the student may participate, at the discretion of the members of the re-enrollment team or parent(s) or legal guardian(s), or if the student is of majority age and eligible for special education services, at the discretion of the student.

B. Development of Final Re-Enrollment Plan.

1. The re-enrollment team shall develop a final re-enrollment plan that clearly states:
 - a. The educational placement of the student and timeframe for placement

- b. The names of persons with responsibility and authority for prompt enrollment and their contact information
 - c. The student's scheduled academic program and other supportive activities or services as appropriate
 - d. The names and contact information of the members of transition and re-enrollment teams
 - e. Any other required components, including an approved IEP if the student is enrolled in special education
2. Copies of the final plan shall be provided to the student, parent(s) or legal guardian(s), and to all transition and re-enrollment plan members no later than 10 calendar days prior to release.

C. Re-enrollment.

1. The re-enrollment plan shall make it possible for the student to enroll and receive instruction in the receiving school district within two school days of release.
2. After the Department of Juvenile Justice gives notice of a student's scheduled release, the student may not be suspended or expelled from school programs for the offenses for which he or she was committed.
3. Placement of students in alternative education programs shall be in accordance with § 22.1-277.2 of the Code of Virginia.
4. Upon re-enrollment the student shall received weekly counseling for a determined period of time.
5. The receiving school division shall protect the confidentiality of the student's juvenile justice record according to applicable federal and state laws and regulations.

Part IV of the proposed regulations provides the requirements for the maintenance and transfer of the student's scholastic record. This section ensures that the student's record will be readily available when release of a student is pending, and that it will be transferred among agencies and school divisions according to federal and state law. Maintenance of the record by the school division in which the student was last enrolled will ensure the documentation of progress of the student while instructed within the Department of Correctional Education schools. Timely transfer of records is critical to determining the academic program of the student, both when he or she enters the juvenile justice system and when the student is released back to a public school.

The requirements for the maintenance and transfer of the student record are:

- A. Within two business days of the court's order of commitment to the Department of Juvenile Justice, the student's probation/parole officer will request the scholastic record from the school division where the student was last enrolled.
- B. The re-enrollment coordinator for that school division will provide the record, including information concerning special education eligibility and services, and any other requested information to the Reception and Diagnostic Center or detention home/center to the attention of the Department of Correctional Education or Detention Home Education Program within five business days of receipt of the probation officer's request.
- C. The school division where the student was last enrolled ("sending school division") will maintain the student's scholastic record during the period that the student is in the custody of the Department of Juvenile Justice. The Department of Correctional Education or Detention Home Education Program will provide

copies of year-end transcripts to the re-enrollment coordinator of the sending school division at the same time the transcripts are sent to parents or legal guardians.

- D. The transfer and management of scholastic records between educational programs shall be in accordance with the Code of Virginia and the Family Educational Rights and Privacy Act.
- E. School divisions shall provide current contact information for re-enrollment coordinators to the Departments of Education and Correctional Education that shall be made available to the public.

Impact on family

Please assess the impact of the proposed regulatory action on the institution of the family and family stability.

The regulations will have a positive impact on the family since they address the continuance of the education of a child upon release from a juvenile correctional center or detention home/center. They would strengthen the rights of parents in regards to the continuation of educational opportunities for their children upon release.

Parents have been faced with enrollment difficulties due to lack of timely receipt of the student's records and inadequate notification. These circumstances would often delay re-enrollment or the planning of appropriate educational and support services for the student. It is crucial that students are involved in an appropriate educational program while in a correctional center or detention home/center, and upon release. The incidence of recidivism becomes greater when enrollment is not available soon after release.

The regulation would provide for the exchange of educational information among the court services, school divisions, and correctional centers and detention/homes. The re-enrollment plan would represent an informed decision regarding placement and enrollment of a student who is in the custody of the juvenile justice system prior to release.

Board of Education Agenda Item

Item: B.

Date: November 30, 2005

Topic: First Review of the Notice of Intended Regulatory Action (NOIRA) to Amend the Regulations Governing Educational Services for Gifted Students (8VAC20-40-10 et seq.)

Presenter: Dr. Barbara McGonagill, Specialist, Governor's Schools and Gifted Education

Telephone Number: (804) 225-2884 **E-Mail Address:** Barbara.McGonagill@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 _____
action _____

Background Information: Section 22.1-16 of the Code of Virginia permits the Board of Education to promulgate regulations as necessary to carry out its powers and duties.

Section 22.1-16. Bylaws and regulations generally.

The Board of Education may adopt bylaws for its own government and promulgate such regulations as may be necessary to carry out its powers and duties and the provisions of this title.

The current *Regulations Governing Educational Services for Gifted Students* were adopted by the Board of Education in 1993, and became effective in 1995. The proposed revisions will allow the board to consider contemporary research and best practices that have occurred in the field of gifted education since the last revisions.

Summary of Major Elements: The attached Notice of Intended Regulatory Action (NOIRA) background document summarizes the major elements. The review is expected to include an examination of the regulations in their entirety, including the definition of gifted students and other relevant definitions; service options; appropriately differentiated instruction; expectations for professional development; and program evaluation.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education waive first review and authorize the Department of Education staff to proceed with the requirements of the Administrative Process Act regarding the Notice of Intended Regulatory Action for promulgating regulations.

Impact on Resources: The impact on resources for the review and revision of these regulations is not expected to be significant.

Timetable for Further Review/Action: The timetable for further action will be governed by the requirements of the Administrative Process Act.



Virginia
Regulatory
Town Hall

townhall.virginia.gov

Notice of Intended Regulatory Action (NOIRA) Agency Background Document

Agency name	Virginia Department of Education
Virginia Administrative Code (VAC) citation	<u>8 VAC20-40-10</u> et seq.
Regulation title	Regulations Governing Educational Services for Gifted Students
Action title	Revision of regulations to which school divisions must adhere in their gifted education programs, K - 12
Document preparation date	November 30, 2005

This information is required for executive branch review and the Virginia Registrar of Regulations, pursuant to the Virginia Administrative Process Act (APA), Executive Orders 21 (2002) and 58 (1999), and the *Virginia Register Form, Style, and Procedure Manual*.

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 Educational Services for Gifted Students* were last approved in 1993, with an effective date of February 1995. Those regulations specify which gifted education services school divisions in the Commonwealth of Virginia shall provide students from kindergarten through high school graduation. The regulations speak to the area(s) of giftedness to be served, the identification of students in the selected area(s) of service, the criteria for screening and identification, the components of local plan that each division must have approved by the Department of Education, the assurances the school division must provide to the department regarding elements within the local plan, and provisions of use of state funds designated for division-wide gifted education services. The proposed revisions will allow the Virginia Board of Education to consider contemporary research and best practices in the field that have occurred in the last decade and to ensure that Virginia's regulations are consistent with that information.

Legal basis

Please identify the state and/or federal legal authority to promulgate this proposed regulation, including (1) the most relevant law and/or regulation, including Code of Virginia citation and General Assembly chapter number(s), if applicable, and (2) promulgating entity, i.e., agency, board, or person. Describe the legal authority and the extent to which the authority is mandatory or discretionary.

Section 22.1-16 of the Code of Virginia vests the Board of Education with the authority to adopt bylaws for its own government and promulgate such regulations as may be necessary to carry out its powers and duties and the provisions of Title 22.1.

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 agency has determined that the proposed regulatory action 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.

A preliminary list of issues that will be addressed concerning changes to the *Regulations Governing Educational Services for Gifted Students* include the following items:

1. Revisions to definitions to assist school divisions in program design and evaluation.
2. Language related to 8VAC20-40-60. Local Plan. To assist divisions in developing and evaluating their service options, instructional approaches, settings, and staffing.
3. Language related to the selection, evaluation, and training of gifted education teachers.
4. Language regarding local program evaluation.

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 proposed action is to amend existing regulations. The current regulations should be revised for clarity and to ensure that there are no conflicts with existing Board of Education regulations and state law. There are no viable alternatives.

The regulations have served well for more than ten years and have been supplemented through information presented in the *Virginia Plan for the Gifted* and the *Reference Guide for the Development and Evaluation of Local Plans for the Education of the Gifted*. Both documents demonstrate that the regulations need to be revised.

Family impact

Assess the potential impact of the proposed regulatory action on the institution of the family and family stability.

There will be minimal impact on the institution of the family or family stability.

Periodic review

Board of Education Agenda Item

Item: C. Date: November 30, 2005

Topic: Final Review of a Request for Approval of an Alternative Accreditation Plan from the Henrico County Public Schools for Mount Vernon Middle School

Presenter: Mrs. Kathleen M. Smith, Director of the Office of School Improvement
Dr. Lynn H. Thorpe, Assistant Superintendent for Instruction, Henrico County Public Schools

Telephone Number: 804-225-2865 **E-Mail Address:** Kathleen.Smith@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: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action
date October 26, 2005

action Board accepted for first review

Background Information:

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* adopted by the Board in July 2000, Section 8 VAC 20-131.280.D. of the standards states:

Special purpose schools such as regional, special education, alternative, or career and technical schools that serve as the student's school of principal enrollment shall be evaluated on standards appropriate to the programs offered in the schools and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.

Section 22.1-253.13:1.D.8 of the *Standards of Quality* requires local school boards to provide 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. Regulations governing programs such as this are found in the accrediting standards, which permit alternative accreditation plans and allow the Board to grant waivers to certain provisions of the standards.

In September 2004, at the board's request, the department developed a template for school divisions to use in preparing alternative accreditation plan proposals. The department also developed criteria for the evaluation of proposals. This request has been reviewed against the evaluation criteria and a copy of the department's review is attached.

Summary of Major Elements:

The school board of Henrico County is proposing an alternative accreditation plan for Mount Vernon Middle School, an alternative school that serves students grades 6-8 who are consistently functioning below grade level in reading and/or mathematics for whom no other appropriate services have been successful and who are unlikely to make up academic deficits in a traditional middle school setting. Students identified for this alternative program have failed to respond positively to the traditional schools' intervention strategies and have fallen into the at-risk category of being retained one or more years.

The mission of Mount Vernon Middle School is to fully prepare each individual student in 6th, 7th, and 8th grades to earn promotion to high school, access high school content and earn a standard or advanced diploma. An interdisciplinary approach will allow focused instruction in reading and mathematics enhanced by the infusion of social studies and science subject matter. Time in the program is three years; initial capacity of the school/program is 100 students. Prior to enrollment, the parent(s), student, and principal will discuss the advantages of the alternative program. Signatures of the parent(s) and the student indicate their agreement to placement at Mount Vernon Middle School.

An interdisciplinary instructional program incorporating the four major content areas is offered that includes exposure to organization and study skills and self-management for each student as specified in an Individualized Student Success plan. A vocational program is also offered. Each student completes the Stanford Achievement Test (10th edition) and/or the Degrees of Reading Power (DRP) assessments prior to entering the program to assist with the development of the student's educational plan. These assessments are also used as post-measures of student achievement. Students will be taught by highly qualified teachers and will complete rigorous work in the core subject areas of mathematics, history/social science, and English. Students are placed at a grade level according to pretest scores and a review of the student's classroom performance.

Middle grade students are determined to be ready for 9th grade when they have acquired the academic knowledge needed to pass 8th grade SOL assessments and appropriate behavioral skills. Progress indicators include quarterly gains in reading, mathematics, and writing, as well as attendance. Students at all grades will participate in SOL testing in all four content areas; however, a student must be in attendance at Mount Vernon Middle School for a minimum of four semesters, including the semester in which testing takes place, for the scores to be included in the accreditation calculation. Four semesters

of instruction in this alternative environment is needed to compensate for the academic and social deficits with which students enter this program.

Students will participate in all tests at all grades for the purpose of assessing progress and meeting the Adequate Yearly Progress (AYP) requirements of the *No Child Left Behind Act of 2001*. Students will be taught by highly qualified teachers who are licensed and endorsed in their content area. Mount Vernon Middle School will meet the pre-accreditation requirements outlined in the Standards of Accreditation.

Henrico County Public Schools is requesting that the school be accredited on the following criterion:

Scores for each test in each of the four content areas will be combined to create one (composite) pass rate, reflecting the interdisciplinary approach to instruction. In order to meet accreditation requirements, the composite pass rate must be 70% for grades 6-8 combined. Scores of students in attendance for four semesters or more, including the semester in which testing takes place, will be included in the accreditation calculation.

Henrico County Public Schools is requesting a waiver to the provision of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, 8 VAC 20-131-80.B, that requires the middle school to provide a minimum of eight courses to students in the eighth grade. Mount Vernon Middle School will not provide foreign language as an elective.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education approve the alternative accreditation plan and requested waiver for Mount Vernon Middle School for their 2006-2007 accreditation rating and require the submission of a program evaluation by July 2006 showing that the stated objectives of the program and proposed evaluative criteria have been met.

Impact on Resources: There is no impact on the resources of the Department of Education.

Timetable for Further Review/Action:

**COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA**

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (§22.1-253.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30. This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to August 1 of the school year in which the plan is to be implemented.

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part): *Special purpose schools such as regional, special education, alternative, or career and technical schools that serve as the student's school of principal enrollment shall be evaluated on standards appropriate to the programs offered in the school and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.*

The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, states:

Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools reporting fall membership are subject to the provisions of the standards. These schools may or may not administer Standards of Learning (SOL) tests.

In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

8/25/05

Date Approved
by the Local School Board

Submission Date



Signature
Chairman of the School Board



Signature
Division Superintendent

Request for Approval of Mount Vernon Middle School, Henrico County Public Schools, as an Alternative Program for Underachieving Middle Grade Students

Intent: To fully prepare each individual student in 6th, 7th, and 8th grades who is significantly behind in academic and behavioral fundamentals to successfully access high school content and earn a standard or advanced diploma (not just pass 8th grade SOL tests).

Vision/Mission: Mount Vernon is an educational environment where certain students who have not experienced academic success in a comprehensive elementary or middle school setting, and who have been referred by their home schools, can develop the academic and personal skills and habits that will prepare them for success in high school.

Mt. Vernon exposes students to a safe and stimulating alternative learning environment where they will grow academically through an exposure to interdisciplinary instruction. An interdisciplinary approach will allow focused instruction in reading and math enhanced by the infusion of social studies and science subject matter. Time in the program is three years; initial capacity of the school/program is 100 students.

Target Population: Mt. Vernon Middle School serves HCPS students aged 11 through 15 and grades 6-8 who are consistently functioning below grade level in reading and/or mathematics for whom no other appropriate services have been successful and who are unlikely to make up academic deficits in a traditional middle school setting. Students identified for our alternative programs have failed to respond positively to the traditional schools' intervention strategies and have fallen into the at-risk category of being retained one or more years. Students are considered for placement in the alternative program based on recommendations of the child study committee in the home school, which has conducted a rigorous review of the student's academic performance and needs, and family and behavioral issues.

Student selection indicators:

- The type of instructional strategies needed to foster student achievement cannot be accommodated in a traditional setting.
- Academic performance is low or declining and the student is at risk of being retained. The student may have failed one or more SOL or local criterion-referenced tests.
- The student's behavior management needs are beyond the scope of programming that exists at any of our comprehensive schools.
- A series of in-school, short-, and long-term suspensions has not effectively modified the student's behavior.
- The student's behavior negatively affects the learning environment of others and impedes the teaching-learning process.
- Prior to enrollment, the parent(s), student, and principal will discuss the components of the alternative program. Signatures of the parent(s) and the student indicate their agreement to placement at Mt. Vernon.

Program of Instruction:

- An individualized student success plan will be developed for each student attending Mt. Vernon Middle School. This plan will be designed to address the specific academic and behavioral needs of the student, and will include performance goals to support the transition back to a comprehensive setting.
- An interdisciplinary instructional program incorporating the four major content areas will be offered that includes exposure to organization and study skills and self-management for each student as specified in the individualized student success plan.
- A vocational program will be offered:
 - ✓ Career and Technical Occupational Exploration, which is designed to help students explore career options, design/build products following a design brief, work in teams to accomplish course objectives, explore occupational areas and education programs for Career and Technical Education within the 16 career families.
 - ✓ This course will focus on an awareness of the relationship between technology and science, with a focus on the nature of science and how it is applied. It will involve strong integration of reading, writing, and math skills. Interdisciplinary topics to be included are technology, biotechnology, transportation systems, communication systems, alternative energy, aerospace/flight, and manufacturing.
 - ✓ Those students who participate in these vocational experiences will be well prepared to take advantage of similar opportunities at the high school level, at either of the school division's technical centers or at Virginia Randolph Community High School.
- Students will complete the Stanford Achievement Test (10th edition) and the Degrees of Reading Power (DRP) assessments upon entering the program to assist with the development of the student's educational plan. These assessments will also be used as post-measures of student achievement. The DRP assessment will be given as indicated to monitor reading skill development.
- Individual course schedules will be designed to assist students to achieve their highest potential.
- Students will be taught by highly qualified teachers and will complete rigorous work in the core subject areas of math, science, social studies, and English.
- Students will experience an interdisciplinary exposure to core content subject matter. Interdisciplinary teacher teams will meet bi-weekly to monitor student progress in all content areas. All core teachers from each grade level and an elective teacher will participate in this planning activity.
- Developing skills in social studies and science also will be accomplished through interdisciplinary selections for reading and writing instruction through the use of Reader's Workshop and Writer's Workshop.
- Applied instructional methods and experiences, which will involve partnerships with local universities, businesses, and museums, will be utilized to facilitate learning in the core content areas.
- The PTR will not exceed 12:1 to better serve the students at this school.
- Student support services will include a focus on self-management and adjustment skills. The 8th grade Health Standards of Learning will serve as the foundation of curriculum and counseling in self-management as well as the Life Skills curriculum.

- Physical activities will be incorporated daily.
- Career exploration, in addition to the vocational offerings, will be provided through the use of ACT's *Explore*, interest and aptitude inventories that each student will take and be counseled on the results, for the purpose of planning a high school course of study. In addition, Career Days will be held at the school periodically throughout the school year.

Student Assessment/Evaluation:

Academic Achievement:

- Each student will be diagnostically pretested upon program entry in reading and mathematics using the Stanford Achievement Test (10th edition) and the Degrees of Reading Power (DRP) assessments. The Stanford 10 Reading test assesses word study skills, vocabulary, and comprehension, whereas the Mathematics test evaluates problem-solving and procedural skills. The DRP assessment is used to collect information on student reading comprehension. Results from these pretests will be used to determine the individualized instruction each student subsequently receives.
- A student will be placed at a grade level according to pretest scores and a review of the student's classroom performance.
- Students at all grades will participate in SOL testing in all four content areas; however, a student must be in attendance at Mt. Vernon for a minimum of four semesters, including the semester in which testing takes place, for the scores to be included in the accreditation calculation. Four semesters of instruction in this alternative environment is needed to compensate for the academic and social deficits with which students enter this program.
- Posttests, including the DRP, will be administered to monitor student progress. Students will be tested at intervals during and at the end of the academic year to document academic progress and determine content for the next instructional period.

Monitoring Academic Achievement and Development of Study/Self-Management/Leadership Skills: The guidance counselor and teachers will monitor student progress towards meeting the goals of the student success plan. Grades and performance on quarterly criterion-referenced assessments, use of specifically taught skills, such as note taking and organizational management, and behavioral indicators such as attendance and discipline will be monitored on an ongoing basis. Quarterly meetings will be held with each student to review academic, self-management, and behavior indicators and progress, and related progress reports will be sent to parents with each report card.

Progress and Exit Criteria: Once consistent progress is documented through the quarterly review meetings, students will be determined to be ready for transition to a comprehensive setting at the end of the academic year when the goals of the student's educational plan have been met. When a student is ready to begin the transition process, a six-step transition plan is developed and implemented.

1. A committee is established to plan for and support the student's transition to a comprehensive school. The committee includes the student's teachers, counselor, principal and parents.

2. The committee reviews multiple progress indicators including academic, behavior, attendance, and other pertinent information.
3. The committee determines if the goals of the educational plan have been met and transition is appropriate.
4. The guidance counselor meets with the student and his/her parents to discuss and explain the transition process and establish a date for moving to the next placement.
5. The guidance counselor, working with the guidance staff at the comprehensive school, establishes a mentor for the student.
6. Once transition occurs, the guidance counselor at the alternative school visits/meets with the student and the comprehensive school counselor at least once each nine weeks for a minimum of one year. Progress reports will be sent to parents after each meeting. Additional monitoring and program adjustments will be provided as needed.

Basis for Accreditation and Adequate Yearly Progress:

- Mt. Vernon Middle School students will be taught by highly qualified teachers who are licensed and endorsed in their content area.
- Mt. Vernon Middle School will meet the pre-accreditation requirements outlined in the Standards of Accreditation.
- Scores for each test in each of the four content areas will be combined to create one (composite) pass rate, reflecting the interdisciplinary approach to instruction. In order to meet accreditation requirements, the composite pass rate must be 70% for Grades 6-8 combined. Scores of students in attendance for four semesters or more, including the semester in which testing takes place, will be included in the accreditation calculation.

No Child Left Behind:

- Testing requirements of NCLB will be met annually. Students will participate in all tests at all three grades for the purpose of assessing progress and meeting the Adequate Yearly Progress requirements of the *No Child Left Behind Act*.

Waiver Requested: Mount Vernon Middle School will require one waiver from the following state standard:

- Required middle school electives (foreign language). (8 VAC 20-131-90 B)

Mt. Vernon is designed to focus on significant interventions in the fundamentals to equip the students to succeed in high school when without such dramatic interventions they would not succeed. Student interests in other electives, such as a foreign language, will be accommodated on an individual basis.

Program Evaluation: The progress of students promoted from the program, as well as those who do not successfully complete it, will be monitored throughout middle and high school. This process will include monitoring grades and test results as well as attendance and discipline histories. Former students will also be interviewed periodically during their 9th and 10th grades by their instructors from Mount Vernon in order to make program improvements and refinements. Additionally, inquiry sessions will be held during the year with existing students and parents to monitor program effectiveness.

**Virginia Department of Education
Evaluation Criteria
Mount Vernon Middle School, Henrico County Public Schools
Alternative Accreditation Plans for Special Purpose Schools**

Criteria	Yes	No	Limited
School characteristics and instructional program:			
1. The mission, purpose, and target population of the school justify its categorization as a “special purpose” school and, therefore, eligible to request an alternative accreditation plan.	v		
2. The characteristics and special needs of the student population are clearly defined, and the criteria for student placement require parental consultation and agreement.	v		
3. The program of instruction provides all students with opportunities to study a comprehensive curriculum that is customized to support the mission of the school.	v		
4. The school provides transition planning to help students be successful when they return to a regular school setting.	v		
5. Strategies used to evaluate student progress are aligned to the mission/purpose of the school and include academic achievement measures.	v		
6. Convincing evidence has been provided that students enrolled in the school have not been successful in other schools subject to all the accrediting standards.	v		
7. Students will be taught with highly qualified teachers who meet the Board of Education’s licensure requirements for instructional personnel.	v		
Alternative Accreditation Plan:			
1. Rationale and evidence provide convincing evidence that the “special purpose” nature of the school precludes its being able to reach and maintain full accreditation status as defined in the SOA.	v		
2. Alternative accreditation criteria described in the plan include academic achievement measures that are objective, measurable, and directly related to the mission and purpose of the school.	v		
3. The plan includes use of statewide assessment student achievement results of English and mathematics.	v		
4. The plan meets the testing requirements of the SOA.	v		

Criteria	Yes	No	Limited
5. The plan meets the testing requirements of NCLB and describes how the school plans to meet “adequate yearly progress” requirements of the federal law.	v		
6. The plan provides convincing evidence that all pre-accreditation eligibility criteria are met for standards in which waivers have not been requested.	v		
7. Waivers have been requested for accrediting standards that are not being met, and the rationale for the waivers are clear and appropriate for the mission/purpose of the school.	v		

Section 22.1-253.13:1.D.8 of the *Standards of Quality* requires local school boards to provide 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. Regulations governing programs such as this are found in the accrediting standards, which permit alternative accreditation plans and allow the Board to grant waivers to certain provisions of the standards.

In September 2004, at the board's request, the department developed a template for school divisions to use in preparing alternative accreditation plan proposals. The department also developed criteria for the evaluation of proposals. This request has been reviewed against the evaluation criteria and a copy of the department's review is attached.

Summary of Major Elements:

The school board of Henrico County is proposing an alternative accreditation plan for New Bridge School, an alternative school that serves students grades 3-8 who are consistently functioning below grade level in reading and/or mathematics. These students are unlikely to make up academic deficits in a traditional elementary or middle school setting. Students identified for this alternative program have failed to respond positively to the traditional schools' intervention strategies and have fallen into the at-risk category of being retained one or more years. Initial criteria for consideration in the program include failure on the 3rd or 5th grade Standards of Learning (SOL) tests in reading, mathematics, and/or writing.

The mission of New Bridge School is to fully prepare each individual student in 6th, 7th, and 8th grades to successfully access high school content and earn a standard or advanced diploma and to fully prepare each individual student in 3rd, 4th, and 5th grades to successfully access and complete middle school content with the ultimate goal of promotion to high school. An interdisciplinary approach will allow focused instruction in reading and math enhanced by the infusion of social studies and science subject matter. Time in the program is limited to three years maximum at each of two levels, elementary and middle; initial capacity of the school/program is 175 students. Prior to enrollment, the parent(s), student, and principal will discuss the advantages of the alternative program. Signatures of the parent(s) and the student indicate their agreement to placement at New Bridge.

An interdisciplinary instructional program incorporating the four major content areas is offered and includes exposure to organization and study skills and self-management for each student as specified in an Individualized Student Success (ISS) plan. A vocational program is also offered. Each student completes the Stanford Achievement Test (10th edition) and/or the Degrees of Reading Power (DRP) assessments prior to entering the program to assist with the development of the student's educational plan. These assessments are also used as post-measures of student achievement. Students are placed at a grade level according to pretest scores and a review of the student's classroom performance. Students at all grades will participate in SOL testing in all four content areas.

Middle grade students are determined to be ready for 9th grade when they have acquired the academic knowledge needed to pass 8th grade SOL assessments and appropriate behavioral skills. Progress indicators include quarterly gains in reading, mathematics, and writing, as well as attendance. Elementary students are determined to be ready for 6th grade when they have acquired the academic

knowledge needed to pass 5th grade SOL assessments and appropriate behavioral skills. Progress indicators include quarterly gains in reading, mathematics, writing, social studies, and science, as well as attendance.

Students will participate in all tests at all six grades for the purpose of assessing progress and meeting the Adequate Yearly Progress (AYP) requirements of the *No Child Left Behind Act of 2001*. Students will be taught by highly qualified teachers who are licensed and endorsed in their content area. New Bridge School will meet the pre-accreditation requirements outlined in the Standards of Accreditation.

Henrico County Public Schools is requesting that the school be accredited on the following criterion:

Scores for each test in each of the four content areas will be combined to create (composite) pass rates—one for grades 3-5 and one for grades 6-8—reflecting the interdisciplinary approach to instruction. In order to meet accreditation requirements, the composite pass rate must be 75% for grades 3-5 and 70% for grades 6-8. Scores of students in attendance for four semesters or more, including the semester in which testing takes place, will be included in the accreditation calculation.

Henrico County Public Schools is requesting a waiver to the provision of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, 8 VAC 20-131-80.B, that requires the middle school to provide a minimum of eight courses to students in the eighth grade. New Bridge School will not provide foreign language as an elective.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education approve the alternative accreditation plan and requested waiver for New Bridge School for their 2006-2007 accreditation rating and require the submission of a program evaluation by July 2006 showing that the stated objectives of the program and proposed evaluative criteria have been met.

Impact on Resources: There is no impact on the resources of the Department of Education.

Timetable for Further Review/Action:

**COMMONWEALTH OF VIRGINIA
DEPARTMENT OF EDUCATION
RICHMOND, VIRGINIA**

REQUEST FOR APPROVAL OF AN ALTERNATIVE ACCREDITATION PLAN

Regulations Establishing Standards for Accrediting Public Schools in Virginia, (8 VAC 20-131-10 et. seq.) set the minimum standards public schools must meet to be accredited by the Board of Education. Accreditation of public schools is required by the Standards of Quality (22.1-253.13:1 et. seq.). The annual accrediting cycle for public schools is July 1 through June 30. This cover sheet, with the supporting documentation, must be submitted to the Department of Education for review and recommendation to the Board at least 90 days prior to August 1 of the school year in which the plan is to be implemented.

8 VAC 20-131-280 of the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* states (in part): *Special purpose schools such as regional, special education, alternative, or career and technical schools that serve as the student's school of principal enrollment shall be evaluated on standards appropriate to the programs offered in the school and approved by the Board prior to August 1 of the school year for which approval is requested. Any student graduating from a special purpose school with a Standard, Advanced Studies, or Modified Standard Diploma must meet the requirements prescribed in 8 VAC 20-131-50.*

The Board of Education, in its *Guidelines Governing the Implementation of Certain Provisions of the Regulations Establishing Standards for Accrediting Public Schools in Virginia*, states:

Schools described in this section are those that serve as a student's school of principal enrollment and where students are reported in fall membership for the school. Fall membership determines whether or not these schools are subject to the provisions of the accrediting standards; therefore, schools reporting fall membership are subject to the provisions of the standards. These schools may or may not administer Standards of Learning (SOL) tests.

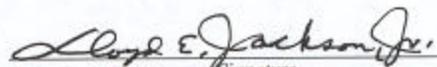
In accordance with the provisions of 8 VAC 20-131-330 of the standards, local school boards may seek waivers of provisions of the standards to address the unique needs of these special purpose schools. Such requests may include an alternative accreditation plan. Applications must be submitted to the Board for consideration at least ninety days prior to August 1 of the school year. Requests for consideration must be accompanied by information that documents the need for approval of the request.

We, the undersigned, submit this request for review and approval by the Board of Education and understand that we are expected to appear before the Board to discuss the program and respond to questions raised.

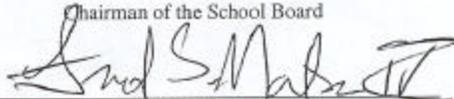
8/25/05

Date Approved
by the Local School Board

Submission Date



Signature
Chairman of the School Board



Signature
Division Superintendent

Request for Approval of New Bridge School, Henrico County Public Schools, as an Alternative Program for Underachieving Upper Elementary and Middle Grade Students

Intent: To fully prepare each individual student in 6th, 7th, and 8th grades who is significantly behind in academic and behavioral fundamentals to successfully access high school content and earn a standard or advanced diploma (not just pass 8th grade SOL tests). To fully prepare each individual student in 3rd, 4th, and 5th grades who is significantly behind in academic and behavioral fundamentals to successfully access and complete middle school content with the ultimate goal of promotion to high school.

Vision/Mission: New Bridge is an educational environment where certain students who have not experienced academic success in a comprehensive elementary or middle school setting, and who have been referred by their home schools, can develop the academic and personal skills and habits that will prepare them for success in the next level of schooling. New Bridge exposes students to a safe and stimulating alternative learning environment where they will grow academically through an exposure to interdisciplinary instruction. An interdisciplinary approach will allow focused instruction in reading and math enhanced by the infusion of social studies and science subject matter. Time in the program is three years at each of two levels, elementary and middle; initial capacity of the school/program is 175 students.

Target Population: New Bridge School serves HCPS students aged 8 through 15 and grades 3-8 who are consistently functioning below grade level in reading and/or mathematics for whom no other appropriate services have been successful and who are unlikely to make up academic deficits in a traditional elementary or middle school setting. Students identified for our alternative programs have failed to respond positively to the traditional schools' intervention strategies and have fallen into the at-risk category of being retained one or more years. Students are considered for placement in the alternative program based on recommendations of the child study committee in the home school, which has conducted a rigorous review of the student's academic performance and needs, and family and behavioral issues.

Student selection indicators:

- The type of instructional strategies needed to foster student achievement cannot be accommodated in a traditional setting.
- Academic performance is low or declining and the student is at risk of being retained. The student may have failed one or more SOL or local criterion-referenced tests.
- The student's behavior management needs are beyond the scope of programming that exists at any of our comprehensive schools.
- A series of in-school, short-, and long-term suspensions has not effectively modified the student's behavior.
- The student's behavior negatively affects the learning environment of others and impedes the teaching-learning process.

- Prior to enrollment, the parent(s), student, and principal will discuss the components of the alternative program. Signatures of the parent(s) and the student indicate their agreement to placement at New Bridge.

Program of Instruction:

- An individualized student success plan will be developed for each student attending New Bridge School. This plan will be designed to address the specific academic and behavioral needs of the student, and will include performance goals to support the transition back to a comprehensive setting.
- An interdisciplinary instructional program incorporating the four major content areas will be offered that includes exposure to organization and study skills and self-management for each student as specified in the individualized student success plan.
- A vocational program will be offered to students in grades 6-8:
 - ✓ Career and Technical Occupational Exploration, which is designed to help students explore career options, design/build products following a design brief, work in teams to accomplish course objectives, explore occupational areas and education programs for Career and Technical Education within the 16 career families.
 - ✓ This course will focus on an awareness of the relationship between technology and science, with a focus on the nature of science and how it is applied. It will involve strong integration of reading, writing, and math skills. Interdisciplinary topics to be included are technology, biotechnology, transportation systems, communication systems, alternative energy, aerospace/flight, and manufacturing.
 - ✓ Those students who participate in these vocational experiences will be well prepared to take advantage of similar opportunities at the high school level, at either of the school division's technical centers or at Virginia Randolph Community High School.
- Students will complete the Stanford Achievement Test (10th edition) and/or the Degrees of Reading Power (DRP) assessments upon entry to the program to assist with the development of the student's educational plan. These assessments will also be used as post-measures of student achievement. The DRP assessment will be given as indicated to monitor reading skill development.
- Individual course schedules at the middle school level and the instructional day at the elementary level will be designed to assist students to achieve their highest potential.
- Students will be taught by highly qualified teachers and will complete rigorous work in the core subject areas of math, science, social studies, and English.
- Students will experience an interdisciplinary exposure to core content subject matter. Interdisciplinary teacher teams will meet bi-weekly at both elementary and middle levels to monitor student progress in all content areas. All core teachers from each grade level and an elective teacher will participate in this planning activity.
- Developing skills in social studies and science also will be accomplished through interdisciplinary selections for reading and writing instruction through the use of Reader's Workshop and Writer's Workshop.
- Applied instructional methods and experiences, which will involve partnerships with local universities, businesses, and museums, will be utilized to facilitate learning of the core content areas.
- The PTR will not exceed 12:1 to better serve the students at this school.

- Student support services will include a focus on self-management and adjustment skills. The 8th grade Health Standards of Learning will serve as the foundation of curriculum and counseling in self-management as well as the Life Skills curriculum.
- Physical activities will be incorporated daily.
- Career exploration, in addition to the vocational offerings, will be provided through the use of ACT's *Explore*, interest and aptitude inventories that each middle school student will take and be counseled on the results, for the purpose of planning a high school course of study. In addition, Career Days will be held at the school periodically throughout the school year.

Student Assessment/Evaluation:

Academic Achievement:

- Each student will be diagnostically pretested upon program entry in reading and mathematics using the Stanford Achievement Test (10th edition) and/or the Degrees of Reading Power (DRP) assessments. The Stanford 10 Reading test assesses word study skills, vocabulary, and comprehension, whereas the Mathematics test evaluates problem-solving and procedural skills. The DRP assessment is used to collect information on student reading comprehension. Results from these pretests will be used to determine the individualized instruction each student subsequently receives.
- A student will be placed at a grade level according to pretest scores and a review of the student's classroom performance.
- Students at all grades will participate in SOL testing in all four content areas; however, a student must be in attendance at New Bridge for a minimum of four semesters, including the semester in which testing takes place, for the scores to be included in the accreditation calculation. Four semesters of instruction in this alternative environment is needed to compensate for the academic and social deficits with which students enter this program.
- Posttests, including the DRP, will be administered to monitor student progress. Students will be tested at intervals during and at the end of the academic year to document academic progress and determine content for the next instructional period.

Monitoring Academic Achievement and Development of Study/Self-Management/Leadership

Skills: The guidance counselor and teachers will monitor student progress towards meeting the goals of the student success plan. Grades and performance on quarterly criterion-referenced assessments, use of specifically taught skills, such as note taking and organizational management, and behavioral indicators such as attendance and discipline will be monitored on an ongoing basis. Quarterly meetings will be held with each student to review academic, self-management, and behavior indicators and progress, and related progress reports will be sent to parents with each report card.

Progress and Exit Criteria: Once consistent progress is documented through the quarterly review meetings, students will be determined to be ready for transition to a comprehensive setting at the end of the academic year when the goals of the student's educational plan have been met. When a student is ready to begin the transition process, a six-step transition plan is developed and implemented.

1. A committee is established to plan for and support the student's transition to a comprehensive school. The committee includes the student's teachers, counselor, principal and parents.
2. The committee reviews multiple progress indicators including academic, behavior, attendance, and other pertinent information.
3. The committee determines if the goals of the educational plan have been met and transition is appropriate.
4. The guidance counselor meets with the student and his/her parents to discuss and explain the transition process and establish a date for moving to the next placement.
5. The guidance counselor, working with the guidance staff at the comprehensive school, establishes a mentor for the student.
6. Once transition occurs, the guidance counselor at the alternative school visits/meets with the student and the comprehensive school counselor at least once each nine weeks for a minimum of one year. Progress reports will be sent to parents after each meeting. Additional monitoring and program adjustments will be provided as needed.

Basis for Accreditation and Adequate Yearly Progress:

- New Bridge School students will be taught by highly qualified teachers who are licensed and endorsed in their content area.
- New Bridge School will meet the pre-accreditation requirements outlined in the Standards of Accreditation.
- Scores for each test in each of the four content areas will be combined to create (composite) pass rates—one for Grades 3-5 and one for Grades 6-8—reflecting the interdisciplinary approach to instruction. In order to meet accreditation requirements, the composite pass rate must be 75% for Grades 3-5 and 70% for Grades 6-8. Scores of students in attendance for four semesters or more, including the semester in which testing takes place, will be included in the accreditation calculation.

No Child Left Behind:

- Testing requirements of NCLB will be met annually. Students will participate in all tests at all six grades for the purpose of assessing progress and meeting the Adequate Yearly Progress requirements of the *No Child Left Behind Act*.

Waiver Requested: New Bridge School will require one waiver from the following state standard:

- Required middle school electives (foreign language). (8 VAC 20-131-90 B)

The elementary and middle grade students receive instruction in non-core areas such as the arts throughout their elementary and middle school experiences, and will again when they return to a traditional school setting. New Bridge is designed to focus on significant interventions in the fundamentals to equip the students to succeed in the traditional setting when without such dramatic interventions they would not succeed. Student interests in other electives, such as a foreign language, will be accommodated on an individual basis.

Program Evaluation: The progress of students promoted from the program, as well as those who do not successfully complete it, will be monitored throughout elementary, middle and

high school. This process will include monitoring grades and test results as well as attendance and discipline histories. Former students will also be interviewed periodically during their 6th, 7th, and 8th grades or their 9th and 10th grades by their instructors from New Bridge in order to make program improvements and refinements. Additionally, inquiry sessions will be held during the year with existing elementary and middle school students and parents of both elementary and middle school students to monitor program effectiveness.

**Virginia Department of Education
Evaluation Criteria
New Bridge School, Henrico County Public Schools
Alternative Accreditation Plans for Special Purpose Schools**

Criteria	Yes	No	Limited
School characteristics and instructional program:			
1. The mission, purpose, and target population of the school justify its categorization as a “special purpose” school and, therefore, eligible to request an alternative accreditation plan.	v		
2. The characteristics and special needs of the student population are clearly defined, and the criteria for student placement require parental consultation and agreement.	v		
3. The program of instruction provides all students with opportunities to study a comprehensive curriculum that is customized to support the mission of the school.	v		
4. The school provides transition planning to help students be successful when they return to a regular school setting.	v		
5. Strategies used to evaluate student progress are aligned to the mission/purpose of the school and include academic achievement measures.	v		
6. Convincing evidence has been provided that students enrolled in the school have not been successful in other schools subject to all the accrediting standards.	v		
7. Students will be taught with highly qualified teachers who meet the Board of Education’s licensure requirements for instructional personnel.	v		
Alternative Accreditation Plan:			
1. Rationale and evidence provide convincing evidence that the “special purpose” nature of the school precludes its being able to reach and maintain full accreditation status as defined in the SOA.	v		
2. Alternative accreditation criteria described in the plan include academic achievement measures that are objective, measurable, and directly related to the mission and purpose of the school.	v		
3. The plan includes use of statewide assessment student achievement results of English and mathematics.	v		
4. The plan meets the testing requirements of the SOA.	v		

Criteria	Yes	No	Limited
5. The plan meets the testing requirements of NCLB and describes how the school plans to meet “adequate yearly progress” requirements of the federal law.	v		
6. The plan provides convincing evidence that all pre-accreditation eligibility criteria are met for standards in which waivers have not been requested.	v		
7. Waivers have been requested for accrediting standards that are not being met, and the rationale for the waivers are clear and appropriate for the mission/purpose of the school.	v		

Board of Education Agenda Item

Item: _____ E. _____

Date: November 30, 2005

Topic: First Review of Revisions to the Board–Approved List of Industry, Professional, or Trade Association Certification Examinations and Occupational Competency Assessments to Meet the Requirements for the Board of Education’s Career and Technical Education and Advanced Mathematics and Technology Seals and the Student-Selected Verified Credit.

Presenter: Dr. Linda Wallinger, Assistant Superintendent for Instruction

Telephone Number: 804-225-2034

E-Mail Address: Linda.Wallinger@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 September 28, 2000; April 26, 2001; April 24 & 25, 2002; May 28, 2003; June 25, 2003; February 25, 2004; February 23, 2005; and November 30, 2005 (proposed)

action Additions and/or deletions were made to the list of board-approved examinations, assessments, and licensures.

Background Information:

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, Requirements for graduation 8 VAC 20-131-50.I.3, provide students who demonstrate academic excellence and/or outstanding achievement the opportunity to earn the Board of Education’s Career and Technical Education Seal.

8 VAC 20-131-50.I.3 - “The Board of Education’s Career and Technical Education Seal will be awarded to students who earn a Standard or Advanced Studies Diploma and complete a prescribed sequence of courses in a career and technical education concentration or specialization that they choose and maintain a “B” or better average in those courses; and (i) pass an examination in a career and technical education concentration or specialization that confers certification from a recognized industry, trade or professional association or (ii) acquire a professional license in that career and technical education field from the Commonwealth of Virginia.”

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, Requirements for graduation 8 VAC 20-131-50.I.4, provide students who demonstrate academic excellence and/or outstanding

achievement the opportunity to earn the Board of Education’s Seal of Advanced Mathematics and Technology.

8 VAC 20-131-50.I.4 - “The Board of Education’s Seal of Advanced Mathematics and Technology will be awarded to students who earn either a Standard or Advanced Studies Diploma and (i) satisfy all of the mathematics requirements for the Advanced Studies Diploma (four units of credit including Algebra II; two verified units of credit) with a “B” average or better; and (ii) either (a) pass an examination in a career and technical education field that confers certification from a recognized industry, or trade or professional association; (b) acquire a professional license in a career and technical education field from the Commonwealth of Virginia; or (c) pass an examination approved by the Board that confers college-level credit in a technology or computer science area.”

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* make the following provisions relative to students earning verified units of credit:

8 VAC 20-131-110.B Standard and verified units of credit

...The Board may from time to time approve additional tests for the purpose of awarding verified credit. Such additional tests, which enable students to earn verified units of credit, must, at a minimum, meet the following criteria:

1. The test must be standardized and graded independently of the school or school division in which the test is given;
2. The test must be knowledge-based;
3. The test must be administered on a multi-state or international basis; and
4. To be counted in a specific academic area, the test must measure content that incorporates or exceeds the SOL content in the course for which verified credit is given.

8 VAC 20-131-50.B.4 (Footnote 5 and C.2, Footnote 5) Requirements for graduation

Verified Credits Required

Student Selected Test ⁵ 1

⁵ A student may utilize additional assessments for earning verified credit in computer science, technology, or other areas as prescribed by the Board in 8VAC 20-131-110.B.

The following table depicts action by the Board of Education to create and augment the list of certifications, assessments, and licensures available to students for student-selected verified credit, the Career and Technical Education Seal, and the Advanced Mathematics and Technology Seal.

Total Certifications, Assessments, and Licensures Available After Each Board Action (as additions and deletions were made)			
November 2005 (proposed)			
Board Agenda Items for Credentialing	Student-Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
September 2000	na	63	26
April 2001	73	73	30
April 2002	84	84	40
May 2003	27	111	40
June 2003	121	121	55
February 2004	162	123	56
February 2005	160	113	47
November 2005 (proposed)	181	122	56

Summary of Major Elements

The attached list of industry, professional, or trade association certifications meets the board's requirements as noted in 8 VAC 20-131-50.I.3, 8 VAC 20-131-50.I.4, 8 VAC 20-131-110.B, and 8 VAC 20-131-50.B.4 (Footnote 5 and C.2, Footnote 5) for the Career and Technical Education Seal, the Seal of Advanced Mathematics and Technology, and student-selected verified credit.

The attached list of occupational competency assessments meets the board's requirements as noted in 8 VAC 20-131-110.B and 8 VAC 20-131-50.B.4 (Footnote 5 and C.2, Footnote 5) for student-selected verified credit in career and technical education.

The **14** additional industry certification examinations in bold print have been identified as meeting criteria to satisfy requirements for the Career and Technical Education Seal and student-selected verified credit. **Four** of these examinations have been identified as meeting criteria to satisfy requirements for the Advanced Mathematics and Technology Seal. A list of previously approved examinations and recommended additional examinations is attached.

The **6** additional occupational competency assessments in bold print have been identified as meeting criteria to satisfy requirements for student-selected verified credit. It is recommended that the national norm for the identified occupational competency assessments be used to indicate pass proficiency.

Industry, professional, and trade association certifications are continually being revised or discontinued to stay current with technology and new techniques. These changes may be such that individual certifications are no longer available, no longer meet the Board of Education's criteria for diploma seals or student-selected verified credit, or require additional criteria such as work experience beyond high school. Changes have been made in **5** of the certifications that were previously approved by the board. A list of certification examinations that are recommended for deletion from the board-approved list is attached.

As a result of the proposed additions and deletions to this list there are:

- 181 credentials eligible for student-selected verified credit;
- 122 credentials eligible for the Career and Technical Education Seal; and
- 56 credentials eligible for the Advanced Mathematics and Technology Seal.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the revised list of industry certification examinations, occupational competency assessments, and licenses to meet the requirements for the Board of Education's Career and Technical Education and Advanced Mathematics and Technology Seals and the student-selected verified credit.

Impact on Resources:

Federal Carl Perkins funds may be used to help teachers and programs become certified. State funds will be used to assist students to become certified, or pass an occupational competency assessment.

Timetable for Further Review/Action:

After final approval, a Superintendent's Memorandum will notify school divisions of these additions to and deletions from the approved list of industry certifications, occupational competency assessments, and licenses.

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures

November 30, 2005 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Agricultural Education				
Agriculture Mechanics Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Air Cooled Gas Engine Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Floriculture-Greenhouse Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Forestry Products & Processing Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Greenhouse Operators Certification Program	Southeast Greenhouse Growers Association	X	X	
Horticulture-Floriculture Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Horticulture-Landscaping Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Horticulture-Olericulture Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Outdoor Power Equipment Certifications (Pass any one Outdoor Power Equipment exam)	Equipment and Engine Training Council	X	X	
Production Agriculture Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Commercial Pesticide Applicator Certification	Virginia Department of Agriculture and Consumer Services	X	X	
Business and Information Technology				
Accounting-Basic	National Occupational Competency Testing Institute (NOCTI)	X		
Accounting - Complete Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Administrative Assisting Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Adobe Certified Expert (ACE)	Adobe Systems Incorporated	X	X	X
Brainbench Network Administration Certifications (Pass any one test in this category)	Brainbench	X	X	X
Brainbench Systems Administration Certifications (Pass any one test in this category)	Brainbench	X	X	X
Brainbench Technical Support Certifications (Pass any one test in this category)	Brainbench	X	X	X
Brainbench Software Development Certifications (Pass any one test in this category)	Brainbench	X	X	X

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures

November 30, 2005 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Brainbench Web Design and Development Certifications (Pass any one test in this category)	Brainbench	X	X	X
Brainbench Web Administration Certifications (Pass any one test in this category)	Brainbench	X	X	X
Brainbench Desktop Publishing Certifications (Pass any one test in this category)	Brainbench	X	X	X
Certification for Legal Professionals (ALS)	Associate for Legal Professional (NALS)	X	X	
Certified Internet Webmaster Associate	ProsoftTraining	X	X	X
Certified Internet Webmaster Associate: Internet Business Foundations Examination	ProsoftTraining	X	X	X
Certified Internet Webmaster Associate: Site Development Foundations Examination	ProsoftTraining	X	X	X
Certified Internet Webmaster Associate: Network Technology Foundations Examination	ProsoftTraining	X	X	X
Certified Internet Webmaster Professional	ProsoftTraining	X	X	X
Certified Novell Administrator (CNA)	Novell	X	X	X
Customer Support Specialist Certification	Help Desk Institute	X	X	X
Fundamentals of Wireless LANs Examination	Cisco Systems	X	X	X
International Computer Driving License	ICDL US	X	X	X
IC3 Certification	Certiport	X	X	X
iNet+ Certification	CompTIA	X	X	X
Java Programming Examination	Cisco Systems	X	X	X
Linux+ Certification	CompTIA	X	X	X
Macromedia Certified Professional	Macromedia	X	X	X
Master CIW Administrator Certification	ProsoftTraining	X	X	X
Master CIW Designer Certification	ProsoftTraining	X	X	X
Master CIW Enterprise Developer Certification	ProsoftTraining	X	X	X
Master CIW Web Site Manager Certification	ProsoftTraining	X	X	X
Microsoft Certified Applications Developer (MCAD)	Microsoft	X	X	X
Microsoft Certified Professional (Pass any one Microsoft Professional certification exam)	Microsoft	X	X	X
Microsoft Certified Systems Administrator (MCSA)	Microsoft	X	X	X
Microsoft Certified Systems Engineer (MCSE)	Microsoft	X	X	X
Microsoft Office Specialist (MOS)–(Pass any one unique MOS exam at the core level)	Microsoft	X	X	
Network+ Certification	CompTIA	X	X	X
Oracle Certification Program Examinations (Pass any one Oracle certification exam)	Oracle Corporation	X	X	X
Sun Certified Associate for Java 2 Platform	Sun Microsystems	X	X	X

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures

November 30, 2005 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Unix Examination	Cisco Systems	X	X	X
Web Design Examination	Cisco Systems	X	X	X
WOW Certified Apprentice Webmaster (CAW)	World Organization of Webmasters	X	X	X
WOW Certified Web Administrator Apprentice (CWAA)	World Organization of Webmasters	X	X	X
WOW Certified Web Designer Apprentice (CWDSA)	World Organization of Webmasters	X	X	X
WOW Certified Web Developer Apprentice (CWDVA)	World Organization of Webmasters	X	X	X
Family and Consumer Sciences				
Commercial Foods Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Early Childhood Care and Education Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Food Production Management and Services Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Hospitality Management--Food and Beverage Option Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Hospitality Management--Lodging Option Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
ProStart Program Certification (Levels I and/or 2)	Education Foundation of the National Restaurant Association	X	X	
Retail Commercial Baking Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
START Certification (Hospitality Skills)	American Hotel and Lodging Association (AH&LA)	X	X	

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures

November 30, 2005 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Health and Medical Sciences				
Certified Dental Assistant: Infection Control Examination (ICE)	Dental Assisting National Board, Inc.	X	X	
Certified Dental Assistant: Radiation Health & Safety Examination (RHS)	Dental Assisting National Board, Inc.	X	X	
Dental Assisting Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Emergency Medical Technician	Department of Health, Office of Emergency Medical Services	X	X	
Health Assisting Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Home Health Aide Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Medical Assisting Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
National Health Care Foundation Skills Standards Assessment	National Consortium on Health Science & Technical Education	X		
NRDA Certification (Dental Assisting)	National Allied Health Registry/National Association for Health Professionals	X	X	
NRDA Certification (Medical Assisting)	National Allied Health Registry/National Association for Health Professionals	X	X	
Nurse Aide	Virginia Board of Nursing	X	X	
Nursing Assisting Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Radiology Safety Examination	Virginia Board of Dentistry	X	X	
Virginia Pharmacy Technician Examination	Virginia Board of Pharmacy	X	X	
Marketing Education				
Advanced Concepts of Business and Marketing Certification	ASK Institute (DECA/MarkED)	X	X	
Fundamental Concepts of Business and Marketing Certification	ASK Institute (DECA/MarkED)	X	X	

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures

November 30, 2005 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Lodging Management Program Certification (Levels 1 and/or 2)	American Hotel and Lodging Association (AH&LA)	X	X	
National Professional Certification in Customer Service	National Retail Federation Foundation	X	X	
Retail Trades Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Technology Education				
AutoCAD Certifications	Brainbench	X	X	
Electronic Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Manufacturing Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Pre-Engineering Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Trade and Industrial Education				
A+ Certification	CompTIA	X	X	X
A+ Certification: Operating Systems Technologies Examination	CompTIA	X	X	X
A+ Certification: Core Hardware Examination	CompTIA	X	X	X
Access Certification	American Culinary Federation, Inc. (ACF)	X	X	
Advertising and Design Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Air Conditioning Certification	HVAC Excellence	X	X	
Audio-Visual Communications Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Automotive Technician Examination (ASE)-(Pass any one exam from Automobile Technician Test Series)	National Institute for Automotive Service Excellence	X	X	

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures

November 30, 2005 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Architectural Drafting Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Automotive Youth Educational Systems (AYES) Exit Examinations (Pass any two AYES exit exams)	Automotive Youth Educational Systems	X	X	
Basic Principles of Construction: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
BICSI Registered Installer Certification, Level 1	BICSI (International Telecommunications Association)	X	X	
CAD Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Cabinetmaking Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Carpentry Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Carpentry: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
Carpentry, National Construction Career Test	National Center For Construction Education & Research (NCCER)	X	X	
Carpentry Level One, National Construction Career Test	National Center for Construction Education & Research (NCCER)	X	X	
Certified Computer Service Technician	Electronics Technicians Association, International (ETA)	X	X	X
Certified Electronics Technician Associate (CET)	Electronics Technicians Association, International (ETA)	X	X	
Certified Fiber Optics Installer (CFOI)	The Association of Communications & Electronics Schools, International	X	X	
Certified Satellite Dish Installer	Electronics Technicians Association, International (ETA)	X	X	
CISCO CCNA Academy End-of-Course Examinations (Pass any two end-of-course exams, Levels 1-4)	CISCO Systems	X	X	X
CISCO Certified Networking Associate (CCNA)	CISCO Systems	X	X	X
CISCO CCNA Examination: Interconnecting CISCO Networking Devices Examination	CISCO Systems	X	X	X
CISCO CCNA Examination: Introduction to CISCO Networking Technologies Examination	CISCO Systems	X	X	X
Collision Repair Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Collision Repair and Refinishing Technician (ASE)- (Pass any one exam from Collision Repair & Refinish Test Series)	National Institute for Automotive Service Excellence	X	X	

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures

November 30, 2005 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Collision Repair/Refinishing Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Commercial Air Conditioning Certification	HVAC Excellence	X	X	
Commercial Refrigeration Certification	HVAC Excellence	X	X	
Construction Electricity Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Construction Masonry-Blocklaying Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Construction Masonry-Bricklaying Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Copper Based Cabling Certification	RBT Systems, Inc.	X	X	
Core: Introductory Craft Skills, National Construction Career Test	National Center For Construction Education & Research (NCCER)	X	X	
Cosmetology Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Criminal Justice Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Data Cabling Installer Certification (DCIC)	Electronics Technicians Association, International (ETA)	X	X	
Diesel Engine Mechanics Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Drafter Certification	American Design Drafting Association	X	X	
Electric Heat Certification	HVAC Excellence	X	X	
Electrical Certification	HVAC Excellence	X	X	
Electrical Construction Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Electrical Principles: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
Electrical, National Construction Career Test	National Center For Construction Education & Research (NCCER)	X	X	
Electronics Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
EPA Technician Certification (Levels I, II, or III)	Environmental Protection Agency (Authorized Entity)	X	X	
Fiber Optic Network Cabling Certification	RBT Systems, Inc.	X	X	
Fiber Optics Installer Certification	Electronics Technicians Association, International (ETA)	X	X	
Firefighter I Certification	Virginia Department of Fire Programs	X	X	
Gas Heat Certification	HVAC Excellence	X	X	

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures

November 30, 2005 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
General Drafting and Design Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Graphic Communication Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Graymark Cable Installation Certification	Graymark International	X	X	
Heat Pump Certification	HVAC Excellence	X	X	
Heating, Electrical, Air Conditioning Technology (HEAT) Examination	HVAC Excellence	X	X	
House Wiring: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
HVAC: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
HVAC, National Construction Career Test	National Center For Construction Education & Research (NCCER)	X	X	
Industrial Maintenance Mechanic Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Installer (or Service) Core Certification (HVAC)	North American Technician Excellence, Inc. (NATE)	X	X	
IT Essentials 1 Examination (PC Hardware and Software)	Cisco Systems	X	X	X
IT Essentials 2 Examination (Network Operating Systems)	Cisco Systems	X	X	X
Light Commercial Heating & Air Conditioning Certification	Air Conditioning and Refrigeration Institute	X	X	
Machining Skills--Level I (Pass any one Machining (Level 1) examination with performance component)	National Institute for Metalworking Skills (NIMS)	X	X	
Masonry, National Construction Career Test	National Center For Construction Education & Research (NCCER)	X	X	
Metalworking and Fabrication Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
National Automotive Technicians Education Foundation (NATEF) End of Program Test Series Examinations (Pass any two NATEF, End of Program Test Series, exams)	National Automotive Technicians Education Foundation	X	X	
Oil Heat Certification	HVAC Excellence	X	X	
Parts Specialist (ASE)--(Pass any one exam from Parts Specialist Test Series)	National Institute for Automotive Service Excellence	X	X	
Plumbing Assessment	National Occupational Competency Testing Institute (NOCTI)	X		

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures

November 30, 2005 (proposed)

Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Plumbing: Residential Construction Academy Examination	Delmar Thomson Learning/Home Builders Institute	X	X	
Precision Machining Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
PrintED Certification	Graphic Arts Education and Research Foundation	X	X	
Refinishing Technology Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Residential Air-Conditioning and Heating Certification	Air Conditioning and Refrigeration Institute	X	X	
SENSE Training Program Certification (Level 1, Entry-level Welder)	American Welding Society (AWS)	X	X	
Student Electronics Technician Certification (SET)	Electronics Technicians Association, International (ETA)	X	X	
Telecommunications Electronics Technician Certification	Electronics Technicians Association, International OETA)	X	X	
Television Broadcasting Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Visual Communications Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Voice and Data Cabling Examination	Cisco Systems	X	X	X
Welding Assessment	National Occupational Competency Testing Institute (NOCTI)	X		
Welding, National Construction Career Test	National Center For Construction Education & Research (NCCER)	X	X	
License				
Barbers	Board of Barbers and Cosmetology (Virginia Department of Professional and Occupational Regulation)	X	X	
Cosmetology	Board of Barbers and Cosmetology (Virginia Department of Professional and Occupational Regulation)	X	X	
Nail Technician	Board of Barbers and Cosmetology (Virginia Department of Professional and Occupational Regulation)	X	X	
Real Estate Salesperson	Virginia Real Estate Board (Dept. of Professional & Occupational Regulation)	X	X	

Board of Education Approved Industry Certifications, Occupational Competency Assessments, and Licensures				
November 30, 2005 (proposed)				
Name of Credential	Issuing Organization	Meets Board of Education Criteria		
		Student Selected Verified Credit	Career and Technical Education Seal	Advanced Mathematics and Technology Seal
Examination				
Advanced Placement Computer Science A	The College Board	Passing Score = 3		Passing Score = 3
Advanced Placement Computer Science AB	The College Board	Passing Score = 3		Passing Score = 3
College Level Examination Program (CLEP): Information Systems and Computer Applications	The College Board	Passing Score = 52		Passing Score = 52
International Baccalaureate Computer Science (Standard Level)	The International Baccalaureate Organization	Passing Score = 3		Passing Score = 3
International Baccalaureate Computer Science (Higher Level)	The International Baccalaureate Organization	Passing Score = 3		Passing Score = 3
International Baccalaureate Information Technology in a Global Society (IB6613) (Standard Level)	The International Baccalaureate Organization	Passing Score = 3		Passing Score = 3
Note: New industry certification credentials and occupational competency assessments are printed in bold.				

Deletions to Board of Education's Approved Industry Certifications and Licenses		
(Updated November 30, 2005)		
Certifications	Issuing Organization	Deletions
AutoCAD 2000 Certification	Brainbench	Certification program has been re-organized
AutoCAD 2002 Certification	Brainbench	Certification program has been re-organized
Microsoft Office Specialist (MOS) - (Pass any two unique MOS exams at the core level)	Microsoft	Certification program has been re-organized
Oracle Certified Professional (Pass any one Oracle Professional Certification exam)	Brainbench	Certification program has been re-organized
Plumbing, National Construction Career Test	National Center for Construction Education and Research (NCCER)	Credential has been discontinued

Board of Education Agenda Item

Item: _____ F. _____

Date: __ November 30, 2005 _____

Topic: Final Review of the Board of Education's 2005 Annual Report on the Condition and Needs of Public Schools in Virginia

Presenter: Dr. Margaret N. Roberts, Executive Assistant to the Board of Education

Telephone: 804/ 225-2540

E-mail: Margaret.Roberts@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: First review of draft

date: October 26, 2005

action: Board accepted draft for first review

Background Information: The Virginia Code sets forth the requirement that the Board of Education shall submit an annual report on the condition and needs of the public schools in Virginia. The Board of Education has submitted an annual report each year since 1971, when the requirement was initially adopted by the General Assembly.

The Code requires that the annual report contain the following information: a report on the condition and needs of the public schools as determined by the Board of Education; a listing of the school divisions and the specific schools that report noncompliance with any part of the Standards of Quality (SOQ); the full text of the current SOQ; a justification for amendments; the effective date of the current SOQ; and a listing of any amendments, if any, to the SOQ being prescribed by the Board of Education.

The following is the text of the Code of Virginia that sets forth the requirements for the Board of Education's annual report:

§ 22.1-18. Report on education and standards of quality for school divisions; when submitted and effective.

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.

Summary of Major Elements: A working draft of the 2005 Annual Report on the Condition and Needs of Public Schools in Virginia is attached.

At the October 26th meeting, the Board of Education discussed the proposed draft and made suggestions for changes, additions, or deletions, which are incorporated in the attached draft. Several key data points have been incorporated into the attached draft, which includes information that was not available at the time of the previous review.

The draft document contains the following information:

- Evidence of success for Virginia's public schools: An overview of state and national test results and other objective measures of quality.
- Listing of school divisions reporting noncompliance with any section of the Standards of Quality.
- Standards of Accreditation ratings report.
- List of schools rated Accredited with Warning: 2005.
- Overview of the needs of Virginia's lowest performing schools and school divisions.
- Adequate Yearly Progress results for Virginia schools and divisions.
- Rationale for the revisions to the Standards of Quality prescribed the Board but not yet adopted or funded by the General Assembly.
- Overview of the identified needs of Virginia's public schools: 2005 and beyond.
- Board of Education's priorities for action (as identified in the Comprehensive Plan: 2005-2010).

- Demographic and statistical data for Virginia’s public school system, including the statewide results of the Standards of Learning testing program.
- Full text of the Standards of Quality – as of July 1, 2005.
- List of data and reports used to document the condition and needs of schools.

The 2005 Annual Report on the Condition and Needs of Public Schools in Virginia will be delivered to the Governor and members of the General Assembly later than November 15 (the due date specified in § 22.1-18 of the Virginia Code) because several essential data points needed to complete the required components of the report were not available for the Board of Education’s final review prior to the November 30th meeting.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education adopt the 2005 Annual Report on the Condition and Needs of Public Schools in Virginia.

Impact on Resources: There is a minimal administrative impact for preparing, photocopying, and disseminating the report.

Timetable for Further Review/Action: Following the Board’s final adoption, the report will be transmitted to the Governor and the General Assembly as required by the Code of Virginia. It will also be made available to the public on the Board of Education’s Web site.



VIRGINIA BOARD OF EDUCATION

2005 ANNUAL REPORT

*2005
ANNUAL REPORT ON THE
CONDITION AND NEEDS
OF PUBLIC SCHOOLS IN VIRGINIA*

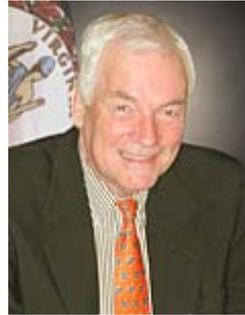
PRESENTED TO
THE GOVERNOR AND
THE GENERAL ASSEMBLY

(DATE)
VIRGINIA BOARD OF EDUCATION

Members of the Board of Education as of July 30, 2005



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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
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 *2005 Annual Report on the Condition and Needs of 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.

Improving academic achievement for students is the core of the Board of Education's mission. Virginia's public schools are making steady improvement in the academic achievement of the 1.2 million students enrolled statewide. The progress shown over the past few years is the result of ongoing dedication and hard work on the part of educators and students, as well as the wise use of resources, both human and financial. To get the results we are seeking, we must maintain our sharp focus on the goal of shared accountability for student achievement and school improvement. The Board of Education cannot achieve this goal alone. Our partners at the state and local levels, 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. As we look to the future, the members of the Board of Education pledge to remain focused on providing the best educational opportunities and the brightest future for the young people enrolled in Virginia's public schools.

Sincerely,

(Signature here)

Thomas M. Jackson, Jr.
President

Statutory Requirement 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:
**2005 Annual Report on the Condition and Needs of
Public Schools in Virginia**

The 2005 Annual Report on the Condition and Needs of 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 the following information:

- An assessment of local school division compliance with the Standards of Quality (SOQ) and the Standards of Accreditation (SOA);
- Complete text of the Standards of Quality (SOQ) as prescribed by the Board of Education and adopted by the 2005 General Assembly.
- A listing of the divisions and schools reporting noncompliance with SOQ and SOA requirement;
- A progress report on the academic performance of Virginia's students using various measures;
- An overview of the significant needs of the public schools that must be addressed in order to continue and enhance the academic progress made in recent years.

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

- For 2004-2005, 93 of the 132 divisions in Virginia reported full compliance with the Standards of Quality. All divisions that were not in full compliance have filed a corrective action plan.
- Nine out of 10 Virginia public schools are now fully accredited, based on achievement of students in English, mathematics, history, and science during the 2004-2005 school year.
- Schools that are struggling to improve student achievement 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.
- This year, 80 percent of Virginia's public schools met or exceeded No Child Left Behind achievement objectives, compared to 74 percent last year.

- While many objective measures show that the academic performance of Virginia’s students is steadily improving, all of Virginia’s schools face significant challenges in the next five to 10 years. The challenges include the following:
 1. The demand for ever-increasing levels of skills and knowledge—including career and technical skills—for all students, which presents the particular challenge to address the needs of students for whom achievement gaps persist: children of poverty, students who possess limited English proficiency, and students at risk of academic failure;
 2. A predicted teacher and administrator shortage that will affect the supply, quality and diversity of teachers and professional educational personnel working in the state’s schools, especially those schools that are hard to staff due to factors beyond the control of the school system, such as difficult economic circumstances in the community;
 3. The need for the state to provide meaningful, on-going technical assistance to school divisions that are struggling to meet state’s academic standards;
 4. Barriers to learning—in particular, those affecting the critical years from birth to age 5— and conditions in homes and communities that threaten the well-being of children and prevent them from leading healthy, responsible, and safe lives, such as child abuse and neglect, family violence, crime, and substance abuse;
 5. The rapid growth in technology and other career/technical fields that threatens to create a generation of underskilled and underemployed workers if students are not prepared to meet those challenges; and
 6. The changing demographics of Virginia’s schools, in which nearly all communities are experiencing significant growth in the number of students from different cultural, ethnic, and linguistic backgrounds, thereby presenting challenges to ensure that all students are successful in school.

Based upon the needs of the public schools, the Board of Education’s priorities for action are as follows:

Objective 1: The Board of Education will improve the quality standards for all public schools in Virginia.

Objective 2: The Board of Education will provide leadership to help schools and school divisions close the achievement gap and increase the academic success of all students.

Objective 3: The Board of Education will work to ensure meaningful, on-going professional development for teachers, administrators, and professional educational personnel.

Objective 4: The Board of Education will support accountability for all schools, with a focus on assisting chronically low-performing schools and school divisions.

Objective 5: The Board of Education will work cooperatively with partners to help ensure that young children are ready for school.

Objective 6: The Board of Education will assist teachers to improve the reading skills of all students, kindergarten through grade 12.

Objective 7: The Board of Education will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers, educational support personnel, and administrators, with a focus on the needs of hard-to-staff schools.

Objective 8: The Board of Education will provide leadership for implementing the provisions of state and federal laws and regulations smoothly and with minimal disruption to local divisions.

2005 Annual Report on the Condition and Needs of Public Schools in Virginia

Improving Schools and Measuring Success

How much are the students in Virginia schools learning? Will they be able to compete with their counterparts from other states? Will they be able to get and keep good jobs in an international economy? What is the Board of Education doing to help Virginia's schools improve? These are the questions parents, businessmen, elected officials, and educators across the state are asking. These are some of the questions the information in this report is intended, at least in part, to answer.

The Board of Education's 2005 Report on the Condition and Needs of Public Schools in Virginia highlights the success as well as the challenges faced by the commonwealth's public school system. Producing well-educated adults is a complex undertaking. Schools matter, and so do families and communities as a whole. The Board of Education, working with its many partners, has a responsibility to help localities provide the best possible public education system for all students – regardless of wealth, race, ethnicity, disability or place of birth. As a result, the Board of Education's goal is to ensure that all students achieve standards of excellence, no matter what community they reside in or what challenges they face.

Evidence of Success for Virginia's Public Schools

In Virginia, educators have been implementing education reforms for some time now. They are deep in the throes of educating a student body that is substantially more diverse than in recent years and educating students to a higher standard than before. Teachers and professional educational personnel face many obstacles that make this a daunting task, but their commitment to success is impressive, and Virginia's public schools have made steady, impressive progress. 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. Thus, the groundwork for excellence is in place.

How do the citizens of Virginia know that the public schools are improving? Objective results show clear and steady improvement on a number of important measures of school quality, including the following measures:

Standardized Test Results Show Steady Improvement in Academic Performance of Students:

- The Commonwealth of Virginia made Adequate Yearly Progress (AYP) on federal No Child Left Behind (NCLB) achievement benchmarks in reading and mathematics.
 - ✓ 80 percent of Virginia schools (1460 of 1,821 schools) made AYP compared to 74 percent in 2004.
 - ✓ 48 percent of Virginia school divisions (63 of 132) made AYP compared to 22 percent in 2004.

College Entrance Exam Results Show Improvement:

- Virginia mathematics SAT I scores surged in 2005.
 - ✓ Virginia public school students made the largest increase (6-points) in mathematics scores among SAT states.
 - ✓ Mathematics scores rose to 512, which is the highest in Virginia's history, and 19-points higher than when the Standards of Learning were adopted in 1995.
 - ✓ African-American students improved their mathematics scores by 8-points and achieved scores equal to the national average for their subgroup.

- Virginia verbal SAT I scores increased in 2005.
 - ✓ Virginia public school students increased their verbal scores by 2-points.
 - ✓ Verbal scores rose to 513, which is 11-points higher than when the Standards of Learning were adopted in 1995.
 - ✓ African-American students improved their verbal scores by 3-points and achieved scores 6-points higher than the national average for their subgroup.

More High School Students Are Earning College Credit through Advanced Placement Programs:

- More Virginia students earned college credit on Advanced Placement exams.
 - ✓ The number of Virginia public school students who took at least one Advanced Placement (AP) exam increased by 13.7 percent, from 34,114 in 2004 to 38,787 in 2005.
 - ✓ The number of AP exams earning a score of 3 or higher (college credit) increased by 10.9 percent in 2005.
 - ✓ 60.4 percent of all AP exams taken earned a 3 or higher, compared with 57.5 percent for the nation.
 - ✓ The number of African-American and Hispanic students taking AP exams and earning college credit increased significantly.

National Assessment of Educational Progress Results Show Steady Improvement:

- Virginia fourth- and eighth-grade students achieved at significantly higher levels in reading and mathematics on the 2005 National Assessment of Educational Progress (NAEP) than their public school counterparts nationwide and in the South.
 - ✓ The average scores of Virginia students on the 2005 NAEP reading test were significantly higher than the average scores of students in 35 states in grade 4 and 30 states in grade 8.
 - ✓ African-American and Hispanic students in Virginia continued to outperform their peers nationwide and in the South in reading and mathematics.

Career and Technical Preparation Opportunities Are Expanding:

Certain career and technical education (CTE) courses enable student completers to earn industry certification, a state license, and/or a national certification. These credentials are beneficial (and sometimes essential) to students seeking employment in a career field or occupational specialty. In addition, students who obtain these credentials earn verified credits toward graduation. Students received 5,487 industry certification assessments/licensures/credentials during the 2004-2005 school year. This was an increase of 49.40 percent over the 2003-2004 school year.

In order for students to obtain industry certification or state licensures, their teachers must also be certified. As of this fall, 1,525 teachers have received industry certification from state sponsored industry certification academies. According to a July 2005 state survey, 2,349 CTE teachers were reported as industry certified in one or more areas with some teachers having received industry certifications through either local training or on their own. Approximately 62 percent of career and technical education teachers have industry certification either through Department of Education academies or attainment on their own.

Compliance with the Requirements of the Standards of Quality 2004-2005

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.

Of the divisions that were not in full compliance, all have filed a corrective action plan. Listed below are the school divisions that reported noncompliance with provisions of the SOQ. The data are for the 2004-2005 school year and for the Standards of Quality that were in effect as of July 1, 2004.

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

Augusta County: Career education not offered K-12.

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

Accomack County: Staffing requirements (licensed personnel).
Augusta County: Staffing requirements (technology resource teachers).
Bedford County: Staffing requirements (library media staff).
Goochland County: Staffing requirements (licensed personnel).
Greensville County: Staffing requirements: (licensed personnel).
Highland County: Staffing requirements (licensed personnel).
Northampton County: Staffing requirements (licensed personnel).
Prince George County: Staffing requirements (licensed personnel).
Rappahannock County: Staffing requirements (licensed personnel).
Lynchburg City: Not reporting pupil-teacher ratios to the public.
Petersburg City: Staffing requirements (licensed personnel).

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

The following school divisions reported that all schools were not fully accredited:

Accomack County	Nelson County*
Amelia County*	New Kent County*
Amherst County	Northampton County
Arlington County**	Pittsylvania County*
Augusta County**	Prince Edward County
Bedford County*	Prince William County*
Botetourt County*	Pulaski County**
Bland County**	Rockbridge County
Brunswick County	Smyth County**
Buchanan County**	Spotsylvania County*
Buckingham County	Southampton County*
Campbell County*	Surry County
Caroline County	Sussex County**
Carroll County**	Westmoreland County**
Charles City County**	Alexandria City**
Chesterfield County	Bristol City*
Cumberland County	Charlottesville City**
Dickenson County*	Chesapeake City*
Dinwiddie County	Covington City*
Fairfax County**	Danville City**
Fauquier County	Franklin City
Giles County*	Fredericksburg City*
Grayson County	Hampton City
Greensville County**	Hopewell City**
Halifax County*	Lynchburg City*
Henrico County**	Martinsville City
Henry County*	Norfolk City**
Isle of Wight County*	Newport News City**
King George County*	Petersburg City
King and Queen County	Portsmouth City**
Lee County	Richmond City**
Lunenburg County**	Roanoke City**
Mecklenburg County*	Suffolk City*
Montgomery County**	Town of Colonial Beach*

* For the 2005-2006 school year, all schools in this division have now reached full accreditation (and will be reported accordingly in the 2006 annual report). Those schools that are conditionally accredited count towards full accreditation.

** The number of schools fully accredited in the division increased from 2004-2005 to 2005-2006.

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

All divisions were in compliance.

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

All divisions were in compliance.

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

Madison County: School division biennial and long-range plans.

Suffolk City: Biennial school plans (working under improvement plans).

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

All divisions were in compliance.

Compliance with the Requirements of the Standards of Accreditation

Nine out of 10 Virginia public schools are now fully accredited, based on achievement of students in English, mathematics, history, and science during the 2004-2005 school year. Students in 1,685, or 92 percent of the commonwealth's 1,834 schools receiving accreditation ratings for 2005-2006, met or exceeded state achievement objectives on Standards of Learning (SOL) tests and other statewide assessments in the four core academic areas. Last year, 1,514 or 84 percent of Virginia's schools were initially rated as fully accredited.

In 1998, the first year of SOL testing, only 2 percent of the commonwealth's public schools met the standard for full accreditation. The percentage of schools meeting the state's accreditation standards increased to 6.5 percent in 1999, 22 percent in 2000, 40 percent in 2001, 64 percent in 2002, 78 percent in 2003, and 84 percent in 2004.

Ninety-five percent of Virginia's elementary schools are now fully accredited, as are 83 percent of the commonwealth's middle schools, and 94 percent of the high schools.

The number of schools accredited with warning fell to 130, compared with 255 at the close of last year. A list of the schools is contained in Appendix C. Of the 255 schools that were on academic warning last year, 158 are now fully accredited. Only 29 schools slipped from full accreditation to accredited with warning.

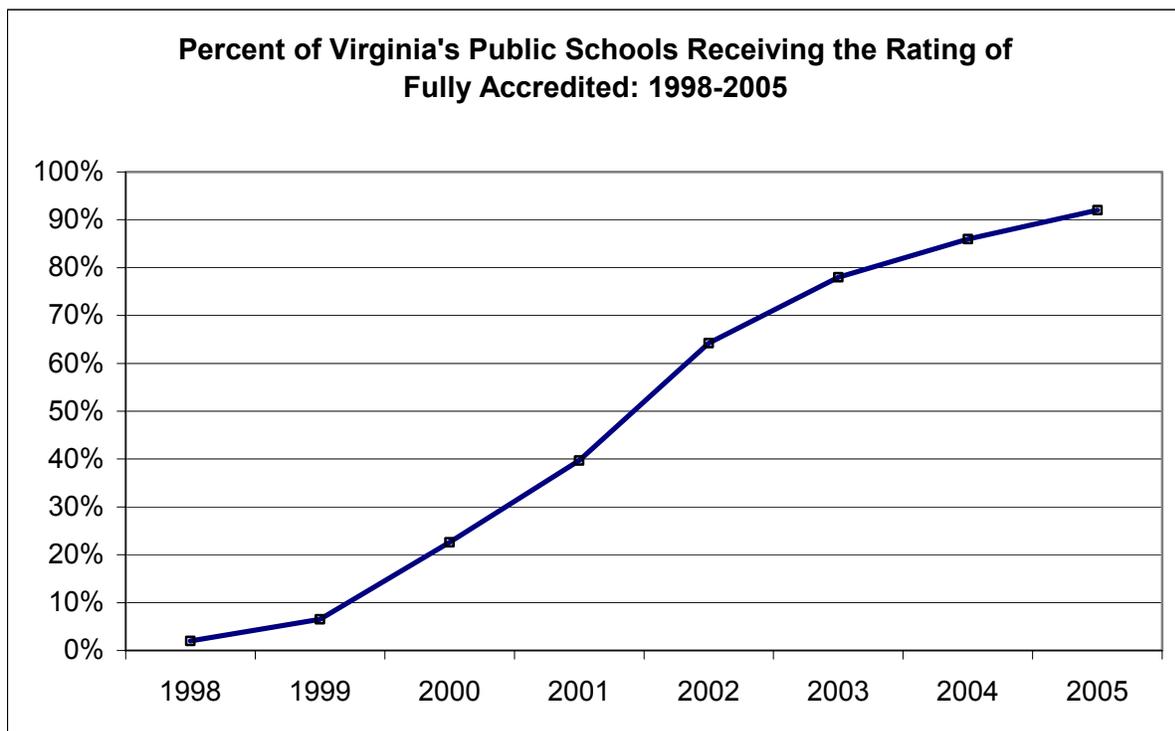
For the first time since the beginning of the SOL reform, more than half of the commonwealth's school divisions have no schools on the state's academic warning list. In 79, or 60 percent of Virginia's 132 school divisions, all schools were either fully accredited or conditionally accredited.

Conditional accreditation applies only to new schools during their first year of operation. Last year, 56, or 42 percent of Virginia's school districts had no schools accredited with warning.

The accreditation ratings announced today are based on the achievement of students on SOL assessments and approved substitute tests in English, mathematics, history/social science, and science administered during the summer and fall of 2004 and the spring of 2005, 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.

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.

In middle schools and high schools, an adjusted pass rate of at least 70 percent in all four subject areas is required for full accreditation. In elementary schools, a combined accreditation pass rate of at least 75 percent on English tests in grades 3 and 5 is required for full accreditation. Elementary schools also must achieve accreditation pass rates of at least 70 percent in mathematics, grade-5 science, and grade-5 history, and pass rates of at least 50 percent in grade-3 science and grade-3 history.



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

Division-Level Academic Reviews:

The Board of Education has refined and improved its policies and programs to build capacity for improvement among all schools, especially low-performing schools. Moreover, the Board has new authority that modifies the current school compliance process within the SOQ 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.

The Board adopted criteria and procedures for conducting division-level academic reviews and improved the procedures used in conducting school-level reviews. During 2005, four local divisions requested division-level reviews, and the Board of Education's Committee on Lowest-Performing School Divisions, chaired by Dr. Mark Emblidge, has followed their progress closely. The following is a summary of the progress noted so far.

Richmond City Public Schools

Richmond City Public Schools has continued to work with the Council of Great City Schools and the University of Virginia to develop and implement a corrective action plan that offers strategies to raise student achievement in the city's schools. Of the 51 schools in Richmond City Public Schools, only 6 were rated accredited with warning for 2005-2006. This not only demonstrates a significant improvement, but clearly emphasizes the effectiveness of the implementation of their corrective action plan. Turnaround specialists have been employed in 3 of the 6 schools accredited with warning. The Partnership for Achieving Successful Schools (PASS) initiative supports the efforts of 3 of these schools as well. Richmond City Public Schools has implemented a central office technical assistance and monitoring program that has supported the improvement of their lowest performing schools.

Sussex Public Schools

Although Sussex Public Schools continues to have 4 out of 5 schools rated accredited with warning, the division developed a corrective action plan that addresses the concerns that were noted in the division-level review findings. A turnaround specialist has been hired for Sussex Central Middle School. A new secondary central office person has been hired to oversee instruction at the high school, allowing the director of instruction to provide more focused attention in the elementary schools. A new assistant superintendent has also been hired and is working with the superintendent on areas of concerns related to instruction throughout the division. Although gains were not made last year, the corrective action plan, along with cooperation from the Sussex County School Board, will support the investment of the new staff in making gains in 2006.

Petersburg Public Schools

The corrective action plan submitted by Petersburg Public Schools is currently being revised to reflect the use of increased federal funding as well as the hard-to-staff project implemented this

summer. The state-funded hard-to-staff project ensured that highly-qualified teachers filled vacancies in which long-term substitutes were previously employed. There were gains elementary schools in the SOL pass rates for 2005 for English and mathematics; however, all 9 schools remain accredited with warning for 2005-2006. The revised corrective action plan will reflect the implementation of a middle school and elementary reading program to address the high percentage of students not reading on grade level, the turnaround specialist program at the high school, and the hard-to-staff efforts initiated in the division.

Lee County Public Schools

A corrective action plan was implemented that resulted in 12 of 13 schools rated as fully accredited. At this time, the superintendent is continuing to implement the corrective action plan. As a result of the findings of the division-level review, an effective electronic management system has been implemented to monitor the taught and written curriculum district-wide. This program offers teachers an opportunity to communicate and share lesson plans and instructional delivery strategies with other in the division. The county has developed a formative assessment program in grades K-12 in all content areas. A turnaround specialist is in place at Pennington Middle School and with support and technical assistance through this program as well as the (PASS) initiative, this school should be fully accredited in 2006.

School-Level Academic Reviews:

The *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), require any school rated as “accredited with warning” to undergo an academic review. It is the responsibility of the Department of Education to develop and administer the academic review process in accordance with guidelines adopted by the Board.

In 2004-2005, 255 schools were accredited with warning. Two divisions (Fairfax County and Waynesboro City) requested and received permission to conduct their own reviews for eight warned schools. A total of 33 warned schools in four divisions (Lee County, Sussex County, Petersburg City, and Richmond City) were provided technical assistance as a part of the division-level review process. Four schools accredited with warning employed turnaround specialists and were not subject to traditional reviews. A total of 208 warned schools received technical assistance through the school-level academic review process.

The Department of Education conducted the reviews and analyzed data using information from the final reports and school staff evaluations. Data were used to identify specific indicators most often cited as needing improvement and essential actions most commonly cited by the academic review teams. An analysis of data from academic reviews conducted during the past school year revealed the following areas of *strength*:

1. Making curriculum resources and supplementary materials available for use by teachers;
2. Providing opportunities for students to take tests that are similar in content and format to state assessments;
3. Maintaining a safe and orderly environment for learning;
4. Assessing student progress on a regular basis; and
5. Allocating resources to extend learning time beyond the regular school day.

The analysis of data also revealed the following areas of *weakness*:

1. Curriculum alignment and instructional delivery
 - Differentiating instruction to meet the identified needs of individual students and groups of students;
 - Providing students with learning experiences that engage them in active learning; and
 - Using student performance data to develop daily lesson plans that reflect consideration of the learning strengths and needs of students.
2. Professional development opportunities provided to staff
 - Designing an ongoing, school-based program of professional development that is based on the analyses of data and is aligned with the school's goals for improving student achievement;
 - Monitoring the degree to which new practices are implemented and prescribed; and
 - Providing opportunities for teachers to experiment, practice, and obtain feedback as they integrate newly learned skills into their repertoire of instructional practices.
3. Use of instructional time and school scheduling practices
 - Organizing instruction and structuring lessons to maximize student time-on-task;
 - Maintaining a high level of student engagement throughout the lesson; and
 - Regularly monitoring the use of instructional time in classrooms.
4. Use of data to make instructional and planning decisions
 - Using results of data analyses to design, monitor, and evaluate instructional programs, support services, and professional development activities;
 - Analyzing data over time to look for trends in student performance and to identify strengths and limitations of instructional programs and services; and
 - Training staff in collecting and analyzing data to identify relevant goals and objectives for school improvement planning and to monitor the plan's implementation and evaluate improvements over time.

School improvement is an ongoing process and the school-level academic review provides a synopsis of the school's strengths and weaknesses at one point in time. The follow-up technical assistance visits by the Department of Education review teams are critical to the school's continued improvement. The SOA requires that schools accredited with warning submit a three-year school improvement plan, and an on-site review has been completed in each school year for those schools that have been warned in consecutive years.

Condition and Needs of Virginia's Schools as Identified by Adequate Yearly Progress Results

Eighty percent of Virginia's public schools met or exceeded No Child Left Behind Act (NCLB) achievement objectives during the 2004-2005 school year. Of the 1,821 schools that earned Adequate Yearly Progress (AYP) ratings, 1,460, or 80 percent, met the federal education law's requirements for increased student achievement, compared with 74 percent during the previous year. Virginia's objectives for achievement in reading and writing during 2004-2005 were four points higher than in 2003-2004.

AYP ratings are based on the achievement of students on statewide assessments in reading, mathematics, and, in some cases, science. In Virginia, these assessments include Standards of Learning (SOL) tests, substitute tests of equal or greater rigor such as Advanced Placement examinations, English language proficiency tests taken by students learning English, and the Virginia Alternate Assessment Program for students with disabilities.

For a Virginia school or school division to have made AYP during 2004-05, at least 65 percent of students overall and of students in all subgroups (white, black, Hispanic, LEP, students with disabilities, and economically disadvantaged) must have demonstrated proficiency on statewide tests in reading, and 63 percent of students overall and in all subgroups must have demonstrated proficiency in mathematics. The benchmarks for proficiency during 2003-2004 were 61 percent for reading and 59 percent for mathematics.

Schools, school divisions, and states also must meet annual objectives for participation in testing and for attendance (elementary and middle schools) and graduation (high schools). Schools, school divisions, and states that meet or exceed these objectives are considered to have satisfied the law's definition of Adequate Yearly Progress toward the goal of 100 percent proficiency of all students in reading and mathematics by 2014.

The State Made AYP:

During 2003-2004, the state met or exceeded 28 of the 29 objectives. The commonwealth made AYP for the first time since NCLB was signed into law in 2002 as students overall and all student subgroups in Virginia exceeded or met the achievement objectives for 2004-2005. Virginia's achievement objectives for 2004-2005 were among the highest in the nation because of the progress students have made since 1995 under the SOL program.

Virginia's Local Divisions Made AYP:

Sixty-three of Virginia's 132 local school divisions made AYP during 2004-2005, compared with 29 during the previous year. Of the 68 school divisions that did not make AYP, 26 met all but one of the 29 objectives for achievement and participation in testing. Twenty-four school divisions met 27 of the 29 objectives and 9 divisions met 26 of the objectives. The AYP rating status of one division remains to be determined.

AYP for Virginia School Divisions

	Made AYP	Did Not Make AYP	To Be Determined	Total
School Divisions	63 (48%)	68 (52%)	1 (1%)	132

Virginia's Schools Made AYP:

Of the 338 schools that did not make AYP during 2004-2005, 140 met all but one of the federal law's 29 objectives for achievement, participation in statewide testing, attendance, and/or graduation. Seventy-six schools met all but two benchmarks, and 55 schools met all but three of the 29 AYP objectives. Taken together, 1,731, or 95 percent of Virginia's schools either made AYP or achieved at least 26 of the objectives.

Adequate Yearly Progress (AYP) for Virginia Public Schools

	Made AYP	Did Not Make AYP	To Be Determined	Total
Schools	1,460 (80%)	338 (19%)	23 (1%)	1,821

Performance of Sub-groups of Students:

Limited English Proficient (LEP) students, disadvantaged students, and students with disabilities made 5-point gains in reading achievement during 2004-2005. Black students and Hispanic students each made four-point gains in reading and narrowed achievement gaps with white students.

Performance of Students with Disabilities:

Students with disabilities met the objectives for reading and mathematics. In reading, students with disabilities achieved a 56 percent pass rate, compared with 51 percent in 2003-2004. Students with disabilities increased achievement in mathematics by four points, from 57 percent to 61 percent. The science achievement of students with disabilities was unchanged at 64 percent.

Reading Achievement Improved:

Overall student achievement in reading increased, with 81 percent of Virginia students passing tests in reading compared with 79 percent during 2003-2004.

- Black students achieved a 70 percent pass rate in reading, compared with 66 percent during the previous year.
- The reading achievement of disadvantaged students increased five points, from 64 percent to 69 percent.
- LEP students demonstrated a five-point increase in reading proficiency by achieving a 70 percent pass rate in 2004-2005, compared with 65 percent during the previous year.
- Hispanic reading achievement increased four points, from 69 percent in 2003-2004 to 73 percent in 2004-2005.
- White students achieved an 87 percent pass rate in reading, a two-point increase from 85 percent during 2003-2004.
- Students with disabilities achieved a 56 percent pass rate, compared with 51 percent in 2003-2004.

Mathematics Achievement Improved:

The percentage of Virginia students passing mathematics tests increased to 84 percent in 2004-2005, compared with 83 percent during 2003-2004. Students with disabilities achieved the largest increase in mathematics.

- Seventy-three percent of black students passed assessments in mathematics, compared with 70 percent during 2003-2004.
- The mathematics achievement of disadvantaged students increased to 74 percent compared with 72 percent during the previous year.
- The achievement of LEP students in mathematics rose one point to 77 percent, compared with 76 percent during 2003-2004.
- Hispanic mathematics achievement increased to 77 percent compared with 76 percent during the previous year.
- The achievement of white students in mathematics increased to 89 percent from 87 percent.
- Students with disabilities increased achievement in mathematics by four points, from 57 percent to 61 percent.

Student Performance in Science—Same as Previous Year:

Eighty-four percent of Virginia students passed tests in science, the same percentage as in 2003-2004. All student subgroups showed improved performance in science.

- Black students achieved a 72 percent pass rate in 2004-2005, compared with 70 percent during 2003-2004.
- Seventy-three percent of economically disadvantaged students passed science tests, compared with 71 percent during the previous year.
- LEP students achieved a pass rate of 68 percent in science compared with 67 percent during the previous year.
- The percentage of Hispanic students demonstrating proficiency in science increased by one point to 73 percent.
- The achievement of white students in science was unchanged, with 90 percent passing state science tests.
- The achievement of students with disabilities was unchanged at 64 percent.

Title I School Improvement:

Title I schools that do not make AYP in the same subject area for two consecutive years are identified for Title I School Improvement. These schools receive funding under Title I of NCLB to provide educational services to low-income children and are the focus of most of the accountability provisions of the law. These sanctions increase in severity if a school fails to make AYP in the same subject area for additional consecutive years. A Title I school escapes federal sanctions by making AYP for two consecutive years.

Eight out of 10, or 609 of the commonwealth's 763 Title I schools made AYP during 2004-2005. Thirteen Virginia Title I schools that had previously been sanctioned for low achievement made AYP for a second consecutive year and exited school-improvement status. Of the Title I schools that did not make AYP, 49 met all but one of the 29 AYP objectives, 35 met all but two objectives, and 30 met all but three. The AYP status of 9 Title I schools remains to be determined.

Re-Benchmarking and Revising the Standards of Quality: Recommendations and Rationale

Re-benchmarking for the 2006-2008 Biennium:

In the summer of each odd-numbered year, the Direct Aid to Public Education budget is re-benchmarked for the next biennium. This re-benchmarking is part of the biennial budget development process that involves the Board of Education, the Governor, and the General Assembly. The re-benchmarked budget represents the state cost of continuing the existing Direct Aid to Public Education programs with updates in the input data used to determine the cost of the programs. These cost projections do not reflect any changes in policy or technical methodology. The projections are based strictly on current approved methodologies or changes specifically approved and directed by the General Assembly and the Governor. The re-benchmarked budget figures represent the state cost of continuing the current Direct Aid programs in the 2006-2008 biennium with the required revisions and updates to input data using the approved funding methodologies.

The 2006-2008 Direct Aid budget approved by the Board will be sent to the Governor for action and ultimately for inclusion in his budget for the 2006-2008 biennium. This budget will establish the level of state funding required by the foundation program established in the Standards of Quality (SOQ), as well as other Direct Aid accounts. The changes resulting from re-benchmarking the Direct Aid accounts would increase state costs for public education by approximately \$986.0 million in the 2006-2008 biennium. The re-benchmarked cost of the unfunded SOQ changes proposed by the Board total \$191.5 million. Together, these re-benchmarked costs would increase Direct Aid funding by \$1.18 billion in the 2006-2008 biennium.

Re-Affirming the Prescribed Revisions to the SOQ:

During 2003, the Board of Education prescribed new provisions to the Standards of Quality, which were presented to the General Assembly for consideration, adoption, and funding. The 2004 and 2005 sessions of the General Assembly adopted and funded many of the Board's revisions. However, several policy changes that were prescribed by the Board in June 2003 were not enacted or funded by the 2004 or 2005 General Assembly. Nonetheless, 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.

At its meeting in October 2005, the Board of Education unanimously reconfirmed its support for the prescribed revisions that are yet to be adopted and funded by the General Assembly. The Board of Education will present the four remaining provisions for consideration by the 2006 General Assembly session, and will work to advocate for the funding necessary to implement these provisions, which are as follows:

- 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.

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

At its annual planning session in April 2005, the Board of Education engaged in an in-depth discussion of the challenges faced by our public schools now and for the near future. During the discussion, which was led by Ms. Brenda Welburn, executive director of the National Association of State Boards of Education (NASBE), the Board of Education members identified critical issues and needs for public education in Virginia. The Board identified emerging critical issues, including the following:

- Helping chronically low-performing divisions and schools
- Closing the achievement gaps that persist for groups of students such as minorities, students with disabilities, economically disadvantaged, and Limited English Proficient students.
- Providing technical assistance to divisions and schools that do not make AYP
- Helping to correct dysfunctional school boards
- Exploring and promoting alternative paths toward school improvement
- Helping school divisions meet complex requirements of state and federal laws and regulations
- Meeting state-level requirements under state and federal laws and regulations in ways that are helpful to local divisions

- Revamping high school programs to make the programs as relevant and productive as possible for meeting student needs
- Maintaining and improving the system of school accreditation
- Helping to provide strong career and technical education programs
- Revamping and improving the academic review process, including the division-level review process
- Expanding instructional support services (i.e., guidance counseling programs)
- Attracting and retaining high quality teachers/administrators
- Ensuring quality teacher preparation and licensure programs and policies
- Helping to provide high quality professional development for classroom teachers and other school personnel
- Advocating for better, competitive teacher salaries
- Assisting children with the most need
- Preventing dropouts and devising alternative programs to address their needs
- Maintaining services and support for high achieving students
- Closing the achievement gap among groups of students
- Addressing the needs of minority and ESL students
- Advocating for and partnering with other entities involved in early childhood education programs, especially those programs for the birth to age 5 group
- Serving students in the middle; i.e., the average child

Board of Education's Priorities for Action

The Board of Education has set forth a comprehensive plan of action for the coming years. More details for the plan of action may be found in the Board of Education's Comprehensive Plan: 2005-2010, which may be viewed on the Board of Education's Web site at the following address: http://www.pen.k12.va.us/VDOE/VA_Board/comprehensiveplan.pdf. The plan outlines eight objectives, along with strategies and activities that will provide the framework for the Board of Education's focus for the near future.

The Board of Education's priorities for action are as follows:

Objective 1: The Board of Education will improve the quality standards for all public schools in Virginia.

Strategies/Activities to meet Objective 1:

- Review and revise the Standards of Quality: 2007 and 2009.
- Work with 2006 General Assembly to ensure adoption and funding of changes to SOQ prescribed by the Board (remaining four items described above in this report, which were unanimously re-affirmed at the October 2005 meeting of the Board of Education).
- Review and revise the Standards of Accreditation.

Objective 2: The Board of Education will provide leadership to help schools and school divisions close the achievement gap and increase the academic success of all students.

Strategies/Activities to meet Objective 2:

- Review and revise the Standards of Learning:
 - ✓ Computer/Technology: 2005
 - ✓ Fine Arts: 2006
 - ✓ Foreign Language: 2007
 - ✓ Health, Physical Education, and Driver Education: 2008
 - ✓ History and Social Sciences: 2008
 - ✓ Mathematics: 2009
 - ✓ English: 2009
 - ✓ Science: 2010
- Support professional development and technical assistance for instructional staff, especially in low-performing schools.
- Support a focus on civics and financial literacy to ensure the preparation of all students to be productive citizens.
- Review the English Proficiency Standards and revise as necessary.
- Support programs and initiatives to expand opportunities for students to earn a high school diploma.
- Establish policies regarding the new numeracy and literacy assessments for students with disabilities pursuing the modified standard diploma.
- Establish policies regarding the revised Virginia Alternate Assessment Program.
- Establish modified achievement standards for students with disabilities who can make significant progress but may not reach grade-level achievement standards within the same time frame as other students.

Objective 3: The Board of Education will work to ensure meaningful, on-going professional development for teachers, administrators, and professional educational personnel.

Strategies/Activities to meet Objective 3:

- Support professional development and technical assistance for professional educational personnel, working with professional education associations and teacher educators.
- Promote the identification of industry certifications opportunities for all teachers who lack such credentials.
- Support, in conjunction with local divisions, professional development strategies that the local schools, especially those in small school divisions, will use to help ensure the development of highly qualified professional educational personnel and paraprofessionals.

Objective 4: The Board of Education will support accountability for all schools, with a focus on assisting chronically low-performing schools and school divisions.

Strategies/Activities to meet Objective 4:

- Receive periodic reports of findings of academic review teams, review and adopt policies to address recommendations in team reports, and continue to refine the academic review and division level review procedures.
- Adopt strategies for closing the achievement gap between high- and low-performing groups of students.
- Support efforts to establish a state-level education information management system (EIMS) that will enable the department to meet increasing state and federal reporting requirements and enable stakeholders at all levels of education to make informed educational decisions based on accurate and timely information.
- Promote technical assistance on research-based instructional interventions that help improve the academic achievement in schools that are low-performing and those that are identified as in need of improvement under the NCLB Act.
- Continue to review and approve instructional methods and/or models for implementation in low-performing schools.
- Address measures to be taken in schools whose accreditation is denied.
- Support programs that assist schools and students meet performance expectations.

Objective 5: The Board of Education will work cooperatively with partners to help ensure that young children are ready for school.

Strategies/Activities to meet Objective 5:

- Establish academic standards to support preparation for pre-school students to be ready to successfully enter into kindergarten.
- Continue to cooperate with other entities involved in developing and implementing *Virginia's Foundation Blocks for Early Learning: Standards for Literacy and Mathematics*.
- Support the Virginia Preschool Initiative.
- Support the Title I Preschool programs.
- Support the Early Childhood Special Education Program.
- Support the Even Start Family Literacy Program.
- Seek ways to cooperate with and encourage the Head Start programs.

Objective 6: The Board of Education will assist teachers to improve the reading skills of all students, kindergarten through grade 12.

Strategies/Activities for meeting Objective 6:

- Ensure the communications and literacy skills of teachers by implementing the requirement for the reading assessment for initial licensure for teachers in the early grades.
- Provide leadership for preschool to adult literacy initiatives, including programs that address the needs of speakers of languages other than English.

- Support teacher preparation programs and pre-service programs for teachers to improve their skills in teaching reading

Objective 7: The Board of Education will continue efforts to enhance the training, recruitment, and retention of highly qualified teachers, educational support personnel, and administrators, with a focus on the needs of “hard to staff” schools.

Strategies/Activities to meet Objective 7:

- Support initiatives to increase the number of high quality teachers, especially for hard-to-staff schools, such as the mentoring programs in hard-to-staff schools, the Virginia Middle School Teacher Corps, and other incentive programs for qualified teachers.
- Support executive education opportunities, such as the Turnaround Specialist Program to assist established school administrators in providing skilled leadership in chronically low-performing schools.
- Support the implementation of recommendations for the preparation of school leaders outlined by the Commission to Review, Study and Reform Educational Leadership.
- Ensure that incentives for National Board Certification are aligned with efforts to help hard-to-staff schools including placing National Board Certified Teachers in such schools, encouraging teachers from these schools to pursue National Board Certification, and introducing a service component in state school improvement efforts into state supports for National Board teachers.
- Support full compliance with NCLB and IDEA requirements for highly qualified paraprofessionals, general, and special education teachers and for professional development of teachers.
- Promote increasing the pool of teachers entering the profession through the career switcher program to teach in general and critical shortage areas.
- Support strategies for recruitment and retention of highly qualified teachers through the Teacher Quality Enhancement grant.
- Adopt revisions to regulations governing preparation and licensure requirements for school personnel.
- Support ways to attract and retain career and technical education teachers whose training and expertise meet the demands of students and employers in the commonwealth.

Objective 8: The Board of Education will provide leadership for implementing the provisions of state and federal laws and regulations smoothly and with minimal disruption to local divisions.

Strategies/Activities for meeting Objective 8:

- Continue to monitor progress of schools, divisions, and the state in meeting Adequate Yearly Progress (AYP) requirements.
- Receive annual report cards on progress of students in meeting state standards, graduation rates, elementary school attendance rates, names of schools needing improvement, professional qualifications of teachers, percentages of students not tested, and other information as required by NCLB.

- Support the administration of new SOL tests annually in English (reading/language arts) and in mathematics for grades 3 through 8.
- Support Virginia's participation in NAEP program in reading and math for 4th and 8th grades.
- Support school divisions in conducting annual assessment in English language proficiency for all limited English proficient (LEP) students.
- Support programs of technical assistance for schools identified as in the first and second year of school improvement.
- Support procedures to disseminate via the Web site notices to parents and the public of any pending corrective actions, as required by NCLB.

Closing Statement by the Virginia Board of Education

Today's generation of young people can and will achieve more than preceding generations. The ongoing challenge for public education is to continuously improve the teaching and learning process so that all students can meet expectations for their learning. Schools must also be held accountable for results, and the state and local communities must provide the resources for schools to be successful. By many objective measures, Virginia's educators, students, and local communities are rising to that challenge. Virginia's schools are headed in the right direction, and all citizens should be encouraged by and proud of the results.

The encouraging results, however, should not mask the realities of schooling for some children who may face difficult personal circumstances such as high poverty, high crime in their neighborhoods, and other circumstances that obstruct their learning at school. Moreover, the condition and needs of schools surely reflect the condition and needs found in their communities. While the achievement gaps that exist among groups of students are narrowing, the gaps persist and provide a huge challenge to our public schools. For the Board of Education, the goal is clear: All children can achieve at high levels. In short, *all* means *all*.

The condition and needs of Virginia's public schools described in this report should be viewed as guideposts for action. The information in this report points toward critical areas of need that will undermine Virginia's future success if not addressed quickly and effectively. The point that cannot be missed is this: Public education benefits everyone. It is key to ensuring quality of life for Virginia's citizens both now and in the future. The members of the Board of Education pledge to remain focused on providing the best educational opportunities and the brightest future for the young people enrolled in Virginia's public schools.

APPENDICES

**Appendix A:
Statewide Standards of Learning Test Results: 1998-2005**

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

**Appendix C:
Schools Rated Accredited with Warning: 2005**

**Appendix D:
Standards of Quality – as of July 1, 2005**

**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 A: Statewide Standards of Learning Test Results

English: Pass Rates

SOL Test: English	1998	1999	2000	2001	2002	2003	2004	2005	Change: 1998-2005
Grade 3	55%	61%	61%	65%	72%	72%	71%	77%	22
Grade 5	68%	69%	68%	73%	78%	82%	85%	85%	17
Grade 5 Writing	65%	81%	81%	84%	84%	85%	88%	91%	26
Grade 8	65%	67%	70%	73%	69%	67%	72%	76%	11
Grade 8 Writing	67%	70%	76%	75%	76%	74%	77%	74%	7
English EOC	72%	75%	78%	82%	86%	93%	89%	88%	16
Writing EOC	71%	81%	85%	84%	86%	91%	87%	90%	19

Mathematics : Pass Rates

SOL Test: Mathematics	1998	1999	2000	2001	2002	2003	2004	2005	Change: 1998-2005
Grade 3	63%	68%	71%	77%	80%	83%	87%	87%	24
Grade 5	47%	51%	63%	67%	71%	74%	78%	80%	33
Grade 8	53%	60%	61%	68%	71%	72%	78%	78%	25
Algebra I	40%	56%	65%	74%	78%	78%	80%	87%	47
Algebra II	31%	51%	58%	74%	77%	81%	86%	89%	58
Geometry	52%	62%	67%	73%	76%	79%	82%	84%	32

Science: Pass Rates

SOL Test: Science	1998	1999	2000	2001	2002	2003	2004	2005	Change: 1998-2005
Grade 3	63%	68%	73%	74%	78%	82%	86%	89%	26
Grade 5	59%	67%	64%	75%	76%	79%	84%	81%	22
Grade 8	71%	78%	82%	84%	85%	84%	88%	87%	16
Earth Science	58%	65%	70%	73%	70%	73%	71%	78%	20
Biology	72%	81%	79%	81%	83%	82%	80%	82%	10
Chemistry	54%	64%	64%	74%	78%	84%	86%	88%	34

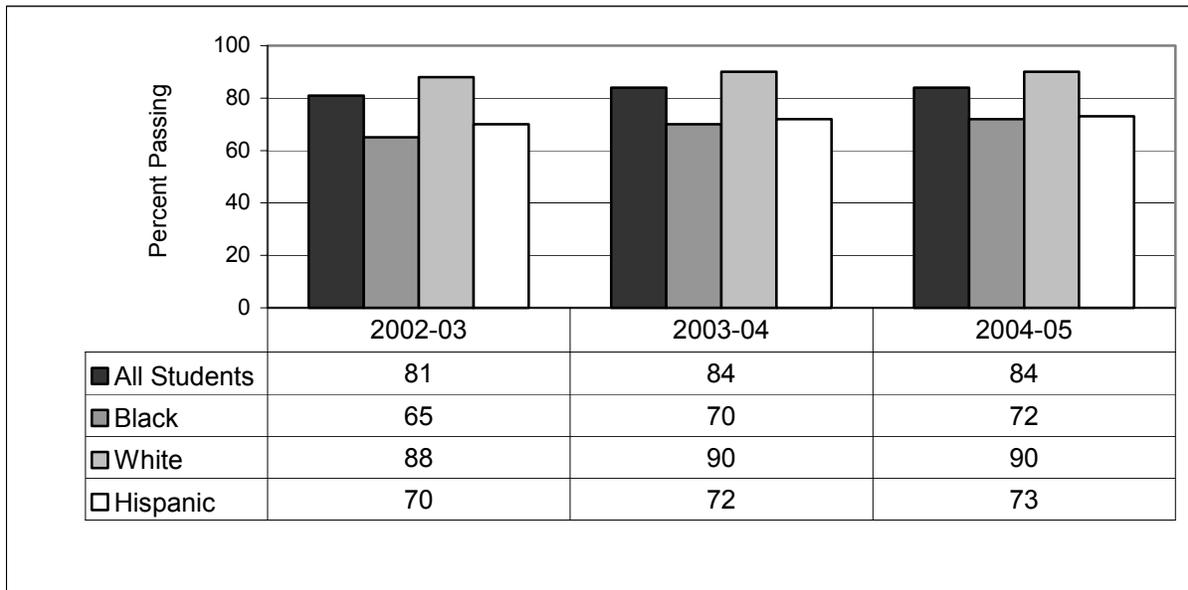
History and Social Science: Pass Rates

SOL Test: History/Soc Sci	1998	1999	2000	2001	2002	2003	2004	2005	Change: 1998-2005
Grade 3	49%	62%	65%	72%	76%	82%	87%	89%	40
Grade 5	33%	46%	51%	63%	72%	79%	86%	85%	52
Grade 8	35%	40%	50%	56%	78%	80%	83%	81%	46
World History and Geography to 1500**	62%	68%	75%	83%	86%	86%	83%	85%	23
World History and Geography 1500 to Present**	41%	47%	60%	65%	79%	82%	83%	88%	47
World Geography	n/a*	n/a*	76%	77%	74%	76%	71%	73%	n/a*
Va & US History	30%	32%	39%	47%	72%	75%	87%	91%	61

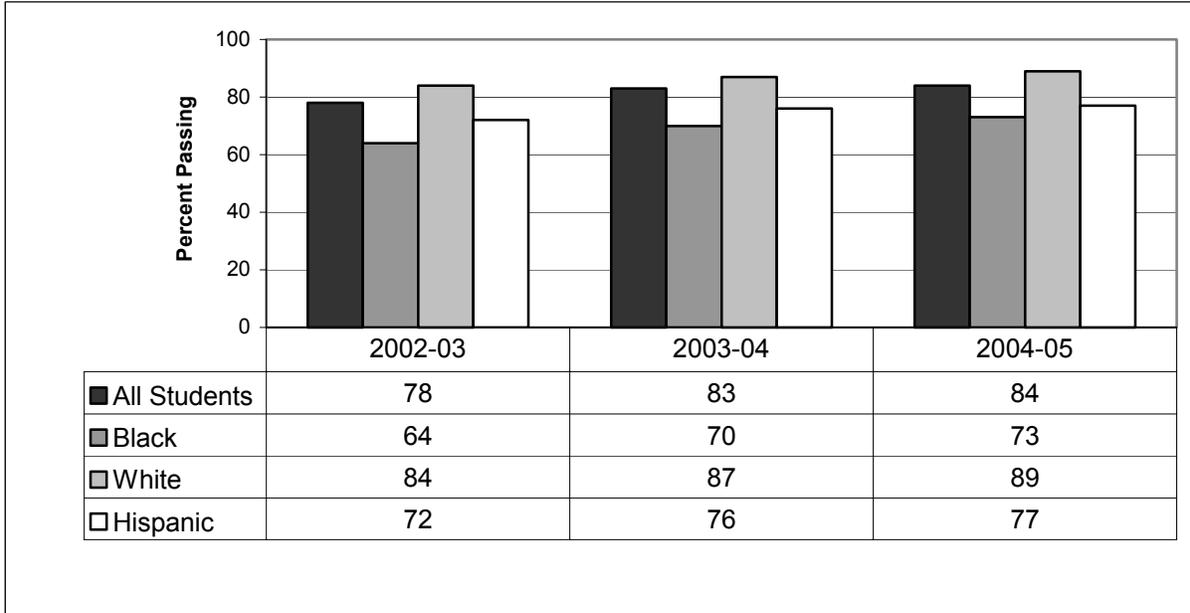
* Test first administered in 2000.

** 2004 end-of-course tests for Virginia & U.S. History, World History & Geography to 1500, World History & Geography 1500 to Present, and World Geography based on 2001 revision of History/Social Science Standards of Learning. World Geography end-of-course test first administered in 2000.

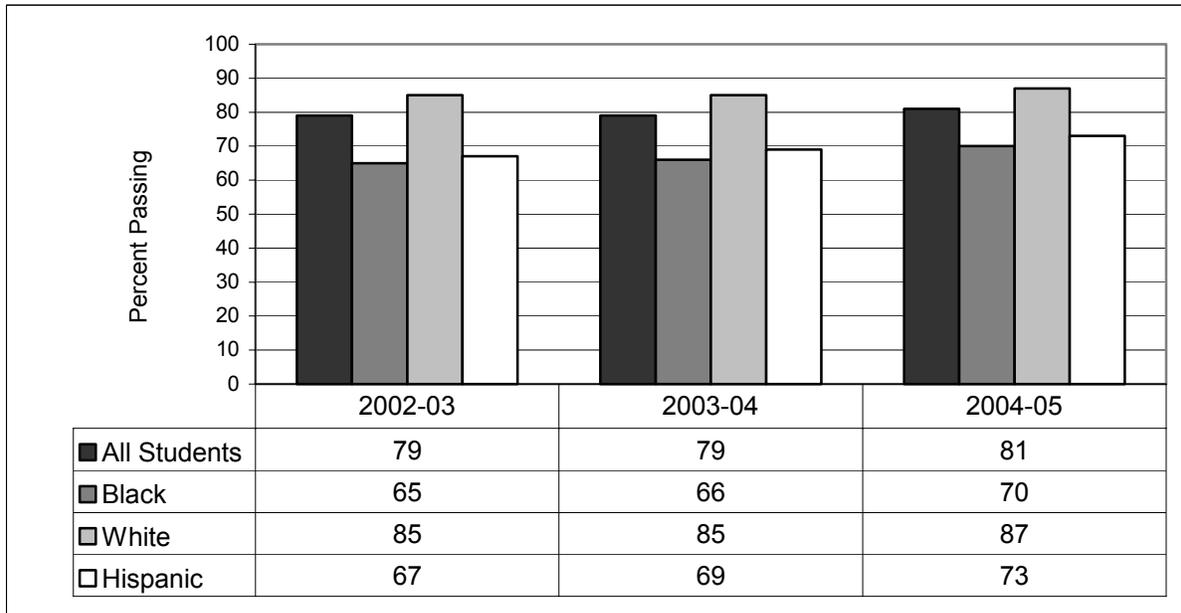
Statewide Standards of Learning Test Results for Science: By Ethnic Subgroup: 2002-2005



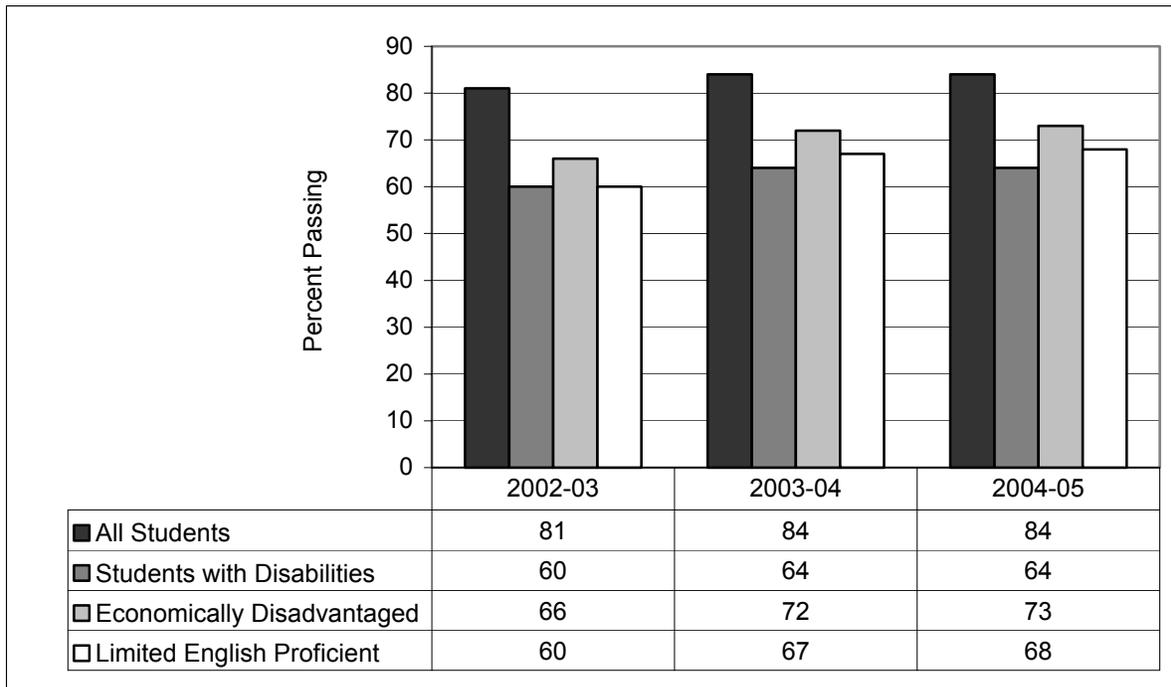
**Statewide Standards of Learning Test Results for Mathematics:
By Ethnic Subgroup: 2002- 2005**



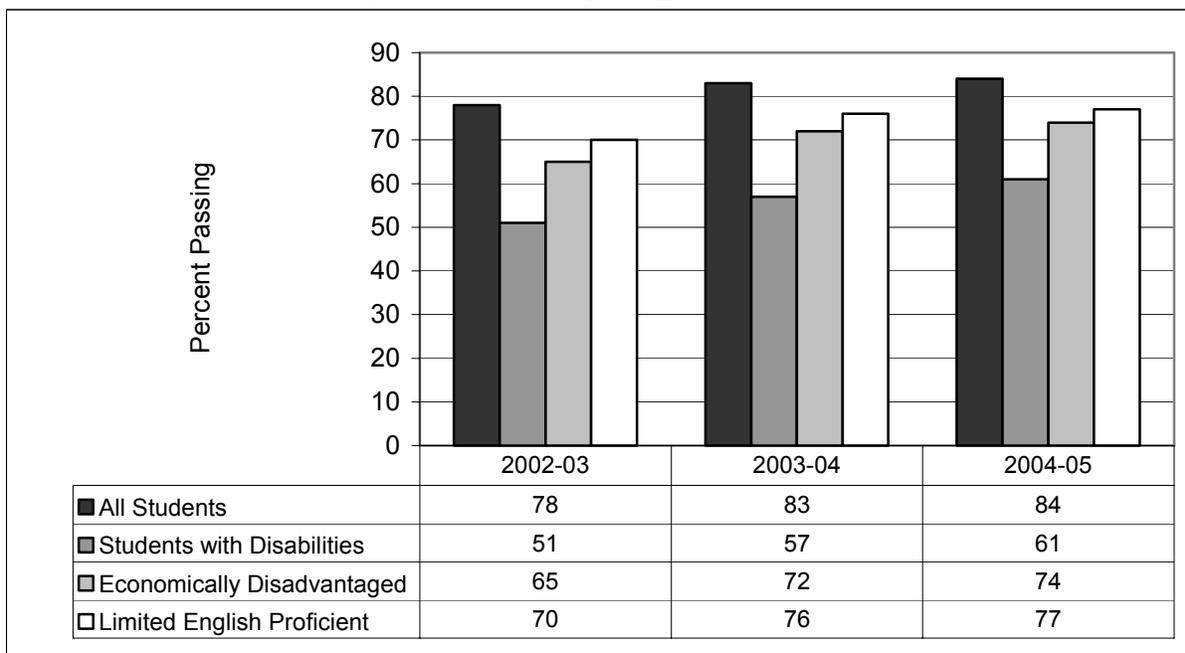
**Statewide Standards of Learning Test Results for Reading/Language Arts:
By Ethnic Subgroup: 2002-2005**



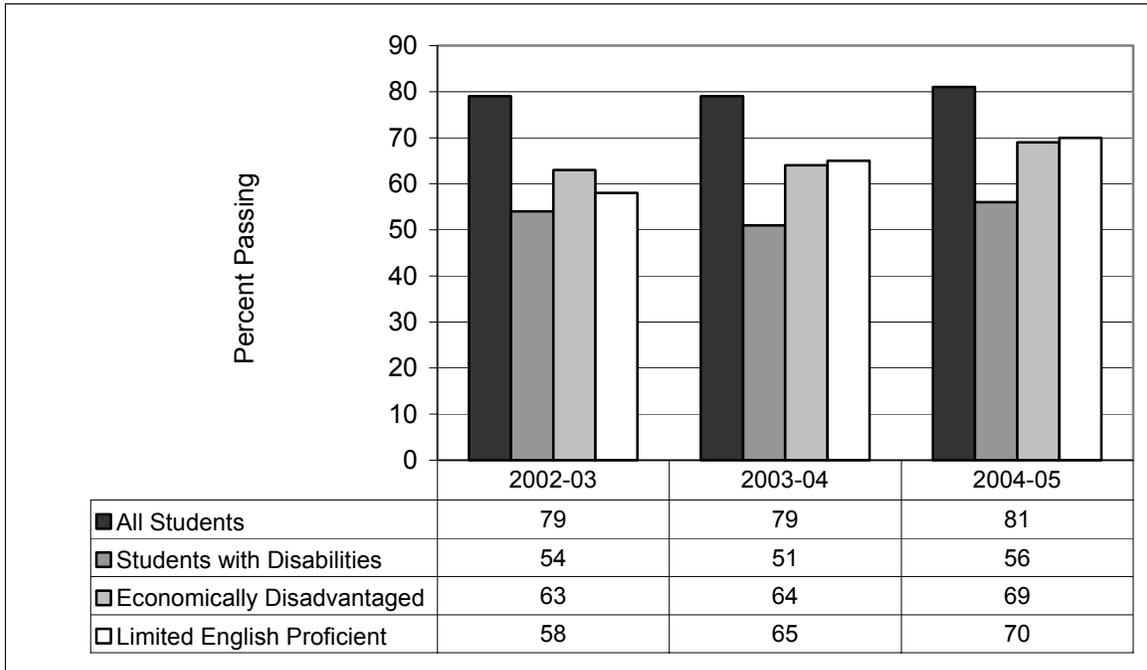
**Statewide Standards of Learning Test Results for Science:
By Student Subgroup: 2002-2005**



**Statewide Standards of Learning Test Results for Mathematics:
By Student Subgroup: 2002- 2005**



**Statewide Standards of Learning Test Results for Reading/Language Arts:
By Student Subgroup: 2002-2005**

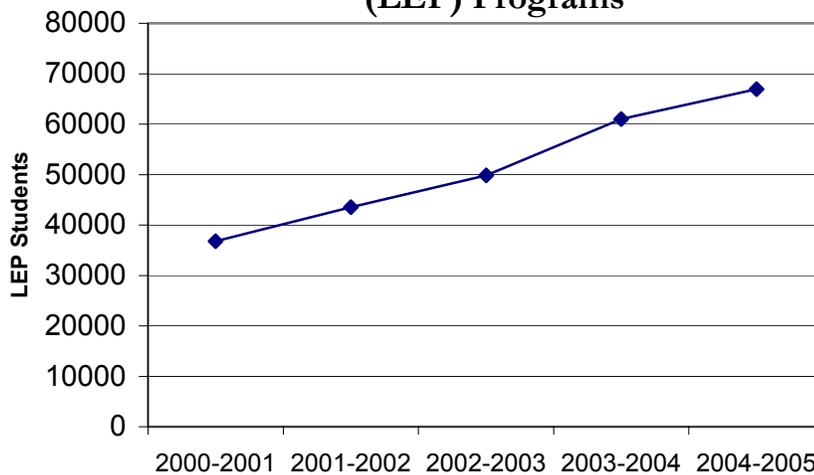


Appendix B: Virginia's Public Schools: Demographic and Statistical Data

Enrollment in the Public Schools Statewide (September 30 fall membership report)

2004-2005: 1,205,003
2003-2004: 1,192,076
2002-2003: 1,177,229

Enrollment in Limited English Proficient (LEP) Programs



Enrollment in Career and Technical Education (CTE) Programs

2004-2005: 597,254
2003-2004: 585,115
2002-2003: 574,686

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

Enrollment in Special Education Programs

2004-2005: 175,577
2003-2004: 172,525
2002-2003: 169,303
2001-2002: 164,878

Enrollment in Gifted Education Programs

2003-2004: 173,207

2002-2003: 147,832

Number of Students Eligible for Free and Reduced-Price Lunch Program

Year	Eligible Students	Percent of Statewide Enrollment
2001-2002	348,880	31.30 percent
2002-2003	362,477	31.81 percent
2003-2004	374,437	32.63 percent
2004-2005	387,554	33.48 percent

Enrollment in Advanced Programs

Program Type	2001-2002	2002-2003	2003-2004
Governor's School programs	4,056	3,194	3,419
Seniors awarded International Baccalaureate Diploma	567	562	552
Seniors enrolled in International Baccalaureate programs	1008	897	871
Students taking one or more Advanced Placement courses	35,032	36,254	40,269
Students taking one or more Advanced Placement exams	NA	29,202	32,043
Students taking one or more college courses	12,734	13,328	13,915

Program Completion Information

(shown as percent of total number of graduates)

Completion Type	2001-2002	2002-2003	2003-2004
Advanced Studies Diploma	46.2	46	45.6
Certificate of Completion	0.9	0.9	0.9
GED-Alternative Program	1.2	1.2	1.4
GED- ISAEP Program	1.9	1.3	1.8
Modified Standard Diploma	0.3	0.5	1.9
Special Diploma	2.5	2.6	3.5
Standard Diploma	47	47.4	44.9

School Safety Data

Violation Type	2001-02	2002-03	2003-04
Fights	25,084	26,258	22,438
Firearms	71	82	92
Other Weapons	1,813	1,824	2,170
Serious Violence	7,301	7,493	7,241

**Statewide Dropout Information by Ethnic Subgroup
(shown as a percent of total enrollment)**

Year	All Students	American Indian	Asian	Black	Hispanic	Unspecified	White
2000-01	2.5	4.9	1.9	3.5	4.6	NA	1.9
2001-02	2.0	2.8	1.5	2.8	3.9	NA	1.6
2002-03	2.2	2.9	1.6	3.4	4.9	1.1	1.5
2003-04	2.0	1.8	1.6	3.2	5.4	2.9	1.3

**Professional Qualifications of Teachers
(shown as a percentage of teachers meeting the
federal definition of “Highly Qualified”)**

	2002-2003	2003-2004
Statewide	83.5%	94.5%
In High Poverty Schools	77.1%	92.2%
In Low Poverty Schools	87.4%	96.5%

**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).

**Total Number of Teachers and Administrators in
Virginia’s Public Schools: 2004-2005**

Teachers: 89,446
Administrators: 4,017
Total: 93,463

**Number of Initial Teaching Licenses Issued by the
Virginia Department of Education: 2003-2004**

Awarded to in-state applicants: 5,890
Awarded to out-of-state applicants: 4,692

Total Number of Home-Schooled Students in Virginia

2004-2005: 17,448
2003-2004: 18,102
2002-2003: 16,542

Statewide Average Daily Attendance Percentages

2003-2004: 95.0 percent
2002-2003: 94.9 percent
2001-2002: 95.0 percent

Type of Diploma Awarded to Graduates: 1999-2000 through 2003-2004

Completion Type	1999-00	2000-01	2001-02	2002-03	2003-04	2004-05
Advanced Studies Diploma	51.82%	52.57%	46.19%	46.17%	47.5%	49.3%
Standard Diploma	43.56%	41.77%	47.03%	47.16%	46.9%	42.4%
Special Diploma	1.86%	1.93%	2.49%	2.67%	3.6%	3.3%
Modified Standard Diploma	N/A	.05%	0.31%	0.54%	1.9%	2.2%
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%	N/A

**General Fund (GF) Legislative Appropriations—
Total State, Total K-12, Total Direct Aid to Public Education:
FY 1995 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
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	13,781,896,827	4,719,699,883	34.2%	4,653,203,619	33.8%
2006	14,632,160,021	5,067,574,737	34.6%	4,993,736,525	34.1%

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 C: Schools Rated Accredited with Warning: 2005-2006

Accomack County	Arcadia Middle Kegotank Elementary Nandua Middle Tangier Comb.
Alexandria City	Jefferson-Houston Elementary Maury Elementary
Amherst County	Central Elementary
Arlington County	Jefferson Middle
Augusta County	Stuarts Draft Middle
Bland County	Bland High
Brunswick County	James S. Russell Jr. High Sturgeon Elementary
Buchanan County	Council Elementary Hurley High Riverview Elementary/Middle Russell Prater Elementary Twin Valley Elementary/Middle Twin Valley High
Buckingham County	Buckingham Co. Middle Dillwyn Primary
Caroline County	Caroline High Caroline Middle
Carroll County	Carroll County Intermediate Oakland Elementary
Charles City County	Charles City Co. Middle
Charlottesville City	Buford Middle Charlottesville High
Chesterfield County	Chesterfield Community High
Cumberland County	Cumberland Middle
Danville City	Fresh Start Academy Grove Park Elementary Westwood Middle

Dinwiddie County	Dinwiddie County Middle
Essex County	Essex Intermediate
Fairfax County	Bryant Alternative High
	Woodson Adult High
Fauquier County	Cedar Lee Middle
Franklin City	S.P. Morton Elem
Grayson County	Baywood Elementary
	Elk Creek Elementary
	Fries Middle
	Mt. Rogers Combined
	Providence Elementary
Greensville County	Edward W. Wyatt Middle
	Zion Alternative Education
Hampton City	Aberdeen Elementary
	C. Alton Lindsay Middle
	C. Vernon Spratley Middle
	Cesar Tarrant Elementary
	Francis Mallory Elementary
	Hampton Harbour Academy
	Wythe Elementary
Harrisonburg City	Spotswood Elementary
Henrico County	L. Douglas Wilder Middle
	Mount Vernon Middle
	New Bridge School
	Virginia Randolph Community High
Hopewell City	Carter G. Woodson Middle
King And Queen County	Central High
Lancaster County	Lancaster High
Lee County	Pennington Middle
Lunenburg County	Lunenburg Middle
Martinsville City	Albert Harris Intermediate
	Clearview Elementary
	Druid Hills Elementary

Martinsville City (con't)	Martinsville Middle
Montgomery County	Auburn Middle
	Belview Elementary
Newport News City	Briarfield Elementary
	Huntington Middle
	Watkins Elementary
Norfolk City	Jacox Elementary
	Lake Taylor Middle
Northampton County	Northampton High
Nottoway County	Nottoway Intermediate
Petersburg City	A.P. Hill Elementary
	Blandford Elementary School
	J.E.B. Stuart Elementary
	Peabody Middle
	Petersburg High
	Robert E. Lee Elementary
	Vernon Johns School
	Walnut Hill Elementary
	Westview Elementary
Portsmouth City	Brighton Elementary
	Churchland Middle
	Cradock Middle
	Douglass Park Elementary
	Stephen H. Clarke Academy
	Westhaven Elementary
	William E. Waters Middle
Prince Edward County	Prince Edward Middle
Pulaski County	Newbern Elementary
	Pulaski Middle
Richmond City	Chandler Middle
	George W. Carver Elementary
	Martin Luther King Jr. Middle
	Richmond Alternative

Richmond City (con't)	Thomas C. Boushall Middle
Roanoke City	Addison Aerospace Magnet Middle
	Forest Park Magnet
	Garden City Elementary
	Huff Lane Microvillage
	Hurt Park Elementary
	James Madison Middle
	Lincoln Terrace Saturn Network
	Oakland Intermediate
	Patrick Henry High
	Preston Park Primary
	Round Hill Montessori
	Stonewall Jackson Middle
	Westside Elementary
	William Ruffner Middle
Rockbridge County	Fairfield Elementary
	Maury River Middle
Russell County	Givens Elementary
	Swords Creek Elementary
Smyth County	Northwood Middle
Staunton City	Shelburne Middle
Surry County	Luther P. Jackson Middle
Sussex County	Annie B. Jackson Elementary
	Ellen W. Chambliss Elementary
	Sussex Central High
	Sussex Central Middle
Tazewell County	Pocahontas High
	Richlands Middle
	Tazewell Middle
Washington County	Damascus Middle
Westmoreland County	Washington & Lee High
Wythe County	Jackson Memorial Elementary

APPENDIX D : 2005 Standards of Quality as Amended Effective July 1, 2005

§ 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, preparation for life, and reaching their full potential. 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 curriculum adopted by the local school division shall be aligned to the Standards of Learning.

The Board of Education shall include in the Standards of Learning for history and social science 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 is aligned to the Standards of Learning and meets or exceeds the requirements of the Board of Education. The program of instruction shall emphasize 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 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 four 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.
14. The collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program.

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 pupils with mental retardation that do not exceed the pupil/teacher ratios for self-contained classes for pupils with specific learning disabilities.

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 17 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 enrollment:

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 fulltime 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 full-time equivalent 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 full-time equivalent 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 appropriation 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 comprehensive 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 report the results of such academic review

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.

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.

The Standards of Learning requirements, including all related assessments, shall be waived for any student awarded a scholarship under the Brown v. Board of Education Scholarship Program, pursuant to § 30.231.2, who is enrolled in a preparation program for the General Education Development (GED) certificate or in an adult basic education program to obtain the high school diploma.

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 use of Standards of Learning assessments and other relevant data to evaluate student progress and to determine educational performance.

Each local school shall require the administration of appropriate assessments to all students for grade levels and courses identified by the Board of Education, 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, industry certification examinations, 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.

G. 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. The Superintendent of Public Instruction shall provide a list of the required reports and data to division superintendents annually. The status of compliance with this requirement

shall be included in the Board of Education's annual report to the Governor and the General Assembly as required by § 22.1-18.

§ 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;
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; and
5. Provide for the award of verified units of credit for passing scores on industry certifications, state licensure examinations, and national occupational competency assessments approved by the Board of Education.

School boards shall report annually to the Board of Education the number of industry certifications obtained and state licensure examinations passed, and the number shall be reported as a category on the School Performance Report Card.

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, teacher, administrator, and superintendent evaluations shall be consistent with the performance objectives included in the Guidelines for Uniform Performance Standards and Evaluation Criteria for Teachers, Administrators, and Superintendents. Teacher evaluations shall include regular observation and evidence that instruction is aligned with the school's curriculum. Evaluations shall include identification of areas of individual strengths and weaknesses and recommendations for appropriate professional activities.

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 comprehensive plan for educational technology.

D. Each local school board shall require (i) its members to participate annually in high quality professional development activities at the state, local, or national levels 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 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 each year in (i) instructional content; (ii) the preparation of tests and other assessment measures; (iii) methods for assessing the progress of individual students, including Standards of Learning assessment materials or other criterion-referenced tests that match locally developed objectives; (iv) instruction and remediation techniques in English, mathematics, science, and history and social science; (v) interpreting test data for instructional purposes; and (vi) technology applications to implement the Standards of Learning.

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

G. 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.

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

A. The Board of Education shall adopt a statewide comprehensive, unified, long-range plan based on data collection, analysis, and evaluation. Such plan shall be developed with statewide participation. The Board shall review the plan biennially and adopt any necessary revisions. The Board shall post the 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, including strategies for improving student achievement then maintaining high levels of student achievement; 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 comprehensive plan have been met. The Board shall also develop, consistent with, or as a part of, its comprehensive plan, a detailed comprehensive, long-range 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 comprehensive plan for educational technology and may require the revision of such plan as it deems necessary.

B. Each local school board shall adopt a divisionwide comprehensive, unified, long-range plan based on data collection, an analysis of the data, and how the data will be utilized to improve classroom instruction and student achievement. The plan shall be developed with staff and community involvement and shall include, or be consistent with, all other divisionwide plans required by state and federal laws and regulations. Each local school board shall review the plan biennially and adopt any necessary revisions.

Prior to the adoption of any divisionwide comprehensive plan, or revisions thereto, each local school board shall post such plan or revisions on the division's Internet website if practicable, and, in any case, shall make a hard copy of the plan or revisions available for public inspection and copying and shall conduct at least one public hearing to solicit public comment on the divisionwide plan or revisions.

The divisionwide comprehensive plan shall include, but shall not be limited to, (i) the objectives of the school division, including strategies for improving student achievement then maintaining high levels of student achievement; (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, or as a part of, the comprehensive 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, including parental participation, in the development of the plan; (ix) any corrective action plan required pursuant to § 22.1-253.13:3 ; and (x) a plan for parent and family involvement to include building successful school and parent partnerships that shall be developed with staff and community involvement, including participation by parents.

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 comprehensive plan have been met during the previous two school years.

C. Each public school shall also prepare a comprehensive, unified, long-range plan, which the relevant school board shall consider in the development of its divisionwide comprehensive 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.

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 as required by § 22.1-218.

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

<p>3. Accountability, accreditation, and assessments. Accountability requirements including:</p> <ul style="list-style-type: none"> • Fully accredited schools • Public meetings to review accreditation status • Academic reviews and reporting requirements • Requirements for corrective action plans • SOL Assessment program requirements • NAEP assessment requirements • SOL test security provisions 	<ul style="list-style-type: none"> • Annual Report on Compliance with the SOQ (self- assessment) • SOL test results by ethnicity, gender, disability status, and English proficiency: statewide, division-level, and school-level • Standardized test results for NAEP, SAT, AP • Statewide and school-level accreditation ratings report. • Statewide, division-level, and school-level AYP results and list of Title I schools identified for improvement • Academic reviews (school and division-wide) • Report on the PASS program
<p>4. Student achievement and graduation achievement and graduation requirements.</p> <ul style="list-style-type: none"> • Types of diplomas • Diploma requirements • Provision for diploma seals • 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. • 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. 	<ul style="list-style-type: none"> • Annual Report on Compliance with the SOQ (self-assessment) • SOL test results by ethnicity, gender, disability status, and English proficiency: statewide, division-level, and school-level • Standardized test results for NAEP, SAT, AP • Statewide and division-level: <ul style="list-style-type: none"> ○ Graduation rates ○ Dropout rates ○ AYP results
<p>5. Teacher quality and educational leadership.</p> <ul style="list-style-type: none"> • Requirements for high-quality professional development: local board, division superintendent, and teachers • Local six-year plan: requirement to include recruitment, employment, and retention of high-quality personnel 	<ul style="list-style-type: none"> • Annual Report on Compliance with the SOQ (self-assessment) • Statewide and division-level percentage of teachers meeting “highly qualified” requirements
<p>6. Planning and public involvement.</p> <ul style="list-style-type: none"> • Requirements for adoption and revision of a division six-year plan • Requirement for technology plan • Requirement for each school to prepare a biennial plan • Public participation 	<ul style="list-style-type: none"> • Annual Report on Compliance with the SOQ (Self-assessment) • Annual Local School Division Technology Plan report

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

Board of Education Agenda Item

Item: _____ G. _____

Date: _____ November 30, 2005

Topic: First Review of Zero Tolerance Policies: An Issue Brief prepared for the General Assembly House Education Committee

Presenter: Dr. Cynthia A. Cave, Director, Office of Student Services

Telephone Number: 804-225-2818 **E-Mail Address:** Cynthia.Cave@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: _____ (date)

Previous Review/Action:

No previous board review/action
____ Previous review/action
 date _____
 action _____

Background Information:

During the 2005 session of the Virginia General Assembly, House Bill 2202 was introduced that would have amended the *Code of Virginia* as follows:

No disciplinary action shall be imposed against students for possession of a bona fide eating utensil or personal grooming device, unless such utensil or device is brandished or employed as a weapon or otherwise to effect or to threaten an act of violence or intimidation against another or against property.

The bill did not pass; however, the House Committee on Education requested that the Board of Education examine the bill and related issues and report to the General Assembly. Concerns include the appropriateness of harsh penalties being applied to relatively minor offenses and the exercise of discretion by school administrators.

This document, *Zero Tolerance Policies: An Issue Brief*, has been prepared in response to the House Education Committee by PolicyWorks, Ltd. under contract and in consultation with department staff.

Summary of Major Elements:

The issue brief examines the intent of zero tolerance policies and positions of key education organizations, summarizes issues associated with zero tolerance policies, reviews laws and policies in Virginia, and offers conclusions and considerations.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education transmit *Zero Tolerance Policies: An Issue Brief* to the General Assembly House Education Committee, and inform school divisions of its availability from the Virginia Department of Education Web site.

Impact on Resources:

The impact on resources is not expected to be significant.

Timetable for Further Review/Action:

Upon approval by the Board of Education the issue brief will be provided to the House Education Committee and posted on the department Web site. School divisions will be made aware of its availability through a Superintendents Memo.

**ZERO TOLERANCE POLICIES:
AN ISSUE BRIEF**

November 2005

**Prepared for the Virginia Board of Education by
Anne J. Atkinson, Ph.D., PolicyWorks, Ltd., Richmond**

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Introduction

During the 2005 session of the Virginia General Assembly, House Bill 2202 was introduced that would have amended the *Code of Virginia* as follows:

No disciplinary action shall be imposed against students for possession of a bona fide eating utensil or personal grooming device, unless such utensil or device is brandished or employed as a weapon or otherwise to effect or to threaten an act of violence or intimidation against another or against property.

The bill did not pass; however, the House Committee on Education requested that the Board of Education examine the bill and related issues and report to the General Assembly. Concerns include the appropriateness of harsh penalties being applied to relatively minor offenses and the exercise of discretion by school administrators. A specific incident referenced involved a third-grade student disciplined for possession of a butter knife that his mother packed with his lunch. The knife was observed by another student who reported it to the teacher. Another example is an incident being considered a drug offense when a student is found to be in possession of an over-the-counter medication that is being taken with the knowledge and consent of parents.

In response to concerns expressed, an informational memorandum was sent on February 18, 2005 from the Superintendent of Public Instruction to school division superintendents encouraging the exercise of reasonableness when rendering disciplinary sanctions against students. Cited in the memorandum were applicable sections of the *Code of Virginia* and *Student Conduct Policy Guidelines*, revised and adopted by the Board in September 2004. The memorandum is included as an appendix.

This issue brief has been prepared for the Board of Education in response to the request from the General Assembly House Education Committee. It examines the intent of zero tolerance policies and positions of key education organizations, summarizes issues associated with zero tolerance policies, reviews laws and guidelines in Virginia, and offers conclusions and considerations.

Zero Tolerance Defined

The term “zero tolerance” is not defined in law or regulation; nor is there a single widely accepted practice definition. The U.S. Department of Education, National Center for Education Statistics, defined zero tolerance as “a policy that mandates predetermined consequences or punishments for specified offenses” (NCES, 1998). This is a very broad definition that could encompass very minor offenses resulting in relatively minor disciplinary sanctions. A more limited definition, and one more relevant for this examination, would reflect the role of zero tolerance in sending a message that certain actions will not be tolerated and involving some period of exclusion from school or suspension of educational services.

A National Center for Education Statistics study found that 94 percent of public schools had zero tolerance policies in effect for firearms, 91 percent for other weapons, 88 percent for drugs, 87 percent for alcohol, 79 percent for tobacco, and 79 percent for violence (NCES, 1998). No study

examining the nature and prevalence of zero tolerance policies in Virginia has been conducted, but there is no evidence to suggest that Virginia differs markedly from other states.

Background

The roots of zero tolerance are typically traced to 1980's federal drug policies involving the seizure of vehicles and other property when even trace amount of drugs were found. Such "zero tolerance" approaches, first used in criminal justice settings, began to be applied to educational settings and, by 1989, school districts in California, New York, and Kentucky had mandated expulsion for drugs, fighting, and gang-related activity. Zero tolerance policies continued to be adopted in the early 1990's but grew most rapidly following the *Gun-Free Schools Act of 1994* (GFSA) that required a one-year expulsion for possession of a firearm or bomb (as defined in the *Act*). The GFSA requires that the incident be reported to law enforcement authorities and includes a provision allowing the local chief school officer to waive the one-year expulsion if there are "extenuating circumstances." Over time, state legislatures and local school boards have applied zero tolerance policies to a broader range of offenses including fighting, threats, and sexual harassment (Koch, 2000).

In Virginia, laws were enacted in 1995 and 1998 to require expulsion for defined firearms and drug-related offenses, and to authorize school boards to establish policy and related guidelines for determining whether "special circumstances" exist that would allow for no disciplinary action or another disciplinary action, based on facts of a particular situation. (§§ 22.1-277.07., 22.1-277.08., & 22.1-277.06.C. *Code of Virginia*). A more detailed review of Virginia law and related guidelines is included in a later subsection of this paper.

Intent of Zero Tolerance Policies

Defenders of zero tolerance policies argue the need for strict policies that send a clear message and are designed to protect students. Such policies proliferated during a period of heightened concern about school violence, and even its defenders observe that the popularity of zero tolerance policies may have less to do with their actual effect than the image they portray of schools taking resolute measures to prevent violence – a stance that provides reassurance to the school community at large (McAndrews, 2001; Ashford, 2000). Some proponents credit zero tolerance policies with declines in crime and weapons cases and, indeed, declines over the past decade have been reported in *Indicators of School Crime and Safety, 2004* (DeVoe et al., 2004).ⁱ Skeptics argue that the picture is more complex, the data may be flawed, and that, if the improvements are real, they cannot be attributed to zero tolerance policies. Critics argue that zero tolerance policies have unintended negative consequences that far outweigh any benefit derived from such disciplinary policies and practices (Skiba and Knesting, 2001; Skiba, 2004; Civil Rights Project, 2000; Advancement Project, 2000; Advancement Project, 2005; Weissman et al, 2005).

Public support for zero tolerance, when applied to "persistent troublemakers," appears solid. A 2004 Public Agenda national survey of middle and high school teachers and parents found substantial support for zero tolerance when dealing with "persistent troublemakers" and for "nip

in the bud” types of approaches to addressing minor offenses. Findings from the national survey reported by Public Agenda included the following:

When dealing with “persistent troublemakers,”

- Seventy percent of teachers and 68 percent of parents strongly support the establishment of “zero tolerance” policies so students know they will be kicked out of school for serious violations, and another 23 percent of teachers and 20 percent of parents indicating they support this idea somewhat. Total support: 93 percent teachers; 89 percent parents.
- More than half of teachers (57 percent) and 43 percent of parents also especially liked proposals for establishing alternative schools for chronic offenders, with another 30 percent of teachers and 32 percent of parents liking this idea somewhat. Total support: 87 percent teachers; 74 percent parents.

When enforcing the “little rules,”

- Both teachers and parents surveyed show high levels of support for the “broken windows” approach – strictly enforcing little rules so that the right tone is created and bigger problems are avoided: 61 percent of teachers and 63 percent of parents strongly support this with another 30 percent of teachers and 25 percent of parents supporting the idea somewhat. Total support: 91 percent teachers; 88 percent parents.
- Most teachers surveyed believe putting more emphasis on classroom management skills in teacher education programs would go a long way toward improving student discipline and behavior: 54 percent say this would be a very effective solution and another 37 percent some what effective. Total support: 91 percent teachers. (Public Agenda, 2004)

Positions on Zero Tolerance of Key Organizations

Information on the positions on zero tolerance of key educational organizations was derived from reviews of the Web sites of each organization and supplemented by findings from a 2002 survey that relied on telephone interviews with each organization’s spokesperson (Boylan and Weiser, 2002).ⁱⁱ

National Association of State Boards of Education and National School Boards Association

The National Association of State Boards of Education (NASBE) does not take a position on zero tolerance, per se, but proposes alternatives to expulsion and expresses the view that cessation of educational services is unacceptable. The National School Boards Association (NSBA) issued a statement of intent in 2002 from their General Council stating the following:

A zero tolerance policy must be integrated into a comprehensive school safety plan that focuses on positive school climate and is balanced with prevention, intervention and enforcement strategies. Discipline policies, in general, are an opportunity to teach students about their rights and responsibilities to themselves and others. It is important

that all school rules are reasonable and are part of the learning process. Reasonable zero-tolerance policies specify what types of conduct will result in the automatic penalty of suspension or expulsion. For lesser violations, outlined aggravating and mitigating circumstances should be taken into consideration. Finally, all due process procedures must be followed, and statutory and constitutional rights protected. Schools should establish reasonable zero tolerance policies for students who present a danger to others. Students who pose a threat must be dealt with under school policies and this information should be communicated to local law enforcement to assist in preventing violence in the community. It is also important to establish an assistance program to teach students how to handle substance abuse, violence, anger management, and bullying. (National School Boards Association, 2002)

In a September 2004 *American School Board Journal* article, Susan Black reviews the status of zero tolerance policies and practices and concludes that schools do not need extreme policies to be safe and secure. The author notes that “school district policies are often implemented haphazardly and fail to achieve the major goals of improving students’ behavior and ensuring safety.”

Education Commission of the States, Council of Chief State School Officers, and American Association of School Administrators

The Education Commission of the States provides information on zero tolerance but takes no official position. The Council of Chief State School Officers also takes no official position and provides no substantive information on its Web site. The American Association of School Administrators (AASA) takes no position on zero tolerance but advocates school-wide approaches to discipline that go beyond “get-tough policies” to address school climate.

National Association of Elementary School Principals and National Association of Secondary School Principals

The National Association of Elementary School Principals (NAESP) and the National Association of Secondary School Principals (NASSP) support zero tolerance, but call for discretion in its implementation. In an *Education Week* article written by the two organizations’ executive directors, the authors assert the need to take a tough stand on school violence but express the view that such policies need to be applied with greater flexibility. Practices they advocate are: (1) giving consideration to the age and grade level of the offender; (2) ensuring that the disciplinary sanction is commensurate with the infraction; and (3) ensuring that educational services are not discontinued (Ferrandino and Tirozzi, 2000). Both organizations strongly support prevention and intervention programs and the provision of alternative education for students removed from school on disciplinary grounds.

American Federation of Teachers and National Education Association

The American Federation of Teachers (AFT) has a written position paper supporting the suspension or expulsion of students who bring lethal weapons or illegal drugs to school or who commit violent assaults against others, but advocates that zero tolerance policies be used only in rare circumstances, noting that they represent only a small part of a broader discipline policy. The National Education Association (NEA) has no formal policy statement but cites zero tolerance policies as a part of a larger policy framework for school safety and advocates that such

policies be more “child friendly, constructive, and reasonable.” The NEA’s resolution on safe and orderly schools calls for (a) written policies and procedures that are fair, equitable, and consistently enforced; (b) prevention programs; and (c) alternative education (National Education Association, 2002). The September 2005 issue of *NEA Today* contains multiple articles on discipline and, in its “What’s Hot” feature, suggested the need for a reexamination of zero tolerance policies that would “balance their (rigid) policies with a measure of whether the student wanted to do harm or not” (*NEA Today*, 2005, p. 25).

American Bar Association

Although not an education organization, the American Bar Association (ABA) issued a report and adopted a resolution on zero tolerance in 2001 (American Bar Association, 2001). The ABA resolution is as follows:

RESOLVED, that the American Bar Association supports the following principles concerning school discipline:

- 1) schools should have strong policies against gun possession and be safe places for students to learn and develop;
- 2) in cases involving alleged student misbehavior, school officials should exercise sound discretion that is consistent with principles of due process and considers the individual student and the particular circumstances of misconduct; and
- 3) alternatives to expulsion or referral for prosecution should be developed that will improve student behavior and school climate without making schools dangerous.

FURTHER RESOLVED, that the ABA opposes, in principle, ‘zero tolerance’ policies that have a discriminatory effect, or mandate either expulsion or referral of students to juvenile or criminal court, without regard to the circumstances or nature of the offense or the student’s history.

Common themes that can be seen in this review of key stakeholder group positions on zero tolerance include the following:

- Offenses that will result in automatic sanctions should be well defined and confined to offenses that represent a danger to others.
- Educators are responsible for examining the circumstances of each case and exercising sound discretion.
- Zero tolerance policy is but one element in a comprehensive approach that includes prevention, intervention, and enforcement strategies.
- Discipline policies should be implemented in a manner that gives emphasis to learning rather than punishment, and allows students to learn about rights, responsibilities, and just consequences.
- Alternative education services should be provided to students removed from school on disciplinary grounds.

Issues Associated with Zero Tolerance

Critics argue that zero tolerance policies have unintended negative consequences that far outweigh any benefit derived from such disciplinary policies and practices. In this section, major issues associated with zero tolerance policies and practices will be summarized.

Harsh penalties for minor incidents.

Early concerns about zero tolerance policies centered on harsh penalties being applied to relatively minor student conduct. Several highly publicized incidents brought attention to decisions by school officials to take disciplinary action against students for bringing Advil to school, for use of Listerine, for possession of everyday items deemed “weapons,” and for written and verbal communications deemed “threats” or “harassment.” Such incidents have continued to be well documented by numerous organizations and serve as a primary source for mounting public opposition to zero tolerance (Heaviside et al, 1998; Skiba and Knesting, 2001; Advancement Project and Civil Rights Project, 2000; Rutherford Institute, 2004).

Disproportionate application of zero tolerance policies to minority and special education students.

Racial and gender disproportionality in the use of punitive school discipline has been a highly consistent finding in many studies (Children’s Defense Fund, 1975; Glackman et al., 1978; Wu et al., 1982; Taylor and Foster, 1986; McCarthy and Hoge, 1987; Gregory, 1996; Civil Rights Project, 1999; Advancement Project and the Civil Rights Project, 2000). Overrepresentation of students with disabilities has also been found (McFadden et al., 1992; Lietz and Gregory, 1978).

State-specific studies in Tennessee, Kentucky, Michigan, and Indiana have produced findings of disproportionality consistent with earlier studies. (Potts and Njie, 2003; Richart and Soler, 2003; Michigan Nonprofit Association, 2003; Karega and Skiba, 2004). No comparable Virginia-specific study has been conducted.

Constitutionality questioned.

The Rutherford Institute, an active and vocal critic of zero tolerance policies, contends that “disciplinary action imposed without regard to a child’s behavioral record or mitigating circumstances violates the constitutional rights of due process and equal protection” (Rutherford Institute, 2005). Cited on the Institute’s Web site as “perhaps the most outrageous example of the inevitable harshness of ‘zero tolerance’ policies,” is a Loudoun County, Virginia case involving an eighth-grader who was suspended for a semester for weapons possession after he took a knife away from a suicidal friend and put it in his locker for safekeeping. According to the Institute, although the school division called his actions “heroic” and “noble,” it applied a zero tolerance penalty. The school division decision was upheld when a federal judge in Alexandria threw out the case, holding it presented “no federal constitutional issues,” and the dismissal was affirmed by the U.S. Court of Appeals for the 4th Circuit, based in Richmond. Although the three-member panel ruled unanimously for the school division, one judge filed a separate opinion in which he stated that the student was a victim of “good intentions run amuck” and issued the following caution:

The panic over school violence and the intent to stop it has caused school officials to jettison the common sense idea that a person's punishment should fit his crime in favor of a single harsh punishment, namely mandatory school suspension. Such a policy has stripped away judgment and discretion on the part of those administering it; refuting the well established precept that judgment is the better part of wisdom [Separate Opinion by Judge Clyde Hamilton, 2001 U.S. App. LEXIS 16941 (4th Cir. 2001)].

A recent examination of The Rutherford Institute's Web site revealed descriptions of 37 cases in which the Institute has been involved of which six were Virginia cases. Other Virginia cases are described on the Web sites of several other organizations opposed to zero tolerance policies.

Serious negative consequences for schools.

Some critics argue that rather than promoting learning in a safe environment, zero tolerance policies promote an irrational climate of fear and that the first casualty is the student-teacher relationship (Ayers et al., 2001). These critics view zero tolerance policies as doing serious harm to efforts to build school "connectedness," a critical element in preventing truancy and school dropout. In fact, higher rates of out-of-school suspension are associated with poorer school climate, higher dropout rates, and lower achievement, making it difficult to argue that zero tolerance is an important tool for creating effective school climates.

Schoolhouse to jailhouse track.

According to the Advancement Project, zero tolerance policies are pushing more and more students into the juvenile justice system (Advancement Project, 2005). The Project has produced an action kit aimed at helping advocates "organize campaigns against the over use of zero tolerance school discipline and the growing reliance on police and juvenile courts as disciplinarians." A publication developed by the Advancement Project and the Civil Rights Project at Harvard University in 2000 examined the impact of zero tolerance policies and concluded they were unfair, contrary to developmental needs of children, denied children educational opportunities, and often resulted in the criminalization of children. A later publication examines how zero tolerance policies are "derailing students from an academic track in schools to a future in the juvenile justice system" as the result of "an inflexible and unthinking zero tolerance approach" (Advancement Project, 2003).

The National Association for the Advancement of Colored People (NAACP), the Advancement Project and the NAACP Legal Defense Fund conducted public hearings during October 2005 on school discipline policies in Florida's public schools. A posting on the Advancement Project Web site (<http://www.advancementproject.org/>) states the following:

The purpose of the hearings is to raise public awareness about the emergence of draconian school discipline policies that rely on zero tolerance and the use of law enforcement in schools. These policies are pushing students off of an academic track to a future in the juvenile and criminal justice systems.

We are using these hearings as a platform to gather evidence to hold Florida school officials and law enforcement accountable for criminalizing our children for trivial offenses. We intend to ignite a dialogue about the negative impact of reliance upon law

and order approaches to address typical student misbehavior, to expose the connections between disparities in educational opportunities and extreme discipline policies, and to encourage efforts toward reform (www.advancementproject.org, accessed 9/15/05).

Ineffectiveness of zero tolerance policies

Aside from the harm some critics say zero tolerance policies cause, other critics charge that there is no credible evidence that zero tolerance policies have resulted in improved school safety or student behavior. These critics argue that many more effective alternatives to zero tolerance exist and are available to promote a productive school climate and to address disruptive behavior (Skiba, Rausch, and Ritter, 2004). One model of violence prevention being promoted by the American Institutes of Research employs a three-tiered approach:

- I. Creating a safe and responsive school climate. At the first level, all students benefit from interventions that improve school climate and teach social or problem-solving skills.
- II. Early identification and intervention. At the second level, students who are at greater risk for disruption and violence benefit from a more specialized focus, including procedures for early identification and intervention.
- III. Effective responses to disruption and crisis. At the third level, a small but significant number of students will require a more intensive level of intervention, grounded in proven strategies for responding to disruption and violence (Osher et al., 2004).

Failure to exercise discretion.

Numerous critics of zero tolerance have asserted for over a decade that confusion over the degree of flexibility or discretion persists and that, in too many cases, existing administrative and legal discretion is not exercised or is inconsistently exercised (Koch, 2000; McAndrews, 2001; Bowman, 2002). An ERIC Digest publication on zero tolerance policies stated the following:

A weak link in the chain connecting policy to practice is that those responsible for implementation often haven't heard of, or don't clearly understand, the policy. In the absence of training on how to deal with infractions, administrative ignorance or ineptitude is largely to blame for lawsuits over disciplinary actions (McAndrews, 2001).

Bill Modzeleski, director of the U.S. Department of Education's Office of Safe and Drug-Free Schools, has said that zero tolerance policies have gone far beyond the original intent. Modzeleski explains, "The federal law is very narrowly defined. It says a child should be expelled for bringing a firearm or bomb to school. Not drug-abusing behavior, not nail clippers, not nail files, not water pistols, not pellet guns" (Koch, 2000). Some critics assert zero tolerance is overused by schools because of fear of lawsuits and because it is just easier than exercising discretion. Peter Blauvelt, president of the National Alliance for Safe Schools (NASS), states, "There are a lot of administrators who are comfortable having no discretion, especially when they have to discipline the mayor's child. It's much easier to say they must treat all kids the same because of zero tolerance laws." (Koch, 2000).

From this review, it can be seen that critics of zero tolerance policies have declared such policies unjust, discriminatory, unconstitutional, harmful to schools and students, ineffective in achieving intended results, and ineptly implemented. Opposition to zero tolerance policies appears to be

mounting. The number of Web sites dedicated to ending mandatory zero tolerance policies, as well as blogs where groups exchange information, has increased rapidly in the past two years. Several organizations are actively monitoring legislation, seeking cases for possible lawsuits, and seeking to mobilize opposition in each state.

A Review of Virginia Laws and Guidelines in Light of Zero Tolerance Issues

Virginia Laws

Virginia laws requiring school boards to expel students are confined to defined firearms- and drug-related offenses, and specific exclusions are made for the Junior Reserve Officers Training Corps and other authorized extracurricular activities involving the use of firearms, as well as the possession of knives used in food preparation and service. Virginia laws also authorize the exercise of administrative discretion and define factors to be considered in exercising discretion. Procedures to ensure due process in cases of short-term suspension, long-term suspension, and expulsion, including requirements for notice, rights of appeal, and timelines are defined by law. The use of alternative education for suspended and expelled students is authorized but not required.

Firearms.

Section 22.1-277.07. of the *Code of Virginia*, enacted in 1995 to parallel the Gun-Free Schools Act of 1994, requires school boards to expel for a period of not less than one year of any student determined to have brought a firearm or destructive device onto school property or to a school-sponsored activity. Definitions of "firearm" and "destructive devices" are set forth in § 22.1-277.07.E. of the Code, and are consistent with the federal Gun-Free Schools Act. Additionally, § 18.2-308.1. of the Code prohibits the possession of a firearm, stun weapon, or other weapon on school property and provides definitions of several prohibited items. The prohibition of firearms does not apply to Junior Reserve Officers Training Corps (JROTC) programs. An exception to this policy may be made for students participating in an authorized extracurricular activity or team involving the use of firearms, and not subject to mandatory expulsion is possession of a knife that is customarily used for food preparation or service and is possessed by the student for the sole purpose of personal food preparation and service (§ 18.2-308.1. of the *Code of Virginia*).

Drugs.

Section 22.1-277.08. of the Code, enacted in 1997, requires school boards to expel for a period of not less than one year of any student determined to have brought a controlled substance, imitation controlled substance, or marijuana as defined in § 18.2-247. onto school property or to a school-sponsored activity.

Discretion.

Section 22.1-277.06.C. lists factors that *must* be considered when students are recommended for expulsion for other than weapons- and drug-related violations and that *may* be considered in weapons- and drug-related violations. These factors are listed below:

1. The nature and seriousness of the violation;

2. The degree of danger to the school community;
3. The student's disciplinary history, including the seriousness and number of previous infractions;
4. The appropriateness and availability of an alternative education placement or program;
5. The student's age and grade level;
6. The results of any mental health, substance abuse, or special education assessments;
7. The student's attendance and academic records; and
8. Such other matters as deemed to be appropriate.

Due process.

Procedures to ensure due process in cases of short-term suspension, long-term suspension, and expulsion are set forth in some detail in the Code. These include requirements for notice, rights of appeal, and timelines for action. (§§ 22.1-277.04., 22.1-277.05., and 22.1-277.06. of the Code).

Alternative education and services.

Virginia statute permits school boards to permit or require students expelled for weapons- or drug-related offenses to attend an alternative education program provided by the school board for the term of the expulsion. In addition to students who have been expelled, school board policy may permit or require students suspended for more than 10 days to attend an alternative education program provided by the school board for the term of the suspension in accordance with procedures set forth in § 22.1-277.2:1. of the Code. Alternative education programs are authorized but not required to be established. Additionally, in accordance with § 22.1-277.2:1. of the Code, school boards may require any student who has been found in possession of, or under the influence of, drugs or alcohol in violation of school board policy to undergo evaluation for drug or alcohol abuse, or both, and, if recommended by the evaluator and with the consent of the student's parent, to participate in a treatment program.

Student Conduct Policy Guidelines

Virginia's *Student Conduct Policy Guidelines* address numerous concerns expressed by critics of zero tolerance policies. Among the issues addressed are the following:

- The need to clearly define the purpose and intent of student conduct policies to reflect board philosophy and place it within the context of broader prevention and intervention efforts;
- The need to clarify roles and responsibilities, parameters of authority, and relationship to related policies (i.e., search and seizure; suspension of students with disabilities);
- The need to for careful policy development and review, dissemination of information, and in-service training of school personnel;
- Parental involvement and responsibility;
- Use of a broad array of graduated sanctions;

- The importance of taking into account student grade/developmental level;
- Self-defense as a factor in determining disciplinary action;
- The importance of defining administrative discretion clearly; and
- The importance of clearly defining the parameters of legal and administrative authority when working with law enforcement officials.

Conclusions

There is mounting opposition to the ways that zero tolerance policies are being implemented, particularly at the local level. Defenders of zero tolerance policies argue the need for strict policies that send a clear message and are designed to protect students. Numerous critics have declared such policies unjust, discriminatory, unconstitutional, harmful to schools and students, ineffective in achieving intended results, and ineptly implemented.

The position statements of national educational and legal organizations on zero tolerance policies and related issues can provide a blueprint for “best practices” in student conduct policy implementation. Common themes include the following:

- Offenses that will result in automatic sanctions should be well defined and confined to offenses that represent a danger to others.
- Educators are responsible for examining the circumstances of each case and exercising sound discretion.
- Zero tolerance policy is but one element in a comprehensive approach that includes prevention, intervention, and enforcement strategies.
- Discipline policies should be implemented in a manner that gives emphasis to learning rather than punishment, and allows students to learn about rights, responsibilities, and just consequences.
- Alternative education services should be provided to students removed from school on disciplinary grounds.

A limitation in examining zero tolerance policies is the absence of any objective study of local zero tolerance policies and practices in Virginia. We do not know how local policies are implemented, the levels and degrees of discretion authorized or exercised, or the strategies used by school divisions to ensure that building- and division-level administrators exercise sound discretion. Although data are available on the number of annual suspensions and expulsions, it is not known how many are attributable to zero tolerance policies. Also not known are how many school divisions provide alternative education (or other educational services) to students excluded from their home schools due to disciplinary action, or the number of students who are subsequently re-admitted, who drop out, or who enter the juvenile justice system.

Follow-up Activities

The Virginia Department of Education will undertake the following initiatives to address the concerns identified in this document.

- The department will distribute this report to all school divisions via a Superintendents' Memorandum.
- Through the Superintendents' Leadership Advisory Council, staff will offer presentations at regional and state superintendents' meetings.
- The department will develop and host a statewide forum for school division personnel and board members on the issues associated with the implementation of zero tolerance policies. Such a forum would include information about best practices, resources, and technical assistance. Key educational organizations will be invited to collaborate in this initiative.
- The department will continue to actively promote comprehensive approaches to school safety that include prevention, early intervention, and effective responses to problem behaviors.

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Appendix: SUPTS. INFORMATIONAL MEMO NO. 39

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

SUPTS. MEMO NO. 39
February 18, 2005

INFORMATIONAL

TO: Division Superintendents

FROM: Jo Lynne DeMary
Superintendent of Public Instruction

SUBJECT: Student Discipline

During the 2005 session of the Virginia General Assembly, Delegate Bradley Marrs introduced House Bill 2202. The bill proposed to amend the Code of Virginia to state that

No disciplinary action shall be imposed against students for possession of a bona fide eating utensil or personal grooming device, unless such utensil or device is brandished or employed as a weapon or otherwise to effect or to threaten an act of violence or intimidation against another or against property.

Although this piece of legislation was not enacted by the legislature, the Department of Education is issuing this memo to encourage school divisions to exercise reasonableness when rendering disciplinary sanctions against students.

Section 22.1-277 of the Code of Virginia permits the suspension or expulsion of pupils from attendance at school for sufficient cause. Pursuant to § 22.1-279.6, the Board of Education has established guidelines for codes of student conduct to aid local school divisions in the implementation of student discipline policies. The *Student Conduct Policy Guidelines* were revised and adopted by the board in September of 2004. Those guidelines state as follows:

Carrying, bringing, using, or possessing dangerous instruments in any school building, on school grounds, in any school vehicle, or at any school-sponsored

activity on or off school property is grounds for disciplinary action. Examples of dangerous instruments include knives with blades less than three inches [A knife with a blade of more than three inches is defined as a weapon by § 18.2-308.1; however any knife has the potential to be used as a dangerous instrument.], letter openers, screwdrivers, hammers, hatchets, and other devices that could be used to inflict harm upon another person. Not subject to mandatory expulsion is possession of a knife that is customarily used for food preparation or service and is possessed by the student for the sole purpose of personal food preparation and service.

Section III of the *Student Conduct Policy Guidelines* also states:

Disciplinary action will be determined based on the facts of each incident in the reasonable discretion of the school board and other appropriate school officials.

School divisions should examine the circumstances of each incident, and disciplinary actions should be evaluated carefully and reasonably with all facts considered. Application of the model *Student Conduct Policy Guidelines* may address the concerns raised by the General Assembly members during the 2005 session.

A complete copy of the *Student Conduct Policy Guidelines* may be found at the department's Web site:
http://www.doe.virginia.gov/VDOE/Instruction/Sped/stu_conduct.pdf

If you have questions, please contact the Division of Policy and Communications, by phone at (804) 225-2403 or 225-2092 or by e-mail to Policy@doe.Virginia.gov.

End Notes

According to *Indicators of School Crime and Safety, 2004* (DeVoe et al., 2004),

- The percentage of students who reported being afraid of being attacked at school or on the way to and from school decreased from 12 percent in 1995 to 6 percent in 2001.
- Between 1993 and 2003, the percentage of students in grades 9-12 who reported carrying a weapon such as a gun, knife, or club on school property within the previous 30 days declined from 12 percent to 6 percent.

The victimization rate for students ages 12-18 generally declined both at school and away from school between 1992 and 2002; the violent victimization rate declined between 1992 and 2002 from 48 to 24 crimes per 1,000 students at school and from 71 to 26 crimes per 1,000 students away from school.

² The survey of key education stakeholders on zero tolerance student discipline policies was conducted by the Education Law Center in Newark, New Jersey and was funded by grants from the Hamilton Fish Institute and the Office of Juvenile Justice and Delinquency Prevention, U.S. Department of Justice. Findings were intended to inform efforts to influence organizations to adopt positions in opposition to anti-zero tolerance.

Board of Education Agenda Item

Item: _____ H. _____

Date: November 30, 2005

Topic: First Review of Recommended Cut Scores for the New Standards of Learning End-of-Course English: Reading and Algebra II Tests

Presenter: Mrs. Shelley Loving-Ryder, Assistant Superintendent, Division of Assessment and Reporting

Telephone Number: (804) 225-2102

E-Mail Address: Shelley.Loving-Ryder@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: _____ (date)

Previous Review/Action:

No previous board review/action

_____ Previous review/action

date _____

action _____

Background Information:

In 2005-2006 new end-of-course English: Reading and Algebra II Standards of Learning tests will be administered. The new end-of-course English: Reading test measures the 2002 English content standards while the new Algebra II test addresses a reporting category change in the test blueprint from the 2001 revision of the mathematics content standards. The implementation of the reporting category change in Algebra II was delayed to coincide with the implementation of the new mathematics tests required by *No Child Left Behind* in 2005-2006. Because of the changes in the content measured by these tests, the Virginia Board of Education must adopt new passing scores. Consistent with the process used to set the original passing scores in 1998, committees of educators were convened in late October to recommend to the Board of Education minimum "cut" scores for the achievement levels of pass/proficient and pass/advanced for the new end-of-course English: Reading and Algebra II tests.

Summary of Major Elements:

Information about the range of cut scores recommended by the committees for the achievement levels of pass/proficient and pass/advanced for each of the end-of-course English: Reading and Algebra II tests will be presented to the Board. The Board is asked to review this information and to adopt cut scores for two tests.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board waive first review and adopt cut scores for the end-of-course English: Reading and Algebra II tests. Adoption of cut scores at the November board meeting will enable the timely return of scores for student who took the new tests in the fall 2005 SOL administration.

Impact on Resources:

Not Applicable

Timetable for Further Review/Action:

Not Applicable

October 2005 Virginia SOL Standard Setting
Summary Results for Reading

Frequency Distribution of the Judges' Raw Score Cuts
by Round for the Performance Standard Level

Raw Score	Proficient			Advanced			Raw Score
	Round 1	Round 2	Round 3	Round 1	Round 2	Round 3	
50							50
49							49
48							48
47							47
46				1	1		46
45				2	2		45
44				2	1	2	44
43				5	8	4	43
42				2	2	9	42
41				2	2	2	41
40				1	2	1	40
39	1			1	1		39
38	1			2	1	2	38
37				1			37
36		1					36
35	1	1					35
34	1						34
33	1	1	1				33
32	1			1			32
31		1	1				31
30	3	5	4				30
29	1	2	3				29
28	3	1	5				28
27		3					27
26		1	4				26
25	2	2	2				25
24							24
23	1	1					23
22	2						22
21	1						21
20							20
19		1					19
18							18
17	1						17
16							16
15							15
14							14

Summary Statistics

Maximum Raw Score = 50
Number of Judges = 20

	Proficient			Advanced		
	Round 1	Round 2	Round 3	Round 1	Round 2	Round 3
Range	17-39	19-36	25-33	32-46	38-46	38-44
Mean	28.5	28.5	28.3	41.5	42.4	41.8
SD	5.8	3.9	2.1	3.3	2.0	1.6
SE _{Mean}	1.3	0.9	0.5	0.7	0.5	0.4
Median	29	29	28	43	43	42
SE _{Median}	1.6	1.1	0.6	0.9	0.6	0.5

Round 3 Performance Standard Level Ranges

Mean	Below Proficient	0 --27	Proficient	28 --41	Advanced	42 - 50
Median	Below Proficient	0 --27	Proficient	28 --41	Advanced	42 - 50

October 2005 Virginia SOL Standard Setting
Summary Results for Algebra II

Frequency Distribution of the Judges' Raw Score Cuts
by Round for the Performance Standard Level

Raw Score	Proficient			Advanced			Raw Score
	Round 1	Round 2	Round 3	Round 1	Round 2	Round 3	
50							50
49							49
48							48
47							47
46							46
45				4	4	13	45
44				6	6	4	44
43				1	4	1	43
42				3	3	4	42
41				1	2		41
40				2	3		40
39	1			2			39
38				1			38
37	1			2			37
36		1					36
35			1				35
34							34
33	2	3	1				33
32	4	1	3				32
31	1	2	3				31
30	2	4	10				30
29	1	1	2				29
28		4	1				28
27		2					27
26	4	3	1				26
25	1	1					25
24	3						24
23	2						23
22							22
21							21
20							20

Summary Statistics

Maximum Raw Score = 50
Number of Judges = 22

	Proficient			Advanced		
	Round 1	Round 2	Round 3	Round 1	Round 2	Round 3
Range	23-39	25-36	26-35	37-45	40-45	42-45
Mean	29.0	29.4	30.4	42.0	42.9	44.2
SD	4.6	2.8	1.8	2.7	1.7	1.2
SE _{Mean}	1.0	0.6	0.4	0.6	0.4	0.3
Median	30	30	30	43	43	45
SE _{Median}	1.2	0.8	0.5	0.7	0.5	0.3

Round 3 Performance Standard Level Ranges

Mean	Below Proficient 0 --29	Proficient 30 --43	Advanced 44 - 50
Median	Below Proficient 0 --29	Proficient 30 --44	Advanced 45 - 50

Board of Education Agenda Item

Item: I.

Date: November 30, 2005

Topic: First Review of a Policy Statement for Implementing in Virginia Approved Programs the Virginia Communication and Literacy AssessmentTM

Presenter: Dr. Thomas A. Elliott, assistant superintendent for Teacher Education and Licensure

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E-Mail Address: Thomas.Elliott@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: _____ (date)

Previous Review/Action:

No previous board review/action

Previous review/action

date _____

action _____

Background Information:

At its February 23, 2005, meeting, the president of the Board of Education proposed the establishment of a special committee to re-examine teacher licensure assessments. On March 23, 2005, the Board of Education voted unanimously to establish the Special Committee of the Board of Education to Study and Make Recommendations Relative to Teacher Licensure Assessments. The committee forwarded recommendations to the Board of Education for review and action.

On June 22, 2005, the board approved the recommendations of the committee. The assessments [Virginia Communication and Literacy Assessment (VCLA); Praxis II; and the Virginia Reading Assessment (VRA), if applicable] will be required for all individuals seeking initial licensure in Virginia unless exempted by out-of-state teaching experience as prescribed in the *Regulations Governing the Licensure of School Personnel*.

The Virginia Communication and Literacy Assessment (VCLA) measures the communication and literacy skills necessary to teach and communicate effectively with parents and others in the education community. The VCLA comprises two subtests—reading and writing. The test includes both multiple-choice and constructed-response questions, with two writing assignments. Candidates are expected to demonstrate comprehension and analysis of readings; development of ideas in essay form on specific topics; outlining and summarizing skills; interpretation of tables and graphs; mastery of grammar, mechanics, and vocabulary; and writing skills.

The effective date for the implementation of the VCLA is January 1, 2006, and the first administration is scheduled for January 7, 2006. The Web site for the new test is <http://www.vcla.nesinc.com/>. Registration will be available on-line at this site at the end of November.

Summary of Major Elements:

Attached is a “Policy Statement for Implementing in Virginia Approved Programs the *Virginia Communication and Literacy Assessment*TM.” The policy will be used to administer the VCLA as Virginia makes the transition to the VCLA; Praxis II; and VRA, if applicable, as the prescribed assessments for initial licensure in Virginia. The Praxis I assessment will continue to be the prescribed professional teacher’s examination for individuals seeking entry into teacher education programs.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education waive first review and approve the attached “Policy Statement for Implementing in Virginia Approved Programs the *Virginia Communication and Literacy Assessment*TM” to be effective January 1, 2006.

Impact on Resources: N/A

Timetable for Further Review/Action: N/A

**Policy Statement for Implementing in Virginia Approved Programs
the *Virginia Communication and Literacy Assessment*TM**

Presented to the Board of Education on November 30, 2005

Effective January 1, 2006, individuals who graduate from Virginia approved programs prior to December 31, 2006, and who have taken and passed the Praxis I (ACT or SAT); Praxis II; and the Virginia Reading Assessment (VRA), if applicable, will not be required to take and pass the *Virginia Communication and Literacy Assessment*TM (VCLA).

- representatives from the state juvenile and adult corrections agencies

A majority of the members of the committee must be individuals with disabilities or parents of children with disabilities.

Summary of Major Elements

The following individuals are nominated for a first term to fill the respective vacancies on the committee:

- Sharon Duncan (parents, region 6)
- Jacqueline Nelson, Department of Correctional Education (corrections agencies)
- Tamara Temoney, Foster Care Policy Specialist (state foster care system)
- Mary Ann Discenza, Department of Mental Health, Mental Retardation and Substance Abuse Services (other state agencies)

The following individuals are nominated for a second term on the committee:

- Dr. J. David Martin, Division Superintendent, Fauquier County Public Schools (state education officials)
- Ms. Leslie Snyder (persons with disabilities)

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board waive first review and accept the nominations.

Impact on Resources:

Activities of the State Special Education Advisory Committee are supported through IDEA funds.

Timetable for Further Review/Action:

NA

Board of Education Agenda Item

Item: _____ K. _____

Date: November 30, 2005

Topic: Annual Report of the State Special Education Advisory Committee

Presenter: Ms. Charlene Christopher, Chair

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:

The State Special Education Advisory Committee (SSEAC) is a federally-mandated panel comprised of individuals with disabilities, teachers, parents, state and local officials, and local administrators. The Individuals with Disabilities Education Act (IDEA) requires that the committee submit an annual report to the state education agency.

Summary of Major Elements:

The report includes (1) an overview of the SSEAC organizational structure, (2) a description of meetings conducted during the 2004-05 year, (3) an overview of issues addressed by the committee during the year, and (4) a list of future issues that the SSEAC will consider.

Superintendent's Recommendation:

The Superintendent of Public Instruction recommends that the Board of Education accept the report for consideration and disseminate to the public upon request.

Impact on Resources:

There is no anticipated impact on resources.

Timetable for Further Review/Action:

No further review or action is required unless desired by the Board.

Virginia State Special Education Advisory Committee Annual Report

July 2004 – April 2005

**Presented to the
Virginia Board of Education**

By

Mrs. Charlene Christopher, Chair

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Committee Organization

The activities of the Virginia State Special Education Advisory Committee (SSEAC) are governed by the Virginia Board of Education by-laws for all advisory committees. The SSEAC year runs from July 1 to June 30. An executive committee works with the Virginia Department of Education (DOE) staff in establishing priorities and agenda items. Three subcommittees study programmatic issues. For 2004-2005, consistent with the Virginia Special Education Improvement Plan, the subcommittees were:

1. Results for Students,
2. Personnel Development
3. Parent Involvement

In addition, the SSEAC has a membership subcommittee to assist with the appointment process when vacancies occur within the membership and a special committee to review the policies and procedures of state-operated programs and the Virginia Schools for the Deaf, Blind, and Multi-disabled. Staff members are available to each of the subcommittees to provide technical assistance, clarification of Department of Education (DOE) procedures, and background information.

Committee members are assigned to one of the three subcommittees to take advantage of each member's expertise, interests, and concerns. A member of the SSEAC executive committee chairs each subcommittee. Subcommittees may meet independently and recommend action to the full committee. Such action may take one of several forms: further study, requests for additional information from the DOE, or referral to the Board of Education by written communication, oral presentation, or public comment. In addition, the Ad-Hoc Subcommittee on Restraint and Seclusion continued its work to develop recommendations, and a subcommittee was appointed to study issues concerning the education for students with autism.

Meetings

The committee meets in regular session four times a year. Subcommittees and the executive committee meet as necessary to fulfill their responsibilities. All regular meetings are open to the public, and a public comment period is offered at each meeting.

To enhance the opportunities for parents and other citizens to address the SSEAC during 2004-2005, the committee established the practice of holding two of the four meetings in locations outside the Richmond area. The committee met as follows:

- July 15 – 16, 2004: Richmond
- October 7 – 8, 2004: Roanoke
- January 20 – 21, 2005: Richmond
- April 14 – 15, 2005: Newport News

At the two regional meetings and at the January meeting, the public was invited to evening forums to discuss matters of concern informally with committee members. Members feel that the evening public forums were successful. The committee expects to meet in other regions of the state during the 2005 - 2006 year.

In addition to the four regular meetings, the special subcommittee met to review the policies and procedures of the state-operated programs and the Virginia Schools for the Deaf, Blind, and Multi-disabled. Department staff members were available and provided technical support at each meeting.

At each meeting, a public comment period is held. The SSEAC has established a procedure whereby persons who make public comments are provided feedback appropriate to the nature of their concerns. During the 2004 - 2005 year public comments were made by parents and grandparents of children with disabilities as well as the Parent Education and Advocacy Training Center (PEATC); Parents Responding, Organized, and United for dyslexic Children (PROUD); the Virginia Coalition for Students with Disabilities; and the Virginia Office of Protection and Advocacy. The following issues were included:

- Virginia's alternate assessment system
- Children with autism, including instructional methodology, research findings, and related services
- Failure to identify disabilities at an early age
- Lack of placement/service options
- Insufficient number of qualified teachers
- Inappropriate disciplinary action for students with disabilities
- Reading instruction for students with dyslexia
- Revision of state special education regulations
- Guidelines on restraint and seclusion

Additionally, at each meeting, members provide an update on issues raised by their respective constituencies. During the 2004-2005 year, the following issues were identified through constituency reports.

- Programs and services for students with autism
- Lack of support of effective inclusion and access to the general education curriculum
- Meaningful participation of general education teachers in IEP meetings
- Transition training for parents

Meetings are audiotaped to assist with record keeping.

Issues Addressed by the SSEAC

During 2004-2005 the SSEAC continued its role working with the DOE and monitoring the Virginia Special Education Improvement Plan and other DOE initiatives. The SSEAC meeting agenda included many additional topics related to the educational achievement for students with disabilities.

Teacher Licensure and Qualifications

Committee members heard presentations on the new requirements for highly qualified special education teachers resulting from the 2004 amendments to the IDEA and the Department of Education's subsequent revisions to the High Objective Uniform State Standard of Evaluation (HOUSSE). Members are concerned that the requirements could intensify the current shortage of special education teachers. The committee will continue to follow this issue closely.

In 2003 – 2004, the SSEAC endorsed changes in the special education teacher licensure requirements that would lead to the elimination of separate endorsements for mental retardation, learning disabilities, and emotional disturbance. These categorical endorsements would be replaced by a single endorsement for students with high-incidence disabilities. Stand-alone endorsement for students with severe disabilities, speech/language impairments, hearing impairments, visual impairments, and preschool would remain.

Committee representatives participated in a statewide task force that prepared recommendations for special education licensure consistent with the SSEAC recommendation. The committee is pleased that these recommendations were endorsed by the Advisory Board on Teacher Education and Licensure (ABTEL) and have been sent to the Board of Education.

Children with Autism

Through public comment, open forums, and constituency reports, the committee heard numerous concerns from parents about services for children with autism. At the October meeting, held in Roanoke, there was considerable discussion of this issue during the public comment period as well as the evening forum. The committee agreed that autism should be the focus of the January 2005 meeting.

At the January meeting, the committee heard from a panel of professionals who work with children and adults with autism, including Carol Schall, Virginia Autism Resource Center; John Toscano, Commonwealth Autism Services; Linda Oggel and Sue Palko, VCU Training/Technical Assistance Center; Tony Gentry, Partnerships for People with Disabilities Assistive Technology Project; and Barbara Flanagan and Randy Jennings, Pulaski County public schools.

The committee appointed a special subcommittee to continue to seek information and opinions on special education services for children with autism and to formulate

recommendations for the full committee to consider in preparing its report for the 2005 – 2006 year.

Assessment and Accountability for Students with Disabilities

The committee has had considerable dialogue on various issues related to the inclusion of students with disabilities in Virginia’s accountability system. Concern has been expressed about the value of the Virginia Alternate Assessment Program (VAAP). At the April meeting in Newport News, the committee heard a presentation about revisions to the VAAP that would increase its alignment with the Standards of Learning. The proposed VAAP revisions were well received by the committee. Information on the initial statewide training as well as the results from the spring 2006 administration will be provided to the committee in October 2005 and July 2006, respectively.

The committee will also follow carefully implementation of the Virginia Grade Level Alternative Assessment and will look forward to further federal guidance on the new provision for modified achievement standards for certain students with disabilities.

Restraint and Seclusion

The committee continued its study of restraint and seclusion. At the April meeting, action was taken to recommend to the Board of Education that it require every school board to have a policy on restraint and seclusion. The committee also continued work on a guidance document to assist school boards in developing and implementing such a policy. The guidance document will be completed by the October 2005 meeting.

Future Issues

Listed below are three areas that the SSEAC will continue to monitor and offer comments as they continue their work for the families and children of Virginia.

Assessment, Accountability and Academic Achievement of Students with Disabilities

The committee will continue to review the academic achievement of students with disabilities as measured by the Standards of Learning Assessments, including the Virginia Grade Level Alternative Assessment (VGLA), the Virginia Substitute Evaluation Program (VSEP), and the Virginia Alternate Assessment Program (VAAP). The committee will also provide input to the Department of Education in the implementation of the “two percent flexibility” announced by the U.S. Department of Education in April 2005. Of particular relevance will be the progress that school divisions are making in providing access to the general curriculum for students with disabilities.

Consolidation of the Two State Schools for the Deaf and the Blind

The committee has received periodic updates concerning the consolidation of the two state schools for the deaf and the blind since the appointment of the task force by the 2003 Virginia General Assembly. The committee will continue to maintain an interest in this initiative and will comment as necessary.

Development of the State Performance Plan

The committee will have an active role in the development of the State Performance Plan (SPP), a new requirement under the 2004 IDEA revisions. As part of the SPP process, the committee will advise the department about the use and the public reporting of data.

Reauthorization of the Individuals with Disabilities Education Act (IDEA)

The committee is awaiting the finalization of federal regulations for the 2004 statutory revisions to the IDEA. When the final regulations are promulgated, the committee will have an active role in preparing revised Virginia special education regulations. It is anticipated that this process will begin during the coming year.

No Child Left Behind

The SSEAC will continue to monitor the impact of the No Child Left Behind legislation on students with disabilities in Virginia.

Appendix A

Mission and Structure

The State Special Education Advisory Committee (SSEAC) for the Commonwealth of Virginia is organized and functions in accordance with the mandate in the Rules and Regulations for the Administration of the Individuals with Disabilities Education Act (IDEA) and the *Regulations Governing Special Education Programs for Children with Disabilities in Virginia*. The committee's functions include the following:

1. Advise the state education agency (SEA) of unmet needs within the state in the education of children with disabilities;
2. Comment publicly on any rules or regulations proposed by the state regarding the education of children with disabilities;
3. Advise the SEA in developing evaluations and reporting on data to the U.S. Secretary of Education under section 618 of the Act;
4. Advise the SEA in developing corrective action plans to address findings identified in federal monitoring reports under Part B of the Individuals with Disabilities Act; and
5. Advise the SEA in developing and implementing policies relating to the coordination of services for children with disabilities.
6. Provide advice on eligible students with disabilities in adult prisons that have been convicted as adults and incarcerated in adult prisons;
7. Review the policies and procedures of state-operated programs, the Virginia School for the Deaf and Blind at Staunton and the Virginia School for the Deaf, Blind, and Multi-Disabled at Hampton; and
8. Prepare and present an Annual Report to the Virginia Board of Education and the Superintendent of Public Instruction. This report shall be made available to the public.

Appendix B

Membership

The committee is composed of representatives of stakeholder groups as prescribed by IDEA. These individuals have a common interest in meeting the educational needs of children and youth with disabilities throughout the commonwealth. The membership includes eight parents of children with disabilities, two individuals with disabilities, a teacher, a representative of institutions of higher education that prepare special education and related services personnel, a local superintendent, a local special education director, a representative of an organization concerned with transition services, a representative of other state agencies involved in the financing or delivery of related services to children with disabilities, and a representative of a correctional agency. Members are appointed by the Board of Education to a three-year term and are eligible for reappointment for an additional three-year term. Individual citizens and organizations are invited to nominate candidates for appointment to the committee. Terms of membership are staggered to assure continuity. Members are reimbursed for expenses incurred while attending meetings; however, the membership serves without compensation. The committee is staffed by designated personnel from the Department of Education who are knowledgeable in the field of special education. The department also provides technical and clerical assistance to the committee.

Board of Education Agenda Item

Item: _____ L. _____

Date: November 30, 2005

Topic: Report on Evaluations of Year-Round School Programs

Presenter: Ms. Michelle Vucci, Director of Policy

Telephone Number: (804) 225-2543

E-Mail Address: Michelle.Vucci@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: _____

(date)

Previous Review/Action:

No previous board review/action

Previous review/action

date _____

action _____

Background Information:

Section 22.1-79.1 of the *Code of Virginia* prohibits local school boards from adopting school calendars that require schools to open prior to Labor Day unless a waiver is granted by the Board for "good cause." The conditions under which the Board may grant such waivers are outlined in the *Code*. Part 3 of § 22.1-79.1 permits the Board to approve a waiver from the requirements of this *Code* provision if the division secures approval of an experimental or innovative program for an instructional program offered on a year-round basis by the school division in one or more of its elementary, middle, or high schools. The waiver is restricted to those individual schools housing the program.

In 2000, the Board of Education adopted a resolution directing that requests for continuing approval of an experimental or innovative program requiring schools to open prior to Labor Day shall be accompanied by an evaluation of the effectiveness of the program that includes, at a minimum, evidence of improvement in student academic achievement on Standards of Learning tests, Stanford 9 tests, and other appropriate assessments administered by the school division. The Board's resolution also requests the Superintendent of Public Instruction to provide an annual report to the Board concerning the status of waivers granted.

Each year a superintendent's memorandum is sent to all school divisions notifying them of the requirements for waivers of pre-Labor Day opening requirements. On January 14, 2005, Superintendent's Memorandum 1, ADM, was sent to division superintendents advising them of the requirements, and requesting that they complete and return their applications by March 4, 2005.

Typically year-round schools operate on what is commonly known as a 45-15 schedule where there are 45 instructional days followed by a 15-day break. During the 15-day break, the schools offer inter-sessions during which both remedial instruction and enrichment courses are offered. Most of the schools with year-round calendars share one or more of the following characteristics: high populations of minority or limited English proficient students, high percentages of students on free or reduced lunch, or histories of low performance on state assessments.

Summary of Major Elements:

Six school divisions submitted applications for approval of year-round programs in 31 schools for the 2005-06 school year. Of the 31 schools, 25 are elementary schools, three are middle schools, two are high schools, and one is a charter school serving students in grades three through eight. One of the programs approved for the coming school year is new, Mount Vernon Elementary in Alexandria. Three programs approved for year-round operation for the 2004-05 school year reverted to a traditional calendar for the 2005-06 school year, two in Newport News and one in Virginia Beach.

Each school division applying for continuing approval of a year-round program must submit an evaluation of the results of the program. Since local school divisions must submit their applications and evaluations by March of the year preceding the year they wish to operate as a year-round program, the evaluations are based on the previous year's results. In this case, the evaluations of the schools approved for operation during the 2005-06 school year are based on data and information provided by the school division from the 2003-04 school year.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept the report.

Impact on Resources: None

Timetable for Further Review/Action: None



VIRGINIA BOARD OF EDUCATION

REPORT

**REPORT TO THE BOARD OF EDUCATION
ON THE EVALUATION OF YEAR-ROUND
SCHOOLS**

NOVEMBER 30, 2005

REPORT TO THE BOARD OF EDUCATION ON THE EVALUATION OF YEAR-ROUND SCHOOLS

Background

Section 22.1-79.1 of the *Code of Virginia* requires each local school board to set the school calendar so that the first day students are required to attend is after Labor Day. The Board of Education may waive the requirement on a showing of good cause by the school board. If a school is providing its students with an experimental or innovative program which requires students to begin attending prior to Labor Day that has been approved by the Board of Education pursuant to the Board of Education's *Regulations Establishing Standards for Accrediting Public Schools in Virginia*, 8 VAC 20-131-10 et seq., the Board of Education may waive the post-Labor Day opening requirement in accordance with the Code.

Experimental or innovative programs include instructional programs that are offered on a year-round basis by the school division in one or more of its elementary, middle or high schools. In 2001, the Board of Education began requiring school divisions to submit an evaluation of the results of the program with their request for continued approval of a waiver of pre-Labor Day opening requirements for schools that are operating an experimental or innovative program. Each year a superintendent's memorandum is sent to all school divisions notifying them of the requirements for waivers of pre-Labor Day opening requirements. On January 14, 2005, Administrative Superintendent's Memorandum Number One was sent to division superintendents advising them of the requirements, and requesting that they complete and return their applications by March 4, 2005.

Six school divisions submitted applications for approval of year-round programs in 31 schools for the 2005-06 school year. Of the 31 schools, 25 are elementary schools, three are middle schools, two are high schools, and one is a charter school, serving students in grades three through eight. One of the programs approved for the coming school year is new, Mount Vernon Elementary in Alexandria. Three programs approved for year-round operation for the 2004-05 school year reverted to a traditional calendar for the 2005-06 school year, two in Newport News and one in Virginia Beach.

Typically, year-round schools operate on what is commonly known as a 45-15 schedule where there are 45 instructional days followed by a 15-day break. During the 15-day break, the schools offer inter-sessions during which both remedial instruction and enrichment courses are offered. Most of the schools with year-round calendars share one or more of the following characteristics: high populations of minority or limited English proficient (LEP) students, high percentages of students on free or reduced lunch (poverty), or histories of low performance on state assessments.

Evaluation of the Year-Round Schools Approved for Operation during the 2005-06 School Year

Each school division applying for continuing approval of a year-round program must submit an evaluation of the results of the program. Since local school divisions must submit their applications and evaluations by March of the year preceding the year they wish to operate as a year-round program, the evaluations are based on the previous year's results. For this report, the evaluations of the schools approved for operation during the 2005-06 school year are based on data and information from the 2003-04 school year. The form and substance of the evaluation reports submitted by the school divisions are not prescribed, and thus vary greatly. Some are very detailed and provide a large amount of information on each school program, while others are very brief and only provide limited information, such as SOL test scores.

Attached is a list of the schools that have been approved for operation as year-round programs for the 2005-06 school year, and spreadsheets providing background information, accreditation status and AYP status from 2003-04 to 2005-06. Since the evaluations provided by school divisions were based on the 2003-04 school year, narrative evaluation information is not included in this report for Samuel Tucker Elementary in Alexandria and Point O' View Elementary in Virginia Beach because they were initially approved for year round status for the 2004-05 school year, and Mount Vernon Elementary in Alexandria since it was initially approved for year round status this year. Additionally, no evaluation information is provided for the following schools that ceased operating as year round programs for the 2005-06 school year and returned to a traditional schedule: Briarfield Elementary and Dunbar-Erwin Achievable Dream in Newport News, and Bettie Williams Elementary in Virginia Beach.

Division-Level Evaluation Highlights

DIVISION: Alexandria City

Samuel Tucker Elementary School began operating as a year-round school for the 2004-05 school year. It is fully accredited, and made AYP for 2005-06. Mount Vernon Elementary has been approved for operation of a year-round program for the 2005-06 school year. Mount Vernon is also fully accredited, but did not make AYP for 2005-06. Both schools are Title I schools, offering targeted assistance.

Evaluation Results for 2003-04

No narrative evaluation results are available at this time because these schools did not operate year round programs during the 2003-04 school year.

DIVISION: Arlington County

Barcroft Elementary began operating as a year round school in 2002. The school is fully accredited but did not make AYP for 2005-06. Barcroft is a Title I school, offering school-wide support.

Evaluation Results for 2003-04

Student Achievement: Students in the fourth grade improved their scores on the Stanford 9 Achievement Test in reading, mathematics, language, science, and social science. On the total battery, students' scores rose nine points. Students in grades three and five improved their scores on the SOL tests. There were increases in the passing rates for third grade students in the area of math and fourth grade students in the areas of history and writing. Staff will continue to flag targeted rising sixth graders for their assigned middle schools. Targeted fourth and fifth graders continuing at Barcroft will be assigned additional instructional support in their areas of weakness. Fourth and fifth graders who passed the SOL test will be given opportunities to participate in accelerated and enrichment classes. Based on a comparison of the number of students who scored below the national average on the Degrees of Reading Power and failed Standards of Learning tests in English and mathematics for the 2002-03 school year and the 2003-04 school year, the number of students needing review or remedial extended learning classes has decreased.

Student Behavior and Attendance: Attendance improved by ten percent during the modified school year in kindergarten through fifth grade. Additionally, student discipline referrals decreased. In two areas of behavior, there were more incidents during the modified school year. However, in all other areas, incidences were reduced.

Staff/Teacher: Forty-two percent of the teachers at Barcroft have completed the training for Teacher Expectations and Student Achievement (TESA). TESA is a program that trains teachers to interact with students on an equitable basis. Both administrators are Certified Teacher Expectation and Student Achievement Coordinators/Trainers. Additionally, many teachers have taken staff development classes that are offered in Arlington County through the Office of Minority Achievement and the English for Speakers of Other Languages/High Intensity Language Training (ESOL/HILT) Department. A survey of staff at the school indicated that the majority of the staff approved of the modified school year calendar and indicated that they believed that students adjusted well to the modified calendar, were ready to learn at the beginning of each quarter and were better prepared for end of year testing than in previous years.

Parent/Community Involvement: Barcroft has a partnership with Henderson Hall Marines who provide students with programs about safety, drug prevention and staying in school. Both the marines and a number of parents provide tutoring to students who need extra help. A survey of parents and families indicated general satisfaction with the modified school year calendar.

DIVISION: Danville City

Schoolfield Academy began operating as a year round school in 1996; Glenwood Elementary, Taylor Elementary, and Gibson Middle began operating as year round schools in 1998; and Woodrow Wilson Elementary as a year round school in 2002. All schools are fully accredited and made AYP for 2005-06. All of the schools are Title I schools offering school-wide support.

Evaluation Results for 2003-04:

Student Achievement: Danville City Public Schools submitted tables showing a five-year comparison of SOL results for each school for the years 2000-2004. A review of these scores indicated that students in the third and fifth grades at Woodrow Wilson improved their SOL test scores in all areas. Students in the fifth grade at Schoolfield Elementary improved their SOL test scores in all areas while students in the third grade improved their SOL test scores. Students in the third grade at Taylor Elementary improved their SOL test scores in English/reading and history, but scores declined in mathematics and science. Students in the fifth grade improved their SOL test scores in math and history, but their scores declined in science and English/reading. At Glenwood Elementary, students in the third grade improved their SOL test scores in all subjects, while students in the fifth grade improved their SOL test scores in all areas except English/reading.

DIVISION: Fairfax County

Timber Lane Elementary began operating as a year round school in 1998; Dogwood Elementary in 2000; Franconia Elementary, Glasgow Middle, Glen Forest Elementary, Graham Road Elementary, Stuart High School and Falls Church High School in 2001; and Annandale Terrace Elementary and Parklawn Elementary in 2002. All of the schools are fully accredited for the 2005-06 school year. The following schools did not make AYP for 2005-06: 1) Annandale Terrace; 2) Falls Church High; 3) Glasgow Middle; and 4) Stuart High. Dogwood Elementary, Franconia elementary, Glen Forest Elementary, Graham Road Elementary, and Parklawn Elementary made AYP for 2005-06. The following elementary schools are Title I school offering school-wide support: 1) Annandale Terrace; 2) Dogwood; 3) Glen Forest; 4) Graham Road; 5) Parklawn; and 6) Timber Lane.

Student Achievement: Across the seven elementary schools, performance in spring 2004 increased on 51 of 63 tests or 81 per cent of tests as compared with spring 2003. At the middle school, performance in spring 2004 increased on four of five tests, compared to three of five in spring 2003. At the high school, performance increased on 13 of 22 SOL tests in spring 2004, compared to 19 of 22 in spring 2003. In addition, two elementary schools reported the ability to start with new material within two weeks of the beginning of the school year instead of the four to six weeks they experienced prior to the implementation of the modified school calendar. Overall, schools saw improvement over the past several years in the achievement of LEP students. Across the seven elementary schools, LEP performance in spring of 2004 increased on 55 of 63 tests, compared to 29 of 63 tests in spring 2003. At the middle school, LEP performance in spring 2004 improved on three of five SOL tests compared to one in five in spring 2003. At the high school, LEP performance improved on 11 of 22 SOL tests in spring of 2004 compared to 15 of 22 SOL tests in the spring of 2003.

Student Behavior and Attendance: Four schools reported improved student behavior and decreases in student referrals. One elementary school reported the need for consistent discipline plans for the inter-sessions at the elementary level. Student attendance rates generally remained stable.

Staff/Teacher: Four schools reported less teacher burnout, ensuring more consistency of instruction for students. All schools reported that the modified school calendar helped to improve instruction, planning, enrichment, and remediation. Staff supported the adoption of a modified school calendar. In accordance with regulations adopted by the Fairfax County School Board, 60 percent of all staff must support a modified school calendar before the idea is presented to the school community. Once cluster assistant superintendents agree to the modified school calendar proposal, at least half of all eligible families must respond to a community vote and at least 60 percent must support the decision to modify the calendar. In the fall of 2001, 84 percent of school staff members voted to support the adoption of a modified school calendar.

Parent/Community Involvement: Parents supported the adoption of a modified school calendar.

DIVISION: Hampton City

Captain John Smith Elementary, Merrimack Elementary and Spratley Middle began operating as year round programs in 1998, Bassette Elementary in 2000, Aberdeen Elementary, Robert E. Lee Elementary, William Mason Cooper Elementary, Wythe Elementary and Hampton Harbour Academy* in 2001. The following schools are fully accredited for the 2005-06 school year: 1) Bassett Elementary; 2) Captain John Smith Elementary; 3) Merrimack Elementary; 4) Robert E. Lee Elementary; and 5) William Mason Cooper Elementary. Aberdeen Elementary, Spratley Middle, Hampton Harbour Academy*, and Wythe Elementary are accredited with warning for the 2005-06 school year. Bassette Elementary, Captain John Smith Elementary, Merrimack

Elementary, Robert E. Lee Elementary, and William Mason Cooper Elementary made AYP for the 2005-06 school year. Aberdeen Elementary, Spratley Middle, Hampton Harbour Academy*, and Wythe Elementary did not make AYP for the 2005-06 school year. All schools, with the exception of Sprately Middle, are Title I schools.

*** Hampton Harbour Academy is a charter school serving students in grades three through eight. The school division submitted an alternative accreditation plan for this school to the Board of Education in July of 2005 for approval. The Board approved the plan at its October 2005 meeting.**

Evaluation Results for 2003-2004

Student Achievement: The seven elementary schools and Hampton Harbour Academy are identified for Title I services. Aberdeen, Bassette, Cooper, Lee, Merrimack, and Wythe Elementary Schools provide school-wide support. Hampton Harbour Academy and Smith Elementary offer targeted assistance. Cooper Elementary School operates as a magnet school with a focus on children's engineering and technology for children in kindergarten through grade five. Hampton Harbour Academy is currently in year two of school improvement and is required to provide both school choice and supplemental services in the areas of English and mathematics. Aberdeen Elementary is in year one of school improvement for English and is required to provide school choice options. Spratley Middle, which is not a Title I school, is in year two of school improvement for English.

Fifty-six percent of the year round schools meet the requirements for full accreditation, up from 11 percent in 2002-03.

DIVISION: Virginia Beach City

Seatack Elementary began operating year round in 2000, Corporate Landing Elementary in 2002, Plaza Elementary in 2003, and Point O' View Elementary in 2004. All of the schools are fully accredited and made AYP for the 2005-06 school year. Plaza and Seatack are Title I schools, offering school-wide support.

Evaluation Results for 2003-2004

These evaluation results do not include Point O' View Elementary School because the year round program did not begin until the 2004-05 school year. Therefore, the following information is based on evaluation results for the other three schools.

Student Achievement: Students continued to improve their academic achievement overall at the three schools. For Seatack, the percent of students passing SOL tests in 2003-04 at third and fifth grades increased from the baseline year, 1999-2000, and percentile rankings on the Stanford 9 increased from the baseline. Seatack's academic improvements from the baseline were greater than those of the division and in one year Seatack students surpassed the school division on three of nine SOL tests.

Data at Corporate Landing showed a steady increase in the percentage of students passing the grade three English, mathematics, history and science SOL tests and the grade five English/reading, mathematics, history and science SOL tests from 2002-2004. After two years of year round school, the percentage of students passing each grade three SOL test exceeded the division's passing rates, and in grade five, the passing rates for English, reading, history, and science exceeded the division's passing rate. The passing rate for grade five mathematics was slightly below the division, while the gap between the school's and division's passing rates in English/writing was larger. Corporate Landing students showed steady increases in the grade four Stanford 9 percentile scores from the fall of 2001 to fall 2003.

Improved academic achievement at Plaza was evidenced by increases in SOL passing rates on all tests at third grade and three of five tests at fifth grade, increased percentile ratings in all five of the Stanford Achievement Tests at fourth grade, as well as the continued earned rating of full accreditation. All four third-grade SOL tests exceeded the division averages, but all five SOL fifth-grade tests were below the division averages.

Student Attendance and Behavior: In 2003-04, the attendance rate at Seatack was over 94 percent and nearly 96 percent at Corporate Landing. Plaza reported increased student attendance for six of ten months, an increase in the annual average attendance and a school board award for overall most improved attendance for 2003-04.

Teacher/Staff: In 2003-04, the number of teachers at Seatack with graduate degrees and teachers new to the system surpassed the division average. The majority of staff at Corporate Landing agreed that year round school helps students retain more information, provides a more continuous pattern of learning compared to a traditional calendar, and positively contributed to students' academic success. The majority of staff did not agree that students were more enthusiastic, more motivated, and better behaved with year round school. Eighty-seven percent of staff members at Plaza intended to return for the 2004-05 school year. Staff members felt students appeared more enthusiastic about school, but no majority of staff members felt that students were more motivated or better behaved and 47 percent of staff felt that parents did not participate more with the year round school program.

Parent/Community Involvement: Eighty-six percent of the parents of students participating in the Corporate Landing year round school and almost 91 percent of parents whose children attended Plaza stated they would recommend year round school to other parents.

CONCLUSION

The content of this report is based on the information provided by school divisions in their evaluations of their year round programs. Since the form and substance of the evaluation reports are not prescribed, the content of the reports vary widely. Therefore, it is difficult to draw any general conclusions about the year-round programs in Virginia's public schools. Based on the information received, in general it appears that students have benefited from participation in the year-round programs.

In order to receive consistent information from school divisions and assess the effectiveness of these programs, the Department of Education would like to request that each school division submit information addressing the following components in their evaluations: Student Achievement, Student Behavior and Attendance, Staff/Teacher Participation, and Parent/Community Involvement.

2005 List of Year Round Schools (31)

District	Name of Schools
Alexandria (2)	Mount Vernon Elementary Samuel Tucker Elementary
Arlington (1)	Barcroft Elementary
Danville (5)	Glenwood Elementary Schoolfield Academy Taylor Elementary Woodrow Wilson Elementary Gibson Middle
Fairfax (10)	Annandale Terrace Elementary Dogwood Elementary Falls Church High Franconia Elementary Glasgow Middle Glen Forest Elementary Graham Road Elementary Parklawn Elementary Stuart High Timber Lane Elementary
Hampton (9)	Aberdeen Elementary A.W.E. Bassette Elementary Captain John Smith Elementary Merrimack Elementary Robert E. Lee Elementary William Mason Cooper Ele. Wythe Elementary C. Vernon Spratley Middle Hampton Harbour Academy
Virginia Beach (4)	Corporate Landing Elementary Plaza Elementary Point O'View Elementary Seatack Elementary

**Virginia Board of Education
Status Report - Year Round School
Background Information**

School Division	School Name	Year of Conversion to Modified Calendar	Type of Program (Focus Areas)	Grades Served	Number of Students Served (2004-05)	Title I School (Y/N)
Alexandria City Public Schools	Mount Vernon Elementary	2005	General Education, Special Education, Head Start Program, ESL, Talented/Gifted, Pre-School Care	PK-05	over 490 students	Y
Alexandria City Public Schools	Samuel W. Tucker Elementary	2004	General Education, Special Education, Head Start Program, ESL, Talented/Gifted	PK-05	over 600 students	Y
Arlington County Public Schools	Barcroft Elementary	2002	General Education, Special Education, ESL, Talented/Gifted	PK-05	over 400 students	Y
Danville City Public Schools	Edwin A. Gibson Middle	1998	Special Education, Vocational Education, Migrant Education, ESL, Talented/Gifted, Remedial Program	6-8	over 470 students	Y
Danville City Public Schools	Glenwood Elementary	1998	Special Education, Migrant Education, ESL, Talented/Gifted, Pre-School Care, Remedial Program	PK-05	approximately 200 students	Y
Danville City Public Schools	Schoolfield Elementary	1996	Special Education, Migrant Education, ESL, Talented/Gifted, Pre-School Care, IB Program, Remedial Program	PK-05	over 550 students	Y
Danville City Public Schools	Irvin W. Taylor Elementary	1998	Special Education, Migrant Education, ESL, Talented/Gifted, Pre-School Care, Remedial Program	PK-05	over 400 students	Y
Danville City Public Schools	Woodrow Wilson Elementary	2002	Special Education, Migrant Education, ESL, Talented/Gifted, Pre-School Care, Remedial Program	PK-05	over 200 students	Y
Fairfax County Public Schools	Annandale Terrace Elementary	2002	General Education, Special Education, Head Start Program, ESL, Talented/Gifted, Magnet/Spec Ctr, Remedial Program	PK-05	over 680 students	Y
Fairfax County Public Schools	Dogwood Elementary	2000	General Education, Special Education, Head Start Program, ESL, Talented/Gifted, Magnet/Spec Ctr, Remedial Program	PK-06	over 650 students	Y
Fairfax County Public Schools	Falls Church High	2001	General Education, Special Education, Vocational Education, Technical Prep, ESL, Talented/Gifted, Remedial Program	9-12	over 1,400 students	N
Fairfax County Public Schools	Franconia Elementary	2001	General Education, Special Education, ESL, Talented/Gifted, Remedial Program	PK-06	over 430 students	N
Fairfax County Public Schools	Glasgow Middle	2001	General Education, Special Education, Vocational Education, ESL, Talented/Gifted, Magnet/Spec Ctr, Remedial Program	6-8	over 1,100 students	N
Fairfax County Public Schools	Glen Forest Elementary	2001	General Education, Special Education, Head Start Program, ESL, Talented/Gifted, Magnet/Spec Ctr, Remedial Program	PK-05	approximately 800 students	Y
Fairfax County Public Schools	Graham Road Elementary	2001	General Education, Special Education, Head Start Program, ESL, Talented/Gifted, Magnet/Spec Ctr, Remedial Program	PK-06	over 350 students	Y
Fairfax County Public Schools	Parklawn Elementary	2002	General Education, Special Education, Head Start Program, ESL, Talented/Gifted, Magnet/Spec Ctr, Remedial Program	PK-05	over 650 students	Y
Fairfax County Public Schools	Stuart High	2001	General Education, Special Education, Vocational Education, Technical Prep, ESL, Talented/Gifted, IB Program, Remedial Program	9-12	over 1,500 students	N

**Virginia Board of Education
Status Report - Year Round School
Background Information**

School Division	School Name	Year of Conversion to Modified Calendar	Type of Program (Focus Areas)	Grades Served	Number of Students Served (2004-05)	Title I School (Y/N)
Fairfax County Public Schools	Timber Lane Elementary	1998	General Education, Special Education, Head Start Program, ESL, Talented/Gifted, Remedial Program	PK-06	over 490 students	Y
Hampton City Public Schools	A.W.E. Bassette Elementary	2000	General Education	PK-05	over 340 students	Y
Hampton City Public Schools	Aberdeen Elementary	2001	General Education	PK-05	over 360 students	Y
Hampton City Public Schools	C. Vernon Spratley Middle	1998	General Education	6-8	over 800 students	N
Hampton City Public Schools	Captain John Smith Elementary	1998	General Education	PK-05	over 430 students	Y
Hampton City Public Schools	Hampton Harbour Academy	2001	Alternative Education, Charter School	3-8	over 140 students	Y
Hampton City Public Schools	Merrimack Elementary	1998	General Education	PK-05	over 400 students	Y
Hampton City Public Schools	Robert E. Lee Elementary	2001	General Education	PK-05	over 440 students	Y
Hampton City Public Schools	William Mason Cooper Elementary	2001	General Education	PK-05	over 350 students	Y
Hampton City Public Schools	Wythe Elementary	2001	General Education	PK-05	over 350 students	Y
Virginia Beach City Public Schools	Corporate Landing Elementary	2002	General Education, Special Education, ESL, Talented/Gifted, Remedial Program	PK-05	over 590 students	N
Virginia Beach City Public Schools	Plaza Elementary	2003	General Education, Special Education, ESL, Talented/Gifted, Remedial Program	KG-05	approximately 380 students	Y
Virginia Beach City Public Schools	Point O' View Elementary	2004	General Education, Special Education, ESL, Talented/Gifted, Remedial Program	KG-05	over 550 students	N
Virginia Beach City Public Schools	Seatack Elementary	2000	General Education, Special Education, ESL, Talented/Gifted, Remedial Program	PK-05	over 400 students	Y

**Virginia Board of Education
Status Report - Year Round School
Accreditation Status from 2003-2004 to 2005-2006**

School Division	School Name	Accreditation Status for 05-06	2003-2004 School Year				2004-2005 School Year				2005-2006 School Year			
			English Pass Rate	Math Pass Rate	History/ Social Science Pass Rate	Science Pass Rate	English Pass Rate	Math Pass Rate	History/ Social Science Pass Rate	Science Pass Rate	English Pass Rate	Math Pass Rate	History/ Social Science Pass Rate	Science Pass Rate
Alexandria City Public Schools	Mount Vernon Elementary	Fully Accredited	81	87	79	71	88	99	83 for Grade 3 and 85 for Grade 5	75 for Grade 3 and 83 for Grade 5	82	87	80	76
Alexandria City Public Schools	Samuel W. Tucker Elementary	Fully Accredited	96	82	93	93	97	92	82 for Grade 3 and 92 for Grade 5	83 for Grade 3 and 96 for Grade 5	93	96	91	95
Arlington County Public Schools	Barcroft Elementary	Fully Accredited	100	96	82	93	98	92	83 for Grade 3 and 92 for Grade 5	91 for Grade 3 and 85 for Grade 5	96	96	95	95
Danville City Public Schools	Edwin A. Gibson Middle	Fully Accredited	71	93	74	72	74	93	82	73	77	88	87	80
Danville City Public Schools	Glenwood Elementary	Fully Accredited	63	60	59	49	68	63	91 for Grade 3 and 81 for Grade 5	80 for Grade 3 and 58 for Grade 5	89	87	80	80
Danville City Public Schools	Irvin W. Taylor Elementary	Fully Accredited	83	81	81	84	73	78	89 for Grade 3 and 92 for Grade 5	80 for Grade 3 and 71 for Grade 5	96	92	80	81
Danville City Public Schools	Schoolfield Elementary	Fully Accredited	83	88	83	81	83	87	90 for Grade 3 and 99 for Grade 5	83 for Grade 3 and 86 for Grade 5	91	87	94	81
Danville City Public Schools	Woodrow Wilson Elementary	Fully Accredited	98	78	82	89	99	97	100 for Grade 3 and 97 for Grade 5	100 for Grade 3 and 94 for Grade 5	97	92	88	92
Fairfax County Public Schools	Annandale Terrace Elementary	Fully Accredited	78	80	83	77	89	79	87 for Grade 3 and 95 for Grade 5	83 for Grade 3 and 78 for Grade 5	89	91	92	77
Fairfax County Public Schools	Dogwood Elementary	Fully Accredited	86	88	61	89	77	83	71 for Grade 3 and 82 for Grades 5 & 6	73 for Grade 3 and 86 for Grades 5 & 6	90	82	91	84
Fairfax County Public Schools	Falls Church High	Fully Accredited	80	74	85	78	91	83	88	79	85	81	88	80
Fairfax County Public Schools	Franconia Elementary	Fully Accredited	93	86	86	85	92	98	98 for Grade 3 and 91 for Grades 5 & 6	90 for Grade 3 and 83 for Grades 5 & 6	94	92	95	88
Fairfax County Public Schools	Glasgow Middle	Fully Accredited	75	87	84	81	74	95	78	87	78	90	89	83
Fairfax County Public Schools	Glen Forest Elementary	Fully Accredited	76	77	81	69	83	81	81 for Grade 3 and 86 for Grade 5	78 for Grade 3 and 83 for Grade 5	94	98	91	95
Fairfax County Public Schools	Graham Road Elementary	Fully Accredited	86	91	92	68	86	88	77 for Grade 3 and 91 for Grades 5 & 6	70 for Grade 3 and 53 for Grades 5 & 6	91	95	96	85
Fairfax County Public Schools	Parklawn Elementary	Fully Accredited	83	80	90	78	85	88	94 for Grade 3 and 88 for Grade 5	83 for Grade 3 and 91 for Grade 5	96	94	97	91

**Virginia Board of Education
Status Report - Year Round School
Accreditation Status from 2003-2004 to 2005-2006**

School Division	School Name	Accreditation Status for 05-06	2003-2004 School Year				2004-2005 School Year				2005-2006 School Year			
			English Pass Rate	Math Pass Rate	History/ Social Science Pass Rate	Science Pass Rate	English Pass Rate	Math Pass Rate	History/ Social Science Pass Rate	Science Pass Rate	English Pass Rate	Math Pass Rate	History/ Social Science Pass Rate	Science Pass Rate
Fairfax County Public Schools	Stuart High	Fully Accredited	93	88	88	81	94	81	87	83	91	93	91	81
Fairfax County Public Schools	Timber Lane Elementary	Fully Accredited	81	93	74	82	91	100	86 for Grade 3 and 91 for Grades 5 & 6	80 for Grade 3 and 89 for Grades 5 & 6	85	93	93	82
Hampton City Public Schools	A.W.E. Bassette Elementary	Fully Accredited	82	82	77	74	79	85	90 for Grade 3 and 96 for Grade 5	82 for Grade 3 and 80 for Grade 5	89	90	87	83
Hampton City Public Schools	Aberdeen Elementary	Accredited w/Warning	76	70	80	71	75	69	88 for Grade 3 and 84 for Grade 5	64 for Grade 3 and 75 for Grade 5	76	67	79	67
Hampton City Public Schools	C. Vernon Spratley Middle	Accredited w/Warning	63	80	60	70	63	85	70	78	64	83	84	76
Hampton City Public Schools	Captain John Smith Elementary	Fully Accredited	79	84	76	82	79	80	78 for Grade 3 and 78 for Grade 5	81 for Grade 3 and 77 for Grade 5	78	80	76	74
Hampton City Public Schools	Hampton Harbour Academy	Accredited w/Warning	41	28	35	48	42 for Grades 3 & 5 and 45 for Grade 8	49	50 for Grade 3 and 77 for Grade 5 to 8	22 for Grade 3 and 70 for Grade 5 to 8	48 - Grades 3 & 5 and 42 for Grade 8	36	48	53
Hampton City Public Schools	Merrimack Elementary	Fully Accredited	90	88	87	78	87	82	87 for Grade 3 and 86 for Grade 5	78 for Grade 3 and 83 for Grade 5	84	90	92	84
Hampton City Public Schools	Robert E. Lee Elementary	Fully Accredited	80	79	92	86	77	80	79 for Grade 3 and 89 for Grade 5	65 for Grade 3 and 78 for Grade 5	86	86	86	76
Hampton City Public Schools	William Mason Cooper Elementary	Fully Accredited	91	83	69	78	87	88	83 for Grade 3 and 93 for Grade 5	81 for Grade 3 and 81 for Grade 5	87	83	74	79
Hampton City Public Schools	Wythe Elementary	Accredited w/Warning	64	65	63	58	77	87	80 for Grade 3 and 76 for Grade 5	72 for Grade 3 and 59 for Grade 5	71	72	70	55
Virginia Beach City Public Schools	Corporate Landing Elementary	Fully Accredited	90	95	86	90	86	91	96 for Grade 3 and 93 for Grade 5	96 for Grade 3 and 94 for Grade 5	93	96	94	92
Virginia Beach City Public Schools	Plaza Elementary	Fully Accredited	84	85	78	86	89	91	92 for Grade 3 and 90 for Grade 5	90 for Grade 3 and 86 for Grade 5	95	100	96	93
Virginia Beach City Public Schools	Point O' View Elementary	Fully Accredited	82	85	76	78	84	88	93 for Grade 3 and 83 for Grade 5	83 for Grade 3 and 85 for Grade 5	88	84	72	77
Virginia Beach City Public Schools	Seatack Elementary	Fully Accredited	95	90	83	83	84	83	87 for Grade 3 and 97 for Grade 5	83 for Grade 3 and 94 for Grade 5	100	94	88	84

**Virginia Board of Education
Status Report - Year Round School
Status of Adequate Yearly Progress from 2003-2004 to 2005-2006**

<i>Division Name</i>	<i>School Name</i>	<i>AYP Status Information</i>			<i>2005-2006 Status</i>		<i>Comment</i>
		<i>2003-2004</i>	<i>2004-2005</i>	<i>2005-2006</i>	<i>English Sanction (Y/N)</i>	<i>Math Sanction (Y/N)</i>	
Alexandria City Public Schools	Mount Vernon Elementary	Did Not Make AYP	Made AYP	Did Not Make AYP	N	N	
Alexandria City Public Schools	Samuel W. Tucker Elementary	Did Not Make AYP	Made AYP	Made AYP	N	N	
Arlington County Public Schools	Barcroft Elementary	Did Not Make AYP	Did Not Make AYP	Did Not Make AYP	Y	N	Year Two/School Choice and SES in English
Danville City Public Schools	Edwin A. Gibson Middle	Did Not Make AYP	Did Not Make AYP	Made AYP	Y	N	Year One/School Improvement Plan in English
Danville City Public Schools	Glenwood Elementary	Did Not Make AYP	Did Not Make AYP	Made AYP	Y	Y	School Choice in English and Math
Danville City Public Schools	Schoolfield Elementary	Did Not Make AYP	Made AYP	Made AYP	N	N	
Danville City Public Schools	Irvin W. Taylor Elementary	Made AYP	Did Not Make AYP	Made AYP	N	N	
Danville City Public Schools	Woodrow Wilson Elementary	Made AYP	Made AYP	Made AYP	N	N	
Fairfax County Public Schools	Annandale Terrace Elementary	Did Not Make AYP	Made AYP	Did Not Make AYP	N	N	
Fairfax County Public Schools	Dogwood Elementary	Did Not Make AYP	Did Not Make AYP	Made AYP	Y	N	School Choice in English
Fairfax County Public Schools	Falls Church High	Did Not Make AYP	Did Not Make AYP	Did Not Make AYP	N	Y	Additional Corrective Actions for Math
Fairfax County Public Schools	Franconia Elementary	Made AYP	Made AYP	Made AYP	N	N	
Fairfax County Public Schools	Glasgow Middle	Did Not Make AYP	Did Not Make AYP	Did Not Make AYP	Y	N	Additional Corrective Actions for English
Fairfax County Public Schools	Glen Forest Elementary	Did Not Make AYP	Made AYP	Made AYP	N	N	
Fairfax County Public Schools	Graham Road Elementary	Did Not Make AYP	Made AYP	Made AYP	N	N	
Fairfax County Public Schools	Parklawn Elementary	Did Not Make AYP	Made AYP	Made AYP	N	N	

**Virginia Board of Education
Status Report - Year Round School
Status of Adequate Yearly Progress from 2003-2004 to 2005-2006**

<i>Division Name</i>	<i>School Name</i>	<i>AYP Status Information</i>			<i>2005-2006 Status</i>		<i>Comment</i>
		<i>2003-2004</i>	<i>2004-2005</i>	<i>2005-2006</i>	<i>English Sanction (Y/N)</i>	<i>Math Sanction (Y/N)</i>	
Fairfax County Public Schools	Stuart High	Did Not Make AYP	Made AYP	Did Not Make AYP	N	N	
Fairfax County Public Schools	Timber Lane Elementary	Did Not Make AYP	Made AYP	Made AYP	N	N	
Hampton City Public Schools	A.W.E. Bassette Elementary	Made AYP	Made AYP	Made AYP	N	N	
Hampton City Public Schools	Aberdeen Elementary	Made AYP	Did Not Make AYP	Did Not Make AYP	Y	N	School Choice in English
Hampton City Public Schools	C. Vernon Spratley Middle	Did Not Make AYP	Did Not Make AYP	Did Not Make AYP	Y	N	Additional Corrective Actions for English
Hampton City Public Schools	Captain John Smith Elementary	Made AYP	Made AYP	Made AYP	N	N	
Hampton City Public Schools	Hampton Harbour Academy	Did Not Make AYP	Did Not Make AYP	Did Not Make AYP	Y	Y	Year Two/School Choice and SES in English and Math
Hampton City Public Schools	Merrimack Elementary	Made AYP	Made AYP	Made AYP	N	N	
Hampton City Public Schools	Robert E. Lee Elementary	Made AYP	Made AYP	Made AYP	N	N	
Hampton City Public Schools	William Mason Cooper Elementary	Made AYP	Made AYP	Made AYP	N	N	
Hampton City Public Schools	Wythe Elementary	Did Not Make AYP	Made AYP	Did Not Make AYP	N	N	
Virginia Beach City Public Schools	Corporate Landing Elementary	Made AYP	Made AYP	Made AYP	N	N	
Virginia Beach City Public Schools	Plaza Elementary	Made AYP	Made AYP	Made AYP	N	N	
Virginia Beach City Public Schools	Point O' View Elementary	Made AYP	Made AYP	Made AYP	N	N	
Virginia Beach City Public Schools	Seatack Elementary	Made AYP	Made AYP	Made AYP	N	N	

Board of Education Agenda Item

Item: _____ M. _____

Date: November 30, 2005

Topic: Annual Report on Pre-Labor Day Waiver Requests

Presenter: Ms. Michelle Vucci, Director of Policy

Telephone Number: (804) 225-2543

E-Mail Address: Michelle.Vucci@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: Board of Education Resolution #1999-2

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:

Section 22.1-79.1 of the Code of Virginia prohibits local school boards from adopting school calendars that require schools to open prior to Labor Day unless the Board of Education grants a waiver for "good cause." As outlined in that Code section at subsection B, "good cause" means:

- A school division has been closed an average of eight days per year during any five of the last ten years due to an emergency situation, such as severe weather conditions.
- A school division has a program that is dependent on or provided in a school in another division and that division has qualified for the waiver. This waiver applies only to the opening date of the school with the dependent program.
- A school division is operating an experimental or innovative program. This waiver applies only to the school where the experimental or innovative program is offered.

Summary of Major Elements: The department received 79 Pre-Labor Day waiver requests from school divisions and a Governor's School for the 2005-2006 school year. All of the requests were approved. The

79 requests included 58 for inclement weather, 15 for dependent programs, and 7 for experimental or innovative programs. One school division, Danville Public Schools, filed for waivers in two categories: dependent programs, and experimental or innovative programs. The Central Virginia Governor's School for Science and Technology, with students from Amherst County, Appomattox County, Bedford County, Campbell County, and the City of Lynchburg, filed for a waiver as a dependent program.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept the report.

Impact on Resources: None

Timetable for Further Review/Action: N/A



VIRGINIA BOARD OF EDUCATION

REPORT

**REPORT ON
PRE-LABOR DAY WAIVERS
FOR THE
2005-2006 SCHOOL YEAR**

NOVEMBER 30, 2005

**REPORT TO THE BOARD OF EDUCATION
ON PRE-LABOR DAY WAIVERS
FOR THE 2005-2006 SCHOOL YEAR**

Background

Section 22.1-79.1 of the Code of Virginia provides that each school board must set the first day for the school year after Labor Day. However, the Board of Education may waive this requirement for good cause. For purposes of this statute, subsection B of this Code section provides that “good cause” means:

1. A school division has been closed an average of eight days per year during any five of the last ten years because of severe weather conditions, energy shortages, power failures, or other emergency situations;
2. A school division is providing, in the school year for which the waiver is sought, an instructional program or programs in one or more of its elementary or middle or high schools, excluding the electronic classroom, which are dependent on and provided in one or more elementary or middle or high schools of another school division that qualifies for such waiver. However, any waiver granted by the Board of Education pursuant to this subdivision shall only apply to the opening date for those schools where such dependent programs are provided; or
3. A school division is providing its students, in the school year for which the waiver is sought, with an experimental or innovative program which requires an earlier opening date than that established in subsection A of this section [a day subsequent to Labor Day] and which has been approved by the Department of Education pursuant to the regulations of the Board of Education establishing standards for accrediting public schools. However, any waiver or extension of the school year granted by the Board of Education pursuant to this subdivision or its standards for accrediting public schools for such an experimental or innovative program shall only apply to the opening date for those schools where such experimental or innovative programs are offered generally to the student body of the school. For the purposes of this subdivision, experimental or innovative programs shall include instructional programs which are offered on a year-round basis by the school division in one or more of its elementary or middle or high schools.

Prior to the opening of school, a school division may submit a Pre-Labor Day waiver request to the Virginia Department of Education. This request must be submitted on a form prescribed by the Superintendent of Public Instruction and must include a thorough explanation of all conditions that constitute good cause as related to emergency closures, dependent schools, or experimental or innovative programs. The school division must submit the waiver application every year it wants approval for a Pre-Labor Day waiver request.

Pursuant to Board Resolution # 1999-2, issued March 25, 1999, the Board of Education has delegated to the Superintendent of Public Instruction the authority to approve waivers on behalf of the Board. However, the Board must review and approve initial requests for waivers for experimental or innovative programs. Experimental or innovative programs include programs operated on a year-round basis or with a modified calendar. School divisions approved to operate innovative or experimental programs must submit evaluations of the programs to the department annually as part of the waiver application process.

Current Status

The department received 79 requests from school divisions and a Governor's School for approval of Pre-Labor Day waivers for the 2005-2006 school year:

1. Inclement weather: 58
2. Dependent program: 15
3. Experimental or innovative program: 7

A list of the school divisions receiving waivers in each category is attached. The Board reviewed and approved one new request for approval of an innovative program (a modified school calendar) for Mt. Vernon Elementary School in Alexandria. One school division (Danville) filed requests in two categories: dependent program and experimental or innovative program. The Central Virginia Governor's School for Science and Technology, with students from Amherst County, Appomattox County, Bedford County, Campbell County, and the City of Lynchburg, filed for a waiver as a dependent program. All requests received by the department were approved for the 2005-2006 school year.

2005-2006 Pre-Labor Day Waiver Requests

Inclement Weather	Dependent Program	Experimental/Innovative
Albemarle	Bristol	Alexandria
Alleghany	Buena Vista	Arlington
Amelia	Central Virginia Governor's	Danville
Amherst	Charlottesville	Fairfax
Appomattox	Covington	Hampton
Augusta	Danville	Prince Edward
Bath	Fluvanna	Virginia Beach
Bedford	Harrisonburg	
Bland	Lexington	
Botetourt	Louisa	
Buchanan	Martinsville	
Buckingham	Norton	
Campbell	Orange	
Carroll	Staunton	
Charlotte	Waynesboro	
Craig		
Culpeper		
Cumberland		
Dickenson		
Fauquier		
Floyd		
Franklin		
Frederick		
Galax		
Giles		
Goochland		
Grayson		
Greene		
Halifax		
Henry		
Highland		
Lee		
Loudoun		
Lunenburg		
Lynchburg		
Madison		
Montgomery		
Nelson		
Nottoway		

Inclement Weather	Dependent Program	Experimental/Innovative
Page		
Patrick		
Pittsylvania		
Pulaski		
Radford		
Rappahannock		
Roanoke County		
Rockbridge		
Rockingham		
Russell		
Scott		
Shenandoah		
Smyth		
Spotsylvania		
Tazewell		
Warren		
Washington		
Wise		
Wythe		

Board of Education Agenda Item

Item: N

Date: November 30, 2005

Topic: Report on Virginia's High School Initiatives, Including the National Governors Association Honors States Grant Program

Presenter: Mr. James C. Firebaugh, Jr.

Telephone Number: (804) 225-2651

E-Mail Address: Jim.Firebaugh@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 _____

action _____

Background Information:

During the spring of 2005, under the leadership of Governor Mark R. Warner's office the Virginia Department of Education (VDOE), the State Council of Higher Education for Virginia (SCHEV), the Virginia Community College System (VCCS), and the Virginia Association of Secondary School Principals (VASSP) collaboratively developed a comprehensive proposal to submit to the National Governors Association Center for Best Practices (NGA Center) Honor States Grant Program. The proposal consists of several interrelated projects that work with and build upon the successful high school reform efforts currently underway in the commonwealth.

Analysis of state enrollment data has indicated that Virginia has a ninth-grade retention rate that exceeds the retention rates for the middle grades and grades ten, eleven, and twelve. In an effort to improve the transition of students to high school and enhance the opportunity for successful graduation, the commonwealth made this issue a central point in its proposal. Additional areas of focus for the grant include policy development to promote P-16 collaboration as well as leadership development for principals and teachers. College readiness and access are also key components of the grant. Thirty high schools, identified by multiple criteria including a higher than average 9th-grade retention rate, were invited to be part of many of the activities defined in the proposal.

The Governor's office submitted the grant application in June 2005, and the commonwealth was notified in August 2005, that its proposal was accepted. The proposal is funded at one million dollars each year for two years with the partnership providing a match of one million dollars each year. The partnership agencies and professional organization have moved rapidly forward to implement the multifaceted proposal with key activities beginning this fall.

Summary of Major Elements

The major elements of Virginia's proposal include the following projects and activities, some of which are funded by the grant and others state funded as part of the match:

- Establish a P-16 Council
- Conduct a research study on high-performing high schools
- Conduct a study on the academic weaknesses of high school graduates
- Convene a policy forum to present findings of the P-16 Council
- Implement an administrative coaching program for the 30 high schools
- Provide scholarships for training for Advanced Placement and dual enrollment teachers
- Provide scholarships for teachers to be trained in the Strategic Instruction Model (SIM)
- Provide funds to include targeted schools in the Mathematics-Science Partnerships (MSP)
- Train selected mathematics and science teachers to assist students with FIRST (For Inspiration and Recognition of Science and Technology) robotics competition
- Expand Project Graduation in the 30 high schools
- Expand the Algebra Readiness Initiative program
- Conduct high school best practices and transition symposium
- Provide high school transition grants
- Provide PSAT fee support and AP Potential to the 30 high schools
- Expand Early College Scholars and Path to Industry Certification to target students in selected schools
- Purchase License for Kuder's Career Planning System and train high school personnel in its use
- Implement the College Awareness Project.

Superintendent's Recommendation: The Superintendent of Public Instruction recommends that the Board of Education accept the report.

Impact on Resources:

The Department of Education provides financial support for many of the activities in the proposal. The agency's existing resources can absorb this responsibility at this time.

Timetable for Further Review/Action:

The board will receive periodic reports on the status and progress of the project.

***Report on Virginia's High School
Initiatives, Including the
National Governors Association
Honors States Grant Program***

***Presentation to the
Virginia Board of Education***

November 30, 2005

*Jim Firebaugh
Office of Middle and High School Instruction*

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EDUCATION FOR A LIFETIME



"Creating a Commonwealth of Opportunity for all"

Mark R. Warner

Senior Year Plus

- *Project Graduation*
- *Early College Scholars*
- *Virtual AP School*
- *Path To Industry Certification*

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Project Graduation

*"We will maintain standards and
walk the extra mile with our students."*

Governor Mark R. Warner



- Academic Year Regional Academy for class of 2006
- Virginia Online Reading Tutorial
- Virginia Online Algebra Tutorial
- Summer 2006 Academies
 - Summer Regional Academy (class of 2007)
 - Continuation Academy (class of 2006)

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EDUCATION FOR A LIFETIME



"Creating a Commonwealth of Opportunity for all"

Mark R. Warner

The Early College Scholars program will allow and encourage eligible high school seniors to complete their high school diploma and concurrently earn at least 15 hours of transferable credits toward a college degree, resulting in a more productive senior year and potentially reducing the amount of college tuition for families.

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EDUCATION FOR A LIFETIME



"Creating a Commonwealth of Opportunity for all"

Mark R. Warner

Virtual AP School

Both televised and online Internet-based Advanced Placement (AP) courses are available to qualified Virginia students. Televised Virtual AP School courses are tuition-free for all Virginia public school students. DOE will pay tuition for students who sign the **Early College Scholars Agreement** providing students take the examinations associated with the AP courses.

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EDUCATION FOR A LIFETIME



"Creating a Commonwealth of Opportunity for all"

Mark R. Warner

Path to Industry Certification

This path is intended for seniors who have not planned to continue their education beyond high school and yet are unprepared to enter an occupational or technical career upon graduation.

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EDUCATION FOR A LIFETIME



Creating a Commonwealth of Opportunity for all

Mark R. Warner

- Participating students and their parents sign a **Path to Industry Certification Student Compact** agreeing that the student will complete high school and enroll in a community college to continue the technical training needed to prepare for an industry certification or state licensure.
- Certification or licensure exams will be **free** to students who successfully complete the prescribed courses for their selected industry certification or state license.

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NGA Honor States Grant Program

- Virginia is one of 10 states selected for the Phase 1 NGA grant program.
- The grant is funded for two years.
- Virginia will receive \$1 million for each of the two years.
- Partners: The Governor's Office, SCHEV, VCCS, VDOE, and VASSP

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NGA Honor States Grant Program

Objectives:

- **Decrease ninth-grade retention (holdback) rates**
- **Decrease overall dropout rates**
- **Increase high school graduation rates**
- **Increase the amount of rigorous coursework selected by students**
- **Increase Advanced Placement test taking rates**
- **Increase preparedness for post-secondary education**
- **Increase college-going rates**
- **Increase college graduation rates**

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NGA Honor States Grant Program

Three Components

- **Policy Reform by Design**
- **Colleagues for Success: Building High School Leadership Capacity**
- **Commonwealth of Access: Transition, Readiness, and Access**

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NGA Honor States Grant Program

Policy Reform by Design

- **Establish a P-16 Council**
- **Conduct a research study on high-performing high schools**
- **Conduct a study on the academic weaknesses of high school graduates**
- **Convene a policy forum to present findings of the P-16 Council**

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NGA Honor States Grant Program

Colleagues for Success: Building High School Leadership Capacity

- **Implement an administrative coaching program**
- **Provide scholarships for training for Advanced Placement and dual enrollment teachers**

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NGA Honor States Grant Program

Colleagues for Success: Building High School Leadership Capacity (continued)

- **Provide scholarships for teachers to be trained in the Strategic Instruction Model (SIM)**
- **Provide funds to include targeted schools in the Mathematics-Science Partnerships (MSP)**

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NGA Honor States Grant Program

Colleagues for Success: Building High School Leadership Capacity (continued)

- **Train selected mathematics and science teachers to assist students with FIRST (For Inspiration and Recognition of Science and Technology) robotics competition**

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NGA Honor States Grant Program

Commonwealth of Access: Transition, Readiness, and Access

- **Expand Project Graduation**
- **Expand the Algebra Readiness Program**
- **Conduct high school best practices and transition symposium**

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NGA Honor States Grant Program

Commonwealth of Access: Transition, Readiness, and Access (continued)

- **Provide high school transition grants**
- **Provide PSAT fee support and AP Potential**
- **Expand Early College Scholars and Path to Industry Certification to target students in selected schools**

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NGA Honor States Grant Program

Commonwealth of Access: Transition, Readiness, and Access (continued)

- **Purchase License for Kuder Career Planning System and train high school personnel in its use**
- **Implement the College Awareness Project**

COMMONWEALTH OF VIRGINIA



OFFICE OF THE GOVERNOR

Executive Order 100 (2005)

CREATING THE P-16 EDUCATION COUNCIL

Importance of the Initiative

As the Commonwealth moves forward on a wide range of education reform initiatives from preschool to graduate school, it is more important than ever to coordinate the various reform efforts underway across the continuum of education. Students increasingly are moving from one educational system to the other, and the need for improved transitions between systems is greater than ever. Education is a shared responsibility of several citizen boards in the Commonwealth, and opportunities exist to collaborate on common problems in moving forward on education reform.

Virginia's reform efforts have been nationally recognized, including through the receipt of a National Governors Association Honor States Grant, funded by the Gates Foundation. As part of the efforts for implementing this grant, the Commonwealth will formalize its already strong efforts at coordinating education reform across the entire spectrum of education through a P-16 Council, to address education reform from preschool to graduate school.

The Council is created in full recognition of the Commonwealth's commitment to creating a seamless transition and ensuring effective articulation from preschool to graduate school, enabling students to meet high standards, preparing faculties to teach to high standards, and continuing to improve student achievement.

The Council

The Secretary of Education will chair the Council. It will consist of 19 members, appointed by the Governor and serving at his pleasure. The Council will consist of two members of the House of Delegates, two members of the Senate of Virginia, the

Secretary of Education, the Superintendent of Public Instruction, the Director of the State Council of Higher Education, the Chancellor of the Virginia Community College System, the President of the Board of Education, the Chairman of the Virginia Community College Board, the Chairman of the State Council of Higher Education, and eight citizen members. The citizen members will include educators, and business and community leaders. The Governor may appoint additional persons to the Council at his discretion.

The Council's responsibilities shall include the following.

1. Identify opportunities to better coordinate the state's education reform efforts from preschool to graduate school.
2. Serve as a steering committee for oversight of the state's education reform activities as part of the NGA Honor States Grant.
3. Develop approaches to improve transitions among levels of education, promote student success, and encourage students to continue their education.
4. Consider strategies for data systems that provide information about students at all educational levels.
5. Make any other recommendations as may seem appropriate.

The Council shall make a report of its activities by October 1, 2006. The Council shall meet at the call of the chairman.

Commission Staffing and Funding

Necessary staff support for the Commission's work during its existence shall be furnished by the Office of the Governor, the Virginia Department of Education, the Virginia Community College System, the State Council of Higher Education for Virginia, the Department of Social Services, and such other agencies and offices as designated by the Governor. An estimated 3,000 hours of staff time will be required to support the Commission's work.

Necessary funding to support the Commission and its staff shall be provided from federal funds, private contributions, and state funds appropriated for the same purposes as the Commission, as authorized by Section 2.2-135 of the Code of Virginia. Estimated direct costs for this Commission are \$15,000.

Commission members shall serve without compensation and shall receive reimbursement for expenses incurred in the discharge of their official duties.

Executive Order 100 (2005)

Page 3

This Executive Order shall be effective October 15, 2005, and shall remain in full force and effect until October 14, 2006, unless sooner amended or rescinded by further executive order.

Given under my hand and under the Seal of the Commonwealth of Virginia, this 19th day of October 2005.

Mark R. Warner, Governor

Attest: _____
Secretary of the Commonwealth

Commonwealth of Virginia National Governors Association Honor Schools

<u>Division</u>	<u>School</u>	<u>Principal</u>
Bristol City Public Schools	Virginia High	Ina Danko
Caroline Co. Public Schools	Caroline Co. High	Patricia Taylor-Smith
Charlotte Co. Public Schools	Randolph Henry Sr. High	Gloria Talbott
Chesterfield Co. Public Schools	Meadowbrook High	Cornelius Fletcher
Colonial Beach Public Schools	Colonial Beach High	David Bridges
Dinwiddie Co. Public Schools	Dinwiddie High	Barbara Pittman
Franklin Co. Public Schools	Franklin Co. High	William B. Gibson
Frederick Co. Public Schools	James Wood High	Joseph Salyer
Hampton City Public Schools	Phoebus High	Donna Woods
Henrico Co. Public Schools	Highland Springs High	Al Ciarochi
Manassas City Public Schools	Osbourn High	Perry Pope
Norfolk City Public Schools	Norview High	Marjorie Stealey
Norfolk City Public Schools	Booker T. Washington High	Cynthia Watson
Northumberland Co. Public Schools	Northumberland High	Larry Shumaker
Pittsylvania Co. Public Schools	Dan River High	Martin Ringstaff
Pittsylvania Co. Public Schools	Gretna High	Deborah Powell
Portsmouth City Public Schools	Woodrow Wilson High	Timothy Johnson
Portsmouth City Public Schools	I. C. Norcom High	Lynn Briley
Prince William Co. Public Schools	Woodbridge High	Alan Ross
Prince William Co. Public Schools	Brentsville District High	Alex Carter
Richmond City Public Schools	George Wythe High	Earl Pappy
Richmond City Public Schools	Huguenot High	J. Austin Brown
Roanoke City Public Schools	William Fleming High	Susan Willis
Russell Co. Public Schools	Castlewood High	Scotty Fletcher
Southampton Co. Public Schools	Southampton High	Allene Atkinson
Spotsylvania Co. Public Schools	Spotsylvania High	David Eshelman
Suffolk City Public Schools	Lakeland High	Thomas Whitley
Suffolk City Public Schools	Nansemond River High	Tomas McLemore
Sussex Co. Public Schools	Sussex Central High	Gurnery Ramsey
Waynesboro City Public Schools	Waynesboro High	Sue Wright